PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Indonesian (continuers)**

Pre-approved learning and assessment plans are for *school use only*.

* Teachers may make changes to the plan, retaining alignment with the subject outline.
* The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
* The plan does not need to be submitted to the SACE Board for approval.

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| School |  | Teacher(s) |  |

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| SACE  School Code | | |  | Year |  | Enrolment Code | | | | |  | Program Variant Code (A–W) |
| Stage | Subject Code | | | No. of Credits (10 or 20) |
|  |  |  |  | **1** | **I** | **N** | **C** | **10** |  |

**Addendum – changes made to the pre-approved learning and assessment plan**

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| Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:   * what changes have been made to the plan * the rationale for making the changes * whether these changes have been made for all students, or for individuals within the student group. |

**Endorsement**

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

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| Signature of principal or delegate |  | Date |  |

Stage 1 Indonesian (continuers) (10-credits)

Assessment Overview

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

| **Assessment Type and Weighting** | **Details of assessment** | **Assessment Design Criteria** | | | **Assessment conditions**  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| **I** | **E** | **IR** |
| **Assessment Type 1:**  **Interaction**  **Weighting 20%** | Students engage in a conversation about an imagined experience as an exchange student in Indonesia. They express their ideas using a variety of vocabulary and language structures, accurate grammar and pronunciation. They demonstrate their ability to sustain the conversation, comprehend and respond to questions, and ask in Indonesian for clarification or repetition if needed. The register of the conversation is appropriate to its purpose, audience and context. | 1, 2 | 1, 2, 3 | 3 | **Oral**: 3 – 5 minutes one to one conversation with teacher.  Prepared but not scripted.  No cue cards for conversation.  Visual aids may be used. |
| **Assessment Type 2:**  **Text Production**  **Weighting 20%** | Students write a diary entry, or a series of diary entries, reflecting on their experience of being an exchange student in Indonesia at the time of Ramadan and Idul Fitri. They organise their ideas in a logical manner, using a variety of vocabulary and sentence structures and correct spelling and grammar. The register of their writing is appropriate to its purpose, audience and context. | 1, 2 | 1, 2 | 3 | **Written**: minimum 200 words  3 x lessons + 1 x week homework.  Students provide evidence of preparation and planning e.g. notes, drafts, etc. |
| **Assessment Type 3:**  **Text Analysis**  **Weighting 20%** | Students view and listen to an Indonesian music video by a contemporary band in the Top 40 and read a related text in Indonesian and respond in English to questions about the texts. Their responses show that they have understood the meaning of the text, analysed its language features and reflected on aspects of Indonesian culture represented in the text. |  | 2 | 1, 2, 3 | 60 minutes supervised in class under test conditions with bilingual dictionary support. |
| **Assessment Type 4:**  **Investigation**  **Weighting 40%** | **Response in Indonesian**  Students undertake an investigation related to the topic of Ramadan in Indonesia and present a short talk to a group of tourists preparing to leave Australia for a period of time in Indonesia during the fasting month, giving them advice on what to expect and how to behave appropriately during this time. At the end of the presentation, they respond to questions from the audience (tourists). They show evidence of research, understanding of the cultural and social issues, and use a range of language appropriate to the purpose, audience and context to inform their audience. A bibliography is to be included.  **Reflection in English**  Students write a written reflection in English in the form of a blog, or series of blog entries, detailing information and reflective thinking about their research experience and the topic of their investigation. Students reflect on learning that was new, surprising or challenging; how the learning may have changed their thinking/values; how the learning increased their understanding of the Indonesian community and culture. The reflection is clearly expressed and the register of their writing is appropriate to the purpose, audience and context. | 1, 2 | 1, 2, 3  2 | 1, 3 | **Response in Indonesian**  Oral presentation: 3 minutes with 2 minutes of questions and answers.  May use cue cards or multimodal aid (e.g. photo story, PowerPoint, etc.) to support presentation  Students provide evidence of preparation and planning e.g. notes, drafts, etc.  **Reflection in English**  Written: Approximately 500 words |

***Five assessments.*** *Please refer to the Stage 1 Locally Assessed Languages Continuers Level Subject Outline.*