# Pre-approved Learning and Assessment Plan

Stage 2 Chinese at Continuers Level

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) |
|  |  |  |  | **2** | **C** | **H** | **C** | **20** |  |

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.
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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 |  |

# Assessment overview

Stage 2 Chinese at Continuers Level – 20 credits

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 1: Folio – weighting 50%

| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- |
| I | E | IR |
| Interaction Students participate in a discussion with the teacher about festivals and celebration in China and Australia. The discussion requires students to express and justify their opinions and also refer to information and opinions represented in texts studied. They also demonstrate evidence of their ability to maintain and sustain a conversation | 1,2 | 1,2,3 |  | 5-7 minute conversation with teacher.No notes or cue cards permitted, but students may refer to pictures or other support materials. |
| Text Production Students write a diary entry in which they reflect on their first week in a new part-time job. They also reflect on how this job might help them in their future career and life. Students demonstrate their ability to use a range of language to express and connect their ideas and opinions, as well as observe the conventions of a Chinese diary entry. | 1,2 | 1,2 |  | Length: approximately 450 characters completed over a one week period including some class time One draft allowed. |
| Text AnalysisStudents read two texts which explore different aspects of youth culture. Students then respond in English to questions which require analysis of content, language and culture. They demonstrate their ability to interpret and reflect upon content, justifying their ideas with evidence from the text. They also reflect on their own values in relation to those expressed in the text. |  | 2 | 1,2,3 | Length: 120 minutes.Under test conditions, with support of printed bilingual dictionaries. |

Assessment Type 2: In-depth Study – weighting 20%

| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- |
| I | E | IR |
| Oral PresentationStudents use both Chinese and English resources (at least 3 in Chinese) to undertake research into a topic of Chinese history and culture (tradition or event). They then present an informative talk with the help of a PowerPoint presentation to the audience at a forum on their main findings. They demonstrate their ability to organise their ideas logically and to use a range of language to express their ideas, creating interest in their talk. | 1,2 | 1,2 |  | Speech of 3-5 minutes duration.Visual aids may be used as support.Cue cards permitted.Notes, drafts and bibliography are submitted as evidence of preparation and planning. |
| Written Response in Chinese Students imagine they are in China and have firsthand experience of tradition or event related to the Chinese history and culture. They write a letter to a Chinese speaking friend in Australia to share their personal experiences, observations and evaluations. The text must include evidence of their research, interpretation of meaning, and personal reflection and opinions. | 1,2 | 1,2 | 3 | Written response of 600 characters in Chinese.Notes, drafts and bibliography to be submitted as evidence of preparation and planning. |
| English Reflection Students write a reflective essay in English on their experience in undertaking the in-depth study. For example they reflect on:* how Chinese culture, values, practices, and beliefs are represented in texts studied
* the significance of their topic to Chinese-speaking communities
* how Chinese-speaking communities have responded to their chosen issue.

The focus of the reflection is individually negotiated with the teacher. | 2 | 2 | 1, 3 | Written response of 600 words or a 5–7 minute talk to the class.Notes, drafts and bibliography to be submitted as evidence of preparation and planning. |

External Assessment: Examination – weighting 30%

| Assessment details | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
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| The oral examination assesses primarily student’s knowledge and skill in using spoken Chinese. Section 1: ConversationSection 2: Discussion.The 2-hour written examination has three sections:Section 1: Listening and respondingSection 2: Reading and respondingSection 3: Writing in Chinese. | Oral examination (10 to 15 minutes).2-hour written examinationplus 10 minutes reading time. |

*Eight to ten assessments.**Please refer to the Locally Assessed Languages at Continuers Level subject outline.*