# Pre-approved Learning and Assessment Plan

Stage 2 Chinese at Beginners 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** | **B** | **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. |

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 Beginners 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: Interaction – weighting 30%

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| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| I | E | IR |
| Presentation and discussion in Chinese  Students research two Chinese tourist destinations, pretend they have visited them and inform the class about their experiences. They describe where they have been, what they have seen, and convey their impressions and opinions, making comparisons with other personal experiences where appropriate. They then respond to questions from the audience about their presentation. | 1,2 | 1,2,3 |  | Length of Presentation: 2 minutes, cue cards allowed.  Length of Discussion: 3 minutes, no cue cards allowed, but visual cues may be used. |
| Interacting in spoken Chinese  Students participate in a conversation in Chinese with the teacher on the topics of home, family neighbourhood and self. They demonstrate their ability to: engage the audience using a range of language and communication strategies to express their ideas and maintain the conversation; provide relevant information about the topic in a logically-sequenced manner; use a range of appropriate vocabulary and sentence structures accurately; and use accurate pronunciation, intonation and stress to enhance communication. | 1,2 | 1,2,3 |  | Length: 3-5 minutes.  No notes or cue cards permitted, but students may refer to pictures or other support materials. |

Assessment Type 2: Text Production – weighting 20%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| I | E | IR |
| Writing texts in Chinese  Students write a blog for the class web page about their immediate and long term plans for the future, including possible alternative options and the reasons for these. They demonstrate their ability to convey relevant ideas with sufficient depth and accuracy and also to coherently structure the text. | 1,2 | 1,2 |  | Length: 240 characters completed over two weeks including some class and homework time.  One draft allowed. |
| Responding to written texts in Chinese  Students read a letter from a future exchange student at their school and write a reply in which they respond to the questions and/ or information in the letter. They demonstrate their ability to express ideas and information accurately and appropriately as well as to coherently structure their response. | 1,2 | 1,2 |  | Length: 240 characters completed over one week including some class time.  One draft allowed. |

Assessment Type 3: Text Analysis – weighting 20%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
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| I | E | IR |
| Analysing and Interpreting Written Texts  Students read two Chinese texts related to the topic of *Travel and Tourism* from the perspective of the Chinese-speaking communities and answer questions in English. They demonstrate their ability to interpret meaning, analyse the languages of the text, and to reflect on how cultures, values, beliefs, practices, and/or ideas are represented or expressed in texts. The combined length of the texts will be approximately 400 characters. |  | 2 | 1,2,3 | 120 minutes.  Under test conditions, with support of printed bilingual dictionaries. |
| Analysing and Interpreting Spoken Texts  Students listen to four Chinese texts related to education and work and answer questions in English. They demonstrate their ability to interpret meaning, to analyse linguistic and structural features, and cultural aspects of the texts, as well as to reflect on how cultures, values, beliefs, practices, and/or ideas are represented or expressed in texts. |  | 2 | 1,2,3 | 90 minutes.  Under test conditions, with support of printed bilingual dictionaries. |

External Assessment: Examination – weighting 30%

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| 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: Oral presentation and discussion  Section 2: Conversation.  The 2½ hour written examination has three sections:  Section 1: Listening  Section 2: Reading  Section 3: Writing in Chinese. | Oral examination (approximately 10 minutes).  2½ hour written examination with 10 minutes reading time. |

*Eight to ten assessments.**Please refer to the Interstate Assessed Languages at Beginners Level subject outline.*