PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Chinese (background speakers)**

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** | **C** | **H** | **D** | **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 Chinese (background speakers) (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** | **ER** |
| **Assessment Type 1: Interaction**  **Weighting 20%** | Having conducted extensive research about the perceptions of Chinese communities in the western world, students have a spontaneous conversation with their teacher, expressing information, ideas and opinions and maintain the conversation effectively by responding in depth and breadth to questions asked. Students convey relevant information and detail about both general and specific aspects of the topic, express their own opinions, and qualify and justify their opinions and points of view using evidence from a range of sources and perspectives. | 1, 2 | 1, 2, 3 |  | Oral  5-7 minute discussion with the teacher  Prepared but not scripted.  No cue cards for conversation.  Visual aids may be used. |
| **Assessment Type 2: Text Production**  **Weighting 20%** | Students investigate the effects of the growing middle class population in China and examine the social and economic impacts on China and the world. Students then write an editorial for a Chinese print media in which they detail information, ideas and opinions related to the issues investigated. They demonstrate their ability to relate detail, convey a position, justify opinions and adhere to the text type conventions. Their response includes references to texts studied in class as well as through independent research. | 1, 2 | 1, 2 |  | Written – editorial  Minimum of 550 characters.  Completed over a two-week period in class and for homework. |
| **Assessment Type 3: Text Analysis**  **Weighting 20%** | Students read two or three connected texts in Chinese and then respond in Chinese and English to questions in which they demonstrate the ability to analyse, interpret, and evaluate meaning and language use, and to reflect on how their own ideas and values relate to those expressed in the texts. Students support their answers using evidence from the texts, structure their responses coherently, and use language to accurately convey meaning. |  |  | 1, 2, 3 | Written  60 minutes supervised in class with printed bilingual dictionary support |
| **Assessment Type 4: Investigation**  **Weighting 40%** | **Response in Chinese**  Students read a wide range of texts related to contemporary Chinese literature and present a multimodal presentation in Chinese to their class expressing their views on the issue investigated. At the end of their presentation, students respond to a series of spontaneous questions from the teacher and/or class. Students:   * relate appropriate information and ideas to convey their perspective; * qualify and justify their opinions using evidence from a range of sources and perspectives; * structure their response coherently using language accurately to convey, qualify and justify their views.   **Reflective Response in English**  Students write a personal reflection in English on their experience in undertaking the investigation examining contemporary Chinese literature. Students refer to texts studied and their knowledge and understanding to reflect on:   * the impact the research has had on them personally, for example how their understanding and opinions have changed; * new/surprising/challenging learning; and * their own values, beliefs in relation to the topic. | 1, 2 | 1, 2, 3  2 | 1, 3 | **Response in Chinese**  Multimodal presentation with oral discussion  2-3 minute presentation followed by 3-5 minutes of spontaneous discussion  **Reflective Response in English**  Written: Approximately 500 words  Completed for homework at the conclusion of the investigation |

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