# Pre-approved Learning and Assessment Plan

Stage 2 Arabic 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** | **A** | **R** | **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. |

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 Arabic 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%

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| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| I | E | IR |
| Interaction  Students have a conversation with the teacher in which they discuss their thoughts, ideas and opinions on lifestyles in Australia and Arabic-speaking countries. They use a range of language to express their thoughts and ideas in detail and justify their opinions with evidence from a range of sources. Students maintain the interaction through using a variety of communication strategies. | 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  After researching, students write an article on current youth issues in Arabic-speaking countries. Students demonstrate their ability to write an informative and evaluative article. Students demonstrate their ability to use correct text type conventions and appropriate register for the purpose and audience, while structuring and sequencing their ideas logically. Students use a range of language and familiar idiomatic expressions and demonstrate their ability to use familiar and unfamiliar vocabulary and sentence structures accurately. | 1,2 | 1,2 |  | Written: script of a speech  Minimum word length: 300 words  Completed over two weeks  One draft permitted |
| Text Analysis  Students read and/or listen to a range of texts in Arabic focused on the topic of Family and Friends. Students respond to texts in English and/or Arabic, demonstrating their ability to interpret and reflect on the themes and ideas contained within the texts, including their ability to interpret meaning of language and style within a given context. |  | 2 | 1,2,3 | Completed over one week under test conditions with the use of printed bilingual dictionary |

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 Presentation  Students use both Arabic and English resources to research the topic of Culture and Traditions associated with the Arabic-Speaking Communities. Students give an oral presentation in Arabic to the class on the topic studied to present information, ideas and opinions. Students use engaging language appropriate for the purpose and audience to provide relevant information in a logically sequenced manner. The information presented demonstrates depth of research and clear evidence of planning, research, preparation and reflection. The tasks are individually negotiated and differ in context, purpose, and audience from the other two in-depth study tasks. | 1,2 | 1,2 | 1 | Speech of 3-5 minutes duration in Arabic  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 Arabic  Students use both Arabic and English resources to research the topic of Culture and Traditions associated with the Arabic-Speaking Communities. Students prepare a written response in Arabic, in which they communicate information, ideas and opinions about an aspect of their chosen topic, including their own perspectives on the topic. In doing so, they adhere to their chosen context, purpose and audience as negotiated with the teacher. They also adhere to the conventions of their chosen text type. They demonstrate relevance to context, purpose and audience, and the ability to elaborate ideas and support opinions. Students convey information accurately and appropriately demonstrating accurate expression (i.e. linguistic structures and features) and use a range of cohesive devices. | 1,2 | 1,2 | 1 | Written response in Arabic of a maximum of 500 words completed over two weeks in class + homework  Students provide evidence of planning, preparation and research e.g. notes, drafts, bibliography, etc. |
| English Reflection  Students choose to respond in either a written or oral form, reflecting in English on their experience undertaking the in-depth study. They express information, feelings, ideas, and opinions based on texts studied, demonstrating evidence of ideas, expression, interpretation and reflection. Students organise their ideas coherently and adhere to the conventions of the chosen text type. | 2 | 2 | 1,3 | Written response of 600 words or a 5-7 minute talk to the class  Notes and drafts to be submitted as evidence of preparation and planning |

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 Arabic.  Section 1: Conversation  Section 2: Discussion  The 2-hour written examination has three sections:  Section 1: Listening and responding  Section 2: Reading and responding  Section 3: Writing in Arabic | Oral examination (10 to 15 minutes)  2-hour written examination |

*Eight to ten assessments.**Please refer to the Stage 2 Interstate Assessed Languages at Continuers subject outline.*