# Pre-approved Learning and Assessment Plan

Stage 2 Persian 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** | **P** | **N** | **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 Persian 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 participate in a conversation with the teacher in Persian to exchange information, ideas, feelings, and opinions on their ideal world (The Individual, Values). Students demonstrate their ability to sustain and initiate an interaction in Persian using a range of linguistic structures, and to provide sufficient depth and breadth in the treatment of their ideas. | 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 the topic of Past and Present, students write an article on the importance of commemorating important historical figures (The Persian-speaking Communities). Students demonstrate their ability to write an informative and persuasive article. They convey and support their ideas using a range of language, and use appropriate register and text type conventions. | 1,2 | 1,2 |  | Length: approximately 400 words in Persian.  Completed over two weeks, including some class time. Dictionaries and notes may be used.  One draft allowed. |
| Text Analysis  Students listen to a number of texts in Persian which differ in style and purpose, and then they answer questions in English and/or Persian. Students interpret meaning, analyse the language and reflect on how cultures, beliefs, values, practices, and ideas are represented or expressed in texts. |  | 2 | 1,2,3 | Length: 90 minutes  Printed dictionaries may be used. |

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 Persian and English resources to undertake research on a social issue in a Persian-speaking community as negotiated with the teacher. They then present an informative talk with the help of a Power Point presentation at a community meeting. 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 Persian  Using the information gained through research and researching the solutions to the issues, students write a blog focusing mainly on the solutions. The blog must include evidence of their research and personal reflection and opinions. Opinions must be justified with examples of solutions from the research. | 1,2 | 1,2 | 3 | Written response of 500 words maximum in Persian.  Notes, drafts and bibliography to be submitted as evidence of preparation and planning.  One draft allowed. |
| English Reflection  Students reflect in English on their experience in undertaking the In-depth study.  They reflect on (suggested):   * how the research experience has influenced their thinking and understanding of the Persian-speaking Communities within the changing world * how culture, values, ideas were represented in the texts studied * new, surprising or challenging learning * how the research has influenced their own understanding or perspectives on issues/topics | 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 Persian.  Section 1: Conversation  Section 2: Discussion  The 2 ½ - hour written examination has three sections:  Section 1: Listening and responding  Section 2: Reading and responding  Section 3: Writing in Persian | Oral examination (approximately 15 minutes).  2 ½ - hour written examination, plus 10 minutes reading time. |

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