PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Japanese (beginners)**

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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| SACESchool Code |  | Year |  | Enrolment Code |  | Program Variant Code (A–W) |
| Stage | Subject Code | No. of Credits (10 or 20) |
|  |  |  |  | **1** | **J** | **A** | **B** | **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.
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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 |  |

Stage 1 Japanese (beginners) (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** | **IR** |
| **Assessment Type 1: Interaction****Weighting 50%** | **Conversation about Family**: Students participate in a conversation with the teacher on the topic ‘family’. Students 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. Students have the option of referring to pictures as support. | 1,2 | 1,2,3 |  | Oral conversation with teacher Length: 2 – 3 minutes Pictures may be used may be used as support  |
| **Presentation about Recreation**: Students give a spoken presentation to the class in Japanese on their recreational activities. They use a range of language to convey relevant ideas and supporting detail, and evaluate one or more activity. Students use tone and stress, along with communication strategies to engage the audience and demonstrate their ability to communicate effectively. | 1,2 | 1,2 |  | Oral PresentationLength: approximately 2 minutesAudience: classCue cards may be used |
| **Assessment Type 2: Text Production****Weighting 25%** | Students write an informative article in Japanese for the ‘home and neighbourhood’ section of the school’s Japanese website, using a range of language and supporting visual aids such as pictures. Students structure their text logically, apply knowledge of the text type conventions, and incorporate the use of ICT skills to complete this task appropriately for the purpose and audience. | 1,2 | 1,2 |  | WrittenLength: approximately 250jiTo be completed in class over two lessons and submitted in electronic format. |
| **Assessment Type 3: Text Analysis****Weighting 25%** | Students read a school timetable in Japanese and use both English and Japanese to answer questions analysing and interpreting the meaning and language used in the text. Students reflect on their own values by comparing the values contained in the text with their own. |  | 2 | 1,2,3 | Written: short answers in both English and Japanese45 minutes (single lesson) supervised in class under test conditions with bilingual dictionary support. |

***Four or five assessments.*** *Please refer to the Stage 1 Interstate Assessed Languages Beginners Level Subject Outline.*