PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Chinese (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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| SACE  School Code | | |  | Year |  | Enrolment Code | | | | |  | Program Variant Code (A–W) |
| Stage | Subject Code | | | No. of Credits (10 or 20) |
|  |  |  |  | **1** | **C** | **H** | **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. |

**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 (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%** | Students investigate a tourist destination and give a spoken presentation in Chinese to persuade an imagined audience at a travel expo to visit the destination. They express their ideas using a variety of vocabulary and language structures, accurate grammar and pronunciation. The register of the presentation is appropriate to its purpose, audience and context. | 1,2 | 1,2 |  | Oral: approximately 2 minutes.  Students may use objects, visual cues, cue cards, or multimedia, and may refer to approved key words or headings in the presentation. The presentation must not be read from a script. |
| Students engage in a conversation with a selection panel for a student exchange program to China. They introduce themselves briefly and respond to questions about the character traits that would make them a successful candidate, persuading the panel to select them. Students express their ideas using a variety of vocabulary and language structures, accurate grammar and pronunciation. They demonstrate their ability to comprehend rehearsed questions, or ask in Chinese for clarification or repetition. The register of the conversation is appropriate to purpose, audience and context. | 1,2 | 1,2,3 |  | Oral: 2-3 minutes.  Prepared but not scripted.  Visual objects may be used. |
| **Assessment Type 2: Text Production**  **Weighting 25%** | Students write an entry in the class blog in which they introduce themselves to others, providing information about their likes and dislikes, family, friends and school life. They express their ideas using appropriate blog-writing conventions, a variety of vocabulary and language structures, accurate spelling and grammar. The register of the blog entry is appropriate to its purpose, audience and context. | 1,2 | 1,2 |  | Written: approximately 120 characters  One double lesson and homework time provided for the completion of this task |
| **Assessment Type 3: Text Analysis**  **Weighting 25%** | Students analyse and interpret a text in Chinese by responding to questions in English. The text has been chosen to reflect the perspective of The Chinese-speaking Communities. Students comment on cultural and linguistic features of the text, and reflect on ways in which Chinese culture, values and practices are represented in the text, as well as on their own values and practices in relation to those expressed in the text. |  |  | 1,2,3 | 80 minutes supervised.  In class with printed bilingual dictionary support. |

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