PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Indonesian (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** | **I** | **N** | **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 Indonesian (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 give a spoken presentation in Indonesian about their school life in Australia. They include details about the location of the school, their subjects, school routines and facilities. 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 have a conversation in Indonesian about their personal context, covering more than one topic from the perspective of The Personal World. The interaction covers prepared topics, but is not scripted. 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 Indonesian for clarification or repetition. The register of the conversation is appropriate to purpose, audience and context. | 1,2 | 1,2,3 |  | Oral: 2-3 minute conversation.  Prepared but not scripted.  Visual objects may be used. |
| **Assessment Type 2: Text Production**  **Weighting 25%** | Students write a letter in Indonesian to their teacher, introducing themselves and giving information about their family and neighbourhood. They include details about members of their family, the location and facilities of their neighbourhood, the way they travel to school and how far it is from home. They express their ideas using appropriate letter-writing conventions, a variety of vocabulary and language structures, accurate spelling and grammar. The register of the letter is appropriate to its purpose, audience and context. | 1,2 | 1,2 |  | Written: approximately 150 words.  80 minutes supervised.  In class with dictionary support. |
| **Assessment Type 3: Text Analysis**  **Weighting 25%** | Students analyse and interpret a text in Indonesian by responding to questions in English. The text has been chosen to reflect the perspective of The Indonesian-speaking Communities. Students comment on cultural and linguistic features of the text, and reflect on ways in which Indonesian 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 approved bilingual dictionary support. |

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