PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Bosnian (continuers)**

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.

|  |  |  |  |
| --- | --- | --- | --- |
| School |  | Teacher(s) |  |

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

**Addendum – changes made to the pre-approved learning and assessment plan**

|  |
| --- |
| 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.

|  |  |  |  |
| --- | --- | --- | --- |
| Signature of principal or delegate |  | Date |  |

Stage 1 Bosnian (continuers) (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 20%** | Students have a conversation with their teacher about a modern-day Bosnian role model. They discuss who they are, including their personality traits, what they do, why they are a role model, what values and beliefs they live out and promote to society, what personal connection they have with this role model etc. They use a range of language to express their thoughts and ideas in detail and justify their opinions with evidence. Students maintain the interaction through using a variety of communication strategies. | 1,2 | 1,2,3 |  | Oral: 3 – 5 minutes one to one conversation with teacher.  Prepared but not scripted.  No cue cards for conversation.  Visual aids may be used. |
| **Assessment Type 2:**  **Text Production**  **Weighting 20%** | Students research a well-known Bosnian festival or celebration. Imagining they have participated as a spectator in the festival or celebration, they write a review for TripAdvisor commenting on their positive or negative experience. 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: approximately 250 words  3 x lessons + 2 x weeks of homework.  Students provide evidence of preparation and planning e.g. notes, drafts, etc. |
| **Assessment Type 3:**  **Text Analysis**  **Weighting 20%** | Students listen to a number of texts in Bosnian and respond to questions in English. They demonstrate 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. They form conclusions about purpose and audience, and consider how cultures, values and beliefs are represented and expressed in the texts. |  |  | 1,2,3 | Completed over one week for homework, including 1 lesson of class time with bilingual dictionary support. |
| **Assessment Type 4:**  **Investigation**  **Weighting 40%** | Response in Bosnian:  ‘Traditional societal roles in Bosnia are changing’. Students investigate and respond to this statement in essay form. Students use a range of language to express their thoughts and ideas in detail and justify their opinions with evidence from a range of sources.  Reflective Response in English:  Students write a written reflection in English in which they reflect upon their research experience and the topic of their investigation. Students reflect on learning that was new, surprising or challenging; how the learning may have changed their thinking/values; how the learning increased their understanding of the Bosnian community and culture. The reflection is coherently expressed and the register of their writing is appropriate to the purpose, audience and context. | 1,2 | 1,2  2 | 1,3 | Response in Bosnian  Written: Essay  Approximately 300 words.  Students provide evidence of preparation and planning e.g.  notes, drafts etc.  Reflective Response in English  Written: 500 words |

***Five assessments.*** *Please refer to the Stage 1 Nationally Assessed Languages Continuers Level Subject Outline.*