# Pre-approved Learning and Assessment Plan

Stage 2 Indonesian at Beginners 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** | **I** | **N** | **B** | **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 Indonesian at Beginners 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: Interaction – weighting 30%

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| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| I | E | IR |
| Interacting in Spoken Indonesian  Students work in pairs to perform a role play between a travel agent and a person wanting to travel to Indonesia. They discuss travel plans, itineraries and places of interest. Following some negotiation, they then resolve the conversation by booking the trip. They express their ideas using a variety of vocabulary and language structures, accurate grammar and pronunciation. They demonstrate their ability to comprehend 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 |  | 3-5 minute (each student) conversation.  No notes or cue cards permitted, but students may refer to props, travel brochures and other support materials. |
| Presentation and Discussion in Indonesian  Students present a 2-minute presentation to the teacher and class, reviewing an aspect of the film, Putih, Abu-abu dan Sepatu Kets. Following the presentation, they respond to questions from the class and teacher about their thoughts, views, opinions and beliefs about the film and issues stemming from it. They express their ideas using a variety of vocabulary and language structures, accurate grammar and pronunciation. They demonstrate their ability to comprehend questions, or ask in Indonesian for clarification or repetition. The register of the presentation and discussion is appropriate to its purpose, audience and context. | 1,2 | 1,2,3 |  | Presentation: approx. 2 minutes  Discussion: approx. 3 minutes  Cue cards allowed for the presentation.  No notes or cue cards allowed for the discussion, but students may refer to pictures or other support materials. |

Assessment Type 2: Text Production – weighting 20%

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| I | E | IR |
| Writing in Indonesian  Students imagine they are working as a cadet journalist for a community Indonesian newspaper in Australia. They write the transcript of an interview they conducted with a person who has just won an award for excellence in their sphere of life, e.g. sport, politics, education, performing arts etc. Students express their ideas using appropriate conventions for the text type, a variety of vocabulary and language structures, accurate spelling and grammar. The register of the text is appropriate to its purpose, audience and context. | 1, 2 | 1, 2 |  | Length: approximately 200 words  Completed over two weeks, including some class time Dictionaries and notes may be used.  One draft allowed. |
| Responding to Written Texts  Students imagine they are an actor from the film, Putih, Abu-abu dan Sepatu Kets, and write a blog post on a fan page in which they respond to a series of short posts from fans. They respond to their questions and speculations, as well as providing ‘teasers’ about upcoming roles. They express their ideas using appropriate blog post conventions, a variety of vocabulary and language structures, accurate spelling and grammar. The register of the blog post is appropriate to its purpose, audience and context. | 1, 2 | 1, 2 |  | Length: approximately 200 words  Completed over two weeks, including some class time  Dictionaries and notes may be used.  One draft allowed. |

Assessment Type 3: Text Analysis – weighting 20%

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| I | E | IR |
| Analysing and Interpreting Spoken Texts  Students analyse and interpret four spoken texts in Indonesian about travel, tourism and leisure. They show their understanding of the texts by responding to questions in English. They comment further on cultural and linguistic features of the text and clearly explain the ways in which Indonesian culture, values and practices are represented. They thoughtfully reflect on their own values and practices in relation to those expressed in the text. |  | 2 | 1,2,3 | Length: 90 minutes  Students may use dictionaries and/or word lists. |
| Analysing and Interpreting Written Texts  Students analyse and interpret two written texts in Indonesian about health and wellbeing. They demonstrate their understanding of the texts by responding to questions in English. They comment further on cultural and linguistic features of the text and clearly explain the ways in which Indonesian culture, values and practices are represented. They thoughtfully reflect on their own values and practices in relation to those expressed in the text. |  | 2 | 1,2,3 | Length: 120 minutes  Students may use dictionaries and/or word lists. |

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 Indonesian.  Section 1: Oral presentation and discussion  Section 2: Conversation.  The 2½ hour written examination has three sections:  Section 1: Listening  Section 2: Reading  Section 3: Writing in Indonesian. | Oral examination (approximately 10 minutes).  2½ hour written examination with 10 minutes reading time. |

*Eight to ten assessments.**Please refer to the Interstate Assessed Languages at Beginners Level subject outline.*