PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Vietnamese (background speakers)**

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** | **V** | **N** | **D** | **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 Vietnamese (background speakers) (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** | **ER** |
| **Assessment Type 1: Interaction****Weighting 20%** | Students research a contemporary environmental issue(s) and then present a talk to the class in Vietnamese about the issues(s). Following this they participate in a discussion with the class and teacher about the selected issues(s) demonstrating their ability to convey relevant information and detail about both general and specific aspects of the issue(s), expressing their opinions about the importance of this issues(s), and qualify and justify their opinions and points of view using evidence from a range of sources and perspectives.  | 1, 2 | 1, 2, 3 |  | Presentation: 2 - 3 minutes(can use cue cards)Discussion: approximately 5 minutes |
| **Assessment Type 2: Text Production****Weighting 20%** | Students write a diary entry in Vietnamese about a recent two week holiday in Vietnam in which they comment on the urban and rural landscape, places of significance visited, personal experiences and impressions. Students demonstrate evidence of their ability to adhere to text type conventions, convey appropriate details, and logically and coherently sequence their ideas.  | 1, 2 | 1, 2 |  | Written: 450 – 500 words 1 x lesson + 1 x week homework.Students provide evidence of preparation and planning e.g. notes, drafts, etc. |
| **Assessment Type 3: Text Analysis****Weighting 20%** | Related to the contemporary issue of the changing roles and values of women and men/families and young people, students read a text about honeymoon destinations for newly-married couples and answer questions in Vietnamese and English. They demonstrate the ability to interpret and evaluate meaning, analyse language, and reflect on ideas and values expressed in the texts. Students support and justify their answers using evidence from the text, structure their response coherently, and use language to accurately convey meaning. |  | 1, 2 | 1, 2, 3 | Written: answers in both English and Vietnamese45 minutes (single lesson) supervised in class under test conditions with bilingual dictionary support. |
| **Assessment Type 4: Investigation****Weighting 40%** | **Report in Vietnamese**: Students research the impact of tourism in Vietnam using a range of Vietnamese and English resources. They then prepare a response for an environmental forum in Vietnamese in which they discuss the impact of human activity on historical sites(s). Students show evidence of their ability to structure their response coherently, use language to relate ides and perspectives appropriately, and to convey, qualify, and justify their views. **Reflective Response in English**: Based on research related to the impact of tourism in Vietnam, students prepare a reflection in English of their experience in undertaking the investigation. In their response students reflect on: * the impact the research had on them personally (e.g. how their thinking has changed)
* learning that was new, surprising, or challenging
* their own values, beliefs in relation to the issue
 | 1, 2 | 1, 2, 32 | 13 | **Report in Vietnamese:** Mode of response to be negotiated: Written: approximately 500 wordsOral or Multimodal Presentation:4 – 5 minutes, followed by 3 minutes of questions from the audience.Students provide evidence of planning, preparation and research e.g. notes, drafts, etc.**Reflective Response in English:**Written: maximum of 500 words in English |

***Five assessments.*** *Please refer to the Languages Background Speakers Level Subject Outline.*