PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Chinese (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.

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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** | **C** | **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 (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 imagine they are applying for a scholarship to study in China. They prepare and present a speech in Chinese about themselves (including the reasons for applying and why they should be selected) for the selection panel, after which they answer a series of questions from the panel (teacher and classmates). In the presentation and response to questions, students relate appropriate details in a coherent manner using a range of language and communication strategies. | 1,2 | 1,2,3 |  | Length of presentation1 – 2 minutes  Approximately 3 minutes of questions  Cue cards may be referred during presentation. |
| **Assessment Type 2:**  **Text Production**  **Weighting 20%** | Students research a traditional Chinese festival and then write an article in Chinese for a children’s magazine comparing this festival with a festival of personal relevance. Students describe the festival, make comparisons, and identify cultural similarities and differences. They:   * relate relevant details and justify opinions * use a range of appropriate language * logically sequence the information and ideas * adhere to the text type conventions | 1,2 | 1,2 |  | Written: maximum 250 characters  3 x lessons + 1 x week homework.  Students provide evidence of  preparation and planning e.g. notes, drafts, etc. |
| **Assessment Type 3:**  **Text Analysis**  **Weighting 20%** | Students read a text in Chinese and answer questions in Chinese and English. In their responses students interpret meaning by drawing and justifying conclusions about the purpose, audience, and message of the text, and analyse the language (e.g. explain in detail the linguistic, stylistic, and/or cultural features of the text). They also demonstrate their ability to thoughtfully reflect on their own values in relation to those in the text. |  | 1,2 | 1,2,3 | 45 minutes (single lesson) supervised in class under test conditions with bilingual dictionary support. |
| **Assessment Type 4:**  **Investigation**  **Weighting 40%** | **Response in Chinese**: Students research one Chinese speaking region and use the information obtained to produce a travel brochure in Chinese. Students present their information in an appropriate format using relevant information and language to create interest in the region and travel advice for potential tourists.  **Reflective Response in English**: Based upon the information obtained from their research on a Chinese speaking region, students write a reflection in English where they comment on:   * how the culture, values, and ideas were represented in their research * new learning (e.g. how their own values/ideas etc. compare with those encountered) * how their own thinking/understanding has changed as a result of their research. | 1,2 | 1,2  2 | 1,3 | **Response in Chinese**: typed in a maximum of 400 characters.  Students provide evidence of planning, preparation and research e.g. notes, drafts, etc.  **Reflective Response in English**: maximum of 500 words  Students provide evidence of planning, preparation and research e.g. notes, drafts, etc. |

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