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 the differences between career choices in Australia and in Vietnam and then present a short talk to the class about the issues(s). Following this they participate in a discussion with the class and teacher about the 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 justify their opinions and points of view using evidence from a range of sources and perspectives.  | 1,2 | 1,2,3 |  | Presentation: approximately 2 minutes(can use cue cards)Discussion: approximately 5 minutes |
| **Assessment Type 2: Text Production****Weighting 20%** | Students write a diary entry in Vietnamese describing the conflict between themselves and their parents regarding their decision about subject choices. In this task, students need to use appropriate diary writing format, convey relevant and appropriate information, opinions, perspective s and emotions, support and justify opinions and logically and coherently sequence ideas.  | 1,2 | 1,2,3 |  | 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%** | Students read a text in Vietnamese related to environmental issues and answer a set of questions in Vietnamese and English based on the text. 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 pollution in Vietnam and write an article for a Vietnamese local newspaper to reflect on the consequences of pollution and the means of solving the hazards caused by pollution. 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 pollution 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 | 1,22 | 12,3 | **Report in Vietnamese**: Written: approximately 500 wordsStudents 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.*