PRE-APPROVED LEARNING AND ASSESSMENT PLAN

Stage 1 Spanish (beginners)

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** | **S** | **P** | **B** | **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 Spanish (beginners) (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 50%** | Students have a conversation with their teacher in which they discuss their favourite singer from a Spanish-speaking country. They provide information about their biography, personality and career highlights. They demonstrate their ability to: relate appropriate information using a range of language appropriate to the context, purpose, and audience accurately and fluently; use pronunciation, intonation and stress effectively to enhance communication; use effective communication strategies to maintain the interaction (e.g. asking for repetition, self-correcting); and go beyond minimal responses to engage the audience. | 1, 2 | 1, 2, 3 |  | Oral.  Duration: 2-3 minutes |
| Students compose and present a speech to the class in response to the following: ‘People spend too much time watching TV, playing computer games or using mobile devices.’ Their presentation aims to persuade their classmates to find alternative healthier activities to engage in. Students demonstrate their ability to: engage the audience using appropriate conventions of a presentation; provide relevant information in a logically-sequenced manner; use a range of appropriate vocabulary and sentence structures accurately; and use accurate pronunciation, intonation and stress to enhance communication. | 1, 2 | 1, 2 |  | Oral.  Duration: 2 minutes |
| **Assessment Type 2: Text Production**  **Weighting 25%** | Students write a reply to an email from a new pen pal in Pamplona. They respond to questions, addressing family life, home and pastimes and demonstrate their ability to: relate appropriate information logically and effectively; use appropriate language for the context, purpose and audience; use appropriate sentence structure (gender and noun agreement, present tense of regular and irregular verbs, linking words); and adhere to the text type conventions of an email. | 1, 2 | 1, 2 |  | Written.  60 minutes in class under test conditions, with printed bilingual dictionary support  Response length: approximately 100 words |
| **Assessment Type 3: Text Analysis**  **Weighting 25%** | Students read a number of items in their Spanish sister school’s newsletter and respond to questions in English, thus demonstrating their ability to: identify and explain key concepts in the text; draw conclusions about the purpose, audience and message of the text and justify these with appropriate evidence; make connections within the text; analyse cultural references and linguistic features; and reflect on ways in which cultures, values, and practices are represented in the text as well as on their own values. |  |  | 1, 2, 3 | Written.  To be completed for homework over 1 week with the support of printed bilingual dictionaries. |

***Four or five assessments.*** *Please refer to the Stage 1 Interstate Assessed Languages Beginners Level Subject Outline.*