PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Spanish (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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| SACESchool Code |  | Year |  | Enrolment Code |  | Program Variant Code (A–W) |
| Stage | Subject Code | No. of Credits (10 or 20) |
|  |  |  |  | **1** | **S** | **P** | **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.
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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 Spanish (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 interact with their teacher to exchange personal information about themselves, including: age; date and place of birth; family and relationships; pastimes; interests; likes/dislikes; idols; personality traits; habits; and school life. Students use a range of language to express their ideas in detail and justify their opinions, and maintain the interaction through using a variety of communication strategies. | 1, 2 | 1, 2, 3 |  | Preparation time: 1 week at the end of the unit.Oral: 3-5 minutes.Students may refer to visual aids, but not written notes. |
| **Assessment Type 2:** **Text Production****Weighting 20%** | Students write a formal letter of complaint after a bad experience in a restaurant, addressing aspects of the service they were unhappy with and outlining the manner in which the restaurant’s staff failed to satisfy them. Students demonstrate their ability to provide detail, justify opinions and elaborate as appropriate, and use correct text type conventions and appropriate register for the purpose and audience, while structuring and sequencing their ideas logically. Students engage the audience (restaurant manager) with appropriate cultural and linguistic choices. A range of language and expressions allows students to demonstrate their ability to use familiar vocabulary and sentence structures accurately. | 1, 2 | 1, 2 |  | Written: approximately 200 words.Completed over 1 week for homework.  |
| **Assessment Type 3:** **Text Analysis****Weighting 20%** | Students read entries from a Spanish-language blog and answer questions in English and Spanish about the text. 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, 3 | Written task: 45 minutes in class under test conditions with printed bilingual dictionary support. |
| **Assessment Type 4:** **Investigation** **Weighting 40%** | **Response in Spanish:**Students research a festival in a Spanish-speaking region by accessing texts in Spanish and English. They give an oral presentation to the class using PowerPoint, explaining historical, cultural, and social aspects and how the celebrations unfold, and respond to questions. As part of their presentation students use engaging language appropriate to the purpose and audience, to provide relevant information about the features of the celebration, details about particular customs, and explain a logically sequenced order of events. The information presented, demonstrates depth of research and clear evidence of planning, preparation and reflection.**Reflective Response in English:**Students write a journal entry in English reflecting on their learning through the investigation task. Using a series of focus questions provided by the teacher, they consider how their research has increased their understanding of how and why people in this area value their traditions. Students demonstrate evidence of reflection on how culture, values, beliefs, practices and ideas of Spanish-speaking communities are presented in the texts studied and how these compare to their own, as well as personal reflection on new learning. | 1, 2 | 1, 2, 32 | 13 | **Response in Spanish:**Oral presentation of up to a maximum of 3 minutes with PowerPoint and appropriate cue cards followed by 2-3 minutes of spontaneous questions.Students provide evidence of planning, preparation and research e.g. notes, drafts, etc.**Reflective Response in English:**Written: approximately 500 wordsHomework task written over a week.Students provide evidence of planning, preparation and research e.g. notes, drafts, etc. |

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