PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Italian (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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| SACESchool Code |  | Year |  | Enrolment Code |  | Program Variant Code (A–W) |
| Stage | Subject Code | No. of Credits (10 or 20) |
|  |  |  |  | **1** | **I** | **T** | **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.
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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 Italian (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 give a talk, in Italian, to the class introducing themselves and providing personal details. Students demonstrate their ability to engage the audience using appropriate conventions of a presentation, provide relevant information about a range of familiar topics (e.g. family, pets, home, school etc.) in a logical 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 |  | OralPerformed in front of classPresentation length: approximately 2 minutes with support of cue cards |
| Students prepare and present a role play in Italian where they order a meal and a drink at a restaurant and then pay the bill. Students 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 and go beyond minimal responses to engage the audience (waiter/waitress). | 1,2 | 1,2,3 |  | OralRole-play performed with teacher in role of waiter/waitress Duration: 2 - 3 minutes  |
| **Assessment Type 2: Text Production****Weighting 25%** | Students respond by email, in Italian, to a birthday card from a pen pal in which they share information about their recent birthday celebration. Students describe their birthday activities (including times, places, who was involved) thereby demonstrating 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 perfect tense of regular and irregular verbs, linking words); and adhere to the text type conventions of an email. | 1,2 | 1,2 |  | WrittenResponse length: approximately 100 wordsOne double lesson and homework time provided for the completion of this task |
| **Assessment Type 3: Text Analysis****Weighting 25%** | Students read a conversation between two people and then answer questions in English and Italian, 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, and analyse cultural references and linguistic features. They also reflect on ways in which cultural values and practices are represented in the text, as well as on their own values. |  | 1,2 | 1,2,3 | Written45 minutes in class under test conditions, with printed, bilingual dictionary support |

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