# Pre-approved Learning and Assessment Plan

Stage 2 Spanish at Beginners Level

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) |
|  |  |  |  | **2** | **S** | **P** | **B** | **20** |  |

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 |  |

# Assessment overview

Stage 2 Spanish at Beginners Level – 20 credits

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 1: Interaction – weighting 30%

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| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| I | E | IR |
| Interacting in Spoken Spanish  Students imagine they have returned from a two-week school trip to a Spanish speaking country and engage the teacher in a conversation about their travel experiences. Students demonstrate their ability to engage the interlocutor using appropriate conventions of a conversation. Students use a range of appropriate vocabulary and sentence structures accurately and use accurate pronunciation, intonation and stress to enhance communication. | 1,2 | 1,2,3 |  | Oral: conversation in Spanish  Duration: 3-5 minutes  No notes or cue cards permitted. |
| Presentation and Discussion  Students imagine that they are a student leader of the upcoming school trip to a Spanish-speaking country. They present information to their traveling companions reminding them of the things they need to do before leaving Australia, what they need to pack for the trip and outline some of the things to expect while in Spain. For example, they may like to remind their audience about the requirements of passports, visas, foreign exchange, accommodation, inoculations, clothing, information about local conditions etc. Students then respond to questions from the audience. They demonstrate their ability to engage the audience using appropriate conventions and techniques to maintain interest. Students use a range of appropriate vocabulary and sentence structures accurately and use accurate pronunciation, intonation and stress to enhance communication. | 1,2 | 1,2,3 |  | Oral: presentation and discussion.  Presentation: approximately 2 minutes, cue cards allowed.  Discussion: approximately 3 minutes, no notes or cue cards permitted, but students may refer to pictures or other support materials. |

Assessment Type 2: Text Production – weighting 20%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| I | E | IR |
| Writing in Spanish  Students imagine that they have been invited by a Hispanic friend to a Latin-American dance festival that happens to be on a school day. They write the transcript of the conversation that takes place between them and one of their parents in which they try to convince them they do not need to attend school that day and persuade them to allow them to attend the dance festival. Students 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, correct use of tenses, regular and irregular verbs, linking words) and adhere to the text type conventions of a conversation. | 1,2 | 1,2 |  | Written: conversation  Approximately 200 words  One draft allowed |
| Responding to Written Texts in Spanish  Students read an advertisement for ‘A night with [Spanish-speaking person]’. Imagining they have attended the event, they write an online review recounting their experience. They 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, correct use of tenses, regular and irregular verbs, linking words) and adhere to the text type conventions of a review. | 1,2 | 1,2 |  | Written: review  Approximately 200 words  One draft allowed |

Assessment Type 3: Text Analysis – weighting 20%

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| I | E | IR |
| Analysing and Interpreting Spoken Texts  Students listen to 3-5 texts in Spanish and answer questions in English. They demonstrate their ability to identify and explain key concepts in the texts, interpret meaning and make conclusions about the purpose, audience and message of the texts. They justify these with evidence from the text, analysing cultures, values, beliefs, practices, ideas and linguistic features reflected and expressed within the texts. |  | 2 | 1,2,3 | 90 minutes.  Completed under supervision with the support of printed bilingual dictionaries. |
| Analysing and Interpreting Written Texts  Students read 3 written texts in Spanish on the topic of health and well-being. They answer questions in English and/or Spanish. They demonstrate their ability to identify and explain key concepts in the texts, interpret meaning and make conclusions about the purpose, audience and message of the texts. They justify these with evidence from the texts, analysing cultures, values, beliefs, practices, ideas and linguistic features reflected and expressed within the texts. |  | 2 | 1,2,3 | Completed under supervision over 1 week with the support of printed bilingual dictionaries and/or word lists. |

External Assessment: Examination – weighting 30%

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| Assessment details | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
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| The oral examination assesses primarily student’s knowledge and skill in using spoken Spanish.  Section 1: Oral presentation and discussion  Section 2: Conversation  The 2½ hour written examination has three sections:  Section 1: Listening  Section 2: Reading  Section 3: Writing in Spanish | Oral examination (approximately 10 minutes)  2½ hour written examination with 10 minutes reading time |

*Eight to ten assessments.**Please refer to the Interstate Assessed Languages at Beginners Level subject outline.*