# Pre-approved Learning and Assessment Plan

Stage 2 Italian 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** | **I** | **T** | **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 Italian 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 Italian  Students will converse with the teacher in Italian on a range of issues linked to health and well-being. They may discuss, from experience: the value of a balanced lifestyle of study and leisure, relationships with friends and family, positive thinking, importance and impact of a nutritious diet, etc. 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 |  | 3-5 minute conversation with the teacher.  No notes or cue cards permitted, but students may refer to pictures or other support materials. |
| Presentation and Discussion in Italian  Students select a region in Italy, research and plan a holiday for their particular client. They then deliver an oral presentation as a travel agent “selling” their proposed holiday. They respond to questions from the teacher and students about the content of the presentation and one tourist attraction in particular. Students demonstrate their ability to engage the audience 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 |  | Presentation: approx. 2 minutes  Discussion: approx. 3 minutes  Cue cards allowed for the presentation.  No notes or cue cards allowed for the discussion, but students may refer to pictures or other support materials. |

Assessment Type 2: Text Production – 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 |
| Writing in Italian  Students write an informative article on a topic of their choice related to Italian culture. 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 an article. | 1,2 | 1,2 |  | Text type: blog  Length: approximately 200 words  Completed over two weeks, including some class time.  Dictionaries and notes may be used.  One draft allowed. |
| Responding to Written Texts  Students read an article about a recent high-stakes sporting match. As a fan of a player or the club in general, they write a fan email in which they respond to the news about the game, positively or negatively. 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 an email. | 1,2 | 1,2 |  | Length: approximately 200 words in Italian  Completed over two weeks, including some class time.  Dictionaries and notes may be used.  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 Italian and answer questions in English. They demonstrate their ability to identify and explain key concepts in the text, interpret meaning and make conclusions about the purpose, audience and message of the text. 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 | Length: 90 minutes  Students may use dictionaries and/or word lists. |
| Analysing and Interpreting Written Texts  Students read 2-3 written texts in Italian. They answer questions in English. They demonstrate their ability to identify and explain key concepts in the text, interpret meaning and make conclusions about the purpose, audience and message of the text. 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 | Length: 120 minutes  Students may use 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 Italian.  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 Italian. | 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.*