PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 German (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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| SACE  School Code | | |  | Year |  | Enrolment Code | | | | |  | Program Variant Code (A–W) |
| Stage | Subject Code | | | No. of Credits (10 or 20) |
|  |  |  |  | **1** | **G** | **E** | **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. |

**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 German (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 the teacher in German to exchange personal information related to the theme, The Individual. Students use a range of language to express, elaborate on, and justify their ideas and opinions, and maintain the interaction through using a variety of communication strategies. | 1,2 | 1,2,3 |  | **Oral**: 3 - 5 minutes.  Guiding questions are provided. |
| **Assessment Type 2:**  **Text Production**  **Weighting 20%** | Students read the German fairy-tale, Schneewitchen, and write a series of journal entries assuming the role of the main character, where they demonstrate their ability to convey their thoughts and feelings accurately and appropriately in German and adhere to the text type conventions. | 1,2 | 1,2 |  | **Written**: approximately 250 words, handwritten or typed.  Students provide evidence of preparation and planning e.g. notes, drafts, etc. |
| **Assessment Type 3:**  **Text Analysis**  **Weighting 20%** | Students read an article about changing schools and respond to questions about the text in English demonstrating the ability to interpret meaning, analyse language, and reflect on their own values. Students support and justify their answers using evidence from the text. |  | 1,2 | 1,2,3 | 60 minutes supervised in class under test conditions with bilingual dictionary support. |
| **Assessment Type 4:**  **Investigation**  **Weighting 40%** | **Response in German**  Under the theme of the German-speaking communities, students research a town or Bundesland/Kanton using a range of English and German resources. Taking the role of a tour guide talking to a group of Australian youths (the class), students individually present a virtual tour in spoken German. They convey appropriate details of the town (history, culture, social life, industry etc.) and respond to questions from the audience. Students demonstrate their ability to structure and sequence ideas logically, as well as effectively engaging the audience through their ideas and expression.  **Reflection in English**  Based on the same theme as the Investigation: Response in German (township, Bundesland/Kanton) students participate in a discussion in English with the teacher, individually or in groups, to reflect on the investigation. Students reflect on their own learning, on how the German culture, values, and ideas encountered in their investigation compare and/or contrast with their own, and on their personal learning experiences. | 1,2 | 1,2,3  2 | 1  1,3 | **Response** **in German**  Oral: presentation and Q&A.  May use cue cards or multimodal aid (e.g. photo story, PowerPoint, etc.) to support presentation  Students provide evidence of preparation and planning e.g. notes, drafts, etc.  **Reflection in English**  Discussion: maximum of 5 minutes with teacher and/ or peers. |

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