# Pre-approved Learning and Assessment Plan

Stage 2 Spanish at Continuers 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** | **C** | **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 Continuers 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: Folio – weighting 50%

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| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| I | E | IR |
| Interaction  Students participate in a conversation with the teacher in Spanish to exchange information, ideas, feelings, opinions, and experiences of Hispanic cinema (The Spanish-speaking Communities). They communicate their opinions on Hispanic films they have seen, justifying them with evidence from the texts. Students comment on similarities and differences they noticed between the ideas and values expressed in Hispanic films and English films they have viewed. Students demonstrate their ability to sustain and initiate an interaction in Spanish using a range of linguistic structures, and to provide sufficient depth and breadth in the treatment of their ideas. | 1,2 | 1,2,3 |  | 5-7 minute conversation with teacher.  No notes or cue cards permitted, but students may refer to pictures or other support materials. |
| Text Production  Students write a speech for a school assembly, focusing on what it is like to be a refugee. They choose from a range of perspectives, being a refugee, arriving in a new world, being the person who receives the refugee, etc. Students demonstrate their ability to write a narrative and descriptive text, conveying and supporting their ideas using a range of language, and using appropriate register and text type conventions. | 1,2 | 1,2 |  | Length: approximately 400 words in Spanish  Completed in class over 2 weeks Dictionaries may be used.  One draft allowed. |
| Text Analysis  Students listen to a number of texts in Spanish which differ in style and purpose, and then they answer questions in English and/or Spanish. Students interpret meaning, analyse the language and reflect on how cultures, beliefs, values, practices, and ideas are represented or expressed in texts. |  | 2 | 1,2,3 | Length: 90 minutes  Under test conditions, with support of printed bilingual dictionaries. |

Assessment Type 2: In-depth Study – weighting 20%

| Assessment details | Assessment design criteria | | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- | --- |
| I | E | | IR | |
| Oral Presentation  Students use both Spanish and English resources to undertake research on a topic of their choice from the prescribed themes. They then present an informative talk with the help of a Power Point presentation to the audience at a forum on their main findings. They demonstrate their ability to organise their ideas logically and to use a range of language to express their ideas, creating interest in their talk. | 1,2 | 1,2 | |  | | Speech of 3-5 minutes duration.  Visual aids may be used as support. Cue cards permitted.  Notes, drafts and bibliography are submitted as evidence of preparation and planning. |
| Written Response in Spanish  Using the information gained through research, students write an article on the topic of their research. The article must include evidence of their research, synthesis of information and justified opinions. | 1,2 | 1,2 | | 3 | | Written response of 500 words maximum in Spanish.  Notes, drafts and bibliography to be submitted as evidence of preparation and planning.  One draft allowed. |
| English Reflection  Students reflect in English on their experience in undertaking the In-depth study.  Students may reflect on (select):   * how the research experience was similar to or different from their preconceptions * how the research has influenced their thinking about language and culture * how cultures, values, ideas, practices, and beliefs are represented or expressed in the texts studied * how the research has influenced their own understanding or perspectives on issues/topics * learning that was new, surprising, or challenging * how the learning may have changed their thinking * how the in-depth study has increased their understanding of the Spanish-speaking communities * how their learning in their in-depth study has contributed to their understanding of themselves (e.g. identity, culture(s), values) * their own values, beliefs, practices, and ideas in relation to those represented or expressed in the texts studied * how they may use this experience in the future. | 2 | | 2 | | 1,3 | Written response of 600 words or a 5-7 minute talk to the class.  Notes and drafts to be submitted as evidence of preparation and planning. |

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: Conversation  Section 2: Discussion.  The 3-hour written examination has three sections:  Section 1: Listening and responding  Section 2: Reading and responding  Section 3: Writing in Spanish. | Oral examination (10 to 15 minutes).  3-hour written examination. |

*Eight to ten assessments.**Please refer to the Locally Assessed Languages at Continuers Level subject outline.*