# 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 engage in a conversation with the teacher on the topic of school life and working part time. They express their opinion, reflect on their own experiences and share their ideas and feelings on the topic. 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 cue cards allowed, but students may refer to pictures or other support material. |
| Presentation and Discussion  Students imagine that they visited a Spanish-speaking country and they present information to their class about their experience. Students negotiate the focus of their presentation with the teacher, for example: historical sites, cultural experiences, festivals, 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 cue cards allowed for this part. |

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 write the script of talk for a teenage audience on the topic of the importance of keeping fit and healthy, especially during senior years of high school. 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: script of a talk  Approximately 200 words.  One draft allowed. |
| Responding to Written Texts in Spanish  Students read a job advertisement for a part time position at a Spanish-speaking restaurant. They write an email to the manager of the restaurant, applying for the position. They demonstrate their ability to relate appropriate information logically and effectively, use appropriate language for the context, purpose and audience, use appropriate sentence structure and adhere to the text type conventions of an email. | 1,2 | 1,2 |  | Written: an email  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.  Printed bilingual dictionaries allowed. |
| Analysing and Interpreting Written Texts  Students read 2 written texts in Spanish on the topic of choosing a career. 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 | 120 minutes.  Completed under supervision over a week with the support of printed bilingual dictionaries. |

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.*