# Pre-approved Learning and Assessment Plan

Stage 2 German 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.

|  |  |  |  |
| --- | --- | --- | --- |
| School |  | Teacher(s) |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **2** | **G** | **E** | **B** | **20** |  |

Addendum – changes made to the pre-approved learning and assessment plan

|  |
| --- |
| 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.

|  |  |  |  |
| --- | --- | --- | --- |
| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 German 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%

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| I | E | IR |
| Interacting in Spoken German  Students role play a conversation between one fit person and one unfit person. In the conversation, the pair makes plans for a health and fitness regime. 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.  No notes or cue cards permitted, but students may refer to pictures or other support materials. |
| Presentation and Discussion in German  Students imagine that they are on an exchange in a German school and have been asked to compare and contrast German and Australian schooling. They present a 2-minute presentation highlighting the similarities and differences and then respond to questions from the audience about their presentation. 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 |  | 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%

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| I | E | IR |
| Writing in German  Imagining they were present at the fall of the Berlin Wall on 9 November 1989, students write a journal entry recording their thoughts, feelings, emotions and opinions about the event. They demonstrate their ability to: relate appropriate information logically and effectively, use appropriate language for the context, purpose and audience, use appropriate sentence structures (gender and noun agreement, correct use of tenses, regular and irregular verbs, linking words) and adhere to the text type conventions of a journal entry. | 1,2 | 1,2 |  | Text type: journal entry.  Length: approximately 200 words.  Completed over two weeks in class.  Dictionaries and notes may be used.  One draft allowed. |
| Responding to Written Texts  Students read an email from a German friend who has been traveling along the east coast of Australia. During their journey they managed to lose their passport and have emailed for advice about replacing it. Students research and respond to their friend’s email, giving them advice about how and where to go for a replacement passport. 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.  Completed over two weeks, including some class time  Dictionaries and notes may be used.  One draft allowed. |

Assessment Type 3: Text Analysis – weighting 20%

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 German on the theme of the environment, sustainability and preservation, and respond to 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 texts, analysing cultures, values, beliefs, practices, ideas and linguistic features reflected and expressed within the texts. |  | 2 | 1,2,3 | Length: 90 minutes.  Under test conditions.  Students may use dictionaries and/or word lists. |
| Analysing and Interpreting Written Texts  Students read 3 written texts in German on the theme of future plans and aspirations. They answer questions in English and/or German. 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 | Length: 120 minutes.  Under test conditions.  Students may use dictionaries and/or word lists. |

External Assessment: Examination – weighting 30%

|  |  |
| --- | --- |
| Assessment details | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
|
| The oral examination assesses primarily student’s knowledge and skill in using spoken German.  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 German. | 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.*