PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Italian (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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| SACESchool Code |  | Year |  | Enrolment Code |  | Program Variant Code (A–W) |
| Stage | Subject Code | No. of Credits (10 or 20) |
|  |  |  |  | **1** | **I** | **T** | **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.
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**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 Italian (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 their teacher in Italian to exchange personal information including: age; date and place of birth; family; pastimes; interests; likes/dislikes; idols; personality traits; habits; and school life. Students use a range of language to express their ideas in detail and justify their opinions, and maintain the interaction through using a variety of communication strategies. | 1,2 | 1,2,3 |  | **Oral**: up to a maximum of 5 minutes.Students can refer to pictures or other visual support materials but not written notes. |
| **Assessment Type 2:****Text Production****Weighting 20%** | Students read an email from a student in Italy outlining her intention to travel to Australia to improve her English and then write a return email in Italian responding to all the cues, providing detail, justifying opinions and elaborating as appropriate. Students demonstrate the ability to use correct text type conventions and appropriate register for the purpose and audience, while structuring and sequencing their ideas logically. Students use a range of language and familiar idiomatic expressions and demonstrate their ability to use familiar vocabulary and sentence structures accurately. | 1,2 | 1,2 |  | **Written**: approximately 250 words Time: 60 minutes in class under supervised conditions with printed bilingual dictionary support. |
| **Assessment Type 3:****Text Analysis****Weighting 20%** | Students read a number of texts in Italian about a holiday destination and answer questions in English and Italian, demonstrating their ability to interpret meaning, purpose and audience, and analyse the language. Students write cohesive responses and justify their answers using evidence from the text. Students demonstrate the ability to respond accurately and appropriately in Italian, using a range of expression. |  | 2 | 1,2,3 | Written taskCompleted over 1 week for homework. |
| **Assessment Type 4:****Investigation****Weighting 40%** | **Response in Italian:**Students research the development of the cuisine of an Italian region then select a regional dish which they prepare in front of an audience as part of an Italian television cooking show. As part of their demonstration, students use engaging language appropriate to the purpose and audience to provide relevant information about the geographical features of the region, details about particular ingredients, and logically sequenced and appropriately paced recipe instructions. They respond to questions from the audience. The information presented demonstrates depth of research and clear evidence of planning, research, preparation and reflection.**Reflective Response in English:**After having researched the development of the cuisine of an Italian region students write a journal entry, or a series of journal entries, in English reflecting on their experience undertaking the investigation. Students demonstrate evidence of reflection on how Italian culture, values, beliefs, practices and ideas are presented in the texts studied and how these compare to their own, as well as personal reflection on new learning. | 1,2 | 1,2,32 | 13 | **Response in Italian:**Presentation video-recorded at home and submitted to teacher on DVD/CD or USB.Length: maximum of 3 minutes. Students respond to questions from the class after watching the presentation. Approx. 2-3 minutes. Cue cards/prompts can be used as support.**Reflective Response in English:** Approximately 500 words. Students provide evidence of planning, preparation and research e.g. notes, drafts, etc. |

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