# Pre-approved Learning and Assessment Plan

Stage 2 Italian 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** | **I** | **T** | **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.
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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 |  |

# Assessment overview

Stage 2 Italian 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 Italian to exchange information, ideas, feelings, opinions, and experiences about issues of adolescents today and in the past (The Individual, The Changing World). Students demonstrate their ability to sustain and initiate an interaction in Italian 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 ProductionStudents write a blog about their experience of learning Italian, and the values of learning a foreign language. Students demonstrate their ability to write a personal and persuasive text, conveying and supporting their ideas using a range of language, and using appropriate register and text type conventions. | 1,2 | 1,2 |  | A blog of approximately 400 words in Italian.2 x 60 minutes.Under test conditions, with support of printed bilingual dictionaries.One draft allowed. |
| Text Analysis Students listen to a number of texts in Italian (theme: Italian-speaking Communities) which differ in style and purpose, and then they answer questions in English and/or Italian. 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 minutesUnder 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) |
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| I | E | IR |
| Oral PresentationStudents use both Italian and English resources to undertake research on a topic from The Changing World theme or The Italian-speaking Communities. They then present an informative talk with the help of a PowerPoint 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 Italian Using the information gained through research from The Changing World theme (e.g. Trade and Tourism) or The Italian-speaking Communities (e.g. the dynamics of language use), students write an evaluative report on the topic of their research. The report must include evidence of their research, synthesis of information and justified opinions. | 1,2 | 1,2 |  | Written response of 500 words maximum in Italian.Notes, drafts and bibliography to be submitted as evidence of preparation and planning.One draft allowed. |
| English ReflectionStudents reflect in English on their experience in undertaking the In-depth study. They reflect on (suggested): * how the research experience has influenced their thinking and understanding of the Italian-speaking Communities within the Changing World theme
* how they may use this experience in the future
* new, surprising or challenging learning
* how cultures, values, ideas, practices, and beliefs are represented or expressed in the texts studied
* how the learning may have changed their thinking.
 | 2 | 2 | 1,3 | Written response of 600 words or a 5-7 minute talk to the class.Notes, drafts and bibliography 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 Italian. Section 1: ConversationSection 2: Discussion.The 2-hour written examination has three sections:Section 1: Listening and respondingSection 2: Reading and respondingSection 3: Writing in Italian. | Oral examination (10 to 15 minutes).2-hour written examinationplus 10 minutes reading time. |

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