# Pre-approved Learning and Assessment Plan

Stage 2 Italian 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** | **I** | **T** | **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 Italian 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 Italian  Students participate in a conversation with the teacher in Italian to exchange information, ideas, feelings, opinions, and experiences about their education and future aspirations. 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 with the teacher.  No notes or cue cards permitted, but students may refer to pictures or other support materials. |
| Presentation and Discussion in Italian  Students select a festival or an important event in Italy, research it and prepare a power point presentation. They then deliver the presentation to the class promoting the festival/event. They respond to questions from the teacher and students about the content of the presentation and the customs and traditions in particular. Students demonstrate their ability to engage the audience 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 |  | 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 Italian  After researching holiday destination in Italy, students write a blog about their dream holiday in Italy. 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 blog. | 1,2 | 1,2 |  | Text type: blog  Length: approximately 200 words  Completed over two weeks, including some class time. Dictionaries and notes may be used.  One draft allowed. |
| Responding to Written Texts  Students receive an email from a friend asking about their end of school year plans. Then students write a response email informing their friend of the end of the school year celebration they are organising. 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) |
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| I | E | IR |
| Analysing and Interpreting Spoken Texts  Students listen to 3-5 texts in Italian and answer questions in English. They demonstrate their ability to identify and explain key concepts in the text, interpret meaning and make conclusions about the purpose, audience and message of the text. 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 | Length: 90 minutes  Under test conditions.  Students may use dictionaries and/or word lists. |
| Analysing and Interpreting Written Texts  Students read 2-3 written texts in Italian. They answer questions in English and Italian. They demonstrate their ability to identify and explain key concepts in the text, interpret meaning and make conclusions about the purpose, audience and message of the text. 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 | Length: 120 minutes  Under test conditions.  Students may use dictionaries and/or word lists. |

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: 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 Italian. | 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.*