PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 German (beginners)**

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) |
|  |  |  |  | **1** | **G** | **E** | **B** | **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. |

**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 German (beginners) (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 50%** | Students imagine that they are an exchange student in Germany and are trying to find accommodation. They have a conversation in German with a landlord (the teacher) of an accommodation venue in which they provide information to the landlord about their requirements/desirables, and ask and respond to questions to maintain the conversation. They ask and respond to questions about the accommodation facilities, the proximity to local places of interest/services, the costs etc. Students demonstrate their ability to relate appropriate information using a range of language appropriate to the context, purpose, and audience accurately and fluently; use pronunciation, intonation and stress effectively to enhance communication; use effective communication strategies to maintain the interaction (e.g. asking for repetition, self-correcting); and, go beyond minimal responses to engage the audience. | 1,2 | 1,2,3 |  | Oral  Role-play performed with teacher  Duration: 2 – 3 minutes |
| Students give a presentation in German to their classmates in which they try to persuade them to join one of the school’s weekend sporting teams. Students demonstrate their ability to engage the audience using appropriate conventions of a presentation, provide relevant information in a logical manner, use a range of appropriate vocabulary and sentence structures accurately, and use accurate pronunciation, intonation and stress to enhance communication. | 1,2 | 1,2 |  | Oral  Performed in front of class  Presentation length: approximately 2 minutes with support of cue cards |
| **Assessment Type 2: Text Production**  **Weighting 25%** | Students create a cartoon/comic in which a number of characters discuss and confirm a social activity. They ensure that information about time, place, and people is included, as well as opinions about people and activities. 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, present perfect tense of regular and irregular verbs, linking words); and adhere to the text type conventions. | 1,2 | 1,2 |  | Written – comic/cartoon  Approximately 150 words  Completed over 2 weeks in class and for homework. |
| **Assessment Type 3: Text Analysis**  **Weighting 25%** | Students listen to a number of texts in German related to the prescribed theme, The Personal World, and respond to questions in English. Students demonstrate their ability to identify and explain key concepts in the text, draw conclusions about the purpose, audience and message of the text and justify these with appropriate evidence, make connections within the text, and analyse cultural references and linguistic features. They also reflect on ways in which cultural values and practices are represented in the text, as well as on their own values. |  | 2 | 1,2,3 | Written  45 minutes in class under test conditions, with printed, bilingual dictionary support |

***Four or five assessments.*** *Please refer to the Stage 1 Interstate Assessed Languages Beginners Level Subject Outline.*