

 **Liverpool Girls’ High School**

 *Innovation Excellence Learning*

 **Spanish Beginners**

 STAGE 6 PRELIMINARY ~ COURSE OUTLINE

In the *Preliminary course*, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Spanish. Topics studied through two interdependent perspectives, *the personal world* and *the Spanish-speaking communities*, provide contexts in which students develop their communication skills in Spanish and their knowledge and understanding of language and culture.

Students’ skills in, and knowledge of, Spanish will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Spanish-speaking communities through the study of a range of texts.

![MC900435227[1]]()

**MAIN TOPICS COVERED**

* Family life, home and neighbourhood
* People, places and communities
* Education and work
* Friends, recreation and pastimes
* Holidays, travel and tourism
* Future plans and aspirations.

**SYLLABUS OUTCOMES**

**1.1** Establishes and maintains communication in Spanish.

**1.2** Manipulates linguistic structures to express ideas effectively in Spanish.

**1.3** Sequences ideas and information.

**1.4** Applies knowledge of the culture of Spanish-speaking communities to interact appropriately.

**2.1** Understands and interprets information in texts using a range of strategies.

**2.2** Conveys the gist of and identifies specific information in texts.

**2.3** Summarises the main points of a text.

**2.4** Draws conclusions from or justifies an opinion about a text.

**2.5** Identifies the purpose, context and audience of a text.

**2.6** Identifies and explains aspects of the culture of Spanish-speaking communities in texts.

**3.1** Produces texts appropriate to audience, purpose and context.

**3.2** Structures and sequences ideas and information.

**3.3** Applies knowledge of diverse linguistic structures to convey information and express original ideas in Spanish.

**3.4** Applies knowledge of the culture of Spanish-speaking communities to the production of texts.

**BOSTES PRELIMINARY ASSESSMENT INFORMATION**

|  |  |
| --- | --- |
| **Component** | **Weighting** |
| A | Listening Objective 1: Interacting Objective 2: Understanding Texts  | 35 |
| B | Reading Objective 1: Interacting Objective 2: Understanding Texts  | 35 |
| C | Writing Objective 1: Interacting Objective 3: Producing Texts  | 15 |
| D | Speaking Objective 1: Interacting Objective 3: Producing Texts  | 15 |
|  | **100**  |

EVIDENCE OF LEARNING (Assessment)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Task No.** | **Targeted Outcomes** | **Learning Context** | **Task** | **Date Due** | **Weighting** | **Marks** |
| A | B | C | D |
| 1 | P – 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4 | Family life, home and neighbourhood | Mid-course examination | Term 1Wks 9-10 | 10% | 15% |  |  | 25% |
| 2 | P – 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3 | People. Places and communities | Interpreting Texts | Term 2Week 8 | 15% | 10% |  |  | 25% |
| 3 | P – 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 | Education and Work | Producing Texts | Term 3Week 3 |  |  | 10% | 10% | 20% |
| 4 | All syllabus outcomes | All Topics | End of Course Examination | Term 3Wks 9-10 | 10% | 10% | 5% | 5% | 30% |
| **TOTAL** | **30%** | **30%** | **20%** | **20%** | **100%** |

**REPORTING PERFORMANCE AND ACHIEVEMENT IN PRELIMINARY COURSES**

The Common Grade Scale shown below is used to report student achievement and performance in the Preliminary Stage 6 year in all NSW schools.

The Common Grade Scale describes performance and achievement at each of five grade levels.

|  |  |
| --- | --- |
| A | The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information. |
| B | The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information. |
| C | The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner. |
| D | The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner. |
| E | The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas. |