



# School of Education

EDST6744  
Spanish Method 2

Term 2, 2019

## Contents

1.

## **1. LOCATION**

Faculty of Arts and Social Sciences  
School of Education

## STUDENT LEARNING OUTCOMES

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### Outcome

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1 Identify essential elements of the NESAs Spanish Syllabus, and strategies to support students as they transition between stages

2



## 6. COURSE CONTENT AND STRUCTURE - NEED TO CONFIRM

Module	Lecture Topic	Tutorial Topic
1 (24 hours eq. lecture/tutorial time)	<p><b>On-line assessment module</b></p> <ul style="list-style-type: none"> <li>• Introduction to the concept and principles of effective assessment practices and their applications to learning and teaching</li> <li>• Focus is on building assessment knowledge and the skills required to plan, develop and implement a range of assessment strategies, to engage in moderation activities to ensure fair and consistent judgment of student learning, to analyse assessment data to inform future learning and teaching, and to develop reports for various stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• Critically describe the role of assessment in ensuring effective learning and teaching;</li> <li>• evaluate the appropriateness of various assessment strategies in ensuring effective learning and teaching</li> <li>• apply assessment knowledge and skills in developing effective learning, teaching and assessment plans.</li> </ul> <p>Content of this module will be assessed during the Hurdle Requirement in Module 7</p>
2 22 July - 26 July	<p><u>Thursday 25 July</u>            Stage 6 <i>Beginners/ Continuers course</i>  <i>Understanding the syllabus</i></p> <ul style="list-style-type: none"> <li>- themes</li> <li>- outcomes</li> <li>- scope and sequence</li> <li>- programming</li> </ul>	<ul style="list-style-type: none"> <li>- Examining the Spanish syllabus</li> <li>- Developing a unit of work on one of the syllabus themes</li> <li>- Resourcing</li> </ul>
3 29 July - 2 Aug	<p><u>Thursday 1 August</u>            Stage 6 <i>Extension, Context, Literature courses</i>  <i>Understanding the syllabus</i></p> <ul style="list-style-type: none"> <li>- themes</li> <li>- outcomes</li> <li>- scope and sequence</li> <li>- programming</li> </ul>	<ul style="list-style-type: none"> <li>- Examining the Spanish syllabus</li> <li>- Developing a unit of work on one of the syllabus themes</li> <li>- Resourcing</li> </ul>
4 5 Aug - 9 Aug	<p><u>Thursday 8 August</u>            Stage 6 <i>Internal assessment requirements</i></p> <ul style="list-style-type: none"> <li>- Syllabus assessment requirements</li> <li>- types of assessments</li> <li>- preparing students</li> </ul>	<p><b>Assessment 1 due</b></p> <ul style="list-style-type: none"> <li>- How to write internal assessments</li> <li>- Providing meaningful feedback</li> </ul>
5 12 Aug- 16 Aug	<p><u>Thursday 15<sup>th</sup> August</u>            Stage 6 HSC, the external assessment</p> <ul style="list-style-type: none"> <li>- NESAs advice on speaking examination</li> <li>- <i>examination specification</i></li> <li>- <i>mapping grid</i></li> <li>- <i>marking guideline</i></li> <li>- <i>marking process</i></li> </ul>	<ul style="list-style-type: none"> <li>- Reviewing of sample student answers</li> <li>- Preparing students for the HSC examination</li> <li>- Understanding the mapping grid</li> <li>- Marking using the marking guideline</li> </ul>
6 19 Aug- 23 Aug	<p><u>Thursday 22<sup>nd</sup> August</u>            Stage 6 <i>Developing receptive skills; higher order thinking</i></p> <ul style="list-style-type: none"> <li>- <i>reading</i></li> <li>- <i>listening</i></li> <li>- <i>understanding the question</i></li> </ul>	<ul style="list-style-type: none"> <li>- examining a variety of high order thinking skill questions in Spanish</li> <li>- Strategies to develop higher order thinking skills in Spanish</li> </ul>

## 7. RESOURCES

### ***Suggested Readings***

- Anstey, M. & Bull, G. (2006). *Teaching and learning multiliteracies: Changing times, changing literacies*. Curriculum Press, Melbourne.
- Attwood, B. (2005). *Telling the truth about Aboriginal history*. All and Unwin, Crows Nest.
- Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006) *Transforming Learning with ICT Making IT Happen*. Pearson Australia
- Gibbons, P (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, Heinemann.
- Harrison, N (2008). *Teaching and learning in Indigenous education*. Oxford, Sydney.
- Henderson, R. (2014) *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford University Press, Australia
- Hinkel, E. (2008). *Handbook of research in second language teaching and learning*. Routledge, London  
- Available at Level 6, Main Library (418/133 / (2))
- Hyde, M., Carpenter, L. & Conway, R. (2010). *Divers*

## 8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations	Due Date
<b>Assessment 1</b> Scope and sequence and one assessment task for one term: Preliminary	2,000 words equivalent	40%	1, 2, 3, 4, 5	1.3.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 3.2.1, 5.3.1, 6.3.1	D.1, 4, 7, 8, 11, 19 E.7 F.9	Friday 9 <sup>th</sup> August By 5.00pm
<b>Assessment 2</b> Unit of work Year 12	3,000 words equivalent	60%	1, 2, 3, 4, 5	1.3.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.2.1, 5.1.1, 5.4.1	A.5. 8 C.4, 5, 8, 12 D.4, 8, 10, 11, 12, 15 E.2 F.5, 7, 9	Thursday 5 <sup>th</sup> September By 5.00pm
<b>Hurdle requirement</b> Assessment, Feedback and Reporting	In class	Hurdle requirement	5, 6	5.1.1, 5.2.1, 5.3.1, 5.4.1, 5.5.1, 7.1.1	D.9, 13, 14, 16	





**HURDLE REQUIREMENT  
FEEDBACK AND REPORTING**

Assessment is the process of gathering evidence from a variety of sources about learning 78 78

indicate what the implications of your evaluation might be for the teacher in terms of future teaching.

Write a few lines that could be included in a mid-year report comment to parents. Provide enough detail



UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST6744 SPANISH METHOD 2

Student Name:

Student No.:

Assessment Task 2: Planning a unit of work including formative assessment strategies

## Assessment, Feedback and Reporting

### STUDENT TEACHER

Name:

zID:

Date:

#### Details

Method

Topic/level

#### AITSL Standard 5 Assess, provide feedback and report on student learning

#### Comments

**A. Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning (5.1.1)**

- Has the purpose of the assessment task been described appropriately?
- Has the task been annotated appropriately to indicate what changes in layout, language or requirement could be improved?
- Does the marking rubric/style provide diagnostic information for the student?

**B. Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning (5.2.1)**

- Does the feedback allow the assessment to be used for formative purposes?
- Is feedback expressed in appropriate language for the age/stage of the students?
- Does the feedback provide diagnostic information for the student?

Lecturer:

Date:

Satisfactory / Unsatisfactory (circle)