

SACE COURSE OVERVIEW 2022
LANGUAGE: SPANISH
COURSE TYPE: IB AB INITIO
LEVEL: STAGE 2

This course focuses on developing communication skills in Spanish (speaking, listening, reading & writing), developing understanding of language as a system and enhancing intercultural understanding. Detailed information is available from the Subject Outline accessible from the SACE Board web site: www.sace.sa.edu.au

Within the set Themes, Topics and Subtopics, students are given an opportunity to improve their communication skills, and their understanding of the language and the culture. They are assessed through a series of required assessment types as outlined in the Subject Outline. A Learning and Assessment Plan is available to students on the class Team at the beginning of the course. As per SACE guidelines, students will be assessed against set criteria. Grades will result from student performance against the Performance Standards at A+ to E- level. In order to make the most of student potential, 5 capabilities have been incorporated into the language program. These capabilities are: communication, citizenship, personal development, work and learning. The capabilities enable students to make connections in their learning within and across subjects in a wide range of contexts.

Resources: Various (hard copy and digital), as required

Year Level	Identities	Experiences	Human Ingenuity	Social Organisation	Sharing the Planet	Text types	Main grammar and other Linguistic Features
12	Term 1: Eating and drinking Physical wellbeing Do we use our knowledge to decide about our eating habits?	Term 2: Holidays, festivals and celebrations How do we celebrate our rituals and cultural festivities?	End Term 1: Media and Technology How can we be responsible users of media and technology? Why are there advantages and disadvantages in using social media?	Term 3: The workplace, social issues How can we reduce our study or work-related stress (time-management, prioritisation, etc)? What can we expect from the future?	Mid Term 1: The environment and global issues What are we really willing to do for the environment? Do we travel for learning or for leisure?	Personal profile Dialogue Post card Diary entry Timetables Informal letter Travel guide, Email, Article, Informal blog, message, note, Formal letter report, short story, songs, Maps Pictures Interviews, Menu, Recipe Brochures Advertisement Blogs Lists Invitations speech, web page - this list is not exhaustive.	Verb tenses (regulars & common irregulars, reflexive verbs): Present; Present Continuous; Present Perfect; Preterite; Imperfect; Immediate future and future simple; conditional, Commands (infinitive form and regular singular informal) Nouns, articles and adjectives: gender and number agreement and position Adjectives: possessive, demonstrative, nationalities, comparatives and superlatives. Cardinal and first 10 ordinal numbers Pronouns: personal, possessive, demonstratives, direct and indirect object, prepositional pronouns Common Prepositions: Frequent idiomatic prepositions: age, weather, spending time

Prescribed Themes and Topics

Identities	Experiences	Human ingenuity	Social organisation	Sharing the planet
Personal attributes	Daily routine	Transport	Neighbourhood	Climate
Personal relationships	Leisure	Entertainment	Education	Physical geography
Eating and drinking	Holidays	Media	The workplace	The environment
Physical well-being	Festivals and celebrations	Technology	Social issues	Global issues

The individual oral assessment is based on the course themes

Please note: This Course Overview may change to accommodate students' prior knowledge and/or combined year levels.