# Pre-approved Learning and Assessment Plan

Stage 2 French 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** | **F** | **R** | **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 French 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 French  Students have a conversation in French with the teacher discussing family, friends, home, school and work. Students will be able to demonstrate their knowledge of the topic areas, vocabulary, ability to engage in conversation in French, pronunciation, stress and intonation. | 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 French  Students research and present a biography of a famous French person. As part of their demonstration, students use engaging language appropriate for the purpose and audience to provide relevant information about who the person is, what he/she is famous for, and about his/her childhood and background. The information presented demonstrates depth of research and clear evidence of planning. Students are also required to respond to questions about the topic researched, and demonstrating an extensive, unrehearsed knowledge of the topic. | 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 |
| Responding to Written Texts  Students read a letter from a pen-friend introducing themselves, their school life, family and town. They also discuss activities undertaken during the weekend and/or holidays. In this task students will be able to demonstrate the ability to use appropriate language, grammar (present, perfect, imperfect and future tenses) and conventions for the given audience. | 1,2 | 1,2 |  | 200 words in French.  Completed over one week, including some class time  Dictionaries and notes may be used.  One draft allowed. |
| Writing in French  Students write an article for a school magazine, in which they compare and contrast the life of French youth with Australian youth. Students demonstrate the ability to use correct text type conventions and appropriate register for the purpose and audience, while structuring and sequencing their ideas logically. Students use a range of language and familiar idiomatic expressions and demonstrate their ability to use familiar vocabulary and sentence structures accurately. | 1,2 | 1,2 |  | 200 words in French.  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) |
| --- | --- | --- | --- | --- |
| I | E | IR |
| Analysing and Interpreting Spoken Texts  Students listen to 3 – 5 French texts and answer questions in English. They analyse linguistic and structural features and cultural aspects of the texts and reflect on how cultures, values, beliefs, practices and/or ideas are represented or expressed in texts. |  | 2 | 1,2,3 | Length: 90 minutes.  Students may use dictionaries and/or word lists. |
| Analysing and Interpreting Written Texts  Students read several French texts and answer questions in English. They also analyse linguistic and structural features and cultural aspects of the texts and reflect on how cultures, values, beliefs, practices and/or ideas are represented or expressed in texts. |  | 2 | 1,2,3 | Length: 120 minutes.  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 French.  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 French. | 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.*