PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 French (continuers)**

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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| SACESchool Code |  | Year |  | Enrolment Code |  | Program Variant Code (A–W) |
| Stage | Subject Code | No. of Credits (10 or 20) |
|  |  |  |  | **1** | **F** | **R** | **C** | **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.
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**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 French (continuers) (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 20%** | As part of the units on *Media* and *Personal Identity,* studentshave a conversation with their teacher about themselves, focussing on: * their home background
* their leisure activities
	+ the facilities their suburb offers young people
* electronic and print media they use
	+ the influence of television

The teacher will provide students with some of the questions that will form the basis of the conversation. Students will devise some questions of their own and during the conversation some unexpected questions will be asked and opinions will be elicited in order to give the conversation a degree of spontaneity and authenticity. | 1,2 | 1,2,3 |  | 3-4 minute conversation in French with the teacher. *Students will be encouraged to prepare and practise at home and may submit draft answers and questions for comment.*  |
| **Assessment Type 2:** **Text Production****Weighting 20%** | After viewing, *Ensemble, c’est tout,* students, assuming the persona of one of the four main characters, write a diary entry reflecting on significant events. In the entry, students need to: * relate appropriate detail and ideas from the film toreflect on the character’s situation and experiences
* use a combination of tenses

use appropriate diary writing format (e.g. personal, descriptive, informal) | 1,2 | 1,2 |  | Written: approximately 200- 250 wordsTask duration: one hour of class time after viewing and discussing the film over a number of lessons and after having already completed some formative written work. Notes allowed. |
| **Assessment Type 3:** **Text Analysis****Weighting 20%** | Students read an article about the pros and cons of advertising.Questions in French will be aimed at assessing students’ comprehension of the article. As part of their English answers, students will be required to reflect on the impact of advertising on their own lives as well as analysing the linguistic features of the text. |  | 1,2 | 1,2,3 | Task duration: one hour of class time. Prior reading about, and discussion of the topic will have occurred.Dictionary allowed. |
| **Assessment Type 4:** **Investigation** **Weighting 40%** | Students research a region in France using texts in French and English, with particular emphasis on its geography, traditions and cuisine. They consider what influences have led to the development of its character. Each student chooses a different region and some flexibility is allowed.Response in French: Oral presentation to the class using PowerPoint, presenting information about the region, its traditions and its cuisine. They then answer questions from the audience.Reflective response in English: Students reflect on the traditions and cuisine of the French region with those of South Australia and consider to what extent local traditions and cuisine have been influenced by those in France. They should also comment on any connections between what they have learned and their personal experiences and/or new, surprising or challenging learning that has occurred | 1,2 | 1,2,32 | 1,3 | Response in French:Approximately 3 - 5 minute presentation with PowerPointCue cards permitted.Approximately 1-2 minutes answering spontaneous questions from their peers.Reflective Response in English: Written: Approximately 400 words Students provide evidence of planning, preparation and research.  |

***Five assessments.*** *Please refer to the Stage 1 Locally Assessed Languages Continuers Level Subject Outline.*