# Pre-approved Learning and Assessment Plan

Stage 2 French at Continuers 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** | **C** | **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.
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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 |  |

# Assessment overview

Stage 2 French at Continuers 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: Folio – weighting 50%

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| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| I | E | IR |
| InteractionStudents participate in a conversation with the teacher in French to exchange information, ideas, feelings, opinions, and experiences on a topic from the theme: The Individual. Students demonstrate their ability to sustain and initiate an interaction in French using a range of linguistic structures, and to provide sufficient depth and breadth in the treatment of their ideas. | 1,2 | 1,2,3 |  | 5-7 minute conversation with teacher.No notes or cue cards permitted, but students may refer to pictures or other support materials. |
| Text Production Students write a speech, focusing on their imagined experiences in France during WW2. They choose from a range of perspectives, including that of a member of the Resistance, a character from the film “Monsieur Batignole”, a Jewish person, etc. They demonstrate knowledge of the period appropriate to their character and an understanding of purpose and audience. Students show a grasp of the requirements of the text type in their response, in addition to choosing appropriate register and tone. | 1,2 | 1,2 |  | Text of speech of a maximum of 400 words in French.Time: 120 minutes, under supervision.Printed dictionaries and notes may be used. |
| Text AnalysisStudents read a text in French and answer questions in French and English. They relate appropriate detail from the text in a cohesive response, expressing themselves with accuracy and variety in French, where required. Students demonstrate the ability to interpret and reflect upon content, justifying their ideas with evidence from the text. They also analyse the relationship between language and audience. |  | 2 | 1,2,3 | Time: 90 minutes.Under test conditions, with support of printed bilingual dictionaries. |

Assessment Type 2: In-depth Study – weighting 20%

| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- |
| I | E | IR |
| Oral PresentationStudents present an oral to their class and teacher, in which they convey information, ideas and opinions about a current issue in France. They demonstrate an understanding of context, purpose and audience in their language, register and tone. This task is individually negotiated and will differ in context purpose and audience from the other two in-depth study tasks.  | 1,2 | 1,2 |  | 3-5 minutes presentation.Visual aids may be used as support Cue cards permitted.Notes, drafts and bibliography are submitted as evidence of preparation and planning. |
| Written Response in French Students read and then write a response to a letter to editor, in which they communicate advice, ideas and opinions on the issue. In doing so, they respond to the context, purpose and audience. They also adhere to the conventions of their chosen text type. | 1,2 | 1,2 |  | 500 words response to a letter to editor.Students provide evidence of planning, preparation and research, such as notes, drafts. |
| English ReflectionStudents reflect in English on their experience in undertaking the In-depth study. Students reflect on:* how cultures, values, ideas, practices, and beliefs are represented or expressed in the texts studied
* how the research has influenced their own understanding or perspectives on issues/topics
* learning that was new, surprising, or challenging
* how the learning may have changed their thinking
* how the in-depth study has increased their understanding of the French-speaking communities.
 | 2 | 2 | 1,3 | 600 words or 5-7 minutes reflective response.Students provide evidence of planning and preparation, such as notes and drafts. |

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: ConversationSection 2: DiscussionThe 2-hour written examination has three sections:Section 1: Listening and respondingSection 2: Reading and respondingSection 3: Writing in French | Oral examination (10 to 15 minutes).2-hour written examinationplus 10 minutes reading time. |

*Eight to ten assessments.**Please refer to the Locally Assessed Languages at Continuers Level subject outline.*