# Pre-approved Learning and Assessment Plan

Stage 2 German 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.

|  |  |  |  |
| --- | --- | --- | --- |
| School |  | Teacher(s) |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **2** | **G** | **E** | **C** | **20** |  |

Addendum – changes made to the pre-approved learning and assessment plan

|  |
| --- |
| 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.

|  |  |  |  |
| --- | --- | --- | --- |
| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 German 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%

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| I | E | IR |
| Interaction  Students participate in a round table discussion with their teacher and peers during which they discuss and reflect on the themes presented in the two German films Sonnenallee and Das Leben der Anderen. Students use a range of language to express their thoughts and ideas in detail, and justify their opinions. They maintain the interaction through using a variety of communication strategies. | 1,2 | 1,2,3 |  | 10 - 14 minutes round table discussion in German (group of 4 students).  Students may refer to notes written while viewing the films. |
| Text Production  Students write the text of a speech, in German, for junior students of their school discussing the importance of learning languages. They demonstrate their ability to organise and sequence their ideas, and to use a range of language effectively to engage and persuade their audience. | 1,2 | 1,2 |  | Text of speech of a maximum of 300 words in German.  Time: 2 x 60 minutes  Under supervision, with support of printed bilingual dictionaries.  One draft allowed. |
| Text Analysis  Students read two texts in German (Die Geschichte vom Jungen, der auszog die Angst zu verlernen and Die Mediziner – Konzert in der Stadthalle Lübeck) and answer questions in English. They demonstrate evidence of expression, interpretation and reflection, including their ability to interpret meaning, purpose and audience, and analyse the language for tone and style. Students write cohesive responses and justify their answers using evidence from the text. |  | 2 | 1,2,3 | Time: 90 minutes  Under supervision, 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 Presentation  Having researched a topic of their choice using a range of resources (at least 3 in German), students give an oral presentation to the class to present information, ideas and opinions. Students may choose to adopt a particular persona for their presentation, and as such are encouraged to use props or costumes to support their work. Students use engaging language appropriate for the purpose and audience to provide relevant information in a logically sequenced manner. | 1,2 | 1,2 |  | 3-5 minutes presentation to class.  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 German  Students produce a written response, as negotiated with the teacher, based on information obtained on their individual in-depth topics which has been acquired from a variety of resources. They demonstrate their ability to express information, feelings, ideas, and opinions, and to interpret and reflect on texts studied. 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 demonstrate their ability to use familiar vocabulary and sentence structures accurately. | 1,2 | 1,2 |  | Written response of 500 words in German completed over two weeks with some time allocated in class.  Students provide evidence of planning, preparation and research e.g. notes, drafts, etc. |
| English Reflection  Students reflect in English on their experience in undertaking the in-depth study, expressing information, feelings, ideas, and opinions based on texts studied; they demonstrate evidence of ideas, expression, interpretation and reflection. Students organise their ideas coherently and adhere to the conventions of the text type which have been individually negotiated. | 2 | 2 | 1,3 | 600 words or 5-7 minutes personal reflection.  To be done upon completion of the research phase of the task.  Students provide evidence of planning and preparation, such as notes and drafts. |

External Assessment: Examination – weighting 30%

|  |  |
| --- | --- |
| Assessment details | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
|
| The oral examination assesses primarily student’s knowledge and skill in using spoken German.  Section 1: Conversation  Section 2: Discussion.  The 2-hour written examination has three sections:  Section 1: Listening and responding  Section 2: Reading and responding  Section 3: Writing in German. | Oral examination (10 to 15 minutes).  2-hour written examination plus 10 minutes reading time. |

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