# 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.

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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** | **G** | **E** | **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 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%

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| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| I | E | IR |
| InteractionStudents interact with their teacher in German talking about themselves, their families, interests, friends and a topic covered in class. Students use a range of language to express their thought and ideas in detail, and justify their opinions. They maintain the interaction through using a variety of communication strategies. | 1,2 | 1,2,3 |  | 5 - 7 minutes interaction with the teacher.No notes or cue cards permitted, but students may refer to pictures or other support materials. |
| Text ProductionStudents read the class novel Yildiz heißt Stern and then write a series of diary entries as one of the protagonists, reflecting on events as they unfold in the novel, and expressing hopes and expectations for the future. They demonstrate evidence of their ability to convey information accurately and appropriately, and to organise their ideas coherently. | 1,2 | 1,2 |  | Diary entries of 350 words in German.Time: 2 x 60 minutesUnder supervision, with support of printed bilingual dictionaries and notes. One draft allowed. |
| Text AnalysisStudents read 2 texts in German relating to topics from the German-speaking Community and The Changing World themes. Students answer questions in English to demonstrate their ability to interpret meaning, analyse the language and reflect on ideas and values in the texts. Students demonstrate their ability to construct coherent and logical answers. |  | 2 | 1,2,3 | 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) |
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| I | E | IR |
| Oral PresentationStudents research German literature and the culture of reading in Germany, and then give an oral presentation to the class to share information, ideas and opinions. Students demonstrate relevance to the topic and depth of treatment of ideas. The information is organised logically and conventions of presentation are followed. Concepts and perspectives in the texts studied are interpreted correctly and the information is presented accurately and appropriately. | 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 GermanStudents focus on women writers in Germany and write a blog promoting young women writers. The blog is both evaluative and persuasive. Students respond to context, purpose and audience by adhering to the conventions of a public blog. | 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 and bibliography. |
| English ReflectionStudents write a reflective essay on their experience in undertaking the in-Depth study in English.Students may reflect on: * how the research has influenced their thinking about language and culture
* how cultures, values, ideas, practices, and beliefs are represented or expressed in the texts studied
* how the in-depth study has increased their understanding of the German-speaking communities
* how their learning in their in-depth study has contributed to their understanding of themselves (e.g. identity, culture(s), values).
 | 2 | 2 | 1,3 | 600 words or 5-7 minutes personal reflective essay.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%

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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 German. Section 1: ConversationSection 2: Discussion.The 2-hour written examination has three sections:Section 1: Listening and respondingSection 2: Reading and respondingSection 3: Writing in German. | 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.*