# 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 participate in a conversation with a classmate in French to exchange information, ideas, feelings, opinions, and experiences about their holidays. 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 |  | 6-10 minute (3-5 minutes each) conversation with a classmate.  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 information about a place of cultural importance in a French-speaking country. As part of their presentation, students use engaging language for the purpose and audience to provide relevant information about its history and cultural significance. Students provide relevant and content rich presentation and discussion, and demonstrate capacity to convey information accurately and appropriately, and interact successfully. | 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 respond to an email from a homestay in a French speaking country. The homestay family wants to find out about them, their family, their likes and dislikes and what they would like to see/experience once they arrive. The response is relevant and appropriate in content to the topics and questions in the stimulus text. They convey and support their ideas using a range of language, and use appropriate register and text type conventions. | 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 texts in French and answer questions in English. Students interpret meaning, analyse the language and reflect on how cultures, beliefs, values, practices, and ideas are represented or expressed in texts. |  | 2 | 1,2,3 | Length: 90 minutes under test conditions.  Students may use dictionaries and/or word lists. |
| Analysing and Interpreting Written Texts  Students read several texts in French and answer questions in English. The combined length of the texts should be approximately 300 words. Students interpret meaning, analyse the language and reflect on how cultures, beliefs, values, practices, and ideas are represented or expressed in texts. |  | 2 | 1,2,3 | Length: 120 minutes.  Under test conditions.  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.*