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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| SACE  School 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. |

**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 unit on *La Famille,* studentsinteract in French with their teacher about their family, focussing on their family in general, their relationships with siblings and parents, the shared family activities, the distribution of household tasks and their parents’ work. Students provide and justify opinions about whether they think their parents are too strict and how their parents support their personal development. Students use a range of language to express their ideas in detail and justify their opinions, and maintain the interaction through using a variety of communication strategies. | 1,2 | 1,2,3 |  | Conversation in French up to a maximum of 4 minutes |
| **Assessment Type 2:**  **Text Production**  **Weighting 20%** | After viewing *Etre et Avoir*, students assume the persona of an older JoJo and write a journal entry in French in which they relate appropriate detail and ideas from the film, reflect on JoJo’s relationship with his teacher and friends, and express opinions of his schooldays. Students use a combination of past tenses (imperfect and passé compose)and use an appropriate journal writing register (e.g. personal, descriptive). | 1,2 | 1,2 |  | Written: maximum of 200 words.  Duration: 1 hour in class after previously viewing and discussing the film and having already completed some written work. |
| **Assessment Type 3:**  **Text Analysis**  **Weighting 20%** | Students read a text entitled, *La Journée d’une élève de Terminale*, and respond to questions in English and French. In their responses, students demonstrate their ability to convey information accurately, interpret meaning, analyse language, and reflect on the cultural differences between the student-teacher relationships in the two countries. |  | 1,2 | 1,2,3 | 45 minutes (single lesson) supervised in class under test conditions with bilingual dictionary support. |
| **Assessment Type 4:**  **Investigation**  **Weighting 40%** | Response in French:  Students use both texts in French and English to research a region in France, with particular emphasis on its cuisine, and then give an oral presentation to the class using PowerPoint, explaining how to prepare or how they prepared one dish from the region researched. Students answer questions from the teacher and/or class about their presentation. The presentation includes information about the geography, climate, and history of the region, tourist activities, details of specialities (cuisine and wine) and the ingredients and method for cooking the dish. Students demonstrate their ability to convey information accurately, use the imperative form or passé compose, and engage the audience through effective use of intonation and stress. In response to questions, students use a range of communication strategies to maintain the interaction.  Reflective Response in English:  Students write a reflective piece in English reflecting on their experience in undertaking the investigation of a French region. They consider how their research has increased their understanding of the chosen region of France, how the French value their cuisine, and discuss similarities and/or differences between the French and Australian lifestyle/cuisine. | 1,2 | 1,2,3  2 | 1,3 | Response in French:  Oral presentation of up to a maximum of 3 minutes to the class, using PowerPoint, followed by up to a maximum of 2 minutes of questions and answers.  Cue cards may be used.  Students provide evidence of planning, preparation and research e.g. notes, drafts, etc.  Reflective Response in English: Written: 400-500 words.  Students provide evidence of planning, preparation and research e.g. notes, drafts, etc. |

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