# 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. |

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 |
| Interaction  Students have a conversation with their teacher on the subject of French cinema. They communicate their opinions on a range of topics and issues related to the French films they have seen, justifying them with evidence from the texts. Students comment on differences and similarities they have noticed between the ideas and values expressed in French films and those in ‘mainstream’ films they have viewed. | 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 respond to a letter to the editor from a seventeen year old girl, in which she expresses her concerns about the environment. They demonstrate their ability to interpret the content of the text and to compose a relevant and coherently structured letter in reply to the issues raised. In addition, students contribute their own ideas on the problems in question. Students convey their opinions with accuracy, using a range of vocabulary and structures. | 1,2 | 1,2 |  | A letter of a maximum of 300 words in French.  Time: 2 x 1 hour.  Under supervision, with support of printed bilingual dictionaries.  One draft allowed. |
| Text Analysis  Students listen to 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 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 and reflect on their own values in relation to those expressed in the text. |  | 2 | 1,2,3 | Time: 60 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  Students present an oral to their class and teacher, in which they convey information, ideas and opinions about an aspect of their chosen topic. 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 |  | Time: 3-5 minutes in French.  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 prepare a written response in which they communicate information, ideas and opinions about an aspect of their chosen topic, as negotiated with their teacher. 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 |  | Written response of 500 words in French.  Notes, drafts and bibliography to be submitted as evidence of preparation and planning. |
| English Reflection  Students prepare either a written or oral response, which is personal and reflective in nature. They share their insights on the research process and how their findings have affected them, e.g. influenced their understanding of the topic, changed their thinking, and increased their self-awareness. | 2 | 2 | 1,3 | Reflective response, 600 words or 5-7 minutes.  Notes and drafts to be submitted as evidence of preparation and planning. |

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: Conversation  Section 2: Discussion.  The 3-hour written examination has three sections:  Section 1: Listening and responding  Section 2: Reading and responding  Section 3: Writing in French. | Oral examination (10 to 15 minutes).  3-hour written examination. |

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