PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 French (beginners)**

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** | **B** | **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 (beginners) (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 50%** | Students participate in a role play with the teacher that takes place in a restaurant. Students play the role of customer and the teacher plays the role of waiter/waitress. The aim of the task is for students to successfully order a three-course meal and drinks, comment on the meal, and arrange to pay the bill. In this task students demonstrate their ability to interact effectively using a range of communication strategies, accurate pronunciation and intonation, and to express and exchange relevant and appropriate information (details, opinions etc.) in French. | 1,2 | 1,2,3 |  | Students select 1 of 4 possible menus, and then participate in the role play for 2 to 3 minutes in front of the class. |
| Students give a short presentation to the class on the topic *Moi*. Students demonstrate their ability to introduce themselves, including information about age, occupation, nationality and where they live, and to provide other relevant information, such as likes, dislikes, home environment and family. They have the opportunity to use a range of vocabulary and sentence structures, and to coherently structure their presentation in the appropriate text type. | 1,2 | 1,2 |  | Length: approximately 2 minutes in front of the class. |
| **Assessment Type 2: Text Production**  **Weighting 25%** | Students interview a class member, and then write an email to a friend in French telling them about this new person they have just met. Students demonstrate their ability to convey information and ideas in French using a range of language, as well as to organise their ideas logically. | 1,2 | 1,2 |  | Written: approximately 150 words  One double lesson and homework time provided for the completion of this task |
| **Assessment Type 3: Text Analysis**  **Weighting 25%** | Students listen to a spoken text in French related to schooling in France and respond in English and French to questions about the text, using evidence from the text to support their answers.  Questions provide students with the opportunity to demonstrate how well they can interpret meaning, analyse language, and reflect on the cultural ideas and values in the text as well as on their own values. |  |  | 1,2,3 | Written task of approximately 45 minutes duration in class. Bilingual dictionaries allowed. |

***Four or five assessments.*** *Please refer to the Stage 1 Interstate Assessed Languages Beginners Level Subject Outline.*