# Pre-approved Learning and Assessment Plan

Stage 1 English as an Additional Language

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** | **E** | **A** | **L** | **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.
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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 1 English as an Additional Language – 10 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:Responding to texts – weighting 50%

| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- |
| C | Cp | **An** | Ap |
| Students choose one of Shaun Tan’s picture books, e.g. *The Rabbits*(about colonisation), *The Lost Thing* (about a creature lost in a strange city), or *Tales from Outer Suburbia.* Retell or transform the picture book into a written story, using an appropriate narrative structure that does not rely on visual images to make the meaning clear. | 1, 2 | 1, 2 |  | 1 | A written response to texts should be a maximum of 600 words. |
| Students read a short story chosen by themselves of their teacher, such as *The Lottery* by Shirley Jackson, *Only 10* by Alan Baillie, *The Scythe* by Ray Bradbury or *Big World* by Tim Winton.They then present an oral presentation or create a digital presentation, including an oral recording, about the story. For the digital presentation they may use any appropriate software such as Storykit, or Photo Story.In the presentation or recording they explain the ideas and personal, social and/or cultural perspectives in the short story. | 1 | 1 | 1 | 2 | Oral or a digital presentation, including an oral recording 5 minutes maximum.  |

Assessment Type 2: Interactive Study – weighting 25%

| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- |
| C | Cp | **An** | Ap |  |
| Students read and listen to a range of texts about the value of music in our lives and/or in our culture (or another appropriate topic).They present an oral to a small group of class members explaining the role music plays in their life or culture. Students should:* present and explain their perspective
* make reference to the texts studied (which may include music)
* be prepared to lead a brief discussion or ask questions of the audience
* answer questions from the teacher or class mates to demonstrate the spontaneous use of language

use presentation aides such as short video clips, a digital slideshow, music, photos, images to support your presentation. | 1 | 1 | 1 | 2 | The student’s contribution to the presentation, explanation, and discussion should be a maximum of 5 minutes. |

Assessment Type 3: Language Study – weighting 25%

| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- |
| C | Cp | **An** | Ap |
| Compare the print version of a newspaper with the online version on the same day. How are they similar and different? What are the advantages and disadvantages of each mode of delivery? | 1 | 1,2 | 1,2 |  | Oral presentation + PowerPoint or other digital media 5 minutes maximum Or written essay800 words maximum |

*Please refer to the Stage 1 English as an Additional Language subject outline.*