# 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. |

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 |
| **Stories of Human Migration**  Students watch the documentary [*Between Borders*](http://pulitzercenter.org/reporting/between-borders-american-migrant-crisis)*,* read Paul Salopek’s [*Milestone interviews*](https://www.nationalgeographic.org/projects/out-of-eden-walk/the-journey/milestones/)and view a photo essay by [*Global Oneness Project*](https://www.globalonenessproject.org/library/photo-essays/crossing-borders#photo=28).  They write two blog reflections and interactive comments in response to:   * Retelling a migration story * Reflecting on the meaning of ‘borders’   They comment on two other posts and reply to comments on their own blog connecting ideas, presenting their own point of view and respectfully challenging others’ ideas.  They use the language conventions of digital writing including hyperlinks, copyright free images and referencing. | 1,2 | 1,2 |  | 1 | Two written blog posts and interactive comments up to a maximum of 600 words |
| **Film : Whale Rider**  Students watch the film Whale Rider and analyse film techniques used to engage the audience to convey meaning about gender and culture.  They explain and discuss the ideas, opinions or perspectives, including their own perspective from this film. | 1 | 1,2 |  | 2 | Multimodal oral presentation of choice (iBook, IMovie, PowerPoint) to a maximum of 5 minutes. |

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 |
| **Discussion – Migration Perspectives**  Students choose an idea, opinion or perspective that arises in at least two texts from the *The Global Project*. The texts may be those studied in class or those selected by individual students.  To support the discussion, students make reference to the texts chosen. | 1 | 1 | 1 | 2 | Individual discussion with teacher of 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 |
| **Persuasive Language**  Students critically examine persuasive language in a range of texts including:   * a Ted Talk, Chimamanda Adichie [*The Danger of a Single Story?*](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en) * an online article, [*Why Language Choice Matters?*](https://publiceditor.blogs.nytimes.com/2013/04/12/targeted-killing-detainee-and-torture-why-language-choice-matters/?_r=0) * choice of other media – comix, video, speeches, rap songs.   They choose two different text types to write a comparative report that identifies and analyses aspects of language designed to persuade and present a point of view. | 2 | 1,2 | 1,2 |  | Report of no more than 800 words.  (Negotiable) |

*Please refer to the Stage1 English as an Additional Language subject outline.*

*Kindly provided by Ann Rooney from Wilderness School.*