# 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 |
| **Email of Appreciation: Foodbank Australia**  Students research Foodbank Australia’s positive contribution to society.  Students write an email to Foodbank expressing their appreciation of their work. The letter should include information about:   * what Foodbank does * some of their programs and initiatives * the need for this type of organisation * the positive outcomes that have come from their work. | 1 | 1,2 |  | 1 | Email response of a maximum of 600 words. |
| **Response to a biography**  Students independently choose, read/view and respond to a biography of a famous chef or other inspirational culinary personality.  Using the key question: ‘What can I learn from this person?’ students analyse the connections they can make between their personal experiences, ideas, values and beliefs to those demonstrated by the chosen culinary personality. | 2 | 1 | 1 | 2 | Speech of up 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 |
| **Interview – Member of Food Industry**  Students choose a member of the food industry and conduct an interview.  Students produce a report that should:   * provide a summary of the context of the interview and its key findings * demonstrate the understanding required when preparing for the interview including appropriate communication skills and strategies * demonstrate understanding of cultural and social language choice when undertaking the interview * self reflect and evaluate their experience of their communication skills used in planning and conducting the interview i.e. would they have done anything differently and why? | 1, 2 | 1, 2 |  | 1, 2 | Written report format to a maximum of 600 words |

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 |
| **Analysis of language used in the food/hospitality industry**  Students select two examples of news items relating to food or hospitality.  They analyse the similarities and differences between the way the news is presented in the two texts by comparing:   * context, purpose and audience * different perspectives in the texts through the language and stylistic features and conventions used.   The news items could be selected from but not limited to:   * print media (e.g The Advertiser, The Australian, The Age) * online media (e.g [www.adelaidenow.com.au](http://www.adelaidenow.com.au), [www.theguardian.com/au](http://www.theguardian.com/au), [www.aljazeera.com](http://www.aljazeera.com), <http://www.huffingtonpost.com/>) * television news media (e.g Channel, 7, 9 or 10, ABC News 24, Fox News, SBS) | 1, 2 | 1 | 1,2 | 2 | An oral presentation to a maximum of 5 minutes or a written response to a maximum of 800 words; or the equivalent in multi-modal form |

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

*Adapted from a learning and assessment plan kindly provided by Sarah West from Golden Grove High School.*

This program uses a thematic approach.