PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 2 English Literary Studies**

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** | **E** | **L** | **S** | **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 |  |

**Stage 2 English Literary Studies**

**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) |
| --- | --- | --- | --- | --- | --- |
| **K & U** | **An** | **Ap** |
| **Responding to texts**  **Weighting 50%** | Task 1 – Film - Tykwer, Tom, *Cloud Atlas -* essay exploring how the director creates his "sort of pointillist mosaic."  Task 2 - Drama - Gow, Michael, *Away -* oral addressing the ideas, values, and emotions explored in this text, and how they are conveyed by the play's construction.  Task 3 - Poetry and Novel study - Africa - Poets Wole Soyinka, Mtshali, Rita Dove, Chris Abani, Tsitsi Jaji and Chris Abani's novel *Song for Night* | 1,2  1,2,  1,2, 3 | 1,2  1,2  1,2,3 | 1,3  1, 3  2, 3 | 1. Response to film (essay 1,000 words) 2. Response to play (oral 6 minutes) 3. Response to work of TWO or THREE poets in relation to the novel analysing at least FOUR poems (1500 words - in a form negotiated by the student - essay - paragraphs, multimodal) |
| Task 4 Critical Perspectives - one or two texts from the study of African literature - considered in paragraph responses looking at two different perspectives and comparing these. Students might consider: post-colonialism, historical, race. | 1, 2 | 1, 2, 4 | 1, 3 | Paragraph responses using key headings - 1500 words |
| **Creating texts**  **Weighting**  **20 %** | Transformative Task - either create a short film based on one of the multiple narratives represented in Italo Calvino's *If on a Winter's Night a Traveller* OR  Take a spoken word performance piece (Adelaide Fringe) and transform it into a narrative exploring what detail - description, setting etc. needs to be added and/or edited to fit film or narrative mode in the writer's statement..  Written Task - Take a brief moment in time and write it from 3 perspectives changing the mood and tone in each - 1st, 2nd and 3rd person. The final product can be dramatised. | 1,2  1,2 | 1,2,3 | 1,3  1,3 | One transformative text linked to another text, with a writer’s statement (1500 words, or 9 minutes, or equivalent in multimodal form)  One written, oral, or multimodal text (1000 words, or 6 minutes, or equivalent in multimodal form) |
| **Text Study**   * Comparative text study * Critical reading   **Weighting**  **30%** | Comparative Text Study  This response is a critical essay, in which the two texts are discussed in relation to each other. Students frame their own question and develop their response during the year, and submit the completed response for external assessment.  Critical reading  A critical reading of one or more short texts, which may be in a variety of forms (e.g. prose, fiction, non-fiction, poetry, texts with graphic or visual elements, or excerpts from film or soundtracks). | 1,2,3  1,2,(3) | 1,2,3  1,2,(3) | 1,2,3  1 (2),3 | A comparative text study that compares one of the texts studied in the shared studies with another text individually chosen by the student, in a response of a maximum of 1500 words.  A 100-minute examination developed by the SACE Board |

***Nine assessments.*** *Please refer to the Stage 2 English Literary Studies subject outline.*