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.

|  |  |  |  |
| --- | --- | --- | --- |
| School |  | Teacher(s) |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SACESchool 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**

|  |
| --- |
| 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.

|  |  |  |  |
| --- | --- | --- | --- |
| 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** | Task 1 - Drama Response - *The Glass Menagerie* Task 2 - Prose- Film comparative essay - *The Road* by Cormac McCarthy and *Bladerunner* by *Ridley Scott*Task 3 - Poetry comparison paragraphs - female poets including Australian poets Judith Wright, Gwen Harwood and Faye Elliott along with Sylvia Plath, Julia Gordon-Bramer and others | 1,21,2, 31,2 | 1,21,21,2,3 | 1,31,2,32,3, | Response to shared play (1,000 words)Response to prose and film (essay 1,500 words)Response to TWO or more poets analysing 6 poems (paragraph responses 1,250 words or 7.5 minutes multimodal) |
| Task 4 Critical Perspectives*Psycho* by Alfred Hitchcock interpreted in terms of two of the following: psychoanalysis, and sexual politics/ gender/ the male gaze **OR***Bladerunner* by Ridley ScottScott's film interpreted in terms of two of the following: psychological, gender, race or ethical perspectives. | 1, 2 | 1, 2, 4 | 1, 2, 3 | Essay/paragraph responses or multimodal (1,250 words or 7.5 minutes multimodal) |
| **Creating texts****Weighting****20 %** | Transformative Task - students choose from a wide range of texts and textual forms covering both shared and independent texts to allow opportunity for student choice and experimentation.(final in-class task) | 1,21,2 | 1,2 | 1,31,3 | 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 6 minutes, or equivalent in multimodal form). |
| Students choose between:* Prose piece or poem based on the device of personification, with a focus on the construction of imagery and figurative language
* Spoken Word performance piece. A key part of this will be how they present – the way they use voice as a tool and mode of emotional communication
 |
| **Text Study*** Comparative text study
* Critical reading

**Weighting****30%** | Comparative text studyThis 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 readingA 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). | 1,2,31,2,(3) | 1,2,31,2,(3) | 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*