pre-approved learning and assessment plan

**Stage 2 English Essential**

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| --- | --- | --- | --- | --- |
| School |  | | Teacher(s) |  |
| Other schools using this plan | |  | | |

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| SACE  School Code | | |  | Year |  | Enrolment Code | | | | |  | Program Variant Code (A–W) |
| Stage | Subject Code | | | No. of Credits (10 or 20) |
|  |  |  | 2021 | **2** | **E** | **T** | **E** | **20** | **B** |

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.

**Addendum**

Please **only** use this section for any changes made after the learning and assessment plan has been approved.

**Changes made to the learning and assessment plan**

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**Endorsement of changes**

The changes made to the learning and assessment 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 Essential English**

**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.

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| --- | --- | --- | --- | --- | --- | --- |
| **Assessment Type and Weighting** | **Details of assessment** | **Assessment Design Criteria** | | | | **Assessment conditions**  (e.g. task type, word length, time allocated, supervision) |
|  | **C** | **Cp** | **An** | **Ap** |
| **Assessment Type 1: Responding to Texts**  **30%** | **Prose text - “The Tell-Tale Heart”**  Students read Edgar Allan Poe’s short story “The Tell-Tale Heart” and discuss the ideas, genre, language features and purpose of the text. Students reflect on the way in which literary techniques are used by the author to emphasise the ideas in the text.  Any THREE of following literary analysis questions will be answered by the students:   1. How does Poe create suspense in this story? Refer to the use of language and one literary technique in your response. 2. What elements of the gothic horror genre are demonstrated in this short story? Provide evidence to support your answer. 3. How does Poe use symbolism and imagery within this text, how does this help create meaning? 4. What is the intended purpose of the story? How does Poe’s use of literary techniques help in achieving the purpose? 5. How is the idea of guilt portrayed in the story? Refer to the use of language and one literary technique in your response. | 1 | 1, 2 | 1 |  | Written short-answer response  Maximum of 800 words |
| **Analysis of a university course information website** – Students choose a university course information website. Students need to demonstrate knowledge and understanding of the ways in which these texts are composed for a specific audience, and they identify how the text is addressing its purpose, and appealing to the audience. | 1 | 1, 2 | 2 |  | Written essay  Maximum of 800 words |
| **Multimedia/Advertising -** After looking at a series of advertisements from yesteryear and the contemporary era, students select and compare two examples of advertising. It is strongly suggested that students select one example of print media and one example of visual/multimedia for this task. They are to present their findings in the form of an oral/multimodal presentation (Vodcasts, powerpoints, prezi etc.). Students conduct their analysis and comparison based on:   * Language   + Visual Techniques   + Film Techniques   + Language Techniques * Form * Context (Historical and Social) * Target Audience * Purpose | 1,2 | 1, 2 | 1, 2 |  | 5 minute oral presentation  (Includes annotations) |
| **Assessment Type 2: Creating Texts**  **40%** | **Advocacy Text** - Students explore a range of media from the Red Cross and UNICEF and identify a range of reasons why people should help a charity or non-profit organisations. Students create an advocacy text for their selected group with an action to encourage people to participate or support. | 1, 2 |  |  | 1,2 | Written or Multimodal  Maximum of 800 words |
| **Restaurant/food review** - Students visit a restaurant, fast food venue, school canteen or local takeaway shop with the aim of collecting information, which could be used in writing a review. They write a review for a specific publication (e.g. the *Messenger Newspaper*, *The Advertiser*, a gourmet magazine or a website) adhering to the standard conventions of the form and taking into account the purpose, audience, context and language techniques of a review. | 1 |  |  | 1, 2 | Written Response  Maximum of 800 words |
| **Additional Text: Procedural Text -** Students create a 5-minute instructional video to perform a particular activity/skill negotiated with the teacher. The video needs to be recorded and edited for internet mediums such as blogs or YouTube tutorials. Students need to consider the audience and purpose of the video along with ensuring a clear and coherent structure with a sequential order. They must engage with the audience using appropriate language features and visual elements. | 1, 2 |  |  | 1 | 5 minute oral/multimodal text |
| **Assessment Type 3: Language Study**  **30%** | Students complete an independent language study. The focus of study is an understanding of the use of spoken, non-verbal, visual, and/or written language by people in a chosen context beyond the classroom. | 1,2 | 2 | 1,2 | 1 | The language study should be a maximum of 1500 words if written or 9 minutes if presented in oral form. If presented in multimodal form, the length should be equivalent. |

***Seven assessments.*** *Please refer to the Stage 2 Essential English subject outline.*