# Pre-approved Learning and Assessment Plan

Stage 1 Essential English

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) |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **1** | **E** | **T** | **E** | **10** |  |

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 |  |

# Assessment overview

Stage 1 Essential English – 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 |
| Novel – ‘The Book Thief’ by Markus Zusak  Students respond to a series of critical reading questions based upon this novel. The questions are a series of comprehension, inference and analytical questions. | 1 | 1,2 | 1,2 |  | Written piece up to 800 words.  It can be in the form of a report, using headings. |
| Response to Youth Issue  Students are to find a recent youth issue that has been reported in the media. They are to compose a response to the author, expressing their thoughts and opinions on the issue.  This response is to be supported by relevant research that reinforces their thoughts and opinions. | 1, 2 | 1 | 1 |  | A response in the form of a blog or an email using headings.  The response should be no more than 800 words or 5 minutes or the equivalent in multimodal form. |

Assessment Type 2: Creating Texts – weighting 50%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| C | Cp | An | Ap |
| Novel – ‘The Book Thief’ by Markus Zusak  Students produce an article in response to one of the major themes explored in this novel. | 1,2 |  |  | 1 | Negotiated form of a response up to 800 words (e.g. magazine, newspaper article). |
| Youth Issue – Awareness  Students investigate a youth issue of their choice by reviewing advertisements found in magazines, reliable websites, YouTube, television etc. It can be further exploration of the same issue from AT1 or a different issue.  Students create a text aimed at young people to promote awareness about the issue. | 1,2 |  |  | 1 | A multimodal presentation of a maximum of 5 minutes (e.g. a group discussion, a short film trailer, infographic with commentary). |

*Please refer to the Stage1 Essential English subject outline.*

*Kindly provided by Tiffany Vander Veen from Temple Christian College - Paralowie Campus*