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.

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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** | **T** | **E** | **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 |  |

Stage 1 Essential English (10-credits)

**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) |
| --- | --- | --- | --- | --- | --- | --- |
| C | Cp | An | Ap |
| Responding to Texts  **Weighting** 50% | **Responding to Texts 1**  Students select two examples of advertising – these may be sourced from television, internet, newspaper or magazine. They summarise the ways that the creators of the selected adverts communicate ideas, information and perspectives to the reader. Students will be guided to develop an understanding of the purpose, structure and language features of the advertisements. |  | 1,2 | 1,2 |  | Students produce two separate commentaries on two adverts. These should be a combined total of a maximum of 800 words if written, 5 minutes if oral or the equivalent in multimodal form. |
| **Responding to Texts 2**  Students are presented with a range of workplace texts including a safety document, a short training film explaining a work process, a report (on a workplace accident) and a document summarising the duties to be performed in a workplace role. Students select at least one of the texts and respond showing a comprehension of the information and ideas within the text or texts. | 1 | 1 |  | 1 | Students present a written or oral report on two workplace documents. The report may also contain visual elements to support conclusions. There should be a total of a maximum of 800 words if written or 5 minutes if oral. |
| Creating Texts  **Weighting** 50% | **Creating Texts 1**  Students select an issue or concern within a workplace, social/sporting or community context. They produce a text which advocates for a change or improvement to do with this issue or concern. Students identify the concern within the context and select an appropriate form of advocacy. | 1,2 |  |  | 1 | Students create an advocacy text in an appropriate form including, but not limited to, a webpage, magazine feature, PowerPoint presentation or speech. The text should be a maximum of 800 words if written, 5 minutes if oral or equivalent in multimodal form. |
| **Creating Texts 2**  Students create a personal reflective piece of writing or oral which demonstrates the student’s passion, point of view, emotions, feelings, ideas or own history related to a particular topic, person or event in their life. Students negotiate the topic and create the texts to meet the needs and expectations of the audience using appropriate textual conventions to make meaning. | 1,2 |  |  | 1 | Students create a written or oral reflective piece. The piece may contain visual elements to support conclusions. There should be a total of a maximum of 800 words if written, 5 minutes if oral or the equivalent in multimodal form. |

***Four assessments; at least one assessment should be an oral or multimodal and at least one should be in written form.*** *Please refer to the Stage 1 Essential English subject outline*