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 |
| **Assessment 1: Responding to Texts**  **Weighting 50 %** | **Reading Analysis**  Students examine three posters all dealing with the same topic but with different images, language and structure. Students will be guided to develop an understanding of the purpose, structure and language features of the texts and then complete a brief analysis of how they meet the needs of the target audience. | 1 | 1,2 | 1,2 |  | Maximum of 800 words or the equivalent in multimodal form. |
| **Film Analysis**  Students are given a choice of films to watch such as The Black Balloon or Red Dog. Students give an oral presentation analysing how the director has used film techniques to present one of the themes of the film. |  | 1 | 1,2 |  | Extended response to be in either oral or multimodal form, with a five minute time limit. |
| **Assessment Type 2: Creating Texts**  **Weighting 50%** | **Narrative**  Students work through a process to select a topic for a piece of narrative writing. They complete a series of activities to develop an understanding of the structures and features of narrative texts. Their final piece of writing is proof-read and edited to reflect accurate spelling, grammar, punctuation and paragraphing. If students chose to, they may have an oral reading of their story graded instead of the written version. | 1,2 |  |  | 1 | Final piece of work up to 800 words or five minutes in length if an oral reading. |
| **Informative and Persuasive Text**  Students create a newsletter for a specific audience. The newsletter must contain two or more text types such as one or more articles, a review, a set of instructions (e.g. a recipe, how to get to a venue, fitness instruction etc.) or an advertisement. Students draft and edit their piece of work before presenting it using Publisher. | 1,2 |  |  | 1 | Maximum of 800 words 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

*Kindly provided by Cherie Przedworski from the Youth Education Centre*