PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 2 Essential English**

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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** | **A** |

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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| --- |
| Describe any changes made to the 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 individuals within the student group. |

**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.

| **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**  Task 1  10% | Film - Tropfest  Students will view the Tropfest short film, *Mankind is no island* and analyse the visual literacy techniques, symbolism and literary devices that have been used. Students will be provided with a list of other short films of which they will need to choose one. They will write a report detailing the techniques of both films and make connections where possible. Students will be encouraged to present their work using multi-modal formats or a written report. | 1, 2 | 1, 2 | 2 | - | Report  800 words - multi modal equivalent  6 lessons, plus unsupervised time. |
| **Assessment Type 1: Responding to Texts**  Task 2  10% | Advertising  Students will study and analyse advertisements and the persuasive techniques which are used to persuade the audience. The task will require students to choose one to two advertisements to analyse and write an analytical response which details the language features and stylistic features which the advertisement has used. Students should pay particular attention to the purpose, context and audience of the advertisements. Scaffolding questions will be provided to assist students with writing their paragraph responses. | 1 | 2 | 1 | - | 800 words  Analytical response  8 lessons, plus unsupervised time. |
| **Assessment Type 1: Responding to Texts**  Task 3  10% | Oral - Short Stories – book show response.  Student’s study a range of Australian short stories and analyse the stylistic features and language conventions. The students are required to create their own TV show where they review 2 short stories. The short film should comment on a range of stylistic features and language conventions which the authors used. | 1, 2 | 1 | 1 | - | 800 words/ 5 minutes  multi-modal film  6 lessons, plus unsupervised time. |
| **Assessment Type 2: Creating Texts**  Task 1  13.33% | Advocacy Website/Blog  Students will choose an area of focus for their advocacy website or blog. They will need to complete research and create an online page. The page should clearly display their knowledge and understanding of the issue, target audience, appropriate form and style. Students will be required to submit the URL as well as a document of screenshots for a print format. | 2 | - | - | 2 | 800 words/ multi-modal equivalent  8 lessons, plus unsupervised time. |
| **Assessment Type 2: Creating Texts**  Task 2  13.33% | Creative recount  Students create a first person recount, based on a selected image and prompt. The recount should demonstrate a range of literary features which have been studied in class. | 1,2 | - | - | 1,2 | 800 words  Creative recount  6 lessons, plus unsupervised time. |
| **Assessment Type 2: Creating Texts**  Task 3  13.33% | Restaurant/food Review  Students visit a restaurant, fast food venue, school canteen or local take-away shop with the aim of collecting information which could be used in writing a review. They compose a review for a specific publication such as the *Messenger Newspaper*, *The Advertiser*, a gourmet magazine, blog or a website, adhering to the conventions of the form and taking into account the purpose, audience, and language techniques of a review. | 1, 2 | - | - | 1,2 | 800 words  8 lessons, plus unsupervised time |
| **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.*