SCHOOL-DEVELOPED LEARNING AND ASSESSMENT PLAN FORM

**Stage 2 English**

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| Endorsed by principal or delegate (signature) |  | Date |  |

**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**

|  |
| --- |
| 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.

|  |  |  |  |
| --- | --- | --- | --- |
| Signature of principal or delegate |  | Date |  |

**Stage 2 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** | **Details of assessment** | **Assessment Design Criteria** | | | **Assessment conditions**  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| **K & U** | **An** | **Ap** |
| **Assessment Type 1: Responding to Texts**  Task 1 |  |  |  |  |  |
| **Assessment Type 1: Responding to Texts**  Task 2 |  |  |  |  |  |
| **Assessment Type 1: Responding to Texts**  Task 3 |  |  |  |  |  |
| **Assessment Type 2: Creating Texts**  Task 1 |  |  |  |  |  |
| **Assessment Type 2: Creating Texts**  Task 2 |  |  |  |  |  |
| **Assessment Type 2: Creating Texts**  Task 3 |  |  |  |  |  |
| **Assessment Type 2: Creating Texts**  Task 4: Writer’s statement |  |  |  |  |  |
| **Assessment Type 3: Comparative Analysis (30%)** | Students undertake a comparative analysis of two texts and evaluate how the themes, language and stylistic features, and conventions in these texts are used to represent ideas, perspectives, and/or aspects of culture, and shape responses and interpretations. | 1,2,3 | 1,2,3 | 1,2,3 | The comparative analysis must be a product of independent study.  The writing in the comparative analysis should be a maximum of 2000 words. |

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