PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 English**

This learning and assessment plan is for school use only. It does not need to be submitted to the SACE Board for approval.

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| School |  | Teacher(s) |  |

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| --- | --- | --- | --- | --- | --- | --- |
| SACESchool Code |  | Year |  | Enrolment Code |  | Program Variant Code (A–W) |
| Stage | Subject Code | No. of Credits (10 or 20) |
|  |  |  |  | **1** | **E** | **S** | **H** | **10** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 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 endorsed by the principal.

**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 for individuals within the student group.
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**Principal 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 1 English (10-credits)**

**Assessment Overview**

Complete the table below to show details of the planned tasks. Use numbers to show where students will have the opportunity to provide evidence for each of the specific features for all assessment design criteria.

| **Assessment Type and Weighting** | **Name and details of assessment** | **Assessment Design Criteria** | **Assessment conditions** (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- |
| **K&U** | **AN** | **APP** |  |
| **Assessment Type 1***Responding to Texts*Weighting 50 **%** | Students attend a live drama performance from the Festival of Arts, the Fringe Festival, the State Theatre Company program, a school drama performance or any other appropriate play. Students write a review appropriate for publication in one of the following publications:* [www.artsHub.com.au](http://www.artsHub.com.au)
* [www.australianstage.com.au](http://www.australianstage.com.au)
* [www.aussietheatre.com.au](http://www.aussietheatre.com.au)
* The Advertiser
* AdelaideNow.com.au
* any other publication that includes reviews.
 | 2,3 | 1,2 | 1,3 | Written review up to a maximum of 800 words. |
| Students view the film *Freedom Writers* or another film with a similar theme. They produce a written or oral response, selecting from a range of formal analytical, creative, or evaluative options. They consider one of the following themes in their response:* believing in yourself - setting yourself goals
* following your dreams - rising above adversity.
 | 1 |  | 2,3 | Written or oral text response in an appropriate form as negotiated.Up to a maximum of 800 words if written or 5 minutes for an oral presentation. |
| **Assessment Type 2***Creating Texts*Weighting 25 **%** | Students choose a charity organisation, undertake some research and draft a persuasive argument whereby they discuss why their chosen charity should receive a $500,000 donation. Students present the orals to their class, using PowerPoint to support the presentation.  | 2,3 |  | 1,2 | A persuasive oral presentation, accompanied by a PowerPoint. Up to a maximum of 5 minutes.The PowerPoint includes a short advertisement for the chosen charity to be used as an internet advertisement. |
| **Assessment Type 3** *Intertextual Study*Weighting 25% | Students select and read a novel for independent study. Following this, students select a further text such as a novel, magazine or newspaper article that is connected in some way to the first text in terms of ideas and perspectives, characterisation, setting, plot lines etc.Students write an essay discussing the connection and/or the similarities and differences between the two texts. Students refer to examples and direct quotations from both texts to support their ideas. | 1 | 1,2,3 | 3 | Essay in written form up to a maximum of 1000 words. |

*Please refer to the Stage 1 English Subject Outline.*