# Pre-approved Learning and Assessment Plan

Stage 1 English as an Additional Language

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** | **A** | **L** | **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 |  |

# Assessment overview

Stage 1 English as an Additional Language – 10 credits

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 1:Responding to texts – weighting 50%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| C | Cp | **An** | Ap |
| Oral response (Literary text)  Students view the film, *The Sapphires*, and analyse scenes that address the theme: ‘people who are different are treated differently’. Students adopt the persona of one of the characters and express their views about how their people have been treated differently in society. | 1 | 1 | 1 | 2 | Oral talk/podcast  5 minutes maximum recorded  May use props |
| Discussion Essay – Living in Adelaide  Students study a range of texts about the positive and negative aspects of living in Adelaide. Additional information may be gained from primary sources. Students follow a planning and drafting process and write a discussion essay about positive and negative aspects of living in Adelaide for a particular group of people (university students, retirees, teenager etc.). | 1, 2 | 1 | - | 1,2 | Written essay  600 words maximum |

Assessment Type 2: Interactive Study – weighting 25%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| C | Cp | **An** | Ap |
| Interview and Written Report  Students practice interview techniques and conduct an oral interview in English with one or more people about an issue or an aspect of cultural life, different generations, or with a person with expert knowledge. Students write a report of key findings, communication skills and strategies used in planning and conducting the interview. | 1, 2 | 1, 2 | 2 | 1 | Interview to be recorded  Written report –600 words maximum |

Assessment Type 3: Language Study – weighting 25%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| C | Cp | **An** | Ap |
| Song Analysis – Multimodal presentation  Each student chooses different songs with the same theme. They compare and contrast the lyrics, focusing on three to five aspects, e.g. vocabulary, imagery, rhyme, rhythm, representation of gender or race and relationship between purpose and audience. Students present their findings to the class as a multimodal presentation. | 1 | 1,2 | 1, 2 |  | A multimodal presentation to the class, to the equivalent of 5 minutes |

*Please refer to the Stage 1* English *as an Additional Language subject outline.*