# 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 |
| **Genetic Modification – Class publication:**  Each student writes a magazine or newspaper article in response to the pictures, documentaries and articles concerning genetic modification studied in class.  This task includes the planning, preparing and writing of a magazine or newspaper article. Students will be taught/ revise how to write such articles and can practice and demonstrate competence before beginning work on the task. | 1, 2 | 1, 2 | 2 | 1, 2 | Class publication of magazine or newspaper article. 600 words maximum |
| **Global Warming Radio Program:**  Students present a radio program segment about Global Warming.  They can choose one of the following topics:  (1) *A persuasive radio program segment on Global Warming where the student addresses questions from sceptics. Or*  *(2) The student imagines they are a Global Warming expert and presents a radio program segment about individual actions that can be taken to decrease their carbon footprint. They also need to convince the audience to change their daily habits*.  The book *Climate Change* by Barnaby Newbolt, newspapers, and magazine articles as well as online videos will be studied as a class. | 1, 2 | 1 |  | 2 | A multimedia presentation to a maximum of  5 minutes.  Will be video recorded. |

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 |
| **Social Networking Discussion:**  Students discuss the question *‘Does social networking strengthen or erode social bonds?’*  *D*rawing upon the documentaries and articles about the impact of the internet upon society studied in class, students individually present, explain and discuss with their teacher the ideas, opinions, or perspectives they have with reference to the texts studied in class.  The teacher asks open-ended questions that require extended responses. The student leads the discussion, with an emphasis on the spontaneous use of language to give appropriate responses to the teacher’s questions and comments. Students may use presentation aids.  Students should focus on the following issues to prepare for the discussion:   1. the impact of social networking websites 2. the use of the internet for communication 3. internet addiction   (4) their own opinion on the subject with reference to the texts studied. | 1 | 1, 2 | 1 | 1,2 | Discussion – each student’s discussion with the teacher is assessed separately  5 minutes maximum  It will be video recorded. |

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 |
| **The Language of Persuasion: Barack Obama’s ‘This is your victory’ speech.**  Each student will look at the language used to persuade others and define the characteristics of rhetoric and powerful speech writing.  This task includes the planning, preparing and study of the language of persuasion. They need to identify, analyse and explain aspects of persuasive language used in Barack Obama’s ‘This is your victory’ speech. | 1 | 2 | 1, 2 | - | Written  800 words maximum |

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