# Pre-approved Learning and Assessment Plan

Stage 2 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) |
|  |  |  |  | **2** | **E** | **A** | **L** | **20** |  |

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 2 English as an Additional Language

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:Academic Literacy Study – weighting 30%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| C | Cp | **An** | Ap |
| Students choose and investigate a focus question or topic of personal interest using a range of sources. One of the sources must be a listening and/or multimodal presentation.  The written report presents the findings of the study structured with an introduction that indicates its focus question or topic, the body of the report organised under headings and subheadings, and a conclusion that summarises, evaluates information, and/or make recommendations. Elements such as an abstract, a sources analysis, an annotated bibliography, or an account of the research methodology may be included. The report must include references to sources. | 1, 2 | 1, 2 | 2 | 1, 2 | The findings of the study should be a maximum of 1500 words in a written report. |
| In the oral interaction students:   * briefly present the findings of their study or an aspect of their study * answer questions, lead a group discussion, and/or contribute collaboratively to the group.   They may use appropriate technology to aid the delivery of the oral interaction. | 1, 2 | 1, 2 |  | 1, 2 | Tutorial, discussion or small group collaboration.  Maximum of 10 minutes. |

Assessment Type 2: Responses to Texts – weighting 40%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| C | Cp | **An** | Ap |
| **Response to an issue: Oral discussion**  Students study multi-modal and written texts based on issues associated with digital literacy in the post-truth world. As a class, students examine the perspectives and interests of various stakeholders and issues which arise from the use of technology to persuade people. Students select one aspect to research further, and present their findings in an oral discussion with their teacher. | 1, 2 | 1 | 1 | 2 | Oral discussion with the teacher 6 minutes maximum, recorded. |
| **Creative response: Literary Text**  Students review well known Fairy Tales or children’s stories and consider events in the story from the perspective of different characters. Students choose one character and tell that characters’ perspective of one event in a different text type (blog, letter, magazine page, advice column etc.). | 1, 2 | 2 |  | 1 | Written 500 words maximum. |
| **Analysis** of the emotive elements of a text. Students review and analyse the effects of persuasive techniques and language features on specified target audiences. Students will then select two texts to analyse and present their findings in either a multi-modal or written presentation. | 1, 2 | 2 | 1, 2 |  | Written or Multi-modal  600 words maximum  Oral 4 minutes |
| **Free-choice response**: persuasive essay (exposition or discussion).  Students read the novel and watch the film To Kill a Mockingbird and write a persuasive essay on the topic of prejudice and racism. This may be a discussion essay on aspects of racism and equality, or an exposition about the how racism permeates society. | 1, 2 | 1, 2 | 1 | 1 | Written 900 words maximum |

Assessment Type 3: Examination – weighting 30%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| C | Cp | **An** | Ap |
| Students complete an examination that is divided into 2 parts.  Section 1: Comprehending Multimodal texts in which students respond to aural and/or visual texts  Section 2: Written Paper in which students read and interpret related texts to produce an extended written response in the form of an essay, a persuasive piece or a report. | 1, 2 | 1, 2 | 1, 2 | 1, 2 | 2 and a half hours external examination:  approximately 1 hour listening comprehension  approximately 1 and a half hours for an extended written response of approximately 500 words |

***Seven assessments****. Please refer to the Stage 2 English as an Additional Language subject outline.*