# 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.
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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 will investigate a negotiated topic. They will analyse a number of texts using a number of text types including journals, articles and organization publications. One of these texts must be a video.They will then write a report presenting the findings of the study. The report will be organised under headings and sub-headings. Students will create an abstract which will summarise their entire report. The report must include references to sources. | 1, 2 | 1, 2 |  | 1, 2 | The findings of the study should be a maximum of 1500 words in a written report. |
| In the tutorial students:* briefly present an overview of their study and then will focus on a specific aspect.
* answer questions and lead a group discussion.

They may use appropriate technology to aid the delivery of the tutorial. | 1, 2 | 1, 2 |  | 1, 2 | TutorialMaximum 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 |
| **Task 1:** A response to a text with a focus on an issue.Students will write an analytical essay exploring an issue raised in a literary text (like Slum Dog Millionaire or the Lottery). Using this as their only reference they will write about an issue raised. This essay will explore their personal opinions using formal language and the effect of this issue on society. | 1, 2 | 1 |  | 1 | Approximately 800 words. |
| **Task 2:** A creative response to a text. Students will write a descriptive piece in response to a film (Touching the Void). They will be required to use a character’s voice to explore a moment in time. This task requires the use of descriptive techniques, like similes and metaphors. | 1, 2 | 1 |  | 1 | Approximately 400 words. |
| **Task 3:** An analysis of a persuasive textAfter learning about the techniques of persuasion that are employed in a range of advertisements, students need to find 2 connected advertisements to compare and contrast. The advertisements could be connected by selling the same product but from a different context (eg cultural or social). They will analyse the persuasive techniques used. They will also need to explore either the cultural or social perspective in which the advert was created. This will be presented in an electronic multimodal form (eg website) with audio or videos embedded. | 1, 2 | 1, 2 | 1, 2 |  | A multimodal text of 800 words equivalent. |
| **Task 4:** A free choice response - DiscussionStudents will find an untrustworthy text on an issue. They then need to explore why this text can’t be trusted using evidence and other research. They will then need to present their findings in a discussion with the teacher. As part of this discussion students will need to critically analyse the text and will need to use at least 4 other sources to support their answer. Students will be required to refer to their sources and submit a reference list. | 1 | 1, 2 | 1, 2 | 2 | Approximately 6 minutes. |

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 comprehensionapproximately 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.*