# Pre-approved Learning and Assessment Plan

Stage 1 English

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** | **S** | **H** | **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 – 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) |
| --- | --- | --- | --- | --- |
| KU | An | Ap |
| Students closely analyse Favel Parret’s novel *Past the Shallows*. They plan and write a response exploring the relationship between the author’s ideas and intentions, and her choices of language and stylistic features. The focus of meaning-making by students is discovered through analysis of the symbolic, atmospheric and textural qualities in Parret’s writing and how she evokes a response from the reader about her main concerns. | 1,2,3 | 1,2 | 1,3 | Written response of up to 800 words: E.g. analytical essay or series of paragraph answers. |
| Students explore, interpret and analyse various shared poetry texts on themes of *Identity* and *War.* Students choose one or two poems and find existing images to reveal their own insights into the meanings, ideas and language choices used by the author(s). Symbolism, figurative language and imagery are key focuses in this exercise. Students produce a PowerPoint/Prezi of 5 slides to convey their ideas about the authors’ choices and meanings. The PowerPoint/Prezi is presented by each student to the class, accompanied by a planned and rehearsed justification of their choices to reveal close analysis of language and stylistic features. | 2,3 | 1,2,3 | 1,2 | Oral Presentation with PowerPoint or Prezi (or similar) of up to 5 minutes. |

Assessment Type 2: Creating Texts – weighting 25%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| KU | An | Ap |
| Students plan and create an original persuasive writing piece, which demonstrates knowledge and understanding of ideas and perspectives within a current topical issue. Students use a variety of persuasive language devices and techniques in the creation of this text. They choose a target audience appropriate to the purpose of the piece, and make language choices with the intention of positioning readers’ responses about the issue. These language choices are analysed by the student through detailed annotations. | 1,3 | 1,2 | 1,2 | Written response of up to 800 words. |

Assessment Type 3: Intertextual Study – weighting 25%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| KU | An | Ap |
| Students conceive, plan, create and refine their own original transformative text from the film *Gattaca* (Dir: A. Niccol) as a stimulus text. Students explore ways that a completely new text can be created, by converting or reimagining a feature from a source text. For example, a voiceover script of a character’s inner-monologue from a scene, a poem or short story written in the voice of a character, a script sample and synopsis for an alternative ending, etc. Students also produce a writer’s statement which analyses how their language and stylistic choices are influenced by the source text, and how they have intended to influence the audience’s response. | 1,3 | 1,2,3 | 2,3 | Written response including Writer’s Statement of up to 1000 words. |

*Please refer to the Stage1 English subject outline.*