PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 2 Essential English**

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| --- | --- | --- | --- | --- |
| School |  | | Teacher(s) |  |
| Other schools using this plan | |  | | |

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| SACE  School Code | | |  | Year |  | Enrolment Code | | | | |  | Program Variant Code (A–W) |
| Stage | Subject Code | | | No. of Credits (10 or 20) |
|  |  |  | **2021** | **2** | **E** | **T** | **E** | **20** | **A** |

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.

**Addendum**

Please **only** use this section for any changes made after the learning and assessment plan has been approved.

**Changes made to the learning and assessment plan**

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**Endorsement of changes**

The changes made to the learning and assessment 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 |  |

**Stage 2 Essential English**

**Assessment Overview**

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 and Weighting** | **Details of assessment** | **Assessment Design Criteria** | | | | **Assessment conditions**  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- | --- |
| **C** | **Cp** | **An** | **Ap** |
| **Assessment Type 1: Responding to Texts**  **30%** | **Motivational/Famous Speeches -** Students read and listen to various famous speeches and discuss the ideas, language features, context and purpose of the text. They reflect and evaluate the way in which persuasive techniques are used by the speaker/writer to emphasise the ideas in the text and engage the audience.  Resources:   1. Martin Luther King *‘I Have a Dream’* 2. Greta Thunberg *UN’s Climate Action Summit Speech* 3. Steve Jobs ‘*Stanford Graduation Speech’* 4. Barack Obama ‘*Inauguration Speech’* | 1 | 1, 2 | 1, 2 |  | Written report  Maximum of 800 words |
| **Film/episode- *Nosedive***  Students are required to watch a Short Film or Episode such as Black Mirror Television episode, ‘Nosedive’ and reflect on the information, ideas and perspectives presented.  Students respond to several questions, which may include analyzing aspects of the film such as technique, themes, purpose and effectiveness. | 1 | 1,2 | 1 |  | Three written short answers of approximately 200-250 words each to a maximum of 800 words. |
| **Multimedia/Advertising -** After viewing a series of advertisements, students may select and compare two examples. It is strongly recommended that students select one print and one television advertisement for this task. Students can choose to compare advertisements from a specific era in the past eg, 1960s or 1980s to modern day examples. They are to present their findings in the form of an oral/multimodal presentation  Students may conduct their analysis and comparison based on:   * Language   + Visual (eg. design, fonts, body language, graphics/images, colours, casting)   + Audial (eg. verbal language use, music, sounds)   + Language Techniques (eg. slogans, emotive, humour, slang) * Context (Cultural and Social) * Form (type of medium) * Target Audience * Purpose * Effectiveness | 1,2 | 2 | 1,2 |  | Students can present their analysis in the form of an oral presentation of a maximum of 5 minutes. This may include Vodcast, PowerPoint etc. |
| **Assessment Type 2: Creating Texts**  **40%** | **Advocacy Text** - Students produce a written text that advocates for an issue, cause or particular charity. Students will research their chosen topic and create a written response, which may be in the form of a letter, persuading and encouraging the reader to support or enact change.  Students may create an advocacy text in the form of a letter or an infographic eg brochure, information sheet. | 1, 2 |  |  | 1,2 | Written response or Multimodal format such as brochure or Piktochart.  Maximum of 800 words or equivalent. |
| **Additional Text: Recount -** Students write a personal recount reflecting on an experience in their life, which may relate to one of the following topics:  Recount a time when you realised you needed to take a stand.  Recount a time when you realised something needed to change.  Recount a time when an experience taught you something important.  Recount a difficult experience that you are now able to smile about.  Recount the meeting of someone who has had a profound impact on your life.  The recount should demonstrate accurate use of literary techniques specific to a recount such as figurative language, connective text, descriptive language and past tense. | 1, 2 |  |  | 1, 2 | Written Response  Maximum of 800 words |
| **Additional Text: Procedural -** Students create a 5-minute instructional video or create a PowerPoint performing a particular activity/skill negotiated with the teacher.  Students need to consider the audience and purpose of the video along with ensuring a clear and coherent structure with a sequential order. They must identify and engage with their target audience using appropriate language features and visual elements. | 1, 2 |  |  | 1 | Oral/Multimodal 5 minutes |
| **Assessment Type 3: Language Study**  **30%** | Students complete an independent language study. The focus of the study is an understanding of the use of spoken, non-verbal, visual, and/or written language by people in a chosen context beyond the classroom. | 1,2 | 2 | 1,2 | 1 | The language study should be a maximum of 1500 words if written or 9 minutes if presented in oral form. If presented in multimodal form, the length should be equivalent. |

**Seven assessments.** Please refer to the Stage 2 Essential English subject outline.