PRE-APPROVED LEARNING AND ASSESSMENT PLAN

Stage 2 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) |
|  |  |  |  | **2** | **E** | **S** | **H** | **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 |  |

Stage 2 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) |
| --- | --- | --- | --- | --- | --- |
| **K & U** | **An** | **Ap** |
| **Assessment Type 1: Responding to Texts**  Task 1: *I’m not scared* (novel)by Niccolo Ammaniti | Students read a novel such as *I’m not scared* by Niccolo Ammaniti and choose from 2-3 essay topics, such as:   * Analyse the stylistic features Niccolo Ammaniti employs in *I’m not scared* to explore the idea of fear. * How does Ammaniti recreate the atmosphere of childhood in the novel *I’m not scared*? | 1,2 | 1,2 | 2,3 | Written task – a maximum of 1000 words |
| **Assessment Type 1: Responding to Texts**  Task 2: Comparative task (drama and feature article/essay) | Students attend a State Theatre live performance. The Education Program play is usually based on ideas to which young adults can relate. Depending on the ideas presented in the play, a feature article or literary essay by writers such as, Caitlin Moran, Benjamin Law, Nikki Gemmell, Susan Maushart, Waleed Aly, Helen Razor, Helen Garner will be chosen.  Students will compare and contrast how language and stylistic features have been used to explore similar themes, ideas, concepts, or aspects of culture. They may also consider how the conventions of text types can be challenged or manipulated to create meaning. | 1,2,3 | 2,3 | 1,2,3 | Written task – a maximum of 1000 words or a multimodal task of equivalent length |
| **Assessment Type 1: Responding to Texts**  Task 3: *The Lady in the Van* (film) | Students view a film such as The lady in the van directed by Nicholas Hytner and choose from 2-3 essay topics, such as:  *The Lady in the Van* is constructed so that a difficult story is made more palatable for the audience. How successfully does Nicholas Hytner uses a range of film techniques to achieve his goal? | 2,3 | 1 | 2,3 | Recorded oral – a maximum of 6 minutes |
| **Assessment Type 2: Creating Texts**  Task 1: Feature article | Creating Texts – 3 tasks are linked by a theme such as ‘together and alone’.  Read a feature article in the style of a creative recount or long journalism that aims to **inform** readers about an issue by combining exposition and creative writing. such as ‘The Lonely Death of George Bell’ from the *New York Times* (http://www.nytimes.com/2015/10/18/nyregion/dying-alone-in-new-york-city.html?\_r=0). Other good sources are *The Huffington Post* and *The Guardian* (both have Australian on-line editions).  Write a feature article in the creative recount style using the above theme as a starting point. | 1,3 |  | 1,3 | Written piece - 1000 words maximum |
| **Assessment Type 2: Creating Texts**  Task 2: Narrative | Read the imaginative narrative *Happiness is a Domestic Bird* by Nikos Kazantzakis. Students write their own imaginative text with the purpose to **engage and/or entertain** the reader using the given theme as a starting point.  Other sources of inspiration are available at ABC Open - <https://open.abc.net.au> | 2,3 |  | 1,3 | Written piece - 1000 words maximum |
| **Assessment Type 2: Creating Texts**  Task 3: Multimodal presentation | ‘Addressing social isolation in our communities.’  Students take the above statement as the starting point to develop their own, more specific topic (eg based on migrants, refugees, disabled, elderly, teenagers, unemployed).  Prepare a multimodal presentation for the local council/school board/member of parliament/Rotary group/local church administrators to outline the issue and **persuade** the group to take a particular line of action. | 2,3 |  | 1,3 | Multimodal – speech, digital presentation  Equivalent to 1000 words or 6 min oral |
| **Assessment Type 2: Creating Texts**  Task 4: Writer’s statement | Students produce a writer’s statement for three created texts that:   * explains and justifies the creative decisions made in the process of writing the three texts * explains the language and stylistic features and conventions used to meet the expectations of the intended audience(s) and achieve the stated purpose(s) * compares and contrasts the choices made to meet the expectations of the different audiences and/or purposes, of the texts. |  | 1,3 | 1,2,3 | 1000 words maximum |
| **Assessment Type 3: Comparative Analysis (30%)** | Students undertake a comparative analysis of two texts and evaluate how the themes, language and stylistic features, and conventions in these texts are used to represent ideas, perspectives, and/or aspects of culture, and shape responses and interpretations. | 1,2,3 | 1,2,3 | 1,2,3 | The folio must be a product of independent study.  The writing in the folio should be a maximum of 2000 words. |

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

*Adapted from a plan provided by Assunta Fusco*