PRE-APPROVED LEARNING AND ASSESSMENT PLAN

Stage 2 Essential English

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SACESchool 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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| --- |
| Describe any changes made to the 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 individuals within the student group.
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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 eachof 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****Task 1** | **Curious Incident of the Dog in the Night-time – Mark Haddon (Prose)** Students will analyse Haddon’s use of language features, stylistic features and textual conventions to portray key themes and ideas. Students will respond through a selection of short answer / extended response style questions.  | 1 | 2 | 1 |  | Students will produce a written response of 800 words.  |
| **Assessment Type 1: Responding to Texts****Task 2** | **Freedom Writers – Director’s Commentary (Film)** Students will analyse the ways ideas, perspectives and information are conveyed to the audience through producing a director’s commentary that explores and justifies filmic decisions. | 1,2 | 1 | 2 |  | Students will produce a 5-minute presentation that can be produced as a multimodal piece, podcast or vlog. Students must submit their oral component with a written transcript. |
| **Assessment Type 1: Responding to Texts****Task 3** | **Comparison of Cooking Shows** Students will choose two different cooking shows (instructional or reality television based) and explore how purpose, audience and context are achieved through choices in language.  | 1,2 | 1,2 | 1,2 |  | Students will produce a 5-minute oral presentation with a visual component.  |
| **Assessment Type 2: Creating Texts****Task 1** | **Advocacy Text: Social Issue Campaign** Students will select a contemporary social issue and produce three varying texts to encourage their demographic to take action and encourage or prevent change. These texts include and are not restricted to print advertisement, pamphlet, or radio campaign.  | 1,2 |  |  | 1,2 | Students will choose their form of publication, and the campaign should total 1000 words or a 5-minute oral presentation.  |
| **Assessment Type 2: Creating Texts****Task 2** | **Restaurant / Food Review** Students will engage with review writing and evaluate a restaurant or food outlet. Students will use the conventions of review writing and produce a piece suited to a magazine, newspaper or online context.  | 1,2 |  |  | 1 | Students will produce an 800-word written or multimodal piece (5-minute maximum) to be designed for a magazine, newspaper or online context.  |
| **Assessment Type 2: Creating Texts****Task 3** | **Recount Writing** Students produce a true or fictional recount of an event or time that has had a significant impact on their life. | 1,2 |  |  | 2 | Students will produce an 800-word written piece.  |
| **Assessment Type 3: Language Study** | Students complete an independent language study. The focus of 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 up to 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.