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.

|  |  |  |  |
| --- | --- | --- | --- |
| School |  | Teacher(s) |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SACESchool 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**

|  |
| --- |
| 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.

|  |  |  |  |
| --- | --- | --- | --- |
| Signature of principal or delegate |  | Date |  |

 **Stage 1 English (10-credits)**

**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** | **Name and details of assessment** | **Assessment Design Criteria** | **Assessment conditions** (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- |
| **K&U** | **AN** | **APP** |  |
| **Assessment Type 1***Responding to Texts*Weighting 50**%** | Students complete a shared reading of a ‘gothic ‘fiction novel or short stories such as *Frankenstein*  by Mary Shelley, *Wuthering Heights* by Emily Bronte, *Perfume* by Patrick Suskind, *The Tell-tale heart* by Edgar Alan Poe or *The Money’s Paw* by WW Jacobs or any other appropriate text. .Students demonstrate their knowledge and understanding of the conventions of gothic fiction through their analysis of the use of one or more of the following in the text:* Gloomy, decaying setting (haunted houses or castles with secret passages, trapdoors, and other mysterious architecture)
* Supernatural beings or monsters
* Curses or prophecies
* Damsels in distress
* Heroes
* Romance
* Intense emotions
 | 1,2,3 | 2 | 1 | Written analytical essay of a maximum of 800 words |
| Students choose their own ‘Gothic’ novel, graphic novel or short story to read. They take notes and keep a journal of the gothic scenes, characters and locations. Students present an oral report on the gothic nature of their independent reading piece with visual support. | 1,2,3 | 2 | 3 | An oral presentation of up to 5 minutes with visual aids |
| **Assessment Type 2***Creating Texts*Weighting 25 **%** | Students demonstrate their understanding of the gothic genre and creative technique to write their own piece of gothic writing. | 2,3 |  | 1,2 | A narrative or short story up to a maximum of 800 words or poetry consisting of 2-3 shorter poems or 1 longer poem of 5-6 stanzas. |
| **Assessment Type 3** *Intertextual Study*Weighting 25 % | Students use their knowledge of film techniques and intertextuality to analyse a film in the gothic genre such as * *The League of Extraordinary Gentlemen*. Students interpret and explain the gothic genre of the film and the importance of the intertextual understanding of the characters such as Tom Sawyer, Dr Jekyll/Mr Hyde, The Invisible Man, Captain Nemo or Dorian Gray.
* *Sweeney Todd, Phantom of the Opera* or *The Shining* or another similar film. Students discuss the gothic genre and conventions evident in the film by making connections with the other gothic texts from their studies this semester.
 | 1,2,3 | 1,3 | 3 | Written text should be a maximum of 1000 words; an oral should be a maximum of 6 minutes; a text in multimodal form should be of equivalent length. |

*Please refer to the Stage 1 English subject outline.*

*Adapted from a plan kindly provided by Suzie Rust from Tyndale Christian School.*