PRE-APPROVED LEARNING AND ASSESSMENT PLAN

Stage 1 Essential 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** | **T** | **E** | **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 |  |

Stage 1 Essential 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 | Details of assessment | Assessment Design Criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- | --- |
| C | Cp | An | Ap |
| Assessment 1: Responding to Texts  Weighting 50% | **Film analysis**  Students view a film such as The Sapphires, Looking for Alibrandi, The Book Thief, The Shawshank Redemption or another film appropriate to the needs and interests of the class.  Students present a written or oral response in which they   * identify and analyse one of the main ideas (themes) in the film * explain the director’s opinion (perspective) about these ideas (e.g. in a film about war it might be clear that the director is against war) * provide evidence from the film such as quotes or events to support the analysis. | 1, 2 | 1 | 1 |  | A written response up to a maximum of 800 words. An oral response should be a maximum of 5 minutes; a response in multimodal form should be of equivalent length. |
| **How do magazines target their audience?**  Students present a written or oral response in which they identify and analyse   * the purpose of a specific magazine cover * the target audience of the magazine * the structure and conventions of the cover (e.g. tag line, visual images), * the language features including the images and words (e.g. rhetorical questions, symbolism) used to appeal to the specific audience.   The genre of magazine is to be negotiated with the teacher. | 1, 2 | 2 | 2 |  | A written response up to a maximum of 800 words. An oral response should be a maximum of 5 minutes; a response in multimodal form should be of equivalent length. |
| Assessment Type 2: Creating Texts  Weighting 50% | **Creating a magazine cover**  Based on the knowledge gained from analysing a magazine cover students create a cover for an invented magazine that targets a specific audience. The cover should include original images and photography. Students explain the design choices they made to meet the needs of the audience by annotating the cover or including a writer’s statement. | 1, 2 |  |  | 1 | A created magazine cover with annotations or a writer’s statement explaining the choices made in the creation of the cover. Written response up to a maximum of 800 words. |
| **Narrative writing**  Students select one topic from a selection of topics given by the teacher to compose a narrative. Students use the appropriate textual conventions when writing their narrative. | 1, 2 |  |  | 1 | A written response up to a maximum of 800 words. |

***Four assessments; at least one assessment should be an oral or multimodal and at least one should be in written form***. Please refer to the Stage 1 Essential English subject outline.