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.

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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** | **S** | **H** | **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 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 25 **%** | How has Wilde used language, stylistic techniques and conventions (e.g. irony, satire, witty repartee, inversion, contrived situations, incongruity, deception, parody, paradoxes, epigrams) to develop two or three themes in *The Importance of Being Earnest* (e.g. courtship and marriage, class struggle, gender representations, morality and etiquette, death, food) to present his critique of Victorian society. | 1,2,3 | 1,2 | 1,2,3 | A written response of a maximum of 800 words. |
| **Assessment Type 2**  *Creating Texts*  Weighting 40**%** | Based on the voice of Polly Espy in Max Shulman’s short story *Love Is a Fallacy,* write a letter to Peter Burch explaining why you have decided to go steady with him and not Dobie Gills. | 2 |  | 1,2 | A written response of a maximum of 800 words which includes a writer’s statement outlining the features of your new text compared to the original. |
| After reading Paul Keating’s famous Redfern speech, prepare a speech concerning a social issue about which you feel deeply. You will need to consider the context, purpose and audience for your speech. | 3 |  | 1,2 | An oral presentation of a maximum of 5 minutes. |
| **Assessment Type 3**  *Intertextual Study*  Weighting 35% | The central character in Max Shulman’s short story *Love is a Fallacy* and Don Tillman in Graeme Simsion’s *The Rosie Project* are both on a mission to find a wife. Compare and contrast the voices of these central characters and analyse the language, stylistic techniques and conventions used by the author to create these voices. | 1,2 | 2,3 | 1,2,3 | A written response of a maximum of 1,000 words. |

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