# Pre-approved Learning and Assessment Plan

Stage 1 English as an Additional Language

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** | **A** | **L** | **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.
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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 |  |

# Assessment overview

Stage 1 English as an Additional Language – 10 credits

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 1:Responding to texts – weighting 50%

| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- |
| C | Cp | **An** | Ap |  |
| Based on the students’ study of Sustainable Development Goals, global wealth and poverty, students view a clip promoting the Sustainable Development Goals and compare its effectiveness to the *‘We are the People’* YouTube clip.  | 1 | 1 | 1 | 2 | 5-minute interactive discussion with teacher. |
| Students write an email from the perspective of one of the characters from Andy Mulligan’s novel *Trash*. The email must have all of the appropriate text type features and a tone appropriate to an email between friends. It must include a discussion of at least two of the themes explored in the film – poverty, freedom, chance, fate, betrayal, redemption, love, hole, injustice, exploitation. | 1, 2 | 1, 2 |  | 1 | 600 word maximum. |

Assessment Type 2: Interactive Study – weighting 25%

| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- |
| C | Cp | **An** | Ap |  |
| In the form of a discussion, explanation or presentation, students respond to the question, ‘In your view, can an individual make a difference to world poverty?’ Students should:* conduct research into two individuals who have made a difference since 1950
* make reference to texts studied
* lead a brief discussion with the audience
* answer questions from the teacher/audience
* use presentation aides such as short video clips, a digital slide show, music, photos to support the presentation.
 | 1 | 1 | 1 | 2 | 5-minute interactive presentation. |

Assessment Type 3: Language Study – weighting 25%

| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- |
| C | Cp | **An** | Ap |
| Students select two television, magazine or internet advertisements created by a global charitable organisation. They are required to analyse how the language (both the written words and the visual images) is designed to persuade people to fund their organisation.Students present their findings in the form of two annotated advertisements with an additional commentary that summarises their understanding of the persuasive devices used for the audience being targeted. | 1, 2 | 1, 2 | 2 | 1, 2 | Annotated advertisement with commentary.Maximum 800 words. |

*Please refer to the Stage 1* English *as an Additional Language subject outline.*