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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| 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**

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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 |  |

**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** | **Details of assessment** | **Assessment Design Criteria** | **Assessment conditions**(e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- |
| **K & U** | **An** | **Ap** |
| **Responding to texts****Weighting 50%** | Compare the stylistic features and conventions in one of Tim Winton’s short stories from the *The Turning* with the film version of the same story. Discuss the similarities and differences and how effective the short film is in representing the written version.  | 2 | 2,3 | 1,3 | Written text up to a maximum of 800 words. |
| How do the purpose, context and audience of one example of an online blog influence the language and stylistic features? Present your analysis in an oral presentation, supported by a PowerPoint. | 3 | 1 | 1,3 | Oral task up to a maximum of 5 minutes. |
| **Creating texts****Weighting 25%** | Create one or more entries for an online blog in a style similar to one of the following Australian bloggers.* Pip Lincolne - ‘Meet me at Mikes : Good stuff for nice people’ <http://meetmeatmikes.com/52-hellos/>
* Karen Cheng writes about fashion and life <http://www.karencheng.com.au/>
* Peter G writes souvlaki for the soul <http://souvlakiforthesoul.com/>
* Bill Tikos <http://www.thecoolhunter.com.au>
* Mick’s AFL footy blog <http://www.yumstudio.com.au/footy/>
 | 3 | 2,3 | 2 | Written text should be a maximum of 800 words; an oral should be a maximum of 5 minutes; a text in multimodal form should be of equivalent length. |
| **Intertextual Study****Weighting 25%** | Zusak uses literary allusion throughout the text, *The Messenger*, by referring to * films such as *Cool Hand Luke, Ben Hur, Stir Crazy*
* authors such as James Joyce (*Ulysses*), Shakespeare, Charles Dickens, and Emily Bronte (*Wuthering Heights* )
* songs about challenge by Bob Dylan (*The Hurricane, Oxford Town*, etc.), The Beatles (*Eight Days a Week*), Bon Jovi
* poetry by Sylvia Plath, etc.
* How is your understanding of the ideas in the novel, *The Messenger*, enhanced by some of the literary allusions within the text?
 | 1 | 3 | 1,3 | Written, oral, and/or multimodal. A written response should be a maximum of 1000 words; an oral response should be a maximum of 6 minutes; a response in multimodal form should be of equivalent length. |

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