PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 2 Essential English**

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| --- | --- | --- | --- |
| School |  | Teacher(s) |  |
| Other schools using this plan |  |

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| --- | --- | --- | --- | --- | --- | --- |
| SACESchool Code |  | Year |  | Enrolment Code |  | Program Variant Code (A–W) |
| Stage | Subject Code | No. of Credits (10 or 20) |
|  |  |  | **2021** | **2** | **E** | **T** | **E** | **20** | **A** |

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.

**Addendum**

Please **only** use this section for any changes made after the learning and assessment plan has been approved.

**Changes made to the learning and assessment plan**

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| --- |
| Describe any changes made to the 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 individuals within the student group.
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**Endorsement of changes**

The changes made to the learning and assessment 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 2 Essential English

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)*All tasks up to 800 words or equivalent* |
| --- | --- | --- | --- |
| **C** | **Cp** | **An** | **Ap** |
| **Assessment Type 1: Responding to Texts**Task 110% | Performance Review: Using the conventions of a review, students will respond to a performance, showing an understanding of the key features of the performance used to engage the audience. They will create an appropriate tone and structure for their chosen publication i.e. online, in *Adelaide Magazine, Glam Adelaide* etc. | 12 | 12 | 12 | 12 | Students produce a review for a context up to 800 words.Review must use appropriate genre features. Review may be oral (Youtuber review / That Movie Guy) or written (Rotten Tomatoes, Glam Adelaide, Adelaide Magazine) |
| **Assessment Type 1: Responding to Texts**Task 210% | Analysis of Mass Media and Australian Identity: Students use a series of tourism advertisements to discuss the key themes that are celebrated in the ‘sale’ of Australia on the international stage. Students should identify how persuasive techniques are used to engage and convince.  | 12 | 12 | 12 |  | Students will produce a response to 2-3 stimulus texts.This response can be written in a formal essay or presented as a v-log or any other negotiated format. Up to 800 words.  |
| **Assessment Type 1: Responding to Texts**Task 310% | Response to Representations of Crime and Justice: After watching The Shawshank Redemption, students should consider how techniques are used to communicate themes of justice, innocence and victimisation.  | 12 | 12 | 12 |  | Students may present their response as an open letter, a v-log, their own podcast or as a legal brief. Up to 800 words.  |
| **Assessment Type 2: Creating Texts**Task 113% | Students produce a piece of creative writing. It may be a recount, narrative or vignette. It must use the Adelaide Fringe or a similar community experience as a basis.  | 12 |  |  | 12 | Written, visual or oral, multimodalUp to 800 words. Students should adopt the appropriate features for their text type.  |
| **Assessment Type 2: Creating Texts**Task 213% | Students create an #advocateforadelaide campaign where they promote Adelaide as one of the top 5 regions for tourists in 2021 | 12 |  |  | 12 | Written, visual or oral, multimodalUp to 800 words.Negotiated formats allowable. May include Tourism Australia style campaign, social media campaign, blog, vlog, radio format, visual texts (with appropriate use of language techniques) |
| **Assessment Type 2: Creating Texts**Task 313% | Response to Representations of Crime and Justice text:Produce a creative response that responds to the persona or context shown in *The Shawshank Redemption* | 12 |  |  | 12 | *Options include but are not limited to:*1. *Produce a newsletter for the prisoners or prison guards at Shawshank*
2. *Produce a magazine article that interviews Andy or the Warden at a particular point in the story*
3. *Produce a prisoner’s guide book for survival in the prison by explaining the relationships between characters, the power of the guards etc.*
4. *Produce your own podcast that is a response to your viewing. Use the technical features of the podcast genre.*
5. *Produce a monologue in the voice of a character from the texts. Use this monologue to outline their reaction to the crime and the fallout this has had on their lives.*
6. *Produce a magazine interview article which interviews one of the accused.*
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| **Assessment Type 3: Language Study** | Students complete an independent language study. The focus of study is an understanding of the use of spoken, non-verbal, visual, and/or written language by people in a chosen context beyond the classroom. | 1,2 | 2 | 1,2 | 1 | The language study should be a maximum of 1500 words if written or 8 minutes if presented in oral form. If presented in multimodal form, the length should be equivalent. |

***Seven assessments.*** *Please refer to the Stage 2 Essential English subject outline.*