# 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 |
| *Trash* by Andy Mulligan – Creative Writing Alternative Ending: On their own and as a class, students will read the novel *Trash.* After discussion questions and chapter summaries, they will then need to creatively write an alternative ending to how the boys dispersed the stolen money whilst showing an understanding of the novel and Mulligan’s intention. | 1, 2 | 1 | - | 1, 2 | Written response600 words maximum |
| Oral Minorities and Education: Each student will present an oral about minorities and education. They will focus on a minority group of their choosing. As a class pictures, documentaries and articles concerning minorities and education will be studied. They need to focus on how we can improve education for minorities, how intervention can occur, and the problems and dilemmas faced by their minority group. | 1, 2 | 1 | 1 | 2 | Speech and ppt + audience questions5 minutes 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 |
| Cultural Diversity Interview + Written Report: Each student will interview someone from another culture. They should select an interviewee from a culture they know little about and prepare interview questions. They need to conduct and record the interview in English and then produce a written report in which summarises the information they have gained from the interview. Each student needs to do some independent research about any aspect which they found interesting and source appropriately. | 1 | 1, 2 | 2 | 1 | A written report of up to a maximum of 600 words.  |

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 |
| Product Text Analysis: Students select two magazine advertisements from <http://theinspirationroom.com/daily/australian-stereotypes> or other sources.They analyse how and why language (both written words and visual images) is used to create a theme in two selected examples and compare them. Compare and contrast the different persuasive techniques used in both advertisements and who is their target audience. | 2 | 1, 2 | 1, 2 | 2 | An oral presentation 5 minutes maximumOr, written response to 800 words maximumOr, equivalent multimodal.  |

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