# Pre-approved Learning and Assessment Plan

Stage 2 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) |
|  |  |  |  | **2** | **E** | **A** | **L** | **20** |  |

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 |  |

# Assessment overview

Stage 2 English as an Additional Language

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:Academic Literacy Study – weighting 30%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| C | Cp | **An** | Ap |
| Students choose and investigate a focus question or topic of personal interest using a range of sources. One of the sources must be a listening and/or multimodal presentation. They will analyse a number of texts using a number of text types including journals, newspapers articles and magazines. If applicable students will also be given the opportunity to collect information from primary sources.  The written report presents the findings of the study structured with an introduction that indicates its focus question or topic, the body of the report organised under headings and subheadings, and a conclusion that summarises, evaluates information, and/or make recommendations.  Elements such as an abstract, a sources analysis, an annotated bibliography, or an account of the research methodology may be included. The report must include references to sources. | 1, 2 | 1, 2 |  | 1, 2 | The findings of the study should be a maximum of 1500 words in a written report. |
| In the oral interaction students:   * briefly present the findings of their study or an aspect of their study * answer questions, lead a group discussion, and/or contribute collaboratively to the group.   They may use appropriate technology to aid the delivery of the oral interaction. | 1, 2 | 1, 2 |  | 1, 2 | Tutorial, discussion or small group collaboration.  Maximum of 10 minutes. |

Assessment Type 2: Responses to Texts – weighting 40%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| C | Cp | **An** | Ap |
| **Task 1:** After learning about the techniques of persuasion that are employed by advertisers in television commercials, students select two commercials to compare and analyse the language techniques used by the authors. They will also need to explore which author is more effective in achieving their purpose and why.  The class will start by analyzing commercials from the site: <http://theinspirationroom.com/daily/> before they choose their own two commercials to compare. | 2 | 1, 2 | 1, 2 |  | Text Comparison:  Approximately 800 words.  (Responses to texts total a maximum of 3000 words or the equivalent in oral or multimodal form, where 6 minutes is equivalent to 1000 words). |
| **Task 2:** As a class, we will read ‘Little Paradise’ by Gabrielle Wang. After discussion and chapter focus questions, students are to write a creative response to the text. This could be an alternative ending or beginning, a journal entry written by a character in the text; a narrative of a minor character’s viewpoint; a speech by a character from the text or a role play. | 1, 2 | 1 |  |  | Creative Response:  Approximately 400 words.  (Responses to texts total a maximum of 3000 words or the equivalent in oral or multimodal form, where 6 minutes is equivalent to 1000 words). |
| **Task 3:** A response to one or more texts with a focus on a theme or issue.  With reference to the film Slumdog Millionaire, students write an essay in answer to the question: Slumdog Millionaire lends itself to a thematic viewing, in part because it deals with so many and in part because it does so in such a complex way. Select at least two themes to explore in greater depth. You will need to connect these themes to specific scenes in the film. | 1, 2 | 1 | 2 |  | Approximately 800 words.  (Responses to texts total a maximum of 3000 words or the equivalent in oral or multimodal form, where 6 minutes is equivalent to 1000 words). |
| **Task 4:** An analysis of a persuasive text or the emotive elements of a creative text. As a class, we will watch the speech given by Emma Watson to the United Nations: <https://www.youtube.com/watch?v=p-iFl4qhBsE>  Students are then to analyze the persuasive and emotive language she used throughout the speech. The students then need to present to the class an overview of what techniques she used. They may like to also evaluate the ideas and opinions presented in the speech and consider what are the personal, social and/or cultural attitudes and perspective presented. | 1 | 1, 2 | 1, 2 |  | An oral up to approximately 6 minutes in length.  (Responses to texts total a maximum of 3000 words or the equivalent in oral or multimodal form, where 6 minutes is equivalent to 1000 words). |

Assessment Type 3: Examination – weighting 30%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| C | Cp | **An** | Ap |
| Students complete an examination that is divided into 2 parts.  Section 1: Comprehending Multimodal texts in which students respond to aural and/or visual texts  Section 2: Written Paper in which students read and interpret related texts to produce an extended written response in the form of an essay, a persuasive piece or a report. | 1, 2 | 1, 2 | 1, 2 | 1, 2 | 2 and a half hours external examination:  approximately 1 hour listening comprehension  approximately 1 and a half hours for an extended written response of approximately 500 words |

***Seven assessments****. Please refer to the Stage 2 English as an Additional Language subject outline.*