SCHOOL-DEVELOPED LEARNING AND ASSESSMENT PLAN FORM

**Stage 2 English Literary Studies**

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| Endorsed by principal or delegate (signature) |  | Date |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Office use only

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Approved |  | Not approved |  |  |  |  |  |  |  |  |  |  |  |

 Accession Number

|  |
| --- |
| Signature of SACE Board Officer  |

|  |  |  |  |
| --- | --- | --- | --- |
| SACE Board Officer Number |  | Date |  |

 |

**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**

|  |
| --- |
| 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.
 |

**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.

|  |  |  |  |
| --- | --- | --- | --- |
| Signature of principal or delegate |  | Date |  |

Stage 2 English Literary Studies

Assessment Overview

Complete the table below to show details of the planned tasks. Use numbers to show where students will have the opportunity to provide evidence for each of the specific features for all assessment design criteria.

| **Assessment Type and Weighting** | **Details of assessment** | **Assessment Design Criteria** | **Assessment conditions**(e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- |
| **KU** | **An** | **Ap** |
| **Responding to Texts****Weighting 50%** |  |  |  |  |  |
| **Creating Texts****Weighting****20%** |  |  |  |  |  |
| **Text Study**- Comparative text study- Critical reading**Weighting****30%** | A comparative text study that compares one of the texts studied in the shared studies with another text individually chosen by the student.  | 1,2,3 | 1,2,3 | 2,3 | This response is a critical essay of a maximum of 1500 words. |
| A critical reading of one or more short texts. The short texts may be in a variety of forms (e.g. prose, fiction, non-fiction, poetry, texts with graphic or visual elements, or excerpts from film or soundtracks).  | The critical reading is a 100-minute examination developed by the SACE Board. |

***Up to nine assessments.*** *Please refer to the Stage 2 English Literary Studies subject outline.*