PRE-APPROVED LEARNING AND ASSESSMENT PLAN

Stage 1 Essential 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.

|  |  |  |  |
| --- | --- | --- | --- |
| School |  | Teacher(s) |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SACESchool Code |  | Year |  | Enrolment Code |  | Program Variant Code (A–W) |
| Stage | Subject Code | No. of Credits (10 or 20) |
|  |  |  |  | **1** | **E** | **T** | **E** | **10** |  |

Addendum – changes made to the pre-approved learning and assessment plan

|  |
| --- |
| 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.

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

Stage 1 Essential 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) |
| --- | --- | --- | --- |
| C | Cp | An | Ap |
| **Assessment 1: Responding to Texts****Weighting 50%** | Students analyse two or more magazine, internet or newspaper advertisements for a product that they might purchase (e.g. a mobile phone or baby food). Based on the advertisements students consider which product they might purchase and why, making reference to the structure and language of the advertisement, how it achieves the purpose of selling a product and how it appeals to its target audience.  | 1,2 | 1,2 | 1,2 |  | Written report up to 800 words in length.The report could use subheadings or be answers to a series of questions designed by the teacher. |
| Students are presented with a range of quality picture books that they are able to read and enjoy, either together or individually. Students then choose the picture book that they would most like to read to their own child and produce an explanation of why they would choose the book. They consider the language and structural features of the texts (e.g. the age appropriateness of the book, whether there is a theme or moral, whether the author uses repetition or short sentences, comments on the visual appeal of the text and whether the language sounds appealing when read aloud). | 1 | 1,2 | 1,2 |  | Students produce a text in a negotiated mode such as an oral, multimodal, poster or written explanation. A written task should be up to 800 words in length, an oral up to 5 minutes in length or the equivalent in multimodal form. |
| **Assessment Type 2: Creating Texts****Weighting 50%** | Students attend an excursion to the Lyell McEwin Hospital Birthing Unit, Second Story or another organisation of relevance to pregnant or young mothers. They produce an everyday text which presents a point of view about an issue raised on the excursion (e.g. comparing a birthing centre with other birth venues or breast feeding with bottle feeding) using appropriate structural and language features and a register appropriate to the audience.  | 1,2 |  |  | 1 | Negotiated form of a written response of up to 800 words (e.g. in the form of a pamphlet, magazine article, letter or poster), an oral up to 5 minutes in length or a multimodal presentation |
| Through class discussion and negotiation students choose a concern or topic of interest that reflects their needs (e.g. budget cookery, exercise, how to save money or OHSW in the home). Students conduct research and produce an oral explanation, a pamphlet, a poster or a set of instructions. Students use this as a peer teaching tool to share with the group and teach others about what they have learned. | 1,2 | 1 |  | 1 | Students produce a text in a negotiated mode (e.g. oral, poster, recipes or pamphlet) for the purpose of instructing or informing. |

***Four assessments; at least one assessment should be an oral or multimodal and at least one should be in written form.*** Please refer to the Stage 1 Essential English Subject Outline