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.

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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** | **T** | **E** | **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. |

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 |  |

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 |
| **Responding to Texts**  Weighting 75% | The movie *Transformers: Age of Extinction* is controversial because of the amount of product placement (55 brands) used in the movie (or any other movie that uses product placement e.g. The Lego Movie, Iron Man 2).  Students watch the movie and examine the way product placement is used to advertise brands. In an oral presentation they analyse two or three specific examples of product placement in the film by explaining the purpose, placement and effectiveness of this on the audience. |  | 1, 2 | 1, 2 |  | An oral response should be a maximum of 5 minutes; a response in multimodal form should be of equivalent length. |
| Students read a series of texts (e.g. programs, newspaper articles, reviews, travel brochures, advertisements) on a current event in Adelaide (e.g. Clipsal 500, Fringe, Ozasia). Students respond by writing a formal email to the editor of the Advertiser arguing for or against the event. | 1, 2 | 1, 2 |  | 1 | A written response up to a maximum of 800 words. |
| Students watch an episode of the sitcom *Fresh off the boat*. In a written response students:   * define the term ‘stereotype’ * discuss how characters in the sitcom are stereotyped * identify any characters who are not stereotyped or break with the traditional stereotypes. |  | 1, 2 | 1, 2 |  | A written response up to a maximum of 800 words. |
| **Creating Texts**  Weighting 25% | Students examine a range of daily activities such as travelling on public transport, shopping or banking. They create an instructional vodcast (a video that can be broadcast over the Internet) for an audience of recent migrants, international students or tourists from another country. | 1 |  |  | 1 | A vodcast up to a maximum of 5 minutes in length. |

***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 Essential English Subject Outline.

*Tasks kindly provided by Steve Walsh from Glenunga International High School*