PRE-APPROVED LEARNING AND ASSESSMENT PLAN

Stage 2 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) |
|  |  |  |  | **2** | **E** | **S** | **H** | **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 |  |

Stage 2 English

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** | **Details of assessment** | **Assessment Design Criteria** | | | **Assessment conditions**  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| **K & U** | **An** | **Ap** |
| **Assessment Type 1: Responding to Texts**  Task 1: Media texts | Watch a selection of You Tube clips that present Shakespearean sonnets, research Shakespearean memes and complete some individual research to answer one of the following questions. Use examples and evidence from the web or other mass media to support your answer.   1. ‘Shakespeare is as relevant to the remix culture of the web as viral videos and cute cats’. To what extent is this true? 2. Can our understanding of a 17th century playwright be transformed by new media? Justify you answer. | 1,2 | 1 | 2,3 | Oral or multimodal presentation - maximum of 6 minutes, delivered live or pre-recorded |
| **Assessment Type 1: Responding to Texts**  Task 2: Film | View two films that explore similar themes and complete an analytical essay in response. For example, view Into *the Wild* directed by Sean Penn and *Tracks* directed by Robyn Davidson.  Select one idea explored in both texts such as:   * freedom and independence, * isolation and loneliness * humans and nature * family * survival.   Write an essay in which you analyse how Robyn Davidson and Sean Penn explore one of these ideas. | 1,2 | 2,3 | 2,3 | Written comparative essay up to a maximum of 1000 words |
| **Assessment Type 1: Responding to Texts**  Task 3:Poetry | Write a letter to a fictional publisher who is producing an anthology of poetry to be studied in senior secondary English classes. Recommend at least two poems to be included in the anthology. Include a discussion of the ideas in the poems and the stylistic features employed by the poet in your argument for their inclusion. | 1,2,3 | 1,2 | 1,2 | Written piece in the form of a letter – a maximum of 1000 words |
| **Assessment Type 2: Creating Texts**  Task 1: Speech | Imagine you have reached the pinnacle of success in your chosen area in the future and have been given an award or prize recognising this. Write or present the acceptance speech you give when receiving the award e.g. Academy Award, Michelin Star, Brownlow Medal, Golden Gloves, World Chess Champion, Nobel Peace Prize, Wright Brothers medal. Consider awards listed at <https://en.wikipedia.org/wiki/List_of_prizes,_medals_and_awards> for other options. | 2,3 |  | 1,3 | An oral speech up to a maximum of 6 minutes  Or  A written transcript of speech up to 1000 words in length |
| **Assessment Type 2: Creating Texts**  Task 2: Narrative | Write a narrative that manipulates traditional conventions to tell a story   1. using more than one text type (e.g. an email, an SMS text and a diary entry) 2. with 3 or more short pieces, set at different times, that together make a narrative 3. where sections are told by different characters/narrators | 2,3 |  | 1,3 | Written narrative up to a maximum of 1000 words |
| **Assessment Type 2: Creating Texts**  Task 3: Persuasive argument | Write a persuasive argument in response to an article about an issue such as:   * Should schools introduce more surveillance? *Nanny state: school surveillance on the rise* at <https://www.adelaide.edu.au/news/news76462>. * Should begging be considered a crime? <http://downingcentrecourt.com.au/blog/begging-as-a-criminal-offence-why-is-this-being-reintroduced-in-australia/> or <http://www.huffingtonpost.com.au/2016/03/28/waleed-aly-says-australias-poverty-problem-is-much-bigger-than/> * b<http://www.nytimes.com/2014/11/09/fashion/for-millennials-the-end-of-the-tv-viewing-party.html?_r=0> | 2,3 |  | 1,3 | Written argument up to a maximum of 1000 words |
| **Assessment Type 2: Creating Texts**  Task 4: Writer’s statement | Produce a writer’s statement for one or more of the three created texts that:   * explains and justifies the creative decisions made in the process of composing one or more of the texts; * explains the language and stylistic features and conventions used to meet the expectations of the intended audience(s) and achieve the stated purpose(s); and * compares and contrasts the choices made to meet the expectations of the different audiences and/or purposes, if the statement refers to more than one text. | 2,3 | 1,2,3 | 2 | Written - maximum of 1000 words, drafted |
| **Assessment Type 3: Comparative Analysis (30%)** | Students undertake a comparative analysis of two texts and evaluate how the themes, language and stylistic features, and conventions in these texts are used to represent ideas, perspectives, and/or aspects of culture, and shape responses and interpretations. | 1,2,3 | 1,2,3 | 1,2,3 | The comparative analysis must be a product of independent study.  The writing in the comparative analysis should be a maximum of 2000 words. |

***Eight assessments.*** *Please refer to the Stage 2 English subject outline.*