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.

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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**

|  |
| --- |
| 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 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 and Weighting** | **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: Theatre review | Students view a theatre production such as an Adelaide Fringe Festival performance and write a critical review for publication in a newspaper, magazine or website. The review should both analyse and evaluate interpretative choices made by various people involved in the production including the playwright, director, musical director, choreographer, actors and lighting, sound, costume and set designers. | 1,3 | 1,2 | 1,2,3 | Written - maximum of 1000 words, drafted. |
| **Assessment Type 1: Responding to Texts**  Task 2: Group novel study | Read a chosen novel in a small group. Answer an individual essay question in negotiation with the teacher focusing on authorial technique, character development, representation or thematic treatment.  Novels to choose from include but are not limited to:  Flagg: *Fried Green Tomatoes at the Whistle Stop Cafe*  Malouf: *Fly Away Peter*  Salinger: *Catcher in the Rye*  Solzhenitsyn: *One Day in the Life of Ivan Denisovich*  Steinbeck: *Of Mice and Men*  Wilder: *The Bridge of San Luis Rey*  Winton: *That Eye, the Sky*  Students are encouraged to consider using audiobook versions of the novels as an additional way of accessing the texts. | 1,2 | 1,2 | 2,3 | Written - maximum of 1000 words, drafted. |
| **Assessment Type 1: Responding to Texts**  Task 3: Comparative task (media text) | Task 3: Identify two bloggers or opinion columnists who have written on the same topic area but with some contrasting perspectives.  Compare how language is used to construct the two arguments. It may help to structure the analysis ether by theme or according to the three rhetorical appeals: ethos, pathos and logos. Project short selections of the text on the screen, with relevant examples of rhetorical devices highlighted and/or annotated to help the audience follow the discussion. | 1,2,3 | 1,2,3 | 2 | Oral - maximum of 6 minutes, delivered live or pre-recorded. |
| **Assessment Type 2: Creating Texts**  Task 1: Integrated advertising campaign | Develop an advertising campaign aimed at tackling substance abuse or another contemporary issue. Target a specific substance or issue and a specific audience. Create up to 3 of the following integrated elements that together compose the one text creation:   * video advertisement for internet and/or television (approx. 30 seconds) * radio advertisement (approx. 30 seconds) * static internet advertisement and/or print advertisement * public visual advertising (bill board, bus shelter, on public transport, fencing at a sports ground, sports uniforms, other) * pamphlet * giveaway merchandise (t-shirts, wrist bands, caps, balls, other). | 2,3 |  | 1,3 | Multi-modal – equivalent of 1000 written words – details to be negotiated with teacher based on chosen elements. |
| **Assessment Type 2: Creating Texts**  Task 2: Formal proposal | After studying the conventions and features of examples of formal written proposals, write an original formal proposal to present to a specific decision making body, such as the governing council of a town, business, school or other organisation. Make a presentation to a meeting of the body at which you explain and advocate for the proposal. Visual slides (e.g. Powerpoint) may be used to accompany the presentation. | 2,3 |  | 1,3 | Mixed mode: max. 500 word written document accompanied by max. 3 minute live presentation. |
| **Assessment Type 2: Creating Texts**  Task 3: Opinion video segment | Prepare a segment for a television program (e.g. [Waleed Aly on The Project](file:///C:\Users\howlem01\Documents\you%20tube%20waleed%20ali) or [John Oliver on Last Week Tonight](https://www.youtube.com/user/LastWeekTonight)) or an entry for a vlog (e.g. [Russel Brand on The Trews](http://www.russellbrandtrews.com)) in which you express opinions and try to persuade the audience of your views in relation to a contemporary topic from current affairs. | 2,3 |  | 1,3 | Oral - maximum of 6 minutes, delivered live or pre-recorded. |
| **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 folio must be a product of independent study.  The writing in the folio should be a maximum of 2000 words. |

***Eight assessments*.** Please refer to the Stage 2 English subject outline. *Prepared by David Freesmith.*