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 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: Response to a novel e.g. *The Night Guest* by Fiona McFarlane | Students respond to a novel such as *The Night Guest* by Fiona McFarlane or another appropriate extended prose text. For example:  ‘Fiona McFarlane, in her novel *The Night Guest*, uses a variety of stylistic features (e.g. the metaphor of the tiger, shifts in time and memory, and narration from Ruth’s perspective) to make the reader feel confused and lost, much as Ruth, the main character, might feel suffering from dementia. Students analyse two or three of these stylistic features and assess their effectiveness in developing the ideas in the text.’ | 1,2 | 1,2 | 2 | Written task – a maximum of 1000 words |
| **Assessment Type 1: Responding to Texts**  Task 2: Response to a film e.g. *The Life of Pi* by Ang Lee | Students respond to a film such as the *Life of Pi* directed by Ang Lee or another appropriate film. For example:  ‘The Ang Lee film *Life of Pi* has been heralded as a visual masterpiece. ‘Is the film version of *Life of Pi* just a visual effects movie or is there a compelling story? Use evidence from the film to support your answer. | 1,2 | 1,2 | 2 | Written task – a maximum of 1000 words or a multimodal task of equivalent length |
| **Assessment Type 1: Responding to Texts**  Task 3: Comparative task (media text) | Students select two examples of the same news item from any media. They analyse the similarities and differences between the way the news is presented in the two texts by comparing:   * context, audience and purpose * language and stylistic features and conventions.   The news item could be selected from:   * print media (e.g. The Advertiser, The Australian, The Age) * online media (e.g. [www.adelaidenow.com.au](http://www.adelaidenow.com.au), www.theguardian.com/au, [www.aljazeera.com](http://www.aljazeera.com), http://www.huffingtonpost.com/ ) * television news media (e.g. Channel 9,7, or 10, ABC News 24, Fox News, SBS) | 2,3 | 2,3 | 2,3 | Oral – a maximum of 6 minutes |
| **Assessment Type 2: Creating Texts**  Task 1: TED talk | The purpose of a TED talk is to entertain and inform. https://www.ted.com/talks  Students choose a topic of interest (remember TED talks are ‘about ideas worth spreading’) and create a speech in the style of a TED talk for a global online audience. | 1,3 |  | 1,3 | Video recorded oral  Maximum 6 minutes |
| **Assessment Type 2: Creating Texts**  Task 2: MY:24 (recount) | Students produce a true or fictional recount of an event or time that has had a significant impact on their life.  To inspire creativity they may view one or more episodes of the ABC series MY:24 (a collection of stories from young people who have experienced one day that changed their life forever), and then create a new episode based on a true or fictional story. It may be submitted as a recorded video or a written script. This may be assisted by the MY:24 digital storytelling app.  Alternatively read the article titled *‘The importance of telling our stories’* at <http://www.huffingtonpost.com/rachael-freed/legacy-telling-our-story_b_776195.html>  as a starting point. | 2,3 |  | 1,3 | Video recording maximum of 6 minutes  or  written script maximum 1000 words  or  a written recount to a maximum of 1000 words |
| **Assessment Type 2: Creating Texts**  Task 3: Festival of Arts | After attending a live Festival of Arts performance, Fringe venue, concert or sporting event, students create a text in one of the following forms:   * a persuasive piece for an interstate newspaper or website that promotes the city of Adelaide and its events as a holiday destination * a descriptive piece that describes the atmosphere at an event or venue * a review of a live performance that you attended, for a specific publication * a photo story creating the mood and atmosphere of the event. | 2,3 |  | 1,3 | Written piece 1000 words maximum or equivalent in multimodal form |
| **Assessment Type 2: Creating Texts**  Task 4: Writer’s statement | Students 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 writing 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) * 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. |  | 1,2, | 3 | 1000 words maximum |
| **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.