PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 2 Essential English**

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| --- | --- | --- | --- | --- |
| School |  | | Teacher(s) |  |
| Other schools using this plan | |  | | |

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| SACE  School Code | | |  | Year |  | Enrolment Code | | | | |  | Program Variant Code (A–W) |
| Stage | Subject Code | | | No. of Credits (10 or 20) |
|  |  |  | **2021** | **2** | **E** | **T** | **E** | **20** | **A** |

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.

**Addendum**

Please **only** use this section for any changes made after the learning and assessment plan has been approved.

**Changes made to the learning and assessment plan**

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**Endorsement of changes**

The changes made to the learning and assessment 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 Essential 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) |
| --- | --- | --- | --- | --- | --- | --- |
| **C** | **Cp** | **An** | **Ap** |
| **Assessment Type 1: Responding to Texts**  **30%** | **Famous Speeches -** Students read and listen to various famous speeches by **Sacha Baron Cohen, Meyne Wyatt, Martin Luther King, George W. Bush, Julia Gillard** and discuss the ideas, language features, context and purpose of the text. Students reflect and evaluate the way in which literary and persuasive techniques are used by the author to emphasise the ideas in the text and engage the audience. | 1, 2 | 1 | 1 |  | Written report  Maximum of 800 words |
| **Short-film/episode -** Students are required to watch a **short film such as** [***Cargo***](https://www.youtube.com/watch?v=LtJFx5sAzDo)**,** [***Zion***](https://www.salon.com/2020/09/02/best-short-documentary-netflix-zion-john-aliens-speed-cubers/)***,*** [***All These Creatures***](https://youtu.be/EyIk1GIGi-8) **or episodes such as Black Mirror Television episode, ‘Nosedive’** and reflect on the information, ideas and perspectives presented. Students identify and analyse the way in which social issues and themes are purposefully portrayed in the media.  Students respond to several questions, which may include analyzing aspects of the film such as technique, themes, purpose and effectiveness. | 1 | 1,2 | 2 |  | Multimodal response to X3 questions or on specific scenes  Maximum of 5 minutes |
| **Prose text:**“The Tell-Tale Heart”  **TTH:** Students read Edgar Allan Poe’s short story “The Tell-Tale Heart” and discuss the ideas, genre, language features and purpose of the text. Students reflect on the way in which literary techniques are used by the author to emphasise the ideas in the text.  Any THREE of following literary analysis questions will be answered by the students:   1. How does Poe create suspense in this story? Refer to the use of language and one literary technique in your response.   OR What is the intended purpose of the story? How does Poe’s use of literary techniques help in achieving the purpose?   1. What elements of the gothic horror genre are demonstrated in this short story? Provide evidence to support your answer. 2. How does Poe use symbolism and imagery within this text, how does this help create meaning? 3. How is the idea of guilt portrayed in the story? Refer **to the use of** language and one literary technique in your response. | 1 | 1, 2 | 1 |  | Short-answer response to questions/ key quotes/passages  Maximum of 800 words |
| **Assessment Type 2: Creating Texts**  **40%** | **Advocacy text**- Students study and research a range of shool events and activities, along with local charities such as Cancer Council, Hutt Street Centre’s Walk a Mile. They select a particular event, initiative or organisation and identify a range of reasons why people should help, donate to and support the particular event/initiative/organisation.  Students create an advocacy text supporting their chosen organisation in the form of a video, with appealing visuals and expressive reading. | 1, 2 |  |  | 1,2 | Multimodal  Maximum of 800 words or equivalent. |
| **Recount -** Students write a personal recount reflecting on an experience in their life which may relate to one of the following topics:  Recount a time when you realised you needed to take a stand.  Recount a time when you realised something needed to change.  Recount a time when an experience taught you something important.  Recount a difficult experience that you are now able to smile about.  Recount the meeting of someone who has had a profound impact on your life.  The recount should demonstrate accurate use of literary techniques specific to a recount such as figurative language, connective text, descriptive language and past tense. | 1, 2 |  |  | 1 | Written  Maximum of 800 words |
| **Real Estate post on a host domain:** Students create a real estate post on a host domain, such as Domain or Realestate.com, with a write up of a property/house to buy/rent, with details and specifications of the property and clear and descriptive information that appeals to interested buyers. They should use the format and style of a modern real estate post, with contact details of agents, location and map and booking options for inspections and so on. | 1, 2 |  |  | 1, 2 | Online post - written with relevant visuals  Maximum/800 words |
| **Assessment Type 3: Language Study**  **30%** | Students complete an independent language study. The focus of the study is an understanding of the use of spoken, non-verbal, visual, and/or written language by people in a chosen context beyond the classroom. | 1,2 | 2 | 1,2 | 1 | The language study should be a maximum of 1500 words if written or 8 minutes if presented in oral form. If presented in multimodal form, the length should be equivalent. |

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