

SCHOOL-DEVELOPED LEARNING AND ASSESSMENT PLAN

Stage 1 Essential English

School Kaurna Plains School Teacher(s) Liz Eckert

Other schools using this plan _____

SACE School Code		
3	3	7

Year
2016

Enrolment Code				
Stage	Subject Code			No. of Credits (10 or 20)
1	E	T	E	10

Program Variant Code (A-W)
A

Endorsed by principal or delegate (signature) _____ Date _____

Office use only

Approved

Not approved

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Accession Number

Signature of SACE Board Officer _____

SACE Board Officer Number _____ Date _____

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

Describe any changes made to the 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 individuals within the student group.

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.

Signature of principal or delegate  Date 10-2-16



Stage 1 Essential English (10-credits)

Assessment Overview

Complete the table below to show details of the planned tasks. Use numbers to show where students will have the opportunity to provide evidence for each of the specific features for all 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	An	Ap	
Responding to texts Weighting 50%	<p>Reading Analysis 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.</p> <p>OR</p> <p>Students read a series of texts (e.g. programs, newspaper articles, reviews, travel brochures, advertisements) on a current issue in the media (e.g. terrorism, gay marriage, Australia day/Invasion day etc). Students respond by writing a formal email/letter to the editor of The Advertiser arguing their point of view on the topic.</p>	1	1, 2		A written response up to a maximum of 500 words.
	<p>Audio Visual Analysis Compare two or more audio visual texts (video clips and short films). Analyse the techniques used, such as camera shots, editing, lighting, audio soundtrack and language used to assess their impact on the audience and how they convey the texts' messages.</p>	1,2	2	1	Oral or multimodal presentation to discuss the film techniques used. There should be a combined total of a maximum of 3 minutes if oral or the equivalent in multimodal form.
Creating texts	<p>Recount Students will write a written recount based on a choice of a number of topics: The recount could be actual or fictional but needs to be set out with an appropriate structure.</p>	1,2		1	Either a written or oral multimodal presentation. There should be a combined total of a maximum of 500 words if written or 3 minutes if oral or the equivalent in multimodal form.
Weighting 50%	<p>Promotional Brochure Students will create a promotional brochure for the SAASTA program OR a promotional brochure for Kaurana Plains School.</p>	1		1	Either a written or oral multimodal presentation. There should be a combined total of a maximum of 500 words if written or 3 minutes if oral or the equivalent in multimodal form.

Four assessments. Please refer to the Stage 1 Essential English subject outline.