

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			Year		Enrolment Code				Program Variant Code (A–W)	
3	3	7	2016		Stage	Subject Code			No. of Credits (10 or 20)	A
					1	E	T	E	10	

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

Responding to Texts 1: Reading Analysis
 Students were struggling to engage in the topics offered and the class negotiated the following additional options for a letter to the editor which was allowed for all students.
 Students view a series of texts and respond to the following either of the following two statements in the form of a formal email/letter to the editor of *The Advertiser* arguing their point of view:

- The driving age should be lowered to 15.
- The driving age should be raised to 18.

Criteria changed from Analysis 1,2 to Analysis 2 only (for all students) as the task did not allow students to demonstrate analysis of the way creators of texts convey information etc.

Responding to Texts 2: Audio Visual Analysis
 Criteria changed to include Analysis 1 & 2 (for all students) as the task has been designed to demonstrate student understanding in these areas. They were accidentally missed on the original LAP submitted. Communication 2 was also removed to reduce the assessment criteria for this task.
 Assessment conditions were changed to require this to be presented as a multimodal text (PowerPoint) with oral presentation skills as students chose not to do the recount as an oral presentation. The time limit was increased to a maximum of 5 minutes.

Creating Texts 2: Promotional Brochure
 Additional option of free choice of who the brochure was created for was allowed under negotiation between teacher and student. This was allowed for all students as an option.

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 _____

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	Cp	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	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 Weighting 50%	<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.
	<p>Promotional Brochure Students will create a promotional brochure for the SAASTA program OR a promotional brochure for Kaurna 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.