



SSABSA

SENIOR SECONDARY ASSESSMENT BOARD OF SOUTH AUSTRALIA
60 Greenhill Road, Wayville, South Australia 5034 Telephone (08) 8372 7400 Facsimile (08) 8372 7590

ASSESSMENT PLAN FOR STAGE 1 CURRICULUM STATEMENT

School ST PETER'S COLLEGE Subject ENGLISH

Other schools using this plan _____

SSABSA School Code			Year	Enrolment Code				Program Variant Code (A-W)	
2	3	7		Stage	Subject Code				No. of Units (1 or 2)
2	3	7	2005	1	E	N	G	1	A

PROGRAM RATIONALE

The program rationale should:

- identify your group, school setting, and relevant resources available;
- describe the intended teaching program, and explain how it will meet the needs of the student group;
- clarify the focus of the program in the context of the curriculum statement and curriculum perspectives.

WHOSE GENERATION?

An all male group of mixed ability students (four identified with SN). Most would be seeking preparation for tertiary entry. The majority will choose English Communications if they decide to study English at Stage 2, but some may require and prefer English Studies. The program makes allowance for the variation of existing skills in the student group, but attempts to provide a genuine exposure to a wide variety of English experiences. To this end I have adopted a thematic approach to the course which allows me to present a range of texts and writing tasks within a socio-cultural context that encourages students to explore issues of identity, history, and futures with a strong emphasis on developing the skills of critical literacy. The course title "Whose Generation?" is intended to provoke a deconstructive response to past, present and future representations of adolescence.

There is an emphasis on choice and negotiation of tasks but within a framework designed to ensure that the goals of SACE English are able to be achieved.

The text production component has been designed to incorporate personal opinion, experience and imagination into a recognisable and clearly structured written genre within the minimum requirement. The text response component combines student choice with the minimum requirement in order to simultaneously validate the shared texts we will study in the students' eyes, while deepening their actual response without exceeding the limitations of the syllabus.

The oral component encourages free choice, personal expression and an explicit awareness of audience, context and purpose.

The focus of the Function and Power of Language Study extends both the thematic approach of the course as well as the idea of 'texts beyond the classroom' by actively considering the formative role of language and popular culture in shaping lived identities. The weightings of the components clearly indicate their relative importance to the course and hence class time spent on each.

Signature of principal/SACE coordinator _____

Assessment plan contact teacher _____

Teachers who are resubmitting assessment plans that were previously not approved must record the accession number in the box below.

SSABSA USE ONLY

Accession number:	Subject Code	<input type="text"/>	Accessioned: Date	<input type="text"/>
	School Code	<input type="text"/>	Entered: Date	<input type="text"/>

Approved/Not approved	Date	Signature	Assessment Field Officer
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

School contacted: _____ Date ____/____/____ Signature _____

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Please complete the following information in accordance with the guidelines provided in the relevant Curriculum Statement:

Name of Assessment Component	Description of Assessment Tasks	% Weight	Learning Outcomes/ Objectives Measured	Criteria for Judging Performance
Text Response and Production	Argument - students choose from a range of questions to write an analytical essay on one of two texts studied by the class: either <i>Donnie Darko</i> or <i>The Catcher in the Rye</i> 500 words	25%	1,2,3,4,5	The student's performance in <i>text response</i> will be judged by the extent to which he or she demonstrates: <i>knowledge</i> ?? To what extent does the student demonstrate knowledge of the text? <i>understanding and analysis</i> ?? To what extent does the student show understanding of the ideas in the text? ?? How effectively does the student recognise and/or explain how techniques are used by an author to express ideas? ?? How well does the student recognise the values, beliefs, or concerns explored in the text? ?? To what extent does the student recognise the connections between his or her own values, beliefs, or concerns and those explored in the text? <i>communication</i> ?? How accurate and fluent is the student's expression? ?? How appropriate are the form and register for the audience and purpose?
	Biography - the student's own obituary projected beyond a future life (until death) of noteworthy achievements 500 words	25%		The student's performance in <i>text production</i> will be judged by the extent to which he or she demonstrates: <i>understanding</i> ?? To what extent does the student recognise the structural, conventional, and linguistic features of different text types? ?? To what extent does the student recognise the purpose of different text types? <i>communication</i> ?? How well does the student reproduce the structural, conventional, and linguistic features of the chosen text type in his or her own text? ?? How accurate and fluent is the student's expression? ?? How appropriate are the form and register for the audience and purpose?
		Total: 50%		
Oral Presentation	Students will present a speech to the class on a topic of particular interest to themselves with the purpose of imparting knowledge and appreciation for their audience. It may take on dramatic or fictional dimensions but a specific context, audience and purpose must come through both the content and manner of the speech. 4-6 mins		1,3,4	<i>Understanding</i> ?? How well does the student recognise the conventions and structures of the chosen form of presentation? ?? To what extent does the student's presentation demonstrate the link between form, features, and audience? <i>Application</i> ?? How effectively does the student reproduce the conventions and structures of the chosen text type in his or her presentation?
		Total: 15%		
Critical Literacy Study Option 1 Function & Power of Language	By analysing a range of texts in different modes, students will explore representations of adolescence by focussing on recognisable features common to at least three examples (e.g. the 'teen rebel' in soap opera, magazines and pop music). The language of the texts and its role in constructing generational, individual, gender and other identities across a range of media should be identified.		1,4,5	The student's performance in the <i>function and power of language study</i> will be judged by the extent to which he or she demonstrates: <i>Analysis</i> ?? How clearly does the student define and explore a topic of language use in a social context? ?? How effectively does the student clarify the ways in which language is used to influence opinions and decisions in the social context? ?? How well does the student identify features of language use in society? ?? To what extent does the student establish the link between those features and the function of language in

	<p>From the analysis of the texts and other external evidence, conclusions should be reached about the actual effects these identities have on young people's real lives.</p>	Total: 35%		<p>the chosen social context?</p> <p><i>Communication</i></p> <p>?? How accurate and fluent is the student's expression?</p> <p>?? How appropriate are the form and register for the audience and purpose?</p>
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