

**SAETA**  
**Year 12 English Teachers' Refresher Course**  
**2005**

**English Communications**

Refer to English Communications Curriculum Statement 2005 and English Learning Area Manual 2005 for all the information.

Available in booklet form through schools or electronic version on SSABSA website ([www.ssabsa.sa.edu.au](http://www.ssabsa.sa.edu.au)).

Changes have been made to the Curriculum Statement and the Learning Area Manual.

## **English Communications Curriculum Statement changes:**

### **Assessment (p34)**

#### **SACE Word-count Policy**

The SACE Word-count Policy states that all words used in the body of the text are counted for assessment purposes. This includes all words that the assessor reads, from the beginning of the introduction to the end of the conclusion.

The word-count includes:

- ?? headings
- ?? direct quotations
- ?? in-text references
- ?? footnotes that are used as explanatory notes.

The word-count does not include:

- ?? the title/question page
- ?? the contents page
- ?? words in tables, flow charts, graphs, and diagrams
- ?? the reference list or bibliography (including footnotes that are used as references)
- ?? appendixes.

### **Applications**

#### **Oral Language (p38)**

The written reflection should be up to a maximum of 800 words.

**Assessment criteria for each assessment component are now expressed under noun headings with a series of guiding questions.**

## **Communication (p35)**

### **Criteria for Judging Performance**

The student's performance in communication will be judged by the extent to which he or she demonstrates:

#### *understanding*

- ? ?To what extent does the student recognise the target audience and the purpose of different examples of communication?
- ? ?How well does the student recognise the link between the form and the context of different examples of communication?
- ? ?To what extent does the student demonstrate an understanding of the structural, conventional, and linguistic features of different examples of communication?

#### *application*

- ? ?How well does the student compare two forms of communication?
- ? ?How effectively does the student reproduce the characteristics of an example of communication?

#### *evaluation*

- ? ?To what extent does the student evaluate the effectiveness of different examples of communication?

#### *communication*

- ? ?How accurate and fluent is the student's expression?
- ? ?How appropriate are the student's form and register for the audience and purpose?

## **Text Response (p36)**

### **Criteria for Judging Performance**

The student's performance in text response will be judged by the extent to which he or she demonstrates:

#### *understanding*

- ? ? To what extent does the student demonstrate knowledge of the texts?
- ? ? To what extent does the student demonstrate understanding of the ideas in the texts?

#### *analysis*

- ? ? How well does the student recognise the characteristics of different text types?
- ? ? How clearly does the student recognise the author's use of the characteristics of different text types to communicate ideas and influence the reader's response?
- ? ? How clearly does the student recognise the ideas, experiences, beliefs, or values explored in the texts?
- ? ? To what extent does the student recognise the connections between his or her own ideas, experiences, beliefs, or values, and those explored in the texts?

#### *communication*

- ? ? How accurate and fluent is the student's expression?
- ? ? How appropriate are the student's form and register for the audience and purpose?

## **Text Production (p37)**

### **Criteria for Judging Performance**

The student's performance in text production will be judged by the extent to which he or she demonstrates:

#### *understanding*

- ? ?To what extent does the student recognise the structural, conventional, and linguistic features of different text types?
- ? ?To what extent does the student understand the purpose of different text types?

#### *application*

- ? ?How effectively does the student reproduce the structural, conventional, and linguistic features of different text types?
- ? ?How imaginative and original is each text produced by the student?
- ? ?How versatile is the student in producing texts for different contexts, audiences, and purposes?

#### *communication*

- ? ?How accurate and fluent is the student's expression?
- ? ?How appropriate are the student's form and register for the audience and purpose?

## Application (p39)

### Criteria for Judging Performance

The student's performance in application will be judged by the extent to which he or she demonstrates:

#### *understanding*

- ? ? How well does the student recognise the conventions, structures, and features of the chosen form of expression or communication?
- ? ? To what extent does the student demonstrate an understanding of how the conventions of a particular form of expression or communication shape texts or the communication process?

#### *application*

- ? ? How effectively does the student apply skills in producing an example of a chosen form of expression or communication?
- ? ? How effectively does the student engage in a process that requires participation in a form of expression or communication?
- ? ? How imaginative and original are the texts produced by the student?
- ? ? How versatile is the student in producing texts for different contexts, audiences, and purposes?

#### *evaluation*

- ? ? To what extent does the student evaluate how effectively he or she applied the conventions of the chosen form of expression or communication?

#### *communication*

- ? ? How accurate and fluent is the student's expression?
- ? ? How appropriate are the student's form and register for the audience and purpose?

## **Some useful tips - refer to 2004 Assessment Report**

### **Communication**

Task 1 - avoid the situation where students are asked to compare items that are too similar, eg two advertisements from the same magazine as this does not allow for full exploration of the assessment criteria. Comparing two advertisements for a similar product but found in different media, eg a magazine and the internet, proved more successful.

Task 2 – Part A (created item) is included in the total word count for this assessment component. Created tasks with minimal written text leave the students with little to discuss in terms of language. Creating more than one text is of no benefit to the student.

Task 3 – avoid using the information prepared in tasks 1 and 2. This tended to happen when both tasks were based on Advertising. It is best to send tapes, videos, CDs and DVDs at moderation contact 3 when moderators have more time to listen and view the students' work. Discussing more than one item of communication tended to encourage students to make brief comments about each and not analyse to any great depth.

## Text Response

Design tasks that specifically allow students to address the following questions under *analysis* in the assessment criteria;

- ? ?How well does the student recognise the characteristics of different text types?
- ? ?How clearly does the student recognise the author's use of the characteristics of different text types to communicate ideas and influence the reader's response?
- ? ?How clearly does the student recognise the ideas, experiences, beliefs, or values explored in the texts?
- ? ?To what extent does the student recognise the connections between his or her own ideas, experiences, beliefs, or values, and those explored in the texts?

Some problems arose when students had a choice of tasks to select from and they chose in such a way that either criteria about construction or criteria about ideas were not addressed in any of the three tasks.

If poetry is chosen as one of the text types to be studied, then the response must include 'a selection of poems' and not just one poem.

In task 3, some students discussed excellent connections between their own community or society and those presented in a text. Others explored these connections on a more personal level with equal success.

## Text Production

Encourage students not to use the same subject matter or style of writing for the four pieces of writing. This will make it easier to demonstrate imagination, originality and versatility.

Experimenting with different language, structure, voice and viewpoints helped students to meet the criteria.

The same standards of accuracy and fluency apply to written expression regardless of whether the writing was completed under supervision or not. Get rid of the mini-paragraph!

## Applications

The reflective component of each application was critical in determining how well students *recognise the conventions, structures and features of the chosen form of expression or communication* and *to what extent the student can evaluate how effectively he or she has applied the conventions of the chosen form of expression or communication*. Simply retelling the steps undertaken during the course of the application without critically analysing the process did not meet the criteria.

## **Film Reviewing / Prose Reviewing**

Combined reviews help avoid plagiarism (ie one review that deals with two texts). Do not take off marks off a student's work if plagiarism is suspected. This needs to be checked (eg an advanced search on Google led to an unfortunate number of plagiarised film reviews).

Writing two reviews for different audiences allows students to talk in detail about language and style choices they had to make during the reviewing process.

## **Interacting**

Changes made in 2004 to the content required in the report proved beneficial to the students. There was less repetition when seen with the oral reflection. Some students, however, did not use the new description.

Extraneous materials were most evident in this application.

## **Investigating**

Encourage students to choose a topic that allows them access to primary sources and not just secondary sources. Plagiarism was a problem when students were allowed to complete a research project that relied exclusively on secondary sources, especially the internet.

## **Oral**

Two very different presentations allows for a more detailed written reflection. Occasionally, student completed only one very long presentation. This did not meet the technical requirements of the application.

## **Workplace Writing**

A number of students produced workplace writing for imagined companies. These were very creative and impressive. Evidence of the development of the pieces of writing need to be included for assessment.

## **Writing for Publication**

Some excellent examples of writing were seen in the application. Oral reflections were usually very informative and students focused on the conventions, structures and features they had to apply in their writing.

Personal poetry anthologies tended to be generously marked. In a number cases the emphasis was on the presentation of the anthology rather than the quality of the poems. Evidence of the development of the writing must be included for all types of writing.

Writing a biography on a famous person encourages plagiarism because they are relying almost entirely on printed material.