

Sample Exam Feedback - Written Responses

These comments have been transcribed verbatim from the response sheets submitted by schools. It has been indicated where some comments have been difficult to decipher.

Seven schools that indicated they 'agree' in every box did not make comments; Four schools that indicated a mix of 'agree'/'disagree'/'unsure' had no comments. No schools that indicated 'disagree' in all boxes declined to add a comment. Generally the schools that ticked more of the disagree boxes than other schools, tended to write more comments than other schools.

School comments have been entered in the order they have been received. School names have been deleted but background information on the system/sector; the location; whether a school is co-educational or single sex; has been provided above each school's comments.

School: Independent country co-educational school	
Jury Recommendations	The print text question for Stage 3 does not state explicitly enough that students write about a print text that they have studied. Some students may miss the point of a subtle hint at this, as is now suggested.
Stage Two Draft Sample Exam	Care needs to be taken to ensure that students are not offended by any of the material presented. Some may have problems with the language used in image 1 of Stage 2 exam.
Stage Three Draft Sample Exam	Reading questions need specific reference to the use of course texts – as mentioned above.
School: Independent inner suburbs boys' school	
Jury Recommendations	Recommendation 48 – Students in stage 2 should not have to sit an exam. Recommendation 55 – Strongly agree with changes in this section.
Stage Two Draft Sample Exam	Appropriate stimulus material.
Stage Three Draft Sample Exam	Seems to be a strong 3A focus (identity) and not enough coverage of 3B course (ideas).
School: Outer metropolitan DET SHS	
Jury Recommendations	-
Stage Two Draft Sample Exam	The inclusion of colour graphics.
Stage Three Draft Sample Exam	The inclusion of colour graphic content would enhance this exam.
School: Semi-Rural District High School	
Jury Recommendations	Thank you for the opportunity to vote on these issues.
Stage Two Draft Sample Exam	-
Stage Three Draft Sample Exam	-

School: Small independent outer metropolitan co-educational. college	
Jury Recommendations	All teachers surveyed are concerned by the creative writing questions in Section 2 of both exams. Stage 3 especially needs to be more specific in requiring students to address a print text studied during the year in class.
Stage Two Draft Sample Exam	Both articles in the Reading section and the additional reading sections were gender biased.
Stage Three Draft Sample Exam	Section 2 requires students to write about a substantial text studied. All 5 questions are so 'open' that almost any response would suffice. This is not reflective of the syllabus; it is not <u>fair</u> assessment. Section 1, question 2 is better suited to the Writing Section perhaps. Thank you for the opportunity to have input.
School: Large outer metropolitan independent co-educational school	
Jury Recommendations	49 – Qus should be scaffolded (structured?) more to make them more accessible eg “You might like to consider . . . in your response” eg have 3-4 short answers in Section 1,3 which scaffold answers more 50 – Not linked to course enough 3/7 is too few in this stage – too hard to tackle open ended qus in detail (writing) + ½ in viewing (with a “may be linked” “indicating no link is possible”) 51 – too many creative (waffle) options Doubling up on unseen images if you have them section 1 as well as 3
Stage Two Draft Sample Exam	Needs more scaffolding in qus More focus on course content -Vague terms often generate vague responses from weak students. - ‘Command’ terms (argue, discuss) are good but ‘respond’ is too general. Does not help students at this level. Questions could be more direct.
Stage Three Draft Sample Exam	More course content - Examination of specific objectives (one) rather than a range. - Are we assessing students’ ability to analyse texts deeply or synthesise between texts? A more clearer exam objectives need to be shown. - Pictures + response for creative writing difficult. - Resources for how to teach narrative (creative writing in response to exam questions) not clear. - We are increasingly asking for more and more to be demonstrated – comparisons, analysis, creativity, writing skills, synthesizing, deal with vague (‘open ended’) questions, forms, intertextuality ---
School: Northern Suburbs DET SHS	
Jury Recommendations	Still images can and should be examined as part of the Viewing section. Students are every bit as able to discuss unseen visual texts as they are able to discuss print texts

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	in the Comprehension section. There is no difference. The 2007 WACE exam yielded ample proof that candidates were able to interpret still images (in the VIEWING section). Having a discrete Writing section is well-justified and this too was amply illustrated in the WACE exam. NB 'Critical literacy' is examined throughout the paper and not just viewing.
Stage Two Draft Sample Exam	Possibly fewer 'political' images.
Stage Three Draft Sample Exam	-
School: Northern Suburbs DET Senior College	
Jury Recommendations	Creative writing & still image analysis still present – although the teacher jury clearly rejected these.
Stage Two Draft Sample Exam	-
Stage Three Draft Sample Exam	Not pleased to see 2 of the 5 questions in the Writing Section could elicit a creative response. Exam does <u>not</u> reflect teacher jury suggestions - Jury recommended there be <u>no</u> writing section
School: Large inner suburb Independent private girls school	
Jury Recommendations	1. We strongly agree with the jury recommendation that the exam be optional.
Stage Two Draft Sample Exam	The stimulus material for the Reading section is too simple. A more challenging piece is needed to discriminate between students. There was concern about the general lack of rigour in the paper. Also concern about the lack of scope to write about texts studied.
Stage Three Draft Sample Exam	Concern about the lack of scope to write on texts. (written section) Pleased to see that the Viewing questions require discussion of stills and own text in each question. More equitable than last year's paper.
School: Outer suburbs independent co-educational school	
Jury Recommendations	<ul style="list-style-type: none"> • Too many questions in Writing Section • Viewing Section with non-print and static image references to be retained. • Reading Sample Two – too 'superficial'.
Stage Two Draft Sample Exam	<ul style="list-style-type: none"> • Writing Section – too many questions • Magazine articles from 'teen mag' may encourage superficial responses.
Stage Three Draft Sample Exam	Some reading material eg. Che Guevera too 'statistics' driven.
School: Country DET SHS	
Jury Recommendations	'Creative' writing for specific purposes+ audiences is entirely appropriate. Analysis of 2007 responses shows how well it works. I think some recommendations were made before the 2007 exam was sat + are now inappropriate based on the results from that experience. Overall – a pretty good job I think.

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Stage Two Draft Sample Exam	-
Stage Three Draft Sample Exam	-
Other	Our biggest concerns are: <ol style="list-style-type: none"> 1) the compulsory stage 2 exam. Kids are being put into stage 1 courses if they are not aiming for uni entry, and stage 3 if they are. Small school – we have no other choices. 2) The effect of the 15 mark ‘bonus’ for sitting stage 3 and how the statistical stuff will play out when it really happens. Like much of the change we had I don’t think you will know until it happens. For us this probably affects our other subjects offered and not English, because no yr 12 student at our school will do a stage 2 English course.
School: Country DET Senior College	
Jury Recommendations	Rec 48 – Jury disagree with the idea that exams at this stage should be compulsory. Rec. 50 section three – The jury recommended viewing questions should allow students to write about texts studied in class. Question 1 requires that students respond to unseen images? – Did the jury state that unseen visual images should be excluded?
Stage Two Draft Sample Exam	This exam should be accessible for students in this stage. We are concerned about the unseen still images – students seem to struggle when approaching these texts. The passages (Reading) are relevant and allow students lots of opportunity to discuss ideas and conventions. We like the way the Reading and Viewing sections requires students to write about texts studied during the course. We intend to trial this paper in Semester Two with our Yr 12 B students – approx 200 students.
Stage Three Draft Sample Exam	The articles chosen in the Reading section (second set of examples) are contemporary and highly relevant <u>but</u> students who have read texts and studied them – focusing on environmental issues are advantaged. Only very strong students would tackle question two well (if not exposed to texts about this issue) The articles on Aust identity are much better in terms of reflecting the content studied in 3A. Images in Viewing section are well chosen in terms of course content. We like the way students must refer to texts studied in the course – in Reading and Viewing sections. The writing section allows scope for students to choose a question that best demonstrates their writing ability.
School: Large inner suburb independent boys school	
Jury Recommendations	Recommendation #55 states that “unseen static images” should not be an aspect of section 3 Viewing. This jury recommendation has been completely ignored! It is unrealistic to ask YR 12 students to compare unseen static texts with wider viewing. Too difficult.
Stage Two Draft Sample Exam	This is the wrong type of stimulus to appeal to or be useful to these students. A more practical course is needed.

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Stage Three Draft Sample Exam	The jury's recommendation for section 2 and 3 have not been followed. I am disappointed with this exam. It has only minor variation from the unsatisfactory 2007 exam.
School: Inner suburb DET SHS	
Jury Recommendations	51) The jury recommended that creative writing be removed due to the difficulty in assessing analytical writing along side creative writing. This is clearly against the jury's recommendation. 55) The jury recommended that the unseen stimulus photos be removed and the question be tied to texts studied.
Stage Two Draft Sample Exam	* With changes to 51 + 55
Stage Three Draft Sample Exam	* With changes to 51 + 55
School: Outer suburb DET Community College	
Jury Recommendations	<ul style="list-style-type: none"> Some stage 2 students choose the unit because they require a level of English that challenges them but are undergoing a TAFE bound course overall. Why should they sit an external examination? It seems redundant. If you have images as part of comprehension, how is it Reading? It will only confuse students.
Stage Two Draft Sample Exam	Get rid of unseen still images from this section. The unseen comprehension at the beginning (Section 1) is adequate.
Stage Three Draft Sample Exam	Again, the images section limits discussion and analysis. Get rid of this section.
School: Country SHS	
Jury Recommendations	Compulsory external exams for Yr 12 Stage Two courses is problematic. Students will opt for Stage One to avoid experiencing failure. Weaker Stage Three students may opt to do this as a soft option. Stage Two classes in schools will be broad in ability and commitment levels and therefore difficult to teach.
Stage Two Draft Sample Exam	Jury recommendation 48 says that exams should be optional. This has been rejected (govt Policy requires etc . . .) I completely reject this 'policy' and agree with recommendation 48 that exams 'demoralize' this group etc.
Stage Three Draft Sample Exam	No problems.
School: Northern suburbs DET SHS	
Jury Recommendations	<p>Comment: These recommendations have been roundly ignored by the ERG. Examples of this are:</p> <p>48. "Jury would like exams at this level to be optional" – clearly this has not been adopted, although whether this was beyond the scope of the jury to recommend is unknown. At what point did the requirement for all students to sit the exam become Government Policy?</p>

	<p>49. This seems to be the only recommendation which has been implemented, although clearly having an exam in the first place was against the recommendation of the jury.</p> <p>50. Section 1 – the jury said “unseen reading comprehension.” The ERG has given it a direction that was not mandated by the jury. “<i>May</i> require candidates to draw on print texts they have studied. Course reading <i>can</i> be assessed here.” [Our italics] The recommendation was clear: unseen texts. Question 2 steps outside the jury recommendation.</p> <p>Section 2 – the jury said “specified range of genres” but the questions do <i>not</i> specify genre eg. “in a form of your choice” or ‘reflect on.’ The ERG has proposed that “the genre used by candidates should remain open.” This is a Stage 2 exam, and as such, the jury seem to be saying that candidates should demonstrate that they can produce the text type that is specified eg. “write a letter” or “write an essay.”</p> <p>Section 3 – the jury said “viewing and reading as studied in class.” The ERG has completely ignored this, saying instead, “reading studied in class may be examined in sections 1 and 2.” (In other words, for “may”, read “will”.) It has been transformed into a Viewing section with only one of the two questions actually examining a text “studied in class.”</p> <p>51. The jury said, “remove creative writing segment from Stage 3 – assessed in course content not in exam” and yet the ERG has responded with “students can choose their form of writing” and “students write in a form that best demonstrates their control of writing conventions.” We would argue that all of the questions in Section 2 (with the exception of question 1) are “creative” in the sense that they do not need to answer a question about a text, but question 3 contravenes this recommendation the most. Using a picture as a “stimulus” for “a writing form of your choice” cannot be described as anything other than “creative writing.”</p> <p>52. The jury wanted writing to be “embedded within the exam.” The intention on their part seems to be to remove a specific section which assesses writing in isolation, in order to acknowledge that writing skills necessarily underpin every response. This is enlarged upon in Recommendation 54, and yet the response of the ERG is to retain this section and suggest that “marking keys” for writing in each section address this. They do not. Instead of <u>taking away</u> the writing section, they have <u>retained</u> it.</p> <p>53. This has been adhered to except for the inclusion by the ERG of ‘One question may require students to refer to texts studied in class.’ This particular question (Section 1, Question 2), being rather ambiguous in meaning, bought down our students’ results significantly in this section.</p> <p>54. The jury said that the response must be “analytical” and that they “must refer to one or more specified text types studied in [the] course.” They wanted it called “Reading and Responding” which implies that they wanted students to respond to what they have read. The ERG has ignored this, instead proposing to “retain this as a ‘writing’ section” in which “students <i>may</i> respond to questions which require that they must make reference to print texts studied.” [Our italics] “Must” has become “may”.</p> <p>55. The jury said, “viewing section should examine non-print texts studied in [the] course, rather than unseen static images.”</p>
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	Clearly, the jury wanted static images to be removed from the exam. However, since then, static images have been <i>added</i> to the prescribed text types of the 3A syllabus, seemingly validating the ERG's assertion that "stimulus material may be drawn from any stage 3 non-print text type." Nevertheless, the recommendation is clear: static images are to be removed.
Stage Two Draft Sample Exam	<p>Suggestions for improvement:</p> <p>Our suggestion is to follow the jury's recommendation.</p> <p>Section 1, Question 2 is a question about texts and therefore should be in Section 3.</p> <p>Section 2 should specify the required genre and they should be identifiable eg. "write a letter", "write an essay", instead of "in a form of your choice" or "present an argument."</p> <p>Section 3 should contain questions directly linked to "viewing and reading as studied in class." In other words, it should contain specific questions about the specific text types studied in class.</p>
Stage Three Draft Sample Exam	<p>Suggestions for improvement:</p> <p>Our suggestion is to follow the jury's recommendations.</p> <p>The jury seems to have been concerned with making the exam reflect the course. This exam does not achieve this. Not one of the questions in Section 2 asks for a direct reference to a text studied in class. Question 1 comes closest, but doesn't actually do so. We say, let students demonstrate what they have learned in the course, by giving them specific questions about specific text types.</p> <p>Section 3 asks very basic questions about non-print texts studied but requires candidates to respond to static images at the same time. Our recommendation is to give students the opportunity to demonstrate their understanding of documentaries and feature films. Stop forcing them to make artificial links to static images. Follow the jury's recommendations and get rid of static images.</p>
School: Northern suburbs Independent co-educational school	
Jury Recommendations	Questions 1, 3, 4 & 6 have no link to the course content. We hate this section – it is too vague & low level.
Stage Two Draft Sample Exam	Questions need to be closely tied to the syllabus & require reference to texts studied.
Stage Three Draft Sample Exam	The Writing Section is flawed. It needs to be much more closely tied to the syllabus ie. <u>every</u> question should require students to refer to texts studied.
School: Large southern suburbs DET SHS	
Jury Recommendations	Jury recommendation 48 can't be addressed – but we recognize this. All the other jury recommendations have been directly contradicted by these interpretations. The jury asks for an exam that directly examines specific texts studied in the course. It specifically excludes a writing section. The English reference group has ignored the jury's recommended exam <u>structure</u> .

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Stage Two Draft Sample Exam	The exam design brief directly contradicts the jury's requirements in sections 2 + 3. The jury asks for 'a specified range of genres' and 'viewing and reading as studied in class.' The exam brief ignores these requirements to make the exam focus on texts the students have studied and instead asks them to 'demonstrate their writing/viewing/ skills.'
Stage Three Draft Sample Exam	<p>1) Follow the jury recommendations: this exam is artificially divided in its separation of reading, writing and viewing.</p> <p>2) These exams are not a fair assessment of the course because it is at odds with the teacher focus on specific texts.</p> <p>3) It does not meet community expectations that students will be examined on texts they have studied.</p> <p>4) The exam questions are too random and too open. This causes problems in level of difficulty and comparability. Ask specific and challenging questions.</p> <p>5) The stimulus material is not appropriate to the course. The images in particular do not examine what the students have learned and do not take account of a wide range of cultural differences. They are not inclusive.</p>
Other	<u>MAIN SUGGESTION</u> Work WITH the jury recommendations rather than trying to overturn them.
School: Large southern suburbs DET `SHS	
Jury Recommendations	<i>Provided no comments</i>
Stage Two Draft Sample Exam	<i>Provided no comments</i>
Stage Three Draft Sample Exam	<i>Provided no comments</i>
School: Canning Vale College	
Jury Recommendations	Staff are concerned about the fact that the Stage 2 exam is compulsory. While we understand this is govt. policy, we're concerned about the impact this may have on Stage 2 enrolment. (For example, non-TEE students may be deterred from selecting Stage 2 due to the exam, but may benefit from the challenges the course offers as opposed to Stage 1)
Stage Two Draft Sample Exam	<p>1) <i>Writing not clear</i> Viewing qs need to be a little explicit – teachers . . .</p> <p>2) Suggested that 2 passages are necessary for section though questions are good</p> <p>3) decrease the number of questions in the writing section</p>
Stage Three Draft Sample Exam	Section 3 considered problematic – continued linking of unseen + class-based texts may occur.
School: Northen suburbs co-educational independent school	
Jury Recommendations	Jury has asked for comprehension to be unseen, yet second question (2) asks students to only discuss texts studied in class. This makes it more difficult to prepare students. It limits their opportunities to show real

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	understanding/engagement with an unseen text.
Stage Two Draft Sample Exam	- Limit the number of questions in the writing section - repetitive - Q6 in writing section is too simplistic - Both comprehension questions should refer to unseen passages
Stage Three Draft Sample Exam	-
School: Northen suburbs co-educational independent school	
Jury Recommendations	Having been involved with the ERG meetings, it is difficult to remain impartial in this process. However, I do feel that because the English Jury meet before the 2007 exam had been sat or marked , I feel that the timing of the jury rather than some of their recommendations were poor.
Stage Two Draft Sample Exam	General approval of the nature of the stimulus material in the viewing section, but the reading material was discussed as being pitched slightly below where our Stage 2 students are at. Some serious concerns regarding the use of the print and non-print terminology. Stage 2 has advertising in Print and Non-print in syllabus. Exam focuses on (in Viewing) Non-print – so why the too difficult to read
Stage Three Draft Sample Exam	Reading – concern about the question referring to ‘Aust identity.’ Perhaps ‘identity’ is all that is required. Q2 reading – always linked to extracts? Writing – some concern (not widespread) that the writing section doesn’t allow students to discuss texts studied. Viewing – Image 2 is a print advert. Print advertising is not part of the stage 3 syllabus. If we are going to use these terms (and their restrictions they create) then we better stick to them.
School: Eastern suburbs independent co-educational school	
Jury Recommendations	Provided no comment
Stage Two Draft Sample Exam	Provided no comment
Stage Three Draft Sample Exam	Provided no comment
School: Small independent northern suburbs co-educational school	
Jury Recommendations	Provided no comment
Stage Two Draft Sample Exam	Provided no comment
Stage Three Draft Sample Exam	Provided no comment
School: Southern suburbs DET senior college	
Jury Recommendations	Rec. 48 has been ignored but we don’t object to Stage 2 exams, in principle, as long as the exam is appropriate. Need to at least list some of the <u>forms</u> students could use in the written section. Need to see marking keys to ascertain that Rec. 52 has been addressed. Unsure that Rec 54 can be addressed in the Writing section. Students are still asked to respond to decontextualised, unseen images.

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Stage Two Draft Sample Exam	Change some of the language in the 2A/B exam eg “series of correspondence’, ‘scenario’. Would like to see a marking key and some marked samples to get an idea of marking standards/level of difficulty.
Stage Three Draft Sample Exam	<ul style="list-style-type: none"> • Well selected: appropriate degree of difficulty (x3) • The passages are heavy going (x1)
School: Southern suburbs DET senior college	
Jury Recommendations	Jury recommendations should be followed. The instruction for each section of the exam should state the ‘text types studied’ which students may refer to.
Stage Two Draft Sample Exam	<p>* In the writing section the ‘requirement’ for students to make explicit their chosen ‘purpose, context and audience’ should be <u>obvious</u> – perhaps included in each question.</p> <p>* Stimulus material should provide scope and opportunities for engagement.</p> <p>* Section One – the questions should be more specific; the wording is too complex for Stage Two.</p> <p>* Section Two – more options for students to use material</p> <p>* Both questions in Section One should refer to the passages provided. It should be an <u>option</u> for students to refer to other texts.</p> <p>* Seven options is too many for Section 2.</p>
Stage Three Draft Sample Exam	<p>* In the writing section ‘purpose, context and audience’ should be made an explicit part of each question; remove the creative question; include more questions which offer opportunities for students to discuss texts studied during their course; this section needs to adequately reflect the syllabus.</p> <p>* Viewing – more question choice, get rid of the need to connect to provided images.</p>
School: Southern suburbs catholic Co-educational college	
Jury Recommendations	<p><u>Item 55</u> has been partially addressed. Unseen static images should not be the focus of an examination question.</p> <p><u>Item 51</u> Creative writing question, even as an option, is of concern.</p>
Stage Two Draft Sample Exam	1) Writing Section: A few of the questions (ie 1 & 5) are too general and require more direction.
Stage Three Draft Sample Exam	Static images as compulsory is again of concern. Perhaps allows students to choose their stimulus.
School: Country College of Agriculture	
Jury Recommendations	<i>Provided no comment</i>
Stage Two Draft Sample Exam	<i>Provided no comment</i>
Stage Three Draft Sample Exam	<i>Provided no comment</i>
School: Country independent co-educational school	

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Jury Recommendations	Generally happy with the exams in terms of meeting jury recommendations.
Stage Two Draft Sample Exam	A good paper well suited to 2A/2B students.
Stage Three Draft Sample Exam	A good paper – Average mark 57% from a weakfish group. No title on the feature article – it would have made the central idea obvious and not so challenging – but if it has a title on the original it should be part of the whole text. Writing section linked well to course and good variety of questions. Reading section had plenty of depth for the better students – most missed the central point of both texts.
School: Large inner suburbs independent girls school.	
Jury Recommendations	Q2 * We have a problem with the 'refer to wider reading' though this is not as bad as refer to 'one print text' that has informed your reading. This is very difficult, except to make very general comments. It will also lead to learn off certain information or indeed invent it.
Stage Two Draft Sample Exam	-
Stage Three Draft Sample Exam	All is fine, but I feel that if so much is related to Australian identity and issues it should be mentioned in the syllabus or course/unit description.
School: Large southern suburbs DET SHS	
Jury Recommendations	<ul style="list-style-type: none"> - Need to address what is studied in class. - Viewing section: both questions should address what is studied in class. - Delete still images – contrived exercise. – limited by no colour Creative writing should not be part of the exam. – causes most dissent in exam. Stage 2 – Type of students who sit 2A exam will find this difficult – sitting in 3 hours. <ul style="list-style-type: none"> - writing difficult for these students
Stage Two Draft Sample Exam	-
Stage Three Draft Sample Exam	-
School: Southern suburbs Technical College	
Jury Recommendations	<i>Provided no comment</i>
Stage Two Draft Sample Exam	<i>Provided no comment</i>
Stage Three Draft Sample Exam	<i>Provided no comment</i>
School: Country independent co-educational school	
Jury Recommendations	I am not sure whether I fully understand the meaning of the recommendations or the questions asked, such is my basic confusion.
Stage Two Draft Sample Exam	<u>Reading</u> The emphasis is upon imagery rather than text as an interpretative vehicle <u>may</u> not be providing enough

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	<p>intellectual challenge.</p> <p><u>Writing</u> Too many questions. Some too 'fluffy' eg. Q1, 3, 4 + 6.</p> <p><u>Viewing</u> Not enough questions. Structure <u>perhaps</u> limits in depth responses through fragmentation into two questions. There is a sense in which the response demands complexity but permits only superficiality.</p>
Stage Three Draft Sample Exam	<p>Less emphasis upon the image at the expense of print text. Future students <i>becomes too difficult to read</i>. We need a renewal of print and preparation for <i>becomes too difficult to read</i>.</p>
School: Large northern suburbs Catholic college	
Jury Recommendations	<p>Teachers do not feel listened to at all. The number of unnecessary – face saving – changes made on a fluid basis has made life difficult for all stakeholders. To be asked to review the above at a time when demands – time + others – are so great is ridiculous. We have yet to be convinced of the value of COS!!!</p>
Stage Two Draft Sample Exam	<p>* What syllabus? You have only provided an outline at best.</p> <p>* The exam is far too difficult for students at this stage.</p>
Stage Three Draft Sample Exam	<p>* What syllabus? Provide one.</p> <p>* Speculation seems to be the order of the day.</p>
School: Large southern suburbs DET S.H.S.	
Jury Recommendations	<p>Students should not be asked to analyse still images (not previously seen) and compare them to known texts.</p>
Stage Two Draft Sample Exam	<p>We need to reassess our attitudes to the use of black and white in advertising. Only use adverts that are designed to be black or white <u>or</u> allow for the use of colour.</p>
Stage Three Draft Sample Exam	-
School: Large northern suburbs DET SHS	
Jury Recommendations	<p>Writing creative narrative and creative poetic writing under exam conditions is certainly contrived and too difficult to achieve. Students would/should not be able to do it. Less savvy students will select it as a viable option.</p>
Stage Two Draft Sample Exam	<p>A mismatch between the focus in school of due process(es) reading, writing and viewing and what constraints are in print if an exam to the due process of producing a piece of writing or the processes involved is writing/reading/viewing.</p>
Stage Three Draft Sample Exam	<p>1) Is it not possible for students to take into the exam 'cheat sheets' as is done in other learning area exams. It sits well with preparation and process. Conceptually the requirements can sometimes over step the age group we teach.</p> <p>2) Abandon the option of writing narrative or poetic writing in exam conditions.</p> <p>3) Why has the request (from the past) to write up</p>

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	purpose/for/audience/context notes been removed? It was a good idea.
School: Country DET SHS	
Jury Recommendations	-
Stage Two Draft Sample Exam	1. Colour viewing images makes good sense – the argument that colour discriminates against the colour blind is <u>very</u> unconvincing. 2. Statement of intent (Writing Sect) re purpose, audience, genre is an excellent discriminator and gels with crucial course concepts. The need to demonstrate their understanding of these concepts should be made explicit in the rubric.
Stage Three Draft Sample Exam	See comments for stage 2.
School: Country DET SHS	
Jury Recommendations	No problems with including so-called “creative writing” in external exams as all writing should be creative.
Stage Two Draft Sample Exam	Appears in alignment with the syllabus as written. Viewing section could be developed to include a greater range of responses.
Stage Three Draft Sample Exam	Appears in alignment with the syllabus as written. Viewing section could be developed to include a greater range of responses.
Other	It seems to me (and others in this department) that if the Stage 2 & 3 syllabus are accepted, the draft exam samples are in alignment with each syllabus.
School: Large inner suburbs Catholic boys school	
Jury Recommendations	-
Stage Two Draft Sample Exam	I like the structure of the viewing section. I’m a bit concerned about the time issue given that there is 4 30 minute type questions given the ability of these type of students. However, would be happy for it to be structured this way initially then renew after the first year.
Stage Three Draft Sample Exam	Good Paper. Prefer this sample paper to the 2007 WACE English Paper.
School: Country co-educational Catholic school	
Jury Recommendations	I think that the static images in the viewing section produce ‘forced’ linkages to other viewing texts. I would prefer these to be either omitted or included in the ‘Reading’ section.
Stage Two Draft Sample Exam	Section 1: Marked out of 40 to produce a final result out of 100.
Stage Three Draft Sample Exam	Section 1: should be marked out of 40 to produce a final result out of 100.
Other	Generally the Jury recommendations have been followed or at least addressed. Many thanks.
School: Country Catholic College	

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Jury Recommendations	<i>No comment provided</i>
Stage Two Draft Sample Exam	<i>No comment provided</i>
Stage Three Draft Sample Exam	<i>No comment provided</i>
School: Northern suburbs DET SHS	
Jury Recommendations	We have limited experience in this area as we are a non-TEE school. Glad to offer our opinion though.
Stage Two Draft Sample Exam	-
Stage Three Draft Sample Exam	-
School: Country Independent co-educational College	
Jury Recommendations	We do not necessarily agree with the recommendations of the Jury, so for us to state that we agree or disagree that recommendations have been addressed appropriately, would, we feel give an inaccurate indication that we accept the recommendations. We will teach the course as set, but do not want to be misunderstood as 'happy' or in agreement by implication.
Stage Two Draft Sample Exam	Beyond this, we firmly believe that: 1) There is no need for two different exams in English. Reading, Writing & Viewing can be assessed in the same way across stages 2 & 3 because of the spiral nature of English curriculum delivery & skill development. 2) Not all students who study Stage 2 in English should be externally examined.
Stage Three Draft Sample Exam	-
School: Inner suburbs boys college	
Jury Recommendations	48. There should only be a mandatory exam for those studying stage 3 units as such students are tertiary bound. The stage 2 exam should be optional or, if it has to be compulsory, it should focus on functional literacy only. 49. Section 1 should remain as is, Section 1 should be a written section on print texts, Section 3 on non-print texts. 51. There should be minimal (if any) creative writing choices within either exam. Too hard to do in time given – should be done through course content, as with Lit COS. Creative questions were taken out of the exam in the late 1980s for good reasons and should remain out. By creative writing choices we are referring to stimuli used to evoke a narrative based, poetry based type response. 54. There should be no creative writing choices in this section as per the jury recommendations, for the reason given above. It is alarming that there are so few text based questions in this section of the stage 3 sample exam. 55. Analysis of still images should be one choice, or dealt with in section 1 as per the jury recommendation, not part of every choice as in stage 3 exam.
Stage Two Draft Sample Exam	This exam might work satisfactorily. Many students will struggle, however, with the exam. The stage two

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	examination should be optional as argued in response to item 48 above. If the stage two examination has to be compulsory, it should focus heavily on functional literacy.
Stage Three Draft Sample Exam	Section one is adequate. Section two has too many non-text related choices. Section three would be strengthened by making still image analysis one choice only as in the stage two examination and by making other questions in this section text related. A return to the pre 2007 examination format would better reflect Jury recommendation 48 and would be a fairer assessment of the course with a stronger base in both functional and critical literacy.
School: Country DET SHS	
Jury Recommendations	Exams seem to be decent and valid discriminators.
Stage Two Draft Sample Exam	No obvious ones. Let's see how it pans out shall we.
Stage Three Draft Sample Exam	In viewing – use <u>colour</u> images as important technique.
School: Country DET DHS	
Jury Recommendations	-
Stage Two Draft Sample Exam	Marking key?
Stage Three Draft Sample Exam	-
School: Eastern suburbs DET Senior College	
Jury Recommendations	52. No marking key provided. 54. Too many choices – 7 is a lot given choice of question is loaded. 55. Unseen static images are an excellent discriminator and provide students a great opportunity to show their understanding of viewing texts. We are glad they have been retained. 48. Although this Government Policy, the policy is <u>wrong</u> . The <u>option</u> of a stage 2 exam is an excellent innovation. However, students not seeking a TER who are not inclined towards VET programs, are discouraged from tackling the more challenging English course as long as an external exam is compulsory. 51. We have no objection per se to “creative writing”. However, the question should direct students to develop an extended piece of writing. There is nothing to stop students developing a narrative in response to the stimulus and the 2007 exam has clearly shown that most students who make this selection will write a narrative.
Stage Two Draft Sample Exam	REMOVE THE <u>COMPULSORY ELEMENT</u> – students can sit internal exams only. - Too many questions in Section 2. Limit to 5. One of the most difficult skills for students is question selection in exams. - We would hope that the quality of reproduction will be higher than provided in the sample exams.
Stage Three Draft Sample Exam	-

School: Country DET SHS	
Jury Recommendations	-
Stage Two Draft Sample Exam	<ul style="list-style-type: none"> - two questions in reading and viewing sections – too much work to answer 5 questions, particularly if they use essay format. - would like to see more direction for students in the writing section of what text types to use. - Both samples include expository/magazine articles is this the expectation? Rather than students preparing for a range. - Remove creative pieces – exam conditions aren't conducive to creative writing. - Context information under viewing texts could be more explicit. - Too hard for students to have to select their own text types it is like we are trying to trick them.
Stage Three Draft Sample Exam	<p>52. Writing section implies they are only being assessed in that section – need to rename sections or make more explicit they are being assessed on writing throughout the entire exam.</p> <ul style="list-style-type: none"> - Reading section is perhaps too much to do in 1 hour. - Felt passage 1 in reading section is too hard – concepts in passages are too difficult – what are we assessing knowledge of 'capitalism' or ability to interpret texts through an understanding of conventions. - Need to be stated more specifically that they should refer to texts studied; particularly if they will be penalized or rewarded for doing so. - No direct to have to discuss a print text studied.
School: Northern suburbs co-educational Catholic school	
Jury Recommendations	-
Stage Two Draft Sample Exam	I think that the viewing section is problematic, not on this paper but in nature. Asking students to connect a text with a static image is quite difficult. I was told, however, that students did quite well in this section of last year's exam so my concerns may not be warranted.
Stage Three Draft Sample Exam	Same comment as for Stage 2.
School: Country independent co-educational school	
Jury Recommendations	It is good that the flexibility of response types has remained.
Stage Two Draft Sample Exam	-
Stage Three Draft Sample Exam	There is a danger in making some of the questions too abstract. It may end up leading to responses that are vague in nature and do not adequately address the marking criteria. But then again, maybe that is just a personal preference in assessing students.
School: Outer suburban DET SHS	
Jury Recommendations	-
Stage Two Draft Sample Exam	-
Stage Three Draft Sample Exam	-

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Other	Staff very pleased with the range of topics and the tight fit with the course content. Students used the paper and felt it was an interesting, accessible and fair paper.
School: Outer suburban DET SHS	
Jury Recommendations	It seems that the jury recommendations supported a return to a version of the old TEE course; but the exam, in particular, does not reflect this.
Stage Two Draft Sample Exam	Some sections better than others. The material is uninspiring.
Stage Three Draft Sample Exam	The viewing section is unfair. Students should have the opportunity to respond to viewing without having to manufacture links to an image put into the paper. If you want to examine their comprehension of an unseen image, then why not have the comprehension section include both written + visual material. All sections of the exam should assess the writing ability of the candidate.
School: Northern suburbs independent co-educational school	
Jury Recommendations	There is much too much emphasis on viewing and not reading. Once reading, annotations (if any) done there is very little time for a meaningful response, therefore limited demonstration of reading skill.
Stage Two Draft Sample Exam	Re allocate time for writing and reading. Ie More time for reading. Section one places more emphasis during course on viewing rather than reading. Time allocation means <u>very</u> short responses for Reading section as students not have time to demonstrate reading skills – 30 mins for writing + 1.5 hrs for Reading – possibly.
Stage Three Draft Sample Exam	As per two previous comments.
School: Coastal suburbs DET SHS	
Jury Recommendations	-
Stage Two Draft Sample Exam	1. Comment that exam not rigorous enough while a second feels that the exam doesn't cater for a range of abilities. 2. A comment that disparity between viewing section is too great. 3. A need for more questions in viewing was expressed.
Stage Three Draft Sample Exam	-
School: Outer metropolitan co-educational Catholic school	
Jury Recommendations	51. Clearly the recommendation that the creative writing component be removed from the exam has not been met. At least two (Q3 + 5) of the five writing topics encourage a creative response. 54. We feel that the writing topics do not clearly and directly instruct students to draw on their interpretations of texts studied in the course to support and develop their arguments in response to a selected topic.
Stage Two Draft Sample Exam	Exam seems well pitched for students at this stage and shows sound links to the key concepts embedded in the syllabus.

<p>Stage Three Draft Sample Exam</p>	<p><u>READING SECTION</u></p> <ol style="list-style-type: none"> 1) Students should only have to analyse <u>one</u> passage in question 1. To do <u>both</u> could undermine their efforts to respond effectively ie demonstrating an indepth interpretation and analysis across the whole reading section. 2) Question two is problematic in the sense that by stipulating that they have to focus on the subject of <u>Australian Identity</u> it will lead students to feel compelled to discuss external texts that have some focus on Australian identity also. In effect, if students read the question in this way it would unfairly discriminate against those that have not studied Australian texts. 3) It is our belief that question 2 should invite students to focus more on how their interpretation of text conventions across a range of texts shapes their response etc. <p><u>WRITING SECTION</u></p> <ol style="list-style-type: none"> 1) There is <u>strong feeling</u> that there needs to be more questions that clearly invite students to engage with studied print and or nonprint texts in order to substantiate and develop a line of argument (in response to a set statement).
<p>School: Outer metropolitan co-educational Catholic school</p>	
<p>Jury Recommendations</p>	<p>This is confusing – eg. 48 stage 2 should be optional etc. – does this mean it has been addressed appropriately or not?</p>
<p>Stage Two Draft Sample Exam</p>	<p>We like that they have to do the two questions in the viewing.</p>
<p>Stage Three Draft Sample Exam</p>	<p>Writing could do with another question which links more clearly with the course content (1 person) Viewing questions are fine but rather old fashioned.</p>
<p>School: Large inner suburbs independent girls school</p>	
<p>Jury Recommendations</p>	<p>49. - stage 3 paper should include more writing questions that allow students to write on a text studied in 3A/3B – creative writing in 60 mins is very difficult. 48. – 2A/2B exams should be optional.</p>
<p>Stage Two Draft Sample Exam</p>	<ul style="list-style-type: none"> *Viewing images should be in colour * More variety in images * 'Additional' passages must be legible. * Should be definite about expectations in Sections 1 & 3 * "may" be required to discuss texts studied – should refer to texts, not allow writing on images only. * All passages appear to target male students – more variety in themes.
<p>Stage Three Draft Sample Exam</p>	<ul style="list-style-type: none"> * Section 1 reading – possibility of images in this section needs to be explored further * Section 2 writing – provide more questions that will allow students to demonstrate knowledge of texts studied in 3A/3B. * No still images in Section 1 other than if part of a feature

	<p>article</p> <ul style="list-style-type: none"> * More questions in writing section that encourage links with studied texts. * More variety with themes/ideas in reading passages, questions (image) in writing section and the still images – to avoid repetition of response. * More opportunities for “structured writing”, less creative opportunities needed. Creative writing in 60 mins is difficult.
<p>School: Large inner suburbs independent girls school (Individual teacher response)</p>	
<p>Jury Recommendations</p>	<p>Re: 48 Disagree There needs to be some demonstration of language competence for the workforce which needs to be demonstrated at a standardized level. Maybe there are other pathways but there needs to be functional use of English which demonstrates language competence in a formal exam situation.</p> <p>Re: 49 Agree Exam must have validity and appropriate range of questions to enable student achievement.</p> <p>Re: 51 Disagree Some students can produce creative fiction very effectively using a creative stimulus under exam conditions. The exam must not privilege analytical writing it must be open to all forms of writing especially at Stage 3.</p> <p>Re: 52 Agree If you are to assess writing then it must be have a discrete section.</p>
<p>Stage Two Draft Sample Exam</p>	<p>Writing</p> <p>In the instructions for section two suggested forms of writing and mention of target audience should be included enabling students to make better choices and provide better responses.</p> <p>Q6 Writing Stage 2 Write a series of correspondence (letters) would help weaker students have a better focus.</p> <p>Q7: Amend wording of the question, e.g. the response should try to capture the characters values and beliefs.</p> <p>Viewing Section: Stage Two Exam</p> <p>In the Viewing section greater consideration should be given to the context of the image and viewer context. Both questions in the sample are too weighted purely on conventions.</p>
<p>Stage Three Draft Sample Exam</p>	<p>STAGE THREE SAMPLE EXAM</p> <p>Reading Section</p> <p>Q1: Please do not expect students to answer on two passages in 30 minutes. To get in-depth response students should focus on one passage to gain the full 15 marks.</p> <p>Selection of texts for Passage Two</p> <p>This passage is culturally far too removed from the students to respond. I have found that even teaching <u>Cloudstreet</u> is becoming too culturally removed from the intended audience.</p>

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	<p>Also remember there will be a range of culturally diverse students sitting the exam and such a passage could be discriminatory because they are not familiar the phrases and terms are not part of their cultural understandings and vocabulary; therefore excludes students from engaging with the text.</p> <p>Rather than compare two passages why not consider how a passage is constructed and positions the reader in particular ways. It is a reading assessment.</p> <p>If you wish to go down the path of two passages they must be shorter or extend the Reading Time.</p> <p>Thank you for reading these responses.</p>
School: Inner suburb co-educational Catholic school	
Jury Recommendations	Can we consider 15 mins reading time and allow students to annotate texts (highlight and make notes, as well as plan) during reading time for both stage 2 and 3 exams.
Stage Two Draft Sample Exam	Texts choice.
Stage Three Draft Sample Exam	Some questions are quite challenging and perhaps too much is expected of our Yr 12 students. Reading section – are we expecting too much for them to discuss two texts? (Given time constraints).
School: Inner suburb co-educational Catholic school	
Jury Recommendations	Teachers thought both exams were fair and that they targeted the requirements of the syllabus.
Stage Two Draft Sample Exam	-
Stage Three Draft Sample Exam	-
School: Country DET Senior High School	
Jury Recommendations	<p>#48 A political decision has overridden jury recommendation.</p> <p>#50 Recommendation to link course work/content largely ignored in exam models presented.</p> <p>Finally why is it that despite the jury recommendation the exam still remains problematic? At some stage decisions must be made because you can never please everyone. Clearly, however, everyone is tired of ongoing change and uncertainty.</p>
Stage Two Draft Sample Exam	<p>Compilation of Units 2c + 2d for 2009 – more work for teachers?!</p> <p>Compilation + marking of stage 2 exams – more work for English teachers?!</p>
Stage Three Draft Sample Exam	<p>Stage 3 exams</p> <p>#51 – Comparability remains a problem.</p> <ul style="list-style-type: none"> - Leaving students to construct their own parameters for such tasks is too vague and subjective. - No clear link to the course nor clear accountability. <p>#53 – The word 'may' remains an issue. We believe students must refer to their course work and make connections on the basis of shared conventions, values</p>

	<p>and beliefs etc.</p> <ul style="list-style-type: none"> - Sample exams suggest that intertextual links be made on the basis of a specific notion such as 'Australian identity' which can advantage students who have been exposed to similar ideas in class. - We were told in 2007 that such links should be established on the basis of conventions and techniques and construction, not themes or issue. <p># 54 – Again emphasis should be on linking with texts studied in class. 'Must' rather than 'may'.</p> <ul style="list-style-type: none"> - Full length extended texts must be studied during the course and valued by the exam. <p>#55 – Selected images are too narrow in their scope. Why the extra complication of still images when the visual text examples covered in the course provide so much material.</p>
School: Inner suburb co-educational Catholic school	
Jury Recommendations	<i>No comment provided</i>
Stage Two Draft Sample Exam	<i>No comment provided</i>
Stage Three Draft Sample Exam	<i>No comment provided</i>
School: Inner suburb Catholic boys school	
Jury Recommendations	We support the recommendation that all stage 2 students sit the exam rather than making it optional.
Stage Two Draft Sample Exam	-
Stage Three Draft Sample Exam	-
School: Outer suburbs DET SHS	
Jury Recommendations	Some confusion over 'addressed appropriately' and 'met'. It would seem that some of the recommendations have been rejected outright, others have been considered and partially addressed.
Stage Two Draft Sample Exam	<ul style="list-style-type: none"> - Request more scaffolding in the Reading section. - Request direction for 'Statement of Intent' in Writing section; also believe there are too many choices. - Concern that the two questions may encourage superficial responses unless the questions are better scaffolded.
Stage Three Draft Sample Exam	Writing section – reinstate requirement for 'Statement of Intent', even if it is only a strong recommendation.
School: Outer suburbs DET SHS	
Jury Recommendations	Recommendation that stage 2 be optional. We have concerns about the use of specific compulsory still images in Q1 or Q2 disadvantages students from various backgrounds.
Stage Two Draft Sample Exam	If all must sit an exam <u>then</u> Questions appear fair and appropriate for the range of stage 2 students.
Stage Three Draft Sample Exam	<ul style="list-style-type: none"> - Questions for the writing section are too simplistic and general.

	<ul style="list-style-type: none"> - Concerns related to the picture quality of still images used for the viewing section. - Concerns raised as to the types of images selected. Students of varying backgrounds could be disadvantaged because of specific pictures. - Concerns with sample questions that make <u>Australian texts</u> compulsory, in particular the Reading Section.
School: Southern suburbs small co-educational independent school	
Jury Recommendations	<i>Provided no comment</i>
Stage Two Draft Sample Exam	<i>Provided no comment</i>
Stage Three Draft Sample Exam	<i>Provided no comment</i>
School: Inner suburbs Catholic girls school	
Jury Recommendations	<p>Comment: There are still not enough opportunities to write on the texts they study in class. Some questions that are now in the Reading section are unconnected with the stimulus material and seem to have been put there as a means of addressing jury concerns regarding the use of texts studied. We would prefer questions asked here to relate to stimulus material. This was not where the jury wanted these questions to appear. The jury was quite emphatic that it did not want still images in the Viewing section and they are still there. This section is too difficult for students of this age. This section encourages contrived connections between the still images and other visual texts studied. The 'visual interpretation' skills that are demanded regarding the still images are not appropriate to <u>English</u> Courses of Study, and are more suited to say Art or Media type courses?</p> <p>While we can accept the opportunity to write creatively in the Writing section, we believe that students should be guaranteed that at least fifty percent of the questions in this section will allow them to respond using the texts they have studied.</p>
Stage Two Draft Sample Exam	Suggestions for improvement: Provide more opportunities to write on texts studied. Get rid of visual images as they are often reliant on contextual understandings which students do not have.
Stage Three Draft Sample Exam	<p>Suggestions for improvement: Get rid of still visual images. They encourage contrived responses. Reading section should only have questions that relate to the stimulus material.</p> <p>The possibility of <u>three</u> questions in the Reading section is too much.</p> <p>Provide more opportunities in the Writing section to write on texts studied.</p> <p>Still images as stimulus in the Writing section can easily be manipulated to reproduce texts already created in class during the year.</p> <p>The 'visual interpretation' skills that are demanded for the still images are not appropriate to <u>Englis</u> Courses of Study, and are more suited to say Art or Media type courses.</p>

School: Large suburban independent girls school	
Jury Recommendations	<p>48. There should be other means for students to opt out of exams, the Curriculum Council should represent teachers' views and lobby the government to change their policy.</p> <p>50. The jury recommended that only texts studied in class be examined.</p> <p>51. The jury recommended creative writing be removed.</p> <p>55. The jury wanted unseen static images removed. We would like to see some reasoning for ignoring recommendations 51 & 55 especially.</p>
Stage Two Draft Sample Exam	<p>1) There is an argument for having a different structure for stage 2 exams, with much more scaffolding, to differentiate the two courses.</p> <p>2) Section 2 question 6 – more parameters are needed – eg the number of letters required.</p> <p>3) The stimulus material will be engaging for some but alienating for others – gender bias? Too much reading in the feature article.</p> <p>4) There are unseen images which the jury recommended be removed.</p>
Stage Three Draft Sample Exam	<p>1) The exam is too focused on Australian content – 3A is about identity, not Australian identity, students who have not studied Australian cultural identity would be disadvantaged.</p> <p>2) Where is the 3B content reflected in this paper?</p> <p>3) Print text types should be listed on the paper (as per Lit papers) it shouldn't be the students' responsibility to know what texts are covered in the syllabus.</p> <p>4) The additional sample reading question 1 is much more simplistic – what are we to expect in terms of difficulty?</p> <p>5) Could we avoid having two extracts from the same genre (eg websites)? These two are obviously oppositional, therefore limiting responses.</p>
School: Country DET DHS	
Jury Recommendations	Stage Two exam is fair. Jury recommendations are met in at least some of the questions in each section.
Stage Two Draft Sample Exam	A good paper. Images would be more user-friendly in colour, especially the additional sample two page spread. It might be rather threatening to some students without colour to break up the various 'boxes'.
Stage Three Draft Sample Exam	I am not sufficiently familiar with Stage 3 syllabus to be able to honestly respond to statement 2 above.
School: Northern suburbs DET SHS	
Jury Recommendations	<p>#50 Some teachers wanted to see more focus on language techniques and less on media. More opportunity to write on texts studied.</p> <p>#51 Creative writing has <u>NOT</u> been removed as per recommend</p> <p>#54 Allow students to refer to one or more texts for all Q's</p> <p>#55 Remove still images from viewing section as per recommendation. It is too contrived otherwise.</p>

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Stage Two Draft Sample Exam	1) Have both comp. Q's relate to the reading passage. 2) Have more Q's in Writing section refer to course content.
Stage Three Draft Sample Exam	1) Teachers feel too much Australian content in one exam. 2) Again Writing section does not provide students with enough opportunity to write on course content. 3) Do not get students to write on a still image & compare it to a nonprint text in Q 2, Sect 3. Many find it too contrived.
School: Large southern suburbs DET SHS	
Jury Recommendations	-
Stage Two Draft Sample Exam	<ul style="list-style-type: none"> • 15 minutes reading time needed. • Annotation allowed during reading time. • Colour stimulus photos.
Stage Three Draft Sample Exam	<ul style="list-style-type: none"> • 15 minutes reading time • Annotation allowed during reading time. • Colour photos used, when they were originally in colour.
School: Country DET SHS	
Jury Recommendations	All criteria has been addressed sufficiently.
Stage Two Draft Sample Exam	I am very satisfied with the format of the exam paper.
Stage Three Draft Sample Exam	I find the exam paper full of opportunities for all individuals sitting the exam. - Well pitched - Engaging
School: Southern suburbs co-educational Catholic school	
Jury Recommendations	The stage 3 exam features nearly all 'creative writing' type questions in the writing section. Only <u>one</u> question allows students to discuss the texts studied in class! The directions of the jury have been totally disregarded!
Stage Two Draft Sample Exam	Why get these type of students to analyse texts sight unseen – they struggle at this type of task.
Stage Three Draft Sample Exam	The stage 3 exam features nearly all "creative writing" type questions in the writing section. Only <u>one</u> question allows students to discuss the texts studied in class. Is this an examination of the content studied in the English course or an MSE test!
School: Northern suburbs DET SHS	
Jury Recommendations	-
Stage Two Draft Sample Exam	This was received far too late for us to do. Stage 2 exam was given <u>AFTER</u> we had set the exam. Concerns with Curriculum Council being tardy in communicating items of an important nature. From my scrutiny of the exam I thought it was <u>good</u> .
Stage Three Draft Sample Exam	Some of the students were told by a TEE examiner/marker they could discuss docos/feature films in

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	the reading section of the exam. However the instructions specifically said <u>Print Texts</u> . Concerns related to this miscommunication. Clarification required.
Other	We thought they were far better and rigorous than last year's.
School: Outer suburbs independent boys school	
Jury Recommendations	Some concerns over recomm. #52 in that some students will be disadvantaged if writing is assessed across all sections of the exam. Also queried whether it's wise to include a visual image in the reading section as it may confuse candidates.
Stage Two Draft Sample Exam	Only query was in regards to reading passage – some concern that it was too brief and some staff would have liked to have seen two passages.
Stage Three Draft Sample Exam	Not sure about the “thematic” approach, particularly in regards to viewing section. Reading passages from Additional Sample regarded as quite challenging.
School: Inner suburbs girls Catholic school	
Jury Recommendations	#50 – The sample exam is completely different in structure to the Jury's recommendation. We liked the format suggested by the Jury, but it has been ignored. #53 – Jury asked for 'closed questions' Q2 is not closed. A well-read student should be able to demonstrate this in their ability to comprehend a new passage, quickly and perceptively. #54+55 Completely ignore Jury recommendations.
Stage Two Draft Sample Exam	It is difficult to agree with these statements when we disapprove of the sample exams and the way they have been structured in the first place.
Stage Three Draft Sample Exam	-
School: Small outer suburbs independent school	
Jury Recommendations	-
Stage Two Draft Sample Exam	-
Stage Three Draft Sample Exam	Reading Section – Students who have not studied Australian identity would be disadvantaged by the choice of reading texts. The question was rather specific. Students would need to have studied Australian Identity related texts to answer that question.
School: Large coastal suburbs co-educational Catholic school	
Jury Recommendations	This is an incomplete package because marking memo, possible response, etc not included. What number of marks allocated to writing in response to Jury recom. 52? Jury recom. And Council's response disadvantages students with certain learning disabilities and privileges the skill of writing. Why are reading samples limited to non-fiction/transactional texts?

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Stage Two Draft Sample Exam	Comment: This exam is too easy as a 'model' for Yr 11 2A/B students.
Stage Three Draft Sample Exam	Writing section – wording is clumsy or redundancy in No. 3&5. Instruction on top already specifies choice in form of writing. Why is there a focus e.g. Global warming, in Additional Sections of sample exam as was the case in the old TEE papers? This runs counter to the new COS! It seems that Stage 2 could be too easy and Stage 3 too difficult for many students. Perhaps stage 3 could be made a little easier by choosing easier texts but the questions remain the same – this will make the exam a fairer assessment.
School: Small outer metropolitan independent co-educational school	
Jury Recommendations	I'm new in post + am unsure.
Stage Two Draft Sample Exam	Seems fine.
Stage Three Draft Sample Exam	Seems OK.
School: Northern suburbs DET senior college	
Jury Recommendations	The numbers above appeared only as bullet points.
Stage Two Draft Sample Exam	-
Stage Three Draft Sample Exam	-
School: Large northern suburbs Catholic co-educational school	
Jury Recommendations	-
Stage Two Draft Sample Exam	-
Stage Three Draft Sample Exam	As a sample this paper is fine. If the actual exam were to feature what might be construed as an emphasis on Australian identity, there might be objections on the grounds that the course does not contain any such emphasis, nor does the suggested text list. At the same time, it has to be acknowledged that Australian references and content may arguably make it more <u>relevant</u> to our students, and in that light it seems appropriate.
School: Large inner suburban independent girls school	
Jury Recommendations	While many of the recommendations have not been adequately addressed, I find I do not, in any case, agree with those recommendations, and in fact prefer that they not be addressed. For example, I would prefer that students have to deal with unseen images in the examination as an appropriate means of examining Viewing. Need to be explicit guarantees regarding opportunities to write on studied texts and to write in forms that have been taught explicitly.
Stage Two Draft Sample Exam	I believe that the Reading Comprehension passage is quite exclusive. It presupposes a cohort with particular interests and many students will be put off and feel alienated by it. An article of broader interest would be better.

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Stage Three Draft Sample Exam	<p>The Reading comprehension material is too easy, and will not differentiate between students.</p> <p>The Viewing images might elicit responses more appropriate to a History examination than English. I would like to see a broader range of images – again, it's a bit too easy and focused, there's not a lot of room for discussion of divergent ideas.</p> <p>Need to be explicit guarantees regarding opportunities to write on studied texts and to write in forms that have been taught explicitly. Not sure the full spirit of the jury's concerns about these has been addressed. Opportunities to write creatively good, but if this section is too open-ended there might be problems with regard to comparability and, again, implications for what is and isn't taught: how can we achieve a balance in class between analyzing and teaching to analyze on the one hand, and encouraging more oblique responses? My assumption is that most students require and expect explicit instructions in writing; there will always be the engaged fluent few, but most lack confidence to tackle more "creative" questions, or may be less likely to miss their implications. Of course, some will tend to write better creatively, and in a more rote way with the essay. Unsure how we balance the exam's ambitious requirements given what actually happens and needs to happen in class rooms.</p>
School: Small country Catholic co-educational school	
Jury Recommendations	-
Stage Two Draft Sample Exam	-
Stage Three Draft Sample Exam	<p>Sample paper 1 – Question on identity in Reading section seems to occur every year – is becoming predictable.</p> <p>Sample paper 2 – Reading sections should provide opportunity for students to respond to unseen written texts which come from a prose narrative (fiction) and non-fiction source.</p>
School: Large coastal suburbs independent boys school	
Jury Recommendations	<p>-Why did you ask us to do this? It is clear where jury recommendations have been followed, and where they have not. [We hope we were at the correct place on the website . . .]</p> <p>- Unless we were reading the wrong document, this exam does not seem to reflect the recommended changes.</p> <p>- Questions do not give students enough opportunity to refer to texts studied [Only qn 1]</p>
Stage Two Draft Sample Exam	<p>- I cannot understand why students would take this exam when 3B(+15) is on offer. Boys at this school in Year 12 2A/2B are the old Senior English cohort. Most will be exempt from the stage 2 exam. Any boy wanting a TER will be directed to 3A/3B.</p> <p>- Not sure how easy it would be to answer #2 on the football stadium article.</p> <p>3 questions in the reading section seems excessive. Can they provide sufficient detail in that time frame? This may disadvantage stronger candidates.</p> <p>Why do some questions in the writing section invite</p>

	<p>discussion of texts studied and not others? If the writing is being assessed, why do they have to write on a text from the stage 2 text type list? The questions should reflect what is being assessed in this section.</p> <p>- I am concerned that next year English 1C students may have to sit the 2A exam. The present 2A sample exam would be very difficult for these students. This could be a very negative experience for current 1C students to sit a 2A exam. The 2A exam is not designed for a stage 1 course. Why has this been mandated by the government? Why can't they do an <i>writing unclear</i>.</p> <p>- OK</p>
<p>Stage Three Draft Sample Exam</p>	<p>-R: Students struggle to write 2 substantial responses – 3 would be disastrous.</p> <p>V: This section is only for the v. best students – everyone else will be set up to write superficially, making <u>strained</u> links to class texts.</p> <p>W: The only place in the exam where detailed textual knowledge can be shown – but not <u>valued</u>, as the focus is on writing conventions, as opposed to analytical ones!</p> <p>- R: If students are to be assessed on their ability to explain their ideas thoroughly, 3 questions in the reading section is too many.</p> <p>Q2 “Discuss how your wider reading experiences and/or reading approach has influenced your response . . .” or is it assumed that reading experience results in different approaches.</p> <p>Q2 Too limited when asked to focus on a particular theme, especially for question 2 to be dealt with well. Don't they want students to undertake different readings based on things that might be significant to them as a result of their reading experience? Or are we dropping that stuff and going back to a 'prescribed right answer' model?</p> <p>W: I still have concerns that some qns invite use of studied texts while others don't. Add to that the instruction that texts used must come from that text type list and there is further confusion. Would a penalty be applied? What are we actually addressing in this section, and shouldn't the questions make that clear? If it's the form and purpose and <u>use</u> of content/language that's important, don't make the questions sound like it's their knowledge of texts that's being assessed.</p> <p>Too heavily linked to 3A and not 3B. This is unfair.</p> <p>V: Contextual information added to the images seems to add information beyond the scope of how these images were used. Why provide extra info about the subject of each image?</p> <p>- Question two of the reading section continues to be challenging for teachers and students. “Discuss how your wider reading experience has influenced your response to Qu 1.” Is difficult and forces sometimes random connections to be made. Students may be lucky to have studied a text with a link. Others have to force a link and can end up with superficial responses. Can the question be modified, please? Thankyou.</p> <p>- Viewing Q1 – By Year 12 I would expect Q1 to read Discuss why the texts provided (1, 2 and 3) and . . . By only including one (by choice) there is little room for rigor</p>

	<p>in their analysis. Reading Q1 – This is a YR 11 level question. Passage One lacks substance – is bordering on superficial smulch. Passage Two is a reflection on what used to be – without giving students the opportunity of a genuine historical background. Writing – OK - Questions do not give students enough opportunity to refer to texts studied. [Only qn 1]</p>
School: Outer metropolitan independent co-educational school	
Jury Recommendations	<p>*49 – Structured writing to achieve a purpose – not considered in exam. Selection of writing styles still way too broad. 50 – <u>Writing</u> – opportunity for range of writing styles is there but not the link to course content 51 – Creative writing NOT REMOVED! YOU IGNORED RECOMMENDATIONS!! 52 <u>WRITING STILL SEPERATE IN EXAM.</u> 53 – 54 – Questions don't necessarily ask students to refer to one or more specified <u>text types</u>. 55 – Again, it seems the jury recommendations have been largely ignored by the writers of this exam. *48 – perhaps students who are not going to need English for T.E.E/Uni entrance don't have to sit exam. 51: Still leaves questions where students can write creatively. Makes this hard to assess or mark when students respond creatively in an exam.</p>
Stage Two Draft Sample Exam	<p>- Reading section is good but a little disappointed that the students have limited opportunity to demonstrate their understanding of texts studied in class in the writing and reading sections. You definitely need more than 2 questions in the viewing section also. - Need to focus on texts studied more in class. - <u>Section Two</u>: Choice of 1 from 7 excessive choice (should be max 1 from 6) Wording of textual references, - primary reference taken from a <u>text studied</u> in 2A/2B. Text type could be stated as genre if this needs to be added.</p>
Stage Three Draft Sample Exam	<p>Writing section needs to be restructured – It looks very much the same as the 2007 exam. What then was the point of the jury making these recommendations? Perhaps also the exam techniques lecture given to students at the 'Curtin Conference' in June/July each year could be directed more towards this new interpretation rather than the old TEE exam. What was said at this conference differs somewhat to the focus and explanation I heard at the ETA conference in Freo this year. Which version are we supposed to tell the students? - Wording of 'Reading' questions unsatisfactory. E.g. Surely one cannot accept and reject Q1 : is a comparison intended? If so, this could be part of the question (rather than straight analysis). <u>Viewing section</u> : Images are of an ironic flavour. They invite responses more in line with 2A – language and action (areas of controversy).</p>
School: Large inner suburbs independent girls school	

<p>Jury Recommendations</p>	<p>- EXAMS ARE A POLITICAL DECISION RATHER THAN AN EDUCATIONAL DECISION. The perceived rigour that the community sees as a result of 'EXAMS' has been collared and used by the current Minister of Education. It is a response to the community demanding more discipline in their society. Lack of discipline shown by politicians, the judiciary the law courts is addressed by the requirements of exams for the this level of education and this group of young people. Society wants standards and 'EXAMS' are perceived as rigour whether they are appropriate or not. The Courses use one method of assessment based on Course Standards then examine the Course in a different way altogether. Why not abolish exams and replace them with alternative methods ie portfolios.</p> <p>- 49. This is the consultative process.</p> <p>51. Give at least one creative option in the WRITING Section.</p> <p>53. Overlap with VIEWING possible. Why create this problem. Have Recommendation 53 for Stage 2 but not Stage 3</p> <p>54. What is meant by flexibility?</p> <p>55. It is as it was.</p> <p>Where the Stage 3 paper diverges from the recommendations, I am happy with those changes except the VIEWING SECTION – Why can't the students be given the choice of writing about a non-print studied in the course OR the images in the paper?</p>
<p>Stage Two Draft Sample Exam</p>	<p>- Exam should be shorter.</p> <p>The questions are a fair assessment of the syllabus, however most students completing 2A/2B who are currently in year 12 would have a great level of difficulty understanding and responding to the questions. They need to be simplified. Qs 5 – 7 in the Writing Section are the most appropriate for students at this level. Students of this stage do not do well <i>writing unclear</i>.</p> <p>-In the VIEWING section have the students answer <u>one</u> question from a choice of two.</p> <p>Supply more information for the students about the stimulus material eg What is the AFL Record? (It isn't even shown as a title on this paper)</p> <p>- Given that current 12 2A/2B cohort is <u>not</u> University/examination bound, it is difficult to gauge the appropriateness of this exam paper. Certainly, it would be very difficult for the 2008 cohort to successfully complete.</p>
<p>Stage Three Draft Sample Exam</p>	<p>- In the sample paper there are many references to Australia. There is an Australian discourse threaded through the sample paper.</p> <p>Reading section = totally Australian focused with the 2 questions and the 2 extracts. If Stage 3 is to be labeled then call it Australian Studies! Many schools will follow the exam model to structure Courses 3A/3B.</p> <p>P6 2009 Syllabus says, "It is recommended that a minimum of 1/3 of all texts be Aust texts. This statement SHOULD BE FOREGROUNDED to greater emphasis.</p> <p>- Other than the reading questions; questions in the remainder of the exam do not require student's to show an understanding of the course's central concepts. In fact, questions seem more appropriate for a YR 11 2B exam.</p> <p>- No reference to foci of units.</p>

	<p>Postcard (viewing) + stimulus in writing are poor. Will writing (assessment of) be embedded in all sections. The exam doesn't mirror the recommendations for Stage 3 at all, it seems to me, so I can't really respond about the recommendations. For the stage 3 exam: stimulus for writing section is pathetic – not evocative enough. : some would say students should be able to choose to write about stills <u>or</u> viewing texts they've studied (viewing section). I'm not unhappy with them having to address the still images, as it may reduce so much prepared response, and really tests whether they understand viewing. However, <u>good</u> contextual information should be supplied for all stills in viewing section. Why is there no reference to the focus of the units? This madness. - Right level pitched at but content could raise concerns. The paper should make some effort to include direct reference to the content of the units in each section of the paper. (Identity gets a mention in one Reading Section!) Am concerned about how Australian content could advantage/disadvantage and whether a third of the exam paper is a fair reflection of the syllabus requirement.</p>
School: Country DET SHS	
Jury Recommendations	<p>Assess writing in writing section only. Reading texts may not correlate with Tasks 1 – 3. Government Policy should be reconsidered.</p>
Stage Two Draft Sample Exam	<p>Reading text more accessible.</p>
Stage Three Draft Sample Exam	<p>More reading time needed due to demands of the reading text types. Viewing questions too specific. Pupils may find it difficult to link their texts (studied) with the question + sample texts.</p>
School: Country independent co-educational school	
Jury Recommendations	<p>54. – They only may refer <u>NOT</u> must. 55. – stage 3 Viewing section still uses still images. Personally I like the exam format, however it doesn't meet the Jury recommendations. 50 – Title – Course Content? misleading.</p>
Stage Two Draft Sample Exam	-
Stage Three Draft Sample Exam	-
School: Country DET SHS	
Jury Recommendations	<p>More information and professional development on the viewing section of the examination and how it will be marked required. The PD this year was booked out and impossible to attend for us and many others. <i>(All in caps)</i></p>
Stage Two Draft Sample Exam	<p>There was comment – from a teacher that the Stage Two Examination should not be as long as the Stage Three Examination. Two and a half hour was suggested.</p>
Stage Three Draft Sample Exam	<p>Whilst the syllabus does say thirty percent of course content should be Australian the examination perhaps over emphasizes this and some students with particular</p>

	focuses on texts and concepts from other cultures (including English speaking cultures) may feel disadvantaged or disinclined to make intertextual references. <i>(all in caps)</i>
School: Country DET SHS	
Jury Recommendations	Although the Jury Recommendations have been met, we feel that the exam is still not meeting the needs of the more capable members of the 2A/2B cohort who need to be competitive to enter University. This reflection is based on the stimulus material, which we feel did not adequately reflect the syllabus.
Stage Two Draft Sample Exam	Section 1: Reading (Sample Passage) was <u>limited</u> in providing for sufficient depth of response from better students. There did not seem to be any coherent link between Qu 1 and Qu 2. Qu 2 was an appropriate question. However, a more appropriate passage that exemplified how individuals/ groups are represented would have been preferable.
Stage Three Draft Sample Exam	Given that we must use black and white photos, surely the images provided should come from original black and white images (not colour ones) to ensure precision and clarity. Disappointed with clarity of images. Otherwise, we feel this exam much better represents the syllabus, than the stage 2 exam.
School: Coastal suburbs DET SHS	
Jury Recommendations	- In general the exam. I have concerns over the very generalised style of question – we now seem to have to teach students how to understand what they could include in their answers, and what sort of information is most likely to be rewarded. I do realise that this is a deliberate choice of the examiners. - It is ineffective linking still images to a non-print text and being able to assess accurately.
Stage Two Draft Sample Exam	Stage 2 -Specify genre of writing – instead of ‘in a form of your choice’ – state whether an essay, a poem, etc – make it equitable for students and markers re level of difficulty. ‘students can chose their form of writing’ and ‘students write in a form that best demonstrates their control of writing conventions’ – is open for some students to be slack – write a poem? How can this be compared with a lengthy report, essay or short story? Creative I thought was not in the exam? Jury recommendation ignored. -The number of questions for the Viewing Section are insufficient vis-à-vis the Writing Section. -Writing Section Seven questions allows for too much choice and slows down the selection process for (nervous) students. The use of term ‘reflect’ - Question 5. Question 6 – needs specific wording – eg SMS, email etc Question 7 – what genre?
Stage Three Draft Sample Exam	Stage 3 - Disappointed that the exam questions do not ask for a direct reference to a text studied in class – so course is

	<p>not reflected in the exam.</p> <ul style="list-style-type: none"> - Section 3 – why are documentaries and feature films NOT as important as static images? The images are too <u>hard</u> and need to be deleted from the exam. - Questions on Viewing are rather limited – more choice is needed. - Questions in the Reading Section need a re-think, particularly ‘your wider reading’ aspect. Perhaps the focus could be on students’ context, which would enable them to utilise a wider range of experiences to respond to the given passage(s). - Unseen reading comprehension also refers to print text studied in class – if it is unseen, why is it referring to print texts we have studied? - Section 2 Writing – should we limit the number of genres for student selection? Again, not one of the questions requires the candidates to refer to a text studied in class. - Section 1 – ambiguous statement regarding a question because of the inclusion of the word ‘may’. - Section 3 – Viewing – the use of static images does not allow the candidates to adequately demonstrate their knowledge of non-print texts studied.
School: Large southern suburbs DET SHS	
Jury Recommendations	No. 48 As long as students can <u>opt not to do</u> the external exam as VET students. 51 – not removed but optional allows choice
Stage Two Draft Sample Exam	-
Stage Three Draft Sample Exam	-
School: Small country co-educational Catholic school	
Jury Recommendations	55. Jury recommended that Section 3 should <u>only</u> include text studied in course. We prefer current format which includes unseen static images.
Stage Two Draft Sample Exam	The written texts are quite lengthy and not of a layout engaging to boys.
Stage Three Draft Sample Exam	-
School: Large southern suburbs DET SHS	
Jury Recommendations	Stage 2/3 exams represent CC policy, but not always the recommendations of the jury. Stage 2 should not <u>have</u> to sit an exam.
Stage Two Draft Sample Exam	-Exam far too difficult for typical/present stage 2 students ie original YR 12 S.E students. - We were all quite concerned at the level of difficulty proposed for the year 12’s stage 2 examination. We appreciate it is for a university entrance score, but we feel our students would feel dejected & inadequate doing this level of difficulty in an exam. We want them to complete their high school studies feeling successful. Our 2A/2B in year 12 is a fine course & leaves students feeling they have completed sophisticated studies, but add this exam & that would have the opposite effect. Pity!

Stage Three Draft Sample Exam	Exam appropriate for students in stage 3 – who are aspiring to go to University.
School: Small northern suburbs independent school	
Jury Recommendations	
Stage Two Draft Sample Exam	<p>ENGLISH 2A</p> <p>Many of the concerns outlined for Eng 3A obviously also apply to Eng 2A also. These will not be repeated in detail. However, there are some other specific concerns unique to the 2A exam.</p> <p>READING</p> <p>1. Only 1 of the 2 questions is about the passage. This makes no sense. The second question could be taken straight from the Writing section. Thus, it is also confusing. It will make preparation for the examination still harder as it will become more difficult to get students focused on how to prepare for each section. This will be a natural result of confusing the hitherto clear boundaries between the sections.</p> <p>WRITING</p> <p>1. The same concern exists about the lack of direction to use studied texts as noted in Eng 3A. However, the devaluing of classwork and class teaching is even more of an issue in Eng 2A because the weaker students will be even more disadvantaged. They will be more likely to fall for the trap of the apparently “easy” questions and more likely to do such questions poorly.</p> <p>VIEWING</p> <p>1. Again, we feel that this section is more like a media examination than an English examination. Class texts could be ignored totally. Once again, human nature being what it is, the “easy” option will appeal, especially to the weaker students. These are the very students who need to have structure and familiarity and who need to feel that if they worked hard in class and on class texts, that there are opportunities for them to be rewarded in the examination.</p> <p>2. Visual images are not taught in detail currently. (See concerns expressed in Eng 3A feedback).</p> <p>3. The jury was unequivocal that the visual images should be phased out.</p> <p>CONCLUSION</p> <p>Although in theory, a student could use class texts in every part of the examination, it is also theoretically possible that class texts could be restricted to just one section. This section, in a bizarre twist, would be in the Reading section. The one section which formerly was clearly designed to test skills analysing unseen passages. Our guess is that the latter is much more likely to happen than the former.</p> <p>We commend these thoughts for your earnest consideration.</p>
Stage Three Draft Sample Exam	<p>ENGLISH 3A</p> <p>GENERAL</p> <p>1. The extra unseen sections of the new exam (passages in the reading/comprehension section are now joined by unseen visual images) will encourage weaker students into doing less exam preparation. They will think it is not possible to study for the exam. Despite the exhortations</p>

	<p>of their teachers, they will develop a mindset that either the exam is very hard (and preparation won't help), or, more likely, that it is too easy and no preparation is necessary.</p> <p>2. The exam is now a curious beast of indeterminate character, which in some ways, for example the reduced opportunity to discuss studied texts in detail, represents a "dumbing down". Professor Scriven (the impulse behind the more rigorous course/exam we have implemented for many years now) would not be impressed. However, in other ways, an exam which seems deceptively simple now may be described as having the potential to trap students, especially the weaker ones, through, for example, "responding off the cuff" with creative writing. Furthermore, being forced to make unnecessary and artificial links between visual images and visual texts and between comprehension passages and other reading creates a level of difficulty which may be described as unreasonable and unproductive. We are not talking about difficulties which could be dealt with by educationally valid classwork and teaching, but with difficulties artificially created by an exam structure which is self consciously trying to be different.</p> <p>READING</p> <p>1. The instruction to refer to "wider reading" may not be appropriate for all students. It would be most unlikely, in fact, that most students would have studied texts that they could readily link to the subjects which are raised in the reading passages. This becomes something of a lottery. Although it may be argued that this section provides an opportunity for students to used class reading, the reality is that it does this, at best, in a very restricted way. At worst, it may not happen at all. It is certainly not an acceptable substitute for the questions formerly found in the print and non-print sections, which meant that if the student knew a text, they could use it. Now the texts are only helpful if there happens to be a connection to the chosen passages. Furthermore, in the exam situation, many students, again especially the weaker ones will not necessarily make the connection, even if it is there.</p> <p>2. The sample passage raises the issue of whether subjects like Australian identity will become privileged. If this is the case, it must be pointed out that many non Australian students who sit this exam (and we have many at our school) will be disadvantaged. This area is not mandated, as it is in the current Literature course and this English exam is not a citizenship test.</p> <p>WRITING</p> <p>1. In a letter to Walter Horeb and Warren Daniel (dated Jan 18 2008), Dave Wood stated that jury recommendation 34 made it clear that creative writing was not to be used as a response type in the exams. He also stated that this "explicit information" would be "incorporated into the deliberations of the reference group as the exams for stage two and stage three are designed."</p> <p>It would seem that the jury recommendation has been completely ignored.</p> <p>2. Students will interpret the instruction "writing of your choice" as an invitation to write creatively. In other words,</p>
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	<p>even though teachers may emphasise the pitfalls of such writing in exam conditions, the mindset of students is such that they will still look for such options (because they seem easier and phrases such as the one above will encourage them to do this.)</p> <p>It basically becomes a trap for students, and as usual, the weaker ones will be most at risk.</p> <p>Essay writing is not emphasised and it should be emphasised, as it means that classroom teaching is being acknowledged and students are being encouraged to apply such classroom teaching.</p> <p>3. To create a good piece of creative writing, multiple drafting is necessary. Clearly an impossibility in the exam situation and one key reason why the jury made the recommendation referred to above.</p> <p>4. It has been wisely decided to delete creative writing from the examination for the new Literature course. The wisdom of this was evident at the adjudication exercise conducted in the Term 2 PD sessions. Consensus was simply not possible.</p> <p>Thus it seems strange and indeed contradictory to take a different stance regarding the English examination.</p> <p>5. There is not enough direction to use texts studied in class. It is possible to use class texts, but the opportunities are relatively limited. Conversely, however, it is quite easy to avoid using class texts. Each question is open to ignoring class texts.</p> <p>6. The broad, conceptual nature of the questions where texts can be used will cause problems for many students. Q1 is a good example. Whilst some students will probably enjoy the open ended nature of these questions, the grim reality is that they will mostly not do well. Not many are capable of the philosophical and conceptual thinking required, especially in the pressure cooker of an examination. These questions are like the creative writing component . . . seemed good at the time, but . . .</p> <p>VIEWING</p> <p>1. Still visual images were rejected by the jury and have been unpopular with many English teachers since this debate commenced. There is a very strong belief that visual texts should mean films (whether feature film or documentary) and that these films should have been studied in class. This is clearly the key objection to this section.</p> <p>There are several reasons for this view.</p> <p>a One strong view is that the English course should not overlap with media courses. It should maintain its own clear identity. Visual texts have long been identified as film texts in the English course and they should maintain this identity.</p> <p>Literature has for too long faced confusion due to the encroachment of Cultural Studies. There is no need for English to face a similar confusion between itself and media.</p> <p>b Also, when the still images go beyond advertisements (which students generally find quite easy) they are often quite subtle and students struggle to do well without detailed teaching. It may seem hard to believe, but movie posters, photographs, postcards etc are often much more subtle and pose more challenges than students think.</p>
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	Detailed teaching is needed. However, if nothing is deleted, it is not possible to do justice to this section of the exam in classroom teaching. It is just not possible to cover visual film texts properly and do the teaching and considerable repetitive practice needed to bring students up to the required skill level for visual images also. 2. The lack of question choice in this section is also a concern. There is no obvious rationale for a wide choice in the Writing section and such a limited choice in the Viewing section.
School: Southern suburbs independent co-educational school	
Jury Recommendations	The concerns about creative writing in the exam remain.
Stage Two Draft Sample Exam	See next box.
Stage Three Draft Sample Exam	We'd like to see Section 1 Comprehension (with possibility of referring to wider reading.) Section 2 Reading responses . . . (responses to print texts studied) Section 3 Viewing responses to texts studied and no creative writing in exam!
Other	Note: not all teachers responded formally. Some are "too fed up" and believe their voice is not heard anyway. The views above reflect their views. (I based this response on boxes ticked) on discussions we held.
School: Northern suburbs DET SHS	
Jury Recommendations	-
Stage Two Draft Sample Exam	Include colour visual print texts in the viewing section.
Stage Three Draft Sample Exam	Include colour visual print texts in the viewing section.
School: Southern suburbs co-educational Catholic school	
Jury Recommendations	#53 – <u>We strongly disagree</u> . We find that students are hardly coping with a Compreh. Section as it is; the viewing component will make it even worse. #54 – <u>We strongly disagree</u> . Given that Section One is print reference & Sec. Three is non-print, Sec. 2 should allow both (i.e. either or)
Stage Two Draft Sample Exam	All to do with Jury recom. 53 & 54, hence 'pitching' & 'nature' would be fine if the structure was different (i.e. as before).
Stage Three Draft Sample Exam	- As for stage 2 (to do with rec. 53 & 54). - Q2 forces a resistant reading; it is not always possible to perform a resistant reading i.e. at least successfully. Suggestion: "Discuss how . . . may or <u>may not</u> be viewed as distorted." - We also believe (all of us) – firmly – that the images should be in colour. experience is not a black & white world; black & white images are foreign to them, making their learning more difficult, not more accessible.
Other	Thank you very much for seeking our feedback; it is much appreciated.

School: Small northern suburbs independent school	
Jury Recommendations	Not all stage 2 students are able – due to stress etc to cope with exams and it becomes demoralizing. There are other pathways but students opt or prefer not to do VET because they feel as if they have been “categorized”. There is a stigma (already) for VET students.
Stage Two Draft Sample Exam	-
Stage Three Draft Sample Exam	-
School: Outer suburban DET SHS	
Jury Recommendations	The government needs to reexamine the issue of a <u>compulsory</u> exam for Stage 2 units. <u>Rec. 50</u> : Agree with exception of inclusion of static images (unseen) in section 3. The inclusion of unseen static images leads to artificial responses. This is an English course. There is a separate and distinct Media Course.
Stage Two Draft Sample Exam	Inclusion of multiple choice questions on set of 3 passages with 3 levels of difficulty (suggested by <u>1</u> teacher). Some concerns remain regarding Section 3 (Viewing). Would like additional questions ie those that would allow them to respond in depth to a text they have studied. Concerns re static images remain.
Stage Three Draft Sample Exam	Similar concerns to Stage 2, particularly regarding the Viewing suggestion. Would like to see additional reading time for English as proposed for the Literature CoS. In section 1 Q2 remove “Australian” use instead “individual or group” (suggested by <u>1</u> teacher).
School: Large coastal suburbs Catholic co-educational school	
Jury Recommendations	It seems that the jury recommendations regarding the Stage 3 examination have been ignored. Why are the sections still being considered as a test of outcomes when outcomes have gone from the course. The jury recommendation was to return to an exam that examines the course content – not outcomes & therefore a return to the style of exam that engages S’s in formal response to texts studied.
Stage Two Draft Sample Exam	-
Stage Three Draft Sample Exam	The problems with this sample exam are the same. Jury recommendations seem to have simply been ignored. The viewing section still retains stimulus material & the jury recommended that this be used in Section One of the paper. Why are the sections still titled using the Outcomes?
School: Country DET S.H.S.	
Jury Recommendations	Concern over ‘creative’ topics in the Writing section – discredited many years ago as an unreliable discriminator of student achievement – Why are such topics

	<p>reappearing?</p> <p>Lack of balance in reference to Reading/Viewing texts in the exam is a major concern (both Stages).</p> <p>In the Writing section of the paper, it is possible for students to avoid any discussion of, or reference to, print texts studied in the course. On the other hand, in the Viewing section, <u>ALL</u> questions require students to refer in some way to visual texts presented in the paper and studied in the course.</p> <p>At present, the only place in the exam (both stages) where students <u>have</u> to demonstrate their understanding of Print Texts studied in the course is in Q2 of the Reading Section.</p> <p>PROPOSAL:</p> <ol style="list-style-type: none"> 1) Remove 'creative' topics from the exam. 2) In the Reading Section of the paper, questions must refer in some way to the passage(s) set, though at Stage 3, opportunity could also be given for students to refer to their broader reading experience as well. 3) Replace Section Two: Writing with SECTION TWO: WRITING – PRINT TEXTS (all questions requiring clear, explicit reference to print texts studied in the course). Replace Section Three: Viewing with SECTION THREE: WRITING – VISUAL TEXTS (all questions requiring clear, explicit reference to visual texts studied in the course and presented in the paper).
Stage Two Draft Sample Exam	<p>Q2 in the Reading Section belongs in Section Two of the paper, not Section One.</p> <p>Have <u>one question only</u> in the Stage 2, reading section – similar to Q1 in the samples provided.</p>
Stage Three Draft Sample Exam	-
School: Northern suburbs SHS	
Jury Recommendations	-
Stage Two Draft Sample Exam	-
Stage Three Draft Sample Exam	-
School: Eastern suburbs DET SHS	
Jury Recommendations	<p>#50 – not <u>entirely</u> happy!</p> <p>#53 – not wholly</p> <p>#54 – totally different</p> <p>Teachers <u>angry</u> that jury recommendations are by and largely ignored.</p>
Stage Two Draft Sample Exam	<p>Reading section <u>must</u> remember to specify print texts.</p> <p>Writing – Stage 2 – not enough links to course content; allows sloppy responses; hard to find consensus on marking.</p> <p>Writing – 6 – Senior/Voc English level assessment. Don't reflect University Entrance level. If Stage 2 is to reflect university capability it must be of a higher standard. If exam is ?? to reflect end of course – Senior English style – OK. Needs to be clear on <u>what</u> the purpose of the Exam</p>

ENGLISH

	is. Passage – Senior Eng. Question 2 – TEE. Question 1 – weak, superficial.
Stage Three Draft Sample Exam	<p>Questions too simple. Doesn't reflect course content. Questions (e.g. Reading 2) too narrow + not demanding enough. Renders literary canon irrelevant!! Don't allow for genuine marking. Cannot be <u>so</u> specific <u>or</u> so open they = are lost.</p> <p>Also – visual images are poorly reproduced. In order for departments to effectively show visual stimuli good quality colour (if necessary) prints are needed. This is an excessive financial burden on poorly funded government schools. Private schools are now even <u>more</u> advantaged.</p>
School: Large southern suburbs DET SHS	
Jury Recommendations	Some discussion of recommendation 48. We assume that the response means it is not negotiable.
Stage Two Draft Sample Exam	The clarity of black and white images remain problematic.
Stage Three Draft Sample Exam	-
School: Northern suburbs co-educational Catholic school	
Jury Recommendations	The proposed change to reading and responding better reflects the nature of what is studied in class. The term 'writing' is misleading.
Stage Two Draft Sample Exam	I can't really see a great deal of difference between the Stage 2 and Stage 3 exams. Looks too difficult. – May be asking too much of students at this level.
Stage Three Draft Sample Exam	-
School: Country DET SHS	
Jury Recommendations	-
Stage Two Draft Sample Exam	This may not be an issue in 09 when students can't do 2B/3A. We found the exam was not rigorous enough for our 11 2A or 12 2B students.
Stage Three Draft Sample Exam	Again, we elected not to use the sample as it was not rigorous enough for our students. The sample text for Reading and Viewing were poor in that non fiction dominated leaving little scope for students to attach their understandings from narrative texts.
School: Outer suburban co-educational independent school	
Jury Recommendations	-
Stage Two Draft Sample Exam	Excellent stimulus material which we road tested in Semester 1 exam. The questions were wide ranging enough to suit most students. Very clear!
Stage Three Draft Sample Exam	-
School: Outer suburban DET S.H.S.	
Jury Recommendations	We acknowledge the response from the govt re R#48, but

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	<p>the upshot means that the recommendation has not been addressed.</p> <p>We do have some concerns regarding the length of the Stage 2 exam in light of the students who will be required to sit this exam. We acknowledge the demand for rigor, but should all non-TEE bound Yr 12 stds study 1C+1D in Yr 12??</p>
Stage Two Draft Sample Exam	<p>As above, many of our students would be inappropriately placed if encouraged to complete 1A – 1D pathway. However, although they may achieve C and B, possibly A grades – they are not the students who will perform well in a 3 hour 'TEE style' examination.</p>
Stage Three Draft Sample Exam	<p>Very sound, in line with documentation, PD and professional discussion. Recommendation #51 (creative writing) is not fully addressed and we still have some concern regarding the ambiguities and subjectivity associated with assessing creative writing.</p>
School: Country DET SHS	
Jury Recommendations	<i>Provided no comment.</i>
Stage Two Draft Sample Exam	<i>Provided no comment.</i>
Stage Three Draft Sample Exam	<i>Provided no comment.</i>
School: Inner suburban DET SHS	
Jury Recommendations	<p>Recommendation 48 has been ignored because gov't policy has <u>NOT BEEN ALTERED</u>.</p>
Stage Two Draft Sample Exam	<p>Concerns over reading in section 1. Must not be longer than 2.5 pages in total.</p>
Stage Three Draft Sample Exam	<p>Don't allow the Comprehension passages to be too long.</p>
School: Country DET SHS	
Jury Recommendations	-
Stage Two Draft Sample Exam	<p>The print text was not challenging nor did it provide scope for students to explain/discuss the questions point of focus.</p>
Stage Three Draft Sample Exam	-
School: Large southern suburbs co-educational Catholic school	
Jury Recommendations	<p>We strongly agree with the decision that all students should sit exams (48).</p> <p>We have reservations about providing opportunities for creative writing. This seems to penalize students who take it upon themselves to write creatively in exam situations (there would be exam stats about this). CW is tested within the course. (51)</p> <p>We have reservations about the breadth of the writing section. The syllabus is very broad with respect to text types.</p>
Stage Two Draft Sample Exam	<p>We find the format of the sample exam quite appropriate</p>

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	for this stage. Well done.
Stage Three Draft Sample Exam	We would like to see the paper move beyond still images into recognition of a broader range of visual texts (as per the syllabus). We are not sure that “unseen static images” CAN disappear but would like to see it happen. The comprehension passages provided were excellent and highly appropriate for this Stage.
School: Outer metropolitan independent co-educational school	
Jury Recommendations	Little real progress, or action on feedback.
Stage Two Draft Sample Exam	Remove any option for students to write a short story, acrostic poem, or other type of <u>subjective</u> writing. Specify which written text types can be used.
Stage Three Draft Sample Exam	Remove any option for students to write a short story, acrostic poem, or other type of <u>subjective</u> writing. Specify which written text types can be used.
School: Small outer metropolitan independent co-educational school	
Jury Recommendations	Seems to work okay time will tell, of course.
Stage Two Draft Sample Exam	None. Using sections of it as sample questions for students already.
Stage Three Draft Sample Exam	None. Using sections of it as sample questions for students already.
School: Southern suburbs DET SHS	
Jury Recommendations	<i>Provided no comment.</i>
Stage Two Draft Sample Exam	<i>Provided no comment.</i>
Stage Three Draft Sample Exam	<i>Provided no comment.</i>
School: Country DET SHS	
Jury Recommendations	-
Stage Two Draft Sample Exam	Needs to be related more to required textual studies. Leaves teachers unsure of what is best to focus on.
Stage Three Draft Sample Exam	Needs to be related more to required textual studies. Leaves teachers unsure of what is best to focus on.
School: Large southern suburbs DET S.H.S.	
Jury Recommendations	There was some discussion as to whether or not Stage 2 students should be forced to do the exam.
Stage Two Draft Sample Exam	Discussion of <u>ideas</u> rather than <u>construction</u> is more suitable for Stage 2.
Stage Three Draft Sample Exam	The majority thought the Stage 3 Exam was good.
School: Large eastern suburbs DET SHS	
Jury Recommendations	Still not enough requirements for students to be examined on class texts.

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Stage Two Draft Sample Exam	Provide <u>more</u> opportunity for students to refer to viewed and read texts they have studied (as it stands good creative writers and visually literate students can do well without having studied texts in class).
Stage Three Draft Sample Exam	Provide <u>more</u> opportunity for students to refer to viewed and read texts they have studied (as it stands good creative writers and visually literate students can do well without having studied texts in class).
School: Country independent co-educational school	
Jury Recommendations	48: External exam should be optional. Not all non-academic students will be completing VET.
Stage Two Draft Sample Exam	Questions for Stage 2 exams need to be more structured. (form/audience clearly identified or options stated) – Writing Viewing Q1 = too wordy
Stage Three Draft Sample Exam	Stage 3 Reading – need to be careful re: length of texts & difficulty of qsts due to suggested time allocated to avoid simplistic responses. Viewing (Q1) – instructions basically repeat the topic statement. Questions too vague for this level. Section 2 should require some links to texts studied (- they need to write in a form explicitly taught in Stage 3) unable to read and also differentiate difficulty level between courses. Hence need to be explicit re: differences between Stage 2 and Stage 3. Overall – questions quite demanding which is fine, but added with time limitations the quality of responses seems to have lessened (v. obvious when looking at ETA good answer book) from previous years. More specifics in course syllabus regarding what to teach per text type (as per old E code) would help allay teacher concerns regarding specifics of what to teach (especially new teachers). At present this is nowhere to be found.
School: Country DET SHS	
Jury Recommendations	48: Provides a moderation tool 50: The ration should be no more than 1:5 If there are are more creative topics, then the number of other topics should increase accordingly 52: The Writing section should be sufficient – Writing could be ‘over weighted’ otherwise. 53: There should be more than 2 passages. Also, Q2 needs to be broad enough to accommodate the range of students + texts 55: Disagree with the inclusion of still images – if they <u>must</u> be retained, make it as per the Stage 2 Exam with a clear allocation of marks.
Stage Two Draft Sample Exam	In the Stage 2 Exam ‘trap’ questions should be removed – Q6 is an example of the type of question which <u>looks</u> accessible to weaker students/ but is hard to earn marks in.

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	In the Viewing section it is important that both images are of equal complexity.
Stage Three Draft Sample Exam	Viewing section remains problematic Re still images. – no clear mark allocation; artificial ‘merging’ with texts studied. Stimulus material in writing section needs <i>unable to read</i>
School: Northern suburbs DET Senior High School	
Jury Recommendations	-
Stage Two Draft Sample Exam	Suggestions for improvement: Stage Two students should not be required to sit an external exam and this exam should definitely not be linked to their graduation. The Stage Two exam is far too difficult and is only slightly easier than the Stage Three exam. Students are being set up for failure. Students are who require Stage Two English for their post- school choices, but who do not need a TER, are being put in an untenable position.
Stage Three Draft Sample Exam	Suggestions for improvement: It would have been useful to have had a sample exam that is different to last year’s external exam. This would have given us another look at what students could be expected to respond to.
School: Large southern suburbs DET SHS	
Jury Recommendations	All staff feel strongly that Jury recommendation 48 should be adopted and that creative writing should continue to be assessed in the course content and the exam.
Stage Two Draft Sample Exam	-
Stage Three Draft Sample Exam	-
School: Country DET SHS	
Jury Recommendations	<i>Provided no comment</i>
Stage Two Draft Sample Exam	<i>Provided no comment</i>
Stage Three Draft Sample Exam	<i>Provided no comment</i>
School: Country DET DHS	
Jury Recommendations	Jury recommendation 48 is not consistent with Government Policy.
Stage Two Draft Sample Exam	-
Stage Three Draft Sample Exam	-
School: Outer suburban Catholic girls school	
Jury Recommendations	The use of the word ‘may’ limits the extent to which recommendation 50 has addressed the need to examine reading done in class. (Section 1 ‘may’ include a question requiring sts to use a class text.). No.54 seems to have been ignored. 55 Static images remain and often result in very poor, disjointed responses from students.
Stage Two Draft Sample Exam	-

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Stage Three Draft Sample Exam	The Stage 2 questions for Viewing seem better because they don't demand the use of the images. Asking for students to use one of the images plus another non-print text causes them to make forced links between inappropriate texts. Horrible to read and probably pointless to write.
School: Country DET SHS	
Jury Recommendations	-
Stage Two Draft Sample Exam	Very happy with structure, text types & content.
Stage Three Draft Sample Exam	Again all teachers were happy with this draft exam. Would definitely suit our cohort.
School: Large coastal suburbs co-educational Catholic school	
Jury Recommendations	<i>Writing is difficult to read – not all clear.</i> #55 As the paper stands – no need to refer to course viewing Rec 48 may have been addressed, however we still disagree with it. There is not one question in the Writing Section that requires students to refer to course reading/viewing Rec 55. By all means have some static images but the question should not force students to make links with an image – have some questions on non-print texts and some questions on static images. There should be five topics to choose from in the Viewing section.
Stage Two Draft Sample Exam	Our students enrolled in 1C/1D And then 2A/2B would struggle to pass (ie 50%) (not moderated etc) Could we please have information as to how the students' raw exam mark is to be used?
Stage Three Draft Sample Exam	- Not one topic in the Writing section requires reference to other texts - There should be 5 choices of topics in the Viewing section - Students should be able to write on non-print texts <u>OR</u> static images
School: Country DET S.H.S.	
Jury Recommendations	The reading section should be worth 20 marks for each section (total of 40 marks), given the time required to read the passages.
Stage Two Draft Sample Exam	- would prefer coloured images - would prefer only 5 questions in writing section - The reading section should be worth 20 marks for each section (total of 40 marks), given the time required to read the passages.
Stage Three Draft Sample Exam	Would prefer images to be colour. Reading section requires more so should be worth more.
School: Southern suburbs Catholic co-educational school	
Jury Recommendations	-

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Stage Two Draft Sample Exam	SECTION TWO: WRITING Use of image of 'Santa' – possibly not relevant to all students from a cultural perspective? <i>(All caps)</i>
Stage Three Draft Sample Exam	-
School: Coastal suburbs DET SHS	
Jury Recommendations	- Generally concerns regarding the need to require students to refer to texts studied or read (ie referring to texts at all) have not been addressed. It is possible, in stage 2 depending on the options chosen by the student and offered in any particular exam paper, for a student to complete this exam without reference to anything other than the material provided in the exam paper. This may limit their achievement but would be within the parameters. In stage 3 it is similarly possible for students to refer only to a non-print text studied (viewing section). This seems to prioritise viewing over reading.
Stage Two Draft Sample Exam	Introduce some requirement to refer to texts not provided in exam paper in both viewing and reading sections.
Stage Three Draft Sample Exam	Remove imbalance in viewing requirements vs reading requirements (see design brief) It should be a requirement to refer to texts not on exam paper in both reading & viewing sections.
School: Eastern suburbs DET SHS	
Jury Recommendations	Having section 3 with static images is still a problem. We disagree with some of the jury's recommendations <ul style="list-style-type: none"> - removing creative writing - comprehension – closed = ambiguous - use of still images
Stage Two Draft Sample Exam	-
Stage Three Draft Sample Exam	Please remove the static images from the exam. Refer instead to viewing (films + documentaries) done during the course in much the same way as writing questions are phrased.
Other	I think many English teachers have become so disenchanted with the whole issue of upper school courses that they no longer have the energy to contemplate any more change.
School: Inner suburbs Catholic girls school	
Jury Recommendations	Recommendation 53: require more detail about the nature of any question relating to texts studied in class: we do not want students compelled to make comparisons with the unseen passage – it can make for some superficial links, if there is little similarity between the texts, and therefore limits opportunity for students to show their understanding of reading skills and concepts. Recommendation 50: (i) as for concerns above, regarding Reading section. (ii) Not satisfied with Viewing section requiring responses to static images – could lead to

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	superficial responses about text construction, particularly as the questions do not explicitly direct students to comment on reader contexts (students studying at this level would benefit from the extra direction). (iii) Having both questions about static images seems an extraordinarily narrow testing of Visual texts. One of the questions should be guaranteed to be on texts studied in class.
Stage Two Draft Sample Exam	Suggested working times really don't reflect the additional component in the Reading section – students asked to make a close textual analysis and also write for as much as for the other two sections. More sensible suggestion would be Reading – 80 mins; Writing and Viewing 50 mins each; or Reading 70 mins; Writing and Viewing 55 mins each.
Stage Three Draft Sample Exam	Working times – as for Stage Two suggestion
School: Outer suburbs Catholic boys school	
Jury Recommendations	While the response to recommendation 48 is in line with government policy, we feel that this does not appropriately address the concern of the jury. The reasoning given for compulsory exams is unsatisfactory. These exams for non-university bound students is pedagogically unsound and are viewed by this department as a political intrusion into the business of teaching. It reveals a cynical mistrust of teachers' reporting of student achievement. It has not been made clear what the use of these exams is for those students not seeking a TER.
Stage Two Draft Sample Exam	-
Stage Three Draft Sample Exam	While there have been calls from some quarters for opportunities for creative response to be removed, I strongly feel that they should stay. It was felt that there should be more options for Viewing as was the case in earlier samples of English WACE exams.
School: Northern suburbs independent co-educational school	
Jury Recommendations	Not sure about this one!
Stage Two Draft Sample Exam	<ul style="list-style-type: none"> • Page 7 – Not appropriate – Need to avoid expletives. • We did a combination of the 2 papers/sample material and both 2A and 3A wrote the paper.
Stage Three Draft Sample Exam	- Greenpeace Campaign – Pg. 10. Image 2 some teachers objected to 'Desperate housewives' – suggests "worldly values",
School: Inner suburbs independent boys school	
Jury Recommendations	Teachers were generally happy with the papers. One expressed concern about the survey being used for political purposes.

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Stage Two Draft Sample Exam	-
Stage Three Draft Sample Exam	-
School: Northern suburbs DET SHS	
Jury Recommendations	<ul style="list-style-type: none"> • Recommendation 48 has only been partially met. Exams should be at the discretion of schools rather than Govt. policy. For Stage 2 students as recommended by the jury. • Writing becomes unclear in class as per the recommendation to ensure academic rigor. <p>50) Viewing Questions are still problematic. Don't fully address "Viewing and Reading <u>as studied in class</u>"</p> <p>51) Sts. Can write creatively as a soft option and score very badly.</p> <p>54) Completely different to jury recommendations.</p> <p>55) Sample exam does not reflect jury recommendations.</p>
Stage Two Draft Sample Exam	- Don't like the Viewing Q2 - Viewing is still the most problematic area, followed closely by writing, as Jury recommendations still not addressed.
Stage Three Draft Sample Exam	- Viewing and Writing sections to more closely reflect course content/teaching.
School: Country co-educational independent school	
Jury Recommendations	Provided no comment
Stage Two Draft Sample Exam	Provided no comment
Stage Three Draft Sample Exam	Provided no comment
School: Northern suburbs co-educational catholic school	
Jury Recommendations	- Some course structures still have potential to be too broad to prepare students adequately for exams. - Potential for students to make limited reference/if any to content learnt. This concerns me, why should we spend significant time appreciating texts when students can avoid demonstrating knowledge. We should focus on skills or content, this needs to be appropriately allocated for in the courses.
Stage Two Draft Sample Exam	- Some students found the questions difficult to interpret under timed conditions. Yr 11 students doing 2A ENG were essentially answering Yr 12 level questions. - To ensure that course content is assessed questions should demand reference to units studied in the unit, rather than any other text they have read, but not studied in depth. - Essays? I see no need for them given the current structure. University will require this skill and it seems appropriate that we cater for this.
Stage Three Draft Sample Exam	-
School: Country DET SHS	

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Jury Recommendations	Regarding recommendation 48 – we agree that it has been addressed but there are still concerns that some students doing Stage 2 units will sit the exam when they don't need to as they qualify for exemption. Schools may choose not to offer Stage 2 Units, which would extend students, because of the exam aspect. Schools with small cohorts will polarise offerings at Stages 1 and 3 to solve this problem and some students will be disadvantaged – without the opportunity to extend or expand their thinking.
Stage Two Draft Sample Exam	Positive response to the paper but some questions about the over emphasis on Australia. Australian content needs to be part of the examination but it shouldn't dominate the paper.
Stage Three Draft Sample Exam	-
School: Small metropolitan co-educational independent school	
Jury Recommendations	<i>Provided no comment.</i>
Stage Two Draft Sample Exam	<i>Provided no comment.</i>
Stage Three Draft Sample Exam	<i>Provided no comment.</i>
School: Country DET SHS	
Jury Recommendations	(55) Still images are a concern – there must be absolute opportunities for students to refer to course texts. (53) Still images in a feature article for example should be read but not a main focus.
Stage Two Draft Sample Exam	Essentially questions in the Viewing section need to enable students to write about texts they have studied. Topic that is selected for Reading may be problematic if students' wider reading experience does not link to it. eg. Australian Identity (whilst we are expected to choose some Aust texts there are some students who do not get this opportunity.
Stage Three Draft Sample Exam	Again Viewing needs to reflect texts studied in the course. Teachers could concentrate on still images only. There is more to the course. Needs to be clear. Viewing – too much emphasis on unseen stimulus (still images) students must be asked to demonstrate knowledge on what they have studied.
School: Small outer metropolitan independent co-educational school	
Jury Recommendations	Viewing section still too much on emphasis on still images in paper. (no. 55)
Stage Two Draft Sample Exam	Stimulus material not very engaging at present.
Stage Three Draft Sample Exam	-
School: Northern suburbs DET SHS	
Jury Recommendations	Stage 2 exam should <u>not</u> be compulsory. Students seeking TER are required to sit the exam. Would not like to see still images in the Reading

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	responding section. Leave in Viewing section.
Stage Two Draft Sample Exam	<ul style="list-style-type: none"> - Would like to see a narrative based text – passage from either novel/ss or drama included each year. Make sure we do not rely too heavily on non-fiction texts such as magazine articles, brochures - Would not like to see '<u>still images</u>' included in Reading Section. - Keep Reading Section to one or two passages. - Suggest keep Writing section choice of questions to <u>5</u> – too many choices, = confusion for many at this stage. - Q1 Reading Section: Would like to see a question exploring values/ reader interaction with text rather than 'target audience' focus - Section Two: Writing – Q4: We need to try and select images which reflect 'universal' ideas – be aware of gender bias – FOOTBALL; ARMY – male dominant - Liked other questions in Sect 2 Writing
Stage Three Draft Sample Exam	<ul style="list-style-type: none"> - The balance in Sect I Reading of Fiction/Non-Fiction is good. - Would like to see the exam – Sect I – stay with two passages. - In viewing section would like to see the question – visual stimulus – be more inclusive: Image 1 – more appeal to female candidates – maybe more issue based images. WAR – role of males females. Last year's exam images worked really well.