

**Interim Report: Curriculum Council response to 2007 English Jury recommendations - February 2008**

Recommendations	Jury Proposed Timeline			Curriculum Council	
	2007	2008	2009	Action Taken	
<b>Structure</b>					
1. The course needs to be structured around a whole year			Yes	<b>Completed:</b> Council promotes teaching of units sequentially or concurrently.	
2. Three distinct stages need to be developed to cater for student interests and abilities, and which allow movement for students between a total of nine potential pathways			Yes	<b>Partially Completed:</b> Additional 2C/2D units in process of being developed in consultation with reference group. One working party completed draft; Reference group added further changes. Advice received that further changes needed. <b>New working party established to further refine units to meet jury recommendations.</b>	
3. The Curriculum Council complete a consultative process to develop an agreed set of terminology for "stage", "pathways" etc across all courses		Yes		Ongoing	
<b>Proposed Structure</b>					
	Year 11	Year 12	Exam	After school options	
	1	1	X	Employment TAFE apprenticeship	<b>Completed:</b> included p8 of revised syllabus
	2	2	Optional	TAFE university	<b>Completed:</b> included p8 of revised syllabus CC policy prevents exams for stage 2 being optional after 2008.
	3	3	Compulsory	university	<b>Completed:</b> included p.8 of revised syllabus
4. Flexibility needs to be retained for middle-cohort of students to access university entrance exams, and for students to get an A grade even if they are not doing TEE			Yes		<b>Partially Completed:</b> Flexibility retained. Pathways documented in syllabus p.8. <b>2C/2D units being developed by reference group in 2008</b>
5. There should be a progression of difficulty from Year 11 to 12, while maintaining the flexibility to switch between Stages.				Yes	<b>Completed:</b> Pathways documented p11 progression and flexibility exists
6. Before 2007 graduation, the WACE English Competency Policy	Yes				<b>Completed:</b> Standard determined for 2008 used to

needs to be released (and dated, as it is not)				mark English Language Competency Test in 2007 and also for special provisions committee. Language Competence booklet developed and released October 2007.
7. WACE graduation English competency to be used immediately for students in 2007	Yes			
<b>Essential content</b>				
8. When Stage 3 course is rewritten, take into account the majority of students are 17 years old, and reflect input from stakeholders, (e.g. employers, universities)		Written	Trial, including grade descriptors	<b>Partially completed:</b> Changes made to 3B pps 8, 30, 31. (See attachment 6) To be reviewed/re-written 2008. Current progress: CC staff have had close discussions with 10 selected schools representing a range of schools in WA. System sector representatives have been asked to also survey their schools. <b>Feedback from all stakeholders to be reviewed by reference group.</b>
9. Once this issue has been addressed, 3B will be integrated into the new, year-long course structure.			2010	<b>Partially completed:</b> Subject to Council approval. It may be possible to integrate in 2009, as feedback from selected schools suggests unit is now largely acceptable and now only needs minor adjustments.

<b>Documentation</b>				
10. All course documentation needs to be written in plain English, that students can understand without the teacher rewriting		Yes	Trial	<b>Partially completed:</b> Course glossary developed to be <b>reviewed by reference group 2008</b> Language of course modified and presented to HoDs at November 15 meeting, approval of changes indicated
11. Syllabus' documentation needs to contain all the recommendations, specific content made rather than ministerial and press documentation	Complete updated grades package by Term 4			<b>Completed:</b> Learning pathways + other information included. Required text types p 6, GDs developed.
12. Course documentation should move away from 'Outcomes' based language, (e.g. levels/bands), and provide a glossary of terms.			trial	<b>Completed:</b> levels only mentioned in 'outcome progressions'. Glossary attached p.40 – 45
13. Documentation needs to be developed for years 11/12 that reflects the learning processes of K-10			trial	<b>to be reviewed 2008</b>

<b>Scope and sequence</b>				
14. Captures need, text types and genres for Yr 11 and 12			Trial	<b>Completed:</b> required stage text types listed p.6 of course Glossary attached p.40 - 46
15. This new course needs to be aligned with the K-10 Syllabus being released in December			Trial	<b>to be reviewed 2008</b>

16. Content that reflects mobility between pathways. Sufficient content for Stage 2 to be developed in Year 12 as alternative to Stage 3 in Yr 12			Trial	<b>2C/2D units to be developed by reference group during 2008</b>
17. Courses and structures are defined with a syllabus, and assessed on different scales			Trial	<b>Completed:</b> Stage grade descriptors developed. Assessment weightings defined. pps 10,13 15, 17, 19, 21, 23, 25, 27,29, 31,

<b>Depth and breadth</b>				
18. Depth of text study is more important than breadth: rephrase course documentation of “a wide range” to “one or more texts”	To be incorporated in syllabus document for Term 4			<b>Completed:</b> Number of text types limited per stage p. 8. Schools only required to complete one formal assessment per unit. Less assessments may result in more in-depth study of texts. P10

<b>Text Types</b>				
19. A specific range of text types and genres are developed for each stage			Trial	<b>Completed:</b> Listed p6
20. This range of text types be realistically achievable during a single year of study, focusing on depth rather than breadth			Trial	<b>Completed:</b> Listed p6
21. Text types and genres need to be broad enough to reflect key concepts (remembering that some students will not be doing the exam)			Trial	<b>Completed:</b> Listed p6 Non-examined units have broader selection.
22. Description of units, including text types that take into account the end users (students)			Trial	<b>Completed:</b> Listed p6 (attachment 6)
23. Course content to contain specific and limited text types and a core content (e.g. conventions), which enable a learning sequence and a progression over two years			Trial	<b>Partially Completed:</b> Listed p6. <b>Core content to be reviewed by reference group in 2008</b>
24. Provide a suggested not prescribed text list.	Incorporated in syllabus due Term 4			<b>Completed:</b> placed on website
25. Text types should be defined and limited	Incorporated in syllabus due Term 4			<b>Completed:</b> listed P 6
26. Courses should specify genres to be studied at different stages to minimise the workload and provide more direction and comparability	Incorporated in syllabus due Term 4			<b>Completed:</b> listed P 6

<b>Grade related descriptors</b>				
27. Specific grade related descriptors need be written for each course, allowing course specific grades	Yes			<b>Completed:</b> Stage grade descriptors developed
28. GRDs need to be holistic, not outcomes.	Yes			<b>Completed:</b> holistic GDs developed
29. Assessment should be based on genres,		Yes		<b>Completed:</b> measurement by

not outcomes				weighted tasks. p10 and pps,13 15, 17, 19, 21, 23, 25, 27,29, 31, teachers can structure assessment on genres
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<b>Assessment</b>				
30. Courses to be designed around the content, concepts, and text types rather than assessment: assessment should flow from content		Mid	Trial	<b>Completed:</b>
31. Investigations to be optional assessment type	Incorporate in syllabus document Term 4			<b>Completed:</b> investigation incorporated into response. pps 10, 13 15, 17, 19, 21, 23, 25, 27,29, 31.

<b>Assessment tasks</b>				
32. Eliminate the four prescribed task types (assessment weightings) to allow for teacher professional discretion and student direction according to syllabus		Consultative process – mid	Trial	<b>Partially completed:</b> investigation incorporated into response. pps 10, 13 15, 17, 19, 21, 23, 25, 27, 29, 31. weighting ranges for tasks included to allow for professional discretion. School exam included as assessment type. <b>Table to be reviewed by reference group in 2008</b>
33. Assessment structure should include oral and written tasks				<b>Completed:</b> included in assessment types. pps 10, 13 15, 17, 19, 21, 23, 25, 27, 29, 31.
34. Keep creative writing and poetry as part of the course and as assessment tasks, but not used as a response type in exams		Developed by Feb	Trial	<b>Completed:</b> included pps 6, 25, 27, 29, 31, Examining panel is aware of problems associated with poetry as response in exam. (One student attempted to do this in 2007 exam).
35. Reduce the amount of required assessment in examinable units to allow for exam preparation time		Mid	Trial	<b>Completed:</b> schools only required to complete one assessment per unit. Task types modified pps 10, 13 15, 17, 19, 21, 23, 25, 27,29, 31, Examinable text types listed p6

<b>Weightings</b>				
36. Weightings should include print and non-print		Consultative mid Feb	Trial	<b>Completed:</b> Included in pps 10, 13 15, 17, 19, 21, 23, 25, 27,29, 31.
37. Curriculum Council should specify weighting ranges, reducing current weighting for oral component. Oral component should still be valued as a course outcome.				<b>Completed:</b> oral weighted 10-30 P and stage 1 oral weighted 10-20 stage 2/3 pps 10, 13 15, 17, 19, 21, 23, 25, 27,29, 31.

<b>Penalties</b>				
38. Penalties for late work, or non-submission in examinable courses are to be standardized by the Curriculum Council		Consultative mid	Trial	<b>Completed:</b> Standardised advice included in WACE Manual. Due to Curriculum Council Act, Council is unable to be directly involved in day to day workings of schools.
39. Penalties for non-examinable courses are to be set at a school level		Consultative mid	Trial	<b>Completed:</b> Standardised advice included in WACE Manual. Due to Curriculum Council Act, Council is unable to be directly involved in day to day workings of schools
40. Strategies to deal with plagiarism be developed and disseminated		Consultative mid	Trial	<b>Completed:</b> Standardised advice included in WACE Manual. Due to Curriculum Council Act, Council is unable to be directly involved in day to day workings of schools.

<b>Comparability</b>				
41. Consensus meetings are to be recognised as a valued form of moderation, and be made open to more English teachers		Feb		<b>Completed:</b> Advice on Term 3 meetings distributed to schools in CC Circular 1. Will be open to more than 1 teacher.
42. These consensus meetings are to be attended by a moderator, who will provide definitive decisions about grades		Yes		<b>Completed:</b> All consensus meetings are always attended by Curriculum Council moderators
43. Consensus is to be done on like written text types, (e.g. all narratives, all reports)		Yes		<b>Completed:</b> Consensus is focussed on grades which are based on holistic judgements. Like text types are included on whole student files. Assessment Seminars have focus on specific written text types.
44. The Curriculum Council is to allow and enable, and schools are to provide, more time for English teachers to meet and develop meaningful comparability processes		Yes		<b>Completed:</b> 6 different types of meetings (repeated between 4 and 25 times each) were offered in 2007. 3-4 types of meetings planned for 2008.
45. To ensure agreement on grades, consensus meetings should include marking of work samples, both unseen and student work samples		Yes		<b>Completed:</b> CMGs to work together to have similar tasks for consensus. Assessment

				Seminars focused on specific text types, unseen scripts were used.
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<b>Examination</b>				
46. In the interest of stability for students and teachers, no changes should be made to the 2007 exam				<b>Completed:</b> No change was made to 2007 exam structure.
47. Teachers need to be clear what content is examinable. Exams will link to what is taught in class, i.e. the explicit content	Do not implement in 2007	Yes		<b>Completed:</b> included in design briefs developed. Document indicating links to syllabus developed for sample WACE exam.

<b>Stage 2 Exams<sup>1</sup></b>				
48. This jury would like exams at this level to be optional – they do not meet the needs of students, demoralises them. There are other pathways to universities.		Yes		<b>Not possible</b> due to Council policy
49. If there must be an exam, it should be: <ul style="list-style-type: none"> <li>o 3 hour duration</li> <li>o structured writing to achieve a purpose</li> <li>o external at end of year 12</li> </ul>		Yes		<b>Stage 2 exams to be reviewed by reference group Term 1 in 2008. Schools to be consulted in Term 2 2008.</b>
50. Stage 2 exam structure Section 1 – Unseen reading Comprehension Section 2 – Writing Opportunity for a specified range of genres linked to course content Section 3 – Course Content Viewing and reading as studied in class		Yes		<b>Stage 2 exams to be reviewed by reference group in Term 1 2008. Schools to be consulted in Term 2 2008.</b>

<b>Stage 3 Exams<sup>2</sup></b>				
51. Remove creative writing segment from Stage 3 – assessed in course content not in exam		Yes		<b>Stage 3 exams to be reviewed by reference group in Term 1 2008. Schools to be consulted in Term 2 2008.</b>
52. Writing is embedded within the exam		Yes		<b>Stage 3 exams to be reviewed by reference group in Term 1 2008. Schools to be consulted in Term 2 2008.</b>

<sup>1</sup> This structure can be implemented for the current course for 2008, and should then be applied for the new course upon completion.  
**Impossible to place two different structures into one 2008 exam.**

<sup>2</sup> This structure can be implemented for the current course for 2008, and should then be applied for the new course upon completion.  
**Impossible to place two different structures into one 2008 exam.**

53. Section 1: Comprehension Closed 2 questions Numerous texts Still images may be examined as part of comprehension		Yes		<b>Stage 3 exams to be reviewed by reference group in Term 1 2008. Schools to be consulted in Term 2 2008.</b>
54. Section 2: Reading and Responding Flexibility in the style of analytical response (with a variety of provided questions) Different forms of structured response to 1 or more print texts Students must refer to one or more specified text types studied in course		Yes		<b>Stage 3 exams to be reviewed by reference group in Term 1 2008. Schools to be consulted in Term 2 2008.</b>
55. Section 3: Viewing Stage 3 examines critical literacy Students must refer to one or more specified non-print text types studied in course Viewing section should examine non-print texts studied in course, rather than unseen static images		Yes		<b>Stage 3 exams to be reviewed by reference group in Term 1 2008. Schools to be consulted in Term 2 2008.</b>

<b>Implementation</b>				
Strategic planning				
56. From 2008, the CC needs to communicate a clear statement of intention in respect to the English course.		Yes		<b>Completed:</b> Information was communicated at November 15 meeting held in 2007.
57. In 2008, CC to distribute a 12-month implementation plan that outlines how new course will be developed and communicate this to schools that will also monitor the process of the CC.		Yes		<b>Completed:</b> Information was communicated at November 15 meeting held in 2007.
58. Plan is to include very clear timelines/targets/training needs (i.e. what is to be achieved by term 1 / semester 1, 2 etc.) – no ad hoc release of information		Yes		<b>Partially Completed:</b> Information was communicated at November 15 meeting held in 2007. <b>Further communication required.</b>
59. A strategic plan needs to be developed for moderation, consensus meetings and comparability, including a stipulated timeline, which is to be provided at the outset of each year.	Begin	Annual review	Annual review	<b>Completed:</b> Strategic Plan developed and delivered to schools via CC Circular 1
60. Urgent changes identified by other groups to be addressed by February 2008 after which there are to be no unplanned changes to the English course in 2008		Early 2008		<b>Completed:</b> No changes to syllabus after 30 January 2008
61. Fully utilise the next two years to allow development and trialling of course and exam questions.		Yes	Yes	<b>Partially completed:</b> reference group established, working through course development process.

<b>Communication</b>				
62. The Curriculum Council must develop clear, consistent communication, available to all English teachers	Yes	Ongoing	Ongoing	<b>Completed:</b> e circulars and circulars, WACE manuals etc sent to all schools.
63. Improve consistency of information between CC and AISWA, Catholic Ed	Yes	Ongoing	Ongoing	<b>Completed:</b> e circulars and circulars, WACE manuals etc

and DET				sent to all schools and systems.
64. Establish a clear chain between CC and the various target groups (AISWA, Catholic Ed and DET) and clear processes within these groups (further down the chain) to ensure that information is shared in a consistent manner	Yes	Ongoing	Ongoing	<b>Completed:</b> e circulars and circulars, WACE manuals etc sent to all schools and systems.
65. CC to use an expanded Teacher Development Coordinators model i.e. use TDCs as a conduit for the dissemination of information with clear guidelines for the release of information (needs to include independent schools). To be phased out once capacity has been built within the schools AND/OR		Yes		<b>Completed:</b> Comparability Moderation Officers established for comparability moderation groups.
66. Improve flow of information from CC direct by developing a simple course/implementation clearly explained, supported by a single CC coordinator and use the HOD/HOLA/nominated teacher (if no HOD/HOLA) as the main contact within the school				<b>Completed:</b> Communication to Teacher-in-charge of English is required to go through the principal.
67. Have dedicated people within CC to respond to queries and provide linkage between DET/AISWA/Catholic Ed				<b>Completed:</b> 'info' section established
<b>Consultation</b>				
68. Establish a paid, representative consultation group which enables participation by regional teachers. Schools to consider the provision of additional time for teachers to attend these groups		Yes		<b>Completed:</b> Reference group established
<b>Professional Development</b>				
69. Provide appropriate PD for educators to cover the concepts and content of the courses			Yes	<b>Partial Completion:</b> Assessment seminars, consensus meetings, grading consensus meetings, TEE marking workshops provided in 2007. Assessment seminars, consensus meetings planned. Grading advice meetings to be planned for Term 2 2008. Marking seminars may be developed Term 2.
70. PD needs to be accessible across the state, and timetabled as part of implementation			Yes	<b>Completed:</b> state-wide meetings established and scheduled.
<b>Guidelines for implementation</b>				
71. No changes be made to the implementation process during the 2008 course after February, to ensure stability in the interim – but if required, have minimum timeframe before changes can occur (i.e. 20 weeks of time in advance)	Yes	Yes		<b>Completed:</b> no changes after January 08
<b>New marking system</b>				
72. Need stage 3 grade descriptors before	Yes			<b>Completed:</b> Distributed Term 4

end of 2007				2007
73. Need new stage grades before Feb 2008		Yes		<b>Completed:</b> Distributed Term 4 2007
74. Need one system of marking with clear exemplars by Feb 2008	Yes	Yes		<b>Completed:</b> Requirements provided at HoD meeting November 15 2007 and assessment seminars 2008
75. Need consensus meetings midway Terms 1, 2 and 3		Yes		<b>Completed:</b> Assessment Seminars Term1 2008. Grading Advice meetings on request Term 2 2008. Consensus meetings to be scheduled term 3 2008.

<b>Resource allocation and accountability</b>				
76. Where assessment items are resource-based tasks, resources of schools needs to be considered (no expectation that particular resources will be used)				<b>Completed:</b> Restricted resources not mandated.
77. Additional sample programs and assessments to be provided to teachers free of charge		Yes	Ongoing	<b>Completed:</b> additional resources placed on website.

<b>Workload for teachers</b>				
We understand that CC cannot directly influence this issue, but this group wants to make recommendations in respect to workload given the time required to learn/implement new course				
78. 0.8 FTE for all English teachers				<b>Outside Curric Council scope</b>
79. Paid out of hours professional development				<b>Outside Curric Council scope</b>
80. Provide more admin support				<b>Outside Curric Council scope</b>
81. More English teachers				<b>Outside Curric Council scope</b>
82. Marking time to be recognised				<b>Outside Curric Council scope</b>
83. Retention, training and recruitment of English teachers				<b>Outside Curric Council scope</b>
84. Loss of English teachers needs to be addressed				<b>Outside Curric Council scope</b>