

Discussion about making judgments in English

Transcript

This video is available for viewing at www.qsa.qld.edu.au/26935.html.

Lainie Thornton: So, I've got a sample response here for that written persuasive text we've been doing. I think it may be an A standard, but I just wanted to have a bit of a look at it with you just to see what you're thinking.

State Review Panel
Chair

Jo Genders: OK. So you've already read it and you've already made a decision that it is an A?

Senior Education
Officer

Lainie Thornton: I think so.

State Review Panel
Chair

Jo Genders: OK. So we're just looking to see that we can support that decision and that we can reach an agreement on that being an A together.

Senior Education
Officer

Lainie Thornton: Yes.

State Review Panel
Chair

Jo Genders: Okay. So, what about in Dimension 1 where the students need to use genre patterns and conventions, where they need to select information and they need to adopt a role, and maintain that with the audience.

Senior Education
Officer

So what is it in this particular response that makes that A quality?

Lainie Thornton: Well for me I think she's exploited the genre. You've got your paragraphing; you've got your blurb, and a great title. You've got blow outs, and it just looks like it's been packaged well.

State Review Panel
Chair

Jo Genders: It does. It presents as a feature article doesn't it? But then even just looking at a quick glance now you can see in the, the structure of the paragraphs, in the language choices that the, the student has been able to exploit the language choices of a feature article which also feeds into dimension two doesn't it? That if we say not only has the student exploited the genre patterns, they've also made a discerning choice in the vocabulary that they've chosen to use and in the language structures that do actually suit the particular purpose, which is I believe to persuade isn't it?

Senior Education
Officer

Lainie Thornton: That's right
State Review Panel
Chair

Jo Genders: They were required to persuade.
Senior Education
Officer

Lainie Thornton: That's right.
State Review Panel
Chair

Jo Genders: Good. OK. And manipulation and control is what is required at an A standard so we can see that they're actually doing that as well. The student is not only being quite humorous about herself, she's also being quite humorous in the analysis of the text that she's been analysing.
Senior Education
Officer

Lainie Thornton: And by that end she — you know, in terms of the evaluation of those aesthetic features of the sarcasm, you've got your hyperbole here she really has done a very good analysis and evaluation.
State Review Panel
Chair

Jo Genders: OK. Now, with reference to Dimension 3, where they're required to analyse ideas, the students are required in this text to analyse another person's ideas, i.e. a humorous writer's ideas. Can you show me where some of the analysis is, that is discerning which is required for a standard A?
Senior Education
Officer

Lainie Thornton: So she's talked here about the voice of the particular author she's looking at and rather than just identifying that particular voice she's explained it and elaborated it in detail in terms of its effect on the reader.
State Review Panel
Chair

Jo Genders: And I think that's an important thing, Lainie, because they are required to analyse at a standard A but not only do they need to do that, they need to talk about how that text influences an audience, and the analysis is connected to that – which also leads to the second objective in that dimension, in that they do need to also evaluate the ideas in that text. So, not only has she actually pulled apart what it is that the text does, she then makes some reference to it, doesn't she?
Senior Education
Officer

Lainie Thornton: That's right.
State Review Panel
Chair

Jo Genders: So by saying, you know, "This is what the text says, and this is what we're invited to read and to believe about that".
Senior Education
Officer

Lainie Thornton: Well in terms of her referencing to the text that she's been analysing; and it's not just a 'here it is, here's the technique', she's actually gone further and elaborated much more on the effect of that particular technique.
State Review Panel
Chair

Jo Genders: So she's not just pointing things out?
Senior Education Officer

Lainie Thornton: No.
State Review Panel Chair

Jo Genders: Because at standard C they just have to analyse but that analysis is quite discerning because she's been able to reference the text, she's been able to make her own point about it following that up with a paragraph that's quite funny, talking about gaining 2.37 kilograms during pregnancy, so yeah, certainly analysing the way that this particular writer has represented ideas about women and, and so on is, is quite clear there. What about the evaluation that is also required at standard A? That evaluation does have to be subtle and complex, more than effective. Can you show me perhaps, maybe, in the conclusion? Some of the evaluations usually turn up here.
Senior Education Officer

Lainie Thornton: Yeah, definitely towards the end here she's very clear in terms of making comment about the writer and that, you know, the self-deprecation is the attitude we've come to know and love. 'Just another human being just like us,' et cetera, et cetera. So she's really drawing those conclusions together and putting her view, her slant on this particular text.
State Review Panel Chair

Jo Genders: Which does support those ideas about Dimension 1 as well doesn't it? About the roles and relationship.
Senior Education Officer

Lainie Thornton: In, particularly from that Dimension 3.
State Review Panel Chair

Jo Genders: Sure. Because that is where aesthetic features ... I mean if we ... just see here that, you know, this natural reflex means that we can appreciate the use of hyperbole all the more. So, she's actually analysing the use of the aesthetic features but then using her own as well in being able to represent those ideas. So, I can certainly see that. Dimension 3 does require students to demonstrate, at standard A, a discerning analysis of ideas in a particular text. So can you see which ideas and ... point out to me some of the features of this that might make that discerning, rather than effective?
Senior Education Officer

Lainie Thornton: In terms of her referencing to the text that she's been analysing — it's not just a 'here it is, here's the technique'. She's actually gone further and elaborated much more on the effect of that.
State Review Panel Chair

Jo Genders: So if we look at the, the response, and the syllabus standards, on balance the evidence in here matches with standard A descriptors across the three dimensions, so I would definitely support your decision to award this a standard A.
Senior Education Officer