

English Stage 2 chat notes

Wednesday 27 May 2020

16:06:51 From Celeste : Yay! Hi David :)

16:07:45 From Kris Knudsen : I agree. Some students a

16:08:08 From James Dekort : agreed some allowances need to be made

16:08:15 From Kris Knudsen : I agree some have been very anxious

16:09:11 From khardwickfranco : Agree with David. As per the discussion held last zoom meeting. Please remove one of the tasks. Teachers and students can choose a task they do not complete.

16:09:20 From Suzanne Farrington : There is an anxiety. However there is great support as well.

16:09:26 From Mel O'Donnell : I've already done all 3 text responses, so that's not really that fair to all students

16:09:39 From Ros France : I think as soon as we start making across the board reductions we are reducing the opportunity and evidence students can produce

16:09:57 From khardwickfranco : The task that teachers and students choose to remove is one of the tasks. AT1 or AT2.

16:10:02 From Suzanne Farrington : I have also finished 3 text responses. Maybe do a shorter text?

16:10:06 From wilsn : I think it would be too difficult to make this fair for everyone as teachers are all at different points in the course.

16:10:44 From slee : Thank you for speaking up for country areas, Our internet area-wide is terrible.

16:10:51 From Francesca : Well articulated David!

16:11:10 From probertson : Yes - perhaps Reduce the WC on the External?

16:11:22 From Suzanne Farrington : With the 4 weeks of Holidays we can also set work then if need be to catch up.

16:11:54 From tdorian : I agree that there is difficulty to start making omissions when we are at different points.

16:12:21 From EMMA SEMMENS : Remove one task. An AT1 OR AT2 of school's choice. Easy :)

16:12:37 From Annie Matsouliadis : Agreed that an option between the removal of one AT1 or AT2 would be more appropriate as has been suggested. Also the reduced word count on the external could be a great option to relieve pressure.

16:12:40 From Amanda Furness : How do we help Stage 1 students who must pass semester 1? There is no holidays to catch them up. Surely there needs to be a reduction of tasks or a final SACE due date extension.

16:13:16 From Sarah : Remember that Stage 1 students can be resulted based on 3 tasks.

16:13:20 From Kate Searson : Amanda F I think that is an excellent point. An extended deadline for Sem 1 SACE for stage 1 would be a good idea

16:13:30 From wilsn : Students have also had extra time without work and sport commitments. I worry about those who have worked hard to complete all tasks as set. Special provisions can be applied (as always) if merited.

16:16:10 From Suzanne Farrington : I agree with Kate.

16:17:29 From EMMA SEMMENS : My understanding is that getting special provisions is very difficult

16:17:44 From Kate Searson : Emma it isn't any more. It's quite easy

16:17:56 From Kate Searson : It can basically be at the discretion of the school

16:18:29 From EMMA SEMMENS : So what evidence is required?

16:19:05 From chris.bourlioufas : I'm also loath to remove a text production, now that we have been through fire to get the text analysis work done in a challenging group. Special provisions is the way to go.

16:19:20 From tdorian : I also think of all of the work that teachers did to ensure that students were not disadvantaged...due to COVID...and the work that was done to ensure that students were still up to speed whilst in isolation...I feel that we should continue to deliver our coursework with the same commitment and professionalism...our students are in safe hands.

16:19:29 From Kate Searson : It varies, you need some documentation, but it could be a 'paper' trail on a learner management system

16:20:03 From EMMA SEMMENS : For a whole class?

16:20:18 From wilsn : I agree with you, tdorian.

16:23:19 From John Scholz : I would have agreed at the time of the last meeting a reduction in word length or omission of a task as very helpful. However, feel now we (the students, parents and I) have worked hard to get through the awful bit and are almost too far in now to change things.

16:23:24 From EMMA SEMMENS : So could we do a class or not?

16:24:20 From EMMA SEMMENS : I suspect getting special provisions may not be so simple.

16:24:28 From Suzanne Farrington : I think we are all professionals. I have also worked hard with my team to make sure we complete all tasks, so do not now want parts cut out.

16:26:24 From Sarah : I've taken to using reading groups with my class doing two different texts - one maintaining the original novel planned and the rest doing a short play instead. This is working well so far.

16:30:33 From mckayd : We were going to do a review on a play, with a focus on creating as opposed to responding. Without the play to view, we are still debating about what the substitute will be.

16:31:24 From Holly Langridge : I did the same thing with the recount and worked well

16:31:48 From mckayd : Has anyone used online plays to review?

16:32:09 From Suzanne Farrington : So yes Recount - prepare and in class works well as they can then edit it.

16:33:22 From Suzanne Farrington : Yes Kate but using two novels should also not be punished as they have had so much reading time in isolation. My classes have all read two books.

16:33:23 From wilsn : Hi Kate. What sort of texts are your talking about? One of my students wants to do still ads.

16:34:00 From Sarah : It's also important to remember that students can produce varied text genres as evidence of their learning also. Essay, reports, interview etc.

16:34:19 From Suzanne Farrington : Still ads may not have enough to comment on re language techniques.

16:34:28 From EMMA SEMMENS : I hope SACE's encouragement around flexibility and creativity is genuine as I am most certainly taking that road.

16:34:51 From Sarah : They can do ads, however, they should be language rich.

16:36:18 From wilsn : Yes, Sarah. I was thinking about the different linguistic features of ads like colour, leading lines, audience, purpose, context.....

16:36:44 From EMMA SEMMENS : A print ad will work if there is enough text

16:37:04 From Annie Matsouliadis : What is the view on students choosing to compare albums with another text (i.e. film, novel etc.)?

16:37:13 From Suzanne Farrington : You cannot produce 2000 words without linguistic features to analyse.

16:37:14 From Kate Searson : good point re print adverts. If there is rich language it could work

16:37:39 From Holly Langridge : Hi Kate, on those line, I have a student doing poems of Sylvia Plath as her first text, and The Bell Jar as her second text. Is that appropriate? I thought it would be but now I'm concerned

16:37:44 From wilsn : What about the language of visual text?

16:37:55 From Kate Searson : I'm not sure Holly

16:38:02 From Holly Langridge : thanks I'll call

16:38:32 From Suzanne Farrington : Surely with isolation students can read a text.

16:38:37 From wilsn : Holly, one of my students did that last year for Lit and really struggled to get a good grade.

16:39:09 From Holly Langridge : yeah that's my fear but she is very passionate and not wanting to change.

16:39:11 From Sarah : It might be better to do one poem compared to The Bell Jar

16:39:49 From Holly Langridge : Ok I'll talk through options with her and recommend one poem

16:39:49 From wilsn : Could she do 2 poems and another text - the Bell Jar is really complex.

16:39:50 From Kate Searson : Suzanne, not if you're in insolation in a house full of drug addicts, or house that is being renovated or a house where you have to look after young siblings etc.

16:40:19 From Kate Searson : That sounds like too many texts??? thoughts?

16:40:45 From Sarah : 2 poems by the same poet would constitute a poet as a text which could certainly be compred to another text (other than The Bell Jar).

16:40:47 From Kate Searson : oops that was a response to two things sorry

16:41:09 From Holly Langridge : thanks for advice everyone

16:41:25 From Suzanne Farrington : I understand but I teach Boarders and they have been in isolation and reading was a really easy task to complete. I understand your point.

16:41:36 From wilsn : Holly and Sarah, I agree. If the student likes Plath, stick with two poems and perhaps another text around similar themes/ideas.

16:42:49 From Suzanne Farrington : Maybe a film with Plath?

16:42:55 From Sarah Chambers : I have a question/comment about the form of the response ...

16:43:20 From kimblackwell : Good advice as always Tracey.

16:43:21 From Kate Searson : just shout out Sarah

16:43:34 From Jane Sykes : Girl, Interrupted goes wonderfully with Plath.

16:43:43 From Ros France : Love to see an example of that Tracy!

16:43:53 From wilsn : Suzanne - yes, sounds good. Perhaps something with a feminist lens. (critical perspective)

16:44:02 From Kate Searson : Me too. It sounds brilliant T.

16:44:24 From ann o'sullivan : I would love to see an example as well thanks Tracy.

16:44:48 From James Dekort : I agree the interview with the director format was very successful

16:45:02 From Suzanne Farrington : You could also do a play with Plath too.

16:45:34 From wilsn : The Glass Menagerie would work well.

16:46:15 From Suzanne Farrington : Or Doll's House. On film too.

16:46:33 From James Dekort : how does this work with word counts exactly though?

16:47:15 From Suzanne Farrington : The C S has a 2000 word limit.

16:47:35 From Amanda Furness : I agree. Does the use of images add to the word count?

16:47:53 From Madeleine Watson : We use extended analysis with the use of some headings as their response. They use visual evidence (images with captions) to support their analysis. I just advise them that it needs to be supportive and not replace describing and analysing the evidence.

16:48:52 From Suzanne Farrington : Chat line is working well.

16:48:58 From Steve : Some great points made - but we should beware of neglecting to teach students, especially students from socially disadvantaged areas, the formal traditions and conventions of academic argument in prose.

16:49:36 From tdorian : The Bell Jar with another one of Plath's poems...like The Applicant / Edge / Lady Lazarus...

16:49:37 From Suzanne Farrington : BBC and they are online free.

16:49:44 From slee : We watched a Broadway production of Into The Woods.

16:49:45 From Alice Kelly : London live theatre have a new play up every week on youtube and they are free

16:49:45 From Annie Matsouliadis : What is the general view on procedural writing for AT2? Is it recommended or not advised?

16:49:49 From tdorian : Digital Theatre + = fantastic

16:50:00 From Amanda Furness : My group looked at the National Theatre stream of Twelfth Night

16:50:06 From ann o'sullivan : Bell Shakespeare are also providing some

16:50:10 From Amanda Furness : Frankenstein was great too!

16:50:16 From Sonja Mercer - Peterborough High : I'm planning to use this:
https://www.youtube.com/watch?v=_9BeimDyvbo

16:50:33 From Katie England : Globe and the National Theatre :)

16:50:38 From Jane Sykes : Trick of the Light theatre in NZ is premiering a show tomorrow night which is written to be performed in Zoom. They are recording it and the recording is available afterwards... I paid \$10NZ for my 'ticket'.

16:50:56 From Anthony : anthony.mutton289@schools.sa.edu.au

16:51:55 From Suzanne Farrington : Yes staging on film is another criteria.

16:52:51 From Katie England : Anthony, we've just done one so I can call/email to chat about what we did.

16:52:57 From Amanda Furness : You can also download globe plays from Opus Arte

16:53:08 From Suzanne Farrington : Try CLICKVIEW TOO

16:53:22 From Madeleine Watson : ClickView has worked so well for us!

16:53:41 From Amanda Furness : Good Point ALice. I've used these well previously. They have some great interviews with the directors and actors as they explain their motivations and purpose. really useful!

16:53:53 From Suzanne Farrington : Thank you everyone!

16:54:11 From khardwickfranco : thanks so much Michael

16:54:18 From kimblackwell : Thanks.

16:54:19 From nicole.everett : Thank you so much!

16:54:24 From comes : thanks

16:54:28 From tdorian : Thanks everyone...onwards and upwards

16:54:35 From Rhoad : Thank you

16:54:39 From probertson : Thanks and good luck everyone - stay safe

16:54:41 From Amanda Furness : Thanks!

16:54:44 From sarah.bonney : thank you

16:54:45 From John Scholz : These chats are so helpful. Thankyou.

16:54:46 From Sonja Mercer - Peterborough High : THanks

16:54:49 From EMMA SEMMENS : Thanks all. Bye!

16:55:07 From aheath : Thanks Michael, Annie Heath

16:55:22 From ann o'sullivan : Any chance we can get a list from the chat - I did not get them all down Thanks

16:55:23 From krohde : Thanks Michael and Everyone!

16:55:56 From Kris Knudsen : Thank you