

Arguing for the validity of our design: Main Challenges

1. Preparing students to be critical and creative agents.

We believe that we prepare students to be critical and creative agents in this unit in the following ways:

Critical Thinking	Creative Thinking
<ul style="list-style-type: none"> • Analytical thinking – essay • Decision making – essay choice and responses • Reasoning – essay response • Reflecting and evaluating – <i>The Crucible</i> text, historical allegory, essay production and responses. • Intellectual flexibility – essay question choice and range of responses within both questions. • Interrogating characters studying the text to understand different motives and relationships of power. 	<ul style="list-style-type: none"> • Identifying alternatives and Seeing or making new links – selecting themes from <i>The Crucible</i> and transforming them into a modern narrative. Students to identify on their plan what themes have been experimented and the transformation positions audiences in a new way. • Generating and applying new ideas - as above. • Curiosity and Imagination – experimenting with new genre conventions and ways in responding. • Creativity – choosing theme and ways in responding.

2. Positioning yourselves in readiness for the new syllabus.

We have been at times frustrated with the word length requirements of the 2010 English Syllabus for 'seen exam' at 500-700 words. We are happy that this will be moving to 800-1000 words with the new syllabus, which is the word length required for students often needed to showcase discerning levels of analysis and evaluation. The unit of work that we have undertaken originally in the External Exam Trial (Year 2016) and adapted for the Year 12 unit 4, Term 3 and 4, 2019 implementation. However, there will only be one task, and adaptations will need to be made to word length to meet new syllabus requirements.

3. Advocating for your assessment design – Making sure that it is as valid, reliable and equitable as you can make it.

It was an interesting process to do the 'Construct Validity Checklist' with both assessment pieces. We had already edited and changed both tasks based on both teacher and student feedback from 2016 (including the External Exam Trial). While we are happy that the tasks meet syllabus requirements and allow students to meet the dimensions, we have removed a lot of the unnecessary and confusing sections that may distract students. We have made several changes to both tasks on the first page (task and conditions) and second page (structure / language conventions) after this process.