




# English as an Additional Language


## Advice for Year 11 and 12 students learning from home

The Queensland Curriculum and Assessment Authority (QCAA) understands that the COVID-19 pandemic has changed the way many senior students are accessing their learning.

We've prepared some suggestions to help you with your studies.

## Resources to support preparing for assessment

Assessment type	Suggestions to support learning from home
<b>Examination — analytical written response (IA1)</b> 	<ul style="list-style-type: none"> <li>Review the Internal assessment 1 (IA1) section of the subject report that can be found on the Teaching tab on the <a href="#">English as an Additional Language subject page</a>. Focus on the samples of effective practices and practices to strengthen.</li> <li>Review the sample examination and high-level response on the Assessment tab on the <a href="#">English as an Additional Language subject page</a>.</li> </ul>
<b>Persuasive written response (IA2)</b> 	<p>If you are working on developing an IA2 response:</p> <ul style="list-style-type: none"> <li>explore a range of media (e.g. news, magazines and current affair programs) and reflect on particular contemporary issues as directed by your teacher, e.g. issues of social, moral or ethical relevance related to gender, power, race, religion, age, class</li> <li>reflect on the contemporary issues that interest you, choose one that you feel the most strongly about (with teacher consultation), and then research this in more detail as your chosen issue</li> <li>decide on your perspective (your point of view or way of thinking) about your chosen issue and provide arguments to support this position</li> <li>explore how the language that people use shapes meaning about an issue and influences audiences in specific ways, including how aesthetic features and stylistic devices can be powerful tools for persuading others</li> <li>experiment with language to see how you can use it to create a range of written responses that are persuasive and make note of the ways that are effective compared to those that are not</li> <li>share and discuss your ideas with your peers and teacher in order to shape and refine the ideas, considering, in particular, whether your persuasive response achieves your goal of manipulating audiences to accept your point of view.</li> </ul> <p>Suggested resources to support understanding of subject matter:</p> <ul style="list-style-type: none"> <li><a href="#">English as an Additional Language subject page</a></li> <li>the Internal assessment 2 (IA2) section of the subject report that can be found on the Teaching tab on the <a href="#">English as an Additional Language subject page</a>. Focus on the effective practices samples.</li> </ul>
<b>Imaginative spoken/multimodal response (IA3)</b> 	<p>If you are working on developing an IA3 response:</p> <ul style="list-style-type: none"> <li>analyse the prescribed text (as directed by your teacher) to reflect on the concepts, messages, themes, setting, plot, characters, times, places and ideas within the text, and keep a reflection log/journal (written, digital or video) that details               <ul style="list-style-type: none"> <li>the way the prescribed text makes you think and feel, and why, so you can use these critical and emotional responses to develop your own response</li> <li>aspects of the text you believe are important</li> </ul> </li> </ul>

Assessment type	Suggestions to support learning from home
	<ul style="list-style-type: none"> <li>– questions about the text you would like to talk to others about</li> <li>• explore online resources about the prescribed text to help you understand other people’s ideas about the text and how these may be used to help you create your own response</li> <li>• use your knowledge of the prescribed text to experiment with ways of using it as a springboard for an imaginative response (collaborate with your peers and seek feedback from your teacher)</li> <li>• create a clear perspective about a pivotal event or idea in the prescribed text, and use this to shape your chosen character’s point of view</li> <li>• use narrative devices, aesthetic features and stylistic devices to develop your character’s voice and shape your imaginative response (e.g. figurative language and imagery, symbolism, narrative structure of orientation, complication, resolution, flashbacks)</li> <li>• use a range of vocabulary that will have an effect on your audience and will help you to achieve your purpose</li> <li>• practise ways of connecting with your audience through your delivery of the spoken or multimodal response (e.g. tone, pace, images)</li> <li>• shape and refine your ideas by talking to others about them and asking for feedback from teacher/peers</li> <li>• plan, draft and seek feedback from fellow students about whether your response is effective in engaging the audience</li> <li>• rehearse and finalise your imaginative spoken or multimodal response.</li> </ul> <p>Suggested resources to support understanding of subject matter:</p> <ul style="list-style-type: none"> <li>• <a href="#">English as an Additional Language subject page</a></li> <li>• the Internal assessment 3 (IA3) section of the subject report that can be found on the Teaching tab on the <a href="#">English as an Additional Language subject page</a>. Focus on the effective practices samples.</li> </ul>
<p><b>External assessment (EA)</b></p> 	<ul style="list-style-type: none"> <li>• Review and practise past papers and the sample external assessment that can be found on the Assessment tab on the <a href="#">English as an Additional Language subject page</a>.</li> <li>• Review the External assessment section of the subject report that can be found on the Teaching tab on the <a href="#">English as an Additional Language subject page</a>. Focus on <ul style="list-style-type: none"> <li>– examples of effective student responses and practices</li> <li>– practices to strengthen, including recommendations to consider when preparing for external assessment.</li> </ul> </li> </ul>

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