

English as an Additional Language 2019 v1.4

Unit 2 sample assessment instrument

October 2018

Extended response — imaginative spoken response

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Schools develop internal assessments for each senior subject, based on the learning described in Units 1 and 2 of the subject syllabus. Each unit objective must be assessed at least once.

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. use patterns and conventions of an imaginative genre to achieve particular purposes in a specific context
2. establish and maintain the role of the speaker/signer/designer and relationships with audiences
3. create perspectives and representations of concepts, identities, times and places in an imaginative text
4. make use of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
5. use stylistic devices and aesthetic features to achieve purposes
6. select and synthesise subject matter to support perspectives
7. organise and sequence subject matter to achieve particular purposes
8. use cohesive devices to emphasise ideas and connect parts of an imaginative text
9. make language choices for particular purposes and contexts
10. use grammar and language structures for particular purposes
11. use spoken/signed and non-verbal features (and complementary, if appropriate) to achieve particular purposes.

Subject	English as an Additional Language
Technique	Extended response — imaginative spoken response
Unit	Unit 2: Perspectives in texts
Topic	Creative responses to literary texts

Conditions			
Duration	4 weeks notification and preparation (in-class and out-of-class time)		
Mode	Spoken	Length	5–8 minutes
Individual/group	Individual	Other	<ul style="list-style-type: none"> • Genre: first-person narrative • Purpose: to create, represent and entertain • Audience: readers of poetry and narrative fiction
Resources available	This is an open-ended task responding to poetry. You can access a variety of resources to support the development of your narrative.		
Context			
<p>In this unit, you have studied a variety of poems by both Australian and international poets, and investigated how these texts create representations of the world and human experience. Particularly, you have explored how these poems develop perspectives around the concepts of possession and dispossession. You have also experimented with language features, aesthetic features and stylistic devices, and considered the ways these operate in imaginative texts.</p>			
Task			
<p>You are to deliver a first-person narrative for the <i>Brisbane Festival</i> based on a literary character from a poem studied in class. The event is called <i>One event, Many stories</i>, and you are speaking to readers who have engaged with poems featuring themes of possession and dispossession. The narrative you create will reveal new insights into this character, and their time, place and community. Your imaginative response will be framed in response to the following question:</p> <p><i>How do I belong?</i></p>			
To complete this task, you must:			
<ul style="list-style-type: none"> • demonstrate a detailed understanding of your chosen poem, through the development of your character’s insights into their time, place and community • use language features, aesthetic features and stylistic devices to prompt critical and emotional responses in audiences • demonstrate a clear understanding of narrative structure. 			
Stimulus			
The stimulus for your narrative will be a poem chosen from those studied in class.			
Checkpoints			
<input type="checkbox"/> Week 1: Consult with your teacher about the idea for your narrative.			
<input type="checkbox"/> Week 2: Develop a draft for feedback. Your teacher will provide advice but not corrections.			
<input type="checkbox"/> Week 4: Submit a final copy of your script, draft and assessment task.			

Feedback

Authentication strategies

- The teacher will provide class time for task completion.
- Students will provide documentation of their progress at indicated checkpoints.
- The teacher will collect copies of the student response and monitor at key junctures.
- Students must acknowledge all sources.
- Students must submit a declaration of authenticity.
- The teacher will ensure class cross-marking occurs.

Scaffolding

- Establish a clear perspective about an aspect of belonging in the poem, and your character's insights.
- Use narrative devices, aesthetic features and stylistic devices to develop the voice of your character and shape your narrative, e.g. orientation, complication, resolution; flashbacks; figurative language and imagery; symbolism
- Use a range of vocabulary to achieve your narrative purpose.
- Share your character's insights in a cohesive, unified way.
- Establish and maintain your relationship with the audience in your delivery.