Queensland Government | QCAA Queensland Curriculum & Assessment Authority

Queensland Curriculum and Assessment Authority

English as an Additional Language 2025 v1.2

IA3: Sample assessment instrument

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

Student name	sample only
Student number	sample only
Teacher	sample only
Issued	sample only
Due date	sample only

Marking summary

Criterion	Marks allocated	Provisional marks
Knowledge application	8	
Organisation and development	8	
Textual features	9	
Overall	**25**	

Conditions

Technique	Imaginative response
Unit	Unit 4: Close study of literary texts
Duration	4 weeks
Mode / length	Spoken (live or recorded): up to 8 minutes, or signed equivalent
	Multimodal (at least two modes, one spoken, delivered at the same time): up to 9 minutes
Individual / group	Individual
Other	Students can develop their responses in class time and their own time.
Resources	Open access to resources

Context

In this unit, you have studied *Howl's Moving Castle*, a film directed by Hayao Miyazaki, and investigated how this text creates representations of the world and the human experience. You have particularly explored how the text invites viewers to take up positions about personal transformation, war and peace, and the power of love and compassion. You have also experimented with language features, aesthetic features and stylistic devices, and considered the ways these operate in spoken and multimodal imaginative texts.

Task

Create a digital narrative or vlog based on a character from *Howl's Moving Castle*. You will deliver the digital narrative or vlog at a local film festival for an audience who has already engaged with the film. The response you create will develop new insights into your chosen character from *Howl's Moving Castle*, and reveal new insights into their hopes, dreams and desires, and how these are shaped by their fears.

Your digital narrative or vlog must be linked to a pivotal moment or idea in the original text, fill a gap in the storyline, and develop perspective/s in the original text.

You could choose to fill a narrative gap from the perspective of any character in the film, including:

- Sophie Hatter
- Wizard Howl
- Calcifer
- The Witch of the Waste
- Madame Suliman
- The Prince/Turnip Head
- Markl
- Lettie
- Honey, Sophie's mum.

Checkpoints

☐ Week 1: Consult with your teacher about ideas for your imaginative spoken/multimodal response and the character from *Howl's Moving Castle*.

☐ Week 2: Consult with your teacher to check your drafting process.

☐ Week 3: Submit a draft of your script to your teacher along with spoken evidence of the digital narrative or vlog for feedback.

☐ Week 4: Submit your final script through plagiarism-detection software, and submit a hardcopy to your teacher. Pre-recorded digital narratives or vlogs will be submitted in class.

Authentication strategies

- You will be provided class time for task completion.

- Your teacher will observe you completing work in class.

- Your teacher will collect and annotate a draft.

- You must acknowledge all sources.

- You must submit a declaration of authenticity.
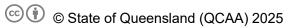
Scaffolding

- Demonstrate a detailed understanding of your chosen character, the setting, the perspectives and representations around personal transformation, war, peace, love and compassion.

- Use language features, aesthetic features and stylistic devices to prompt critical and emotional responses in your audience

- Demonstrate a clear understanding of narrative structure for your imaginative spoken/multimodal response

- Ensure mode-appropriate features are included in your digital narrative or vlog such as:

  - spoken, e.g. pronunciation, phrasing and pausing, audibility and clarity, volume, pace, silence

  - gestural, e.g. proximity, stance, movement

  - complementary, including digital features such as graphics, still and moving images, design elements, music and sound effects.

Instrument-specific marking guide (IA3): Imaginative response (25%)

Knowledge application	Marks
The student response has the following characteristics:	
• subtle and complex creation of perspectives and representations of concepts, identities, times and/or places • discerning use of the ways cultural assumptions, attitudes, values and/or beliefs underpin texts and invite audiences to take up positions • discerning use of aesthetic features and/or stylistic devices to achieve purposes	7–8
• effective creation of perspectives and representations of concepts, identities, times and/or places • effective use of the ways cultural assumptions, attitudes, values and/or beliefs underpin texts and invite audiences to take up positions • effective use of aesthetic features and/or stylistic devices to achieve purposes	5–6
• appropriate creation of perspectives and representations of concepts, identities, times and/or places • appropriate use of the ways cultural assumptions, attitudes, values and/or beliefs underpin texts and invite audiences to take up positions • appropriate use of aesthetic features and/or stylistic devices to achieve purposes	4
• superficial creation of perspectives and representations of concepts, identities, times and/or places • superficial use of the ways cultural assumptions, attitudes, values and/or beliefs superficial use of the ways cultural assumptions, attitudes, values and/or beliefs underpin texts and invite audiences to take up positions • use of aspects of aesthetic features and/or stylistic devices that vary in suitability	2–3
• creation of fragmented perspectives and representations of concepts, identities, times and/or places • fragmented use of some ways ideas underpin texts • fragmented use of persuasive language features.	1
The student response does not satisfy any of the descriptors above.	0

Organisation and development	Marks
The student response has the following characteristics:	
• discerning use of the patterns and conventions of an imaginative text, and of the role of the speaker/designer to achieve a particular purpose and relationships with audiences • discerning selection and synthesis of subject matter to support perspectives • discerning organisation and sequencing of subject matter to achieve a particular purpose, including discerning use of cohesive devices to emphasise ideas and connect parts of an imaginative text	7–8
• effective use of the patterns and conventions of an imaginative text, and of the role of the speaker/designer, to achieve a particular purpose and relationships with audiences • effective selection and synthesis of subject matter to support perspectives • effective organisation and sequencing of subject matter to achieve a particular purpose, including effective use of cohesive devices to emphasise ideas and connect parts of an imaginative text	5–6
• suitable use of the patterns and conventions of an imaginative text, and of the role of the speaker/designer, to achieve a particular purpose and relationships with audiences • suitable selection and adequate synthesis of subject matter to support perspectives • suitable organisation and sequencing of subject matter to achieve a particular purpose, including suitable use of cohesive devices to emphasise ideas and connect parts of an imaginative text	4
• inconsistent use of the patterns and conventions of an imaginative text, and of the role of the speaker/designer established • narrow selection of subject matter to support perspectives • disjointed organisation and sequencing of subject matter, with some use of cohesive devices to connect parts of an imaginative text	2–3
• fragmented use of the patterns and conventions of an imaginative text • fragmented selection of subject matter • some connections between parts of a text.	1
The student response does not satisfy any of the descriptors above.	0

Textual features	Marks
The student response has the following characteristics:	
• discerning language choices for particular purposes in a specific context • discerning combination of a range of grammatically accurate/appropriate language structures, including clauses and sentences, to achieve particular purposes • discerning use of mode-appropriate features to achieve particular purposes	8–9
• effective language choices for particular purposes in a specific context • effective use of a range of grammatically accurate/appropriate language structures, including clauses and sentences, to achieve particular purposes • effective use of mode-appropriate features to achieve particular purposes	6–7
• suitable language choices for particular purposes in a specific context • suitable use of a range of mostly grammatically accurate/appropriate language structures, including clauses and sentences, to achieve particular purposes • suitable use of mode-appropriate features to achieve purposes	5
• inconsistent language choices • inconsistent use of grammar and language structures • use of mode-appropriate features that vary in suitability	3–4
• inappropriate language choices • fragmented use of grammar and language structures • fragmented use of mode-appropriate features.	1–2
The student response does not satisfy any of the descriptors above.	0