


# Essential English


## 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>Extended response (spoken/signed) (IA1)</b> 	<ul style="list-style-type: none"><li>• Engage with the issues being reported in the media (e.g. news and current affair programs) and decide which issues you feel the most strongly about. When you have done this, narrow the choice down to one for your persuasive response (e.g. speech, pitch) and seek feedback from your teacher.</li><li>• Choose the issue that you can argue the most convincingly and passionately about.</li><li>• Learn about your chosen issue by researching it in a variety of reputable publications, e.g. newspapers, magazines, online forums, social media, television. There will be many different attitudes and perspectives in society about this issue, so take note of these as you develop your own beliefs and attitudes. This will help you create a convincing argument of your own.</li><li>• Practise trying to convince your audience that your ideas are correct and that they should support you. To help with this, watch speeches to learn about the power of speaking strategies (e.g. tone, pace, gestures, facial expression, posture, pausing for effect) and to explore the language used by successful speakers, e.g. emotive language, metaphor, rhetorical questions, adjectives, alliteration.</li><li>• Write a list of speaking strategies and language that you consider to be effective and those that are not. Next, experiment with them by using them. Record yourself arguing your chosen issue and reflect on each delivery. Change where needed and continue practising.</li></ul>
<b>Short response (written) (IA2 — CIA)</b>	<ul style="list-style-type: none"><li>• Ask your teacher for several stimulus texts, so you can practise the skill of explaining the representation of either the influence of social media or the role of the media. Practise the skill of explaining language features and text structures, particularly in terms of how they construct representations, create perspectives and position audiences to feel or think in a particular way.</li><li>• Review the sample CIA on the Assessment tab on the <a href="#">Essential English subject page</a>.</li></ul>
<b>Extended response (multimodal) — IA3</b>	<ul style="list-style-type: none"><li>• This task requires you to explain a particular representation on a class-studied text — read your task sheet again if your teacher has given it to you. If you haven't received it yet, ask your teacher for guidance on the representation you are focusing on in your response. As this task requires the skill of critically engaging with the class-studied text, watch/read the text again, taking notes about the particular representation you are required to explain.</li><li>• Research the particular genre you are required to create (e.g. vlog or video essay) and watch/review some of them to get an idea of how you could create your own response in that genre. Write down the qualities you see in each one you watch/review, particularly ones you consider to be effective. Qualities you are looking for are how the creator sparks your interest and maintains it throughout, how the creator is using voice to effectively convey information and how the creator is using information from another text to help the audience understand the message.</li><li>• Ask your teacher for suggestions on how to structure your information and sequence your ideas in your response.</li></ul>

	<ul style="list-style-type: none"> <li>• Practise using your voice to inform your readers about your class-studied text, e.g. clarity, volume, pausing for effect, tone. You could record yourself and play it back, each time focusing on improving your delivery.</li> <li>• Review the sample IA3 response on Assessment tab on the <a href="#">Essential English subject page</a>.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Extended response (written) (IA4)</b></li> </ul> 	<ul style="list-style-type: none"> <li>• Ask your teacher what popular culture text/s you need to know for your assessment and start looking at online resources about them. Take detailed notes about the way these make you think and feel, and why.</li> <li>• Keep a reflection log/journal (written, digital, video) about the popular culture text/s you are studying, e.g. write down your ideas about the messages, themes and ideas within them.</li> <li>• Consider the language features, text structures, cultural assumptions, attitudes, values and beliefs that create particular representations in your studied popular culture text/s. Share your ideas with others.</li> <li>• Explore a range of texts containing Australian characters and landscapes. Reflect on whether people can relate to them, and why or why not.</li> <li>• Experiment with the characters in your popular culture text by: <ul style="list-style-type: none"> <li>– writing to a friend about one of the characters and revealing what you learned from their story</li> <li>– pretending that you are one of the characters and writing to another character to tell them how you feel about a particular relationship or event that happened.</li> </ul> </li> <li>• Learn about the genre you have to create for your assessment and read a variety of them, e.g. if it is a journal, read lots of journals. This includes the types of language used in this genre. Write a list of their features and how they form a relationship with readers, i.e. is it a close or a distant relationship and why might this be the case.</li> <li>• Practise writing in the required genre for your assignment by using its features and seeking feedback.</li> <li>• Access a range of texts (e.g. social media, television, movies, novels, stories) about personal and group resilience and explain to others how they position audiences, i.e. how they make audiences think and feel.</li> <li>• Resources that may assist you include: <ul style="list-style-type: none"> <li>– Making multicultural Australia for the 21st century <a href="http://www.multiculturalaustralia.edu.au">www.multiculturalaustralia.edu.au</a></li> <li>– Australian Screen, Education <a href="https://aso.gov.au/education">https://aso.gov.au/education</a>.</li> </ul> </li> <li>• Review the sample IA4 response on the Assessment tab on the <a href="#">Essential English subject page</a>.</li> </ul>

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