



Literature 2025 v1.2

IA2: 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	9	
Organisation and development	9	
Textual features	7	
Overall	25	

Conditions

Technique	Imaginative response
Unit	Unit 3: Language and identity
Duration	4 weeks notification of task
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 examined how identity is represented and shaped through language and culture across a range of texts, including poetry and short stories. As an emerging writer, you have explored how to use aesthetic features and stylistic techniques to shape meaning in your own imaginative writing and speaking, with the aim of evoking thoughtful and emotional responses. Through your writing journal, you have captured your reflections and insights into the creative process, while building independence in planning, drafting, and refining your personal style. The reimagined text you will now produce and present offers a chance to showcase your creative expression.

Task

Create an imaginative podcast or vlog that reimagines an aspect of a short story by Anton Chekhov or a poem by Alison Whittaker, Lionel Fogarty or Ellen van Neervan, to prompt an emotional and/or critical response from your audience.

Your spoken/multimodal response should:

- be a reimagining of a character and/or perspectives and/or representations of concepts, identities, times and places in the original text
- be set in a different culture context, time and place from the original text
- invite the audience to question or reflect on the dominant cultural assumptions, attitudes, values and beliefs that underpin the original text and/or the new cultural context
- use mode-appropriate features related to genre and context for a podcast or vlog.

Your podcast or vlog will be presented at an international literature festival celebrating the reimagining of great literary texts.

Stimulus

- Short stories by Anton Chekhov
- Poems by:
 - Alison Whittaker
 - Lionel Fogarty
 - Ellen van Neervan.

Checkpoints

- Week 1: Consult with your teacher about ideas for your imaginative spoken/multimodal response and the relevant base text.
- Week 2: Submit a plan/outline for your response to your teacher.
- Week 3: Consult with your teacher to check your drafting process.
- Week 4: Submit a draft of your script to your teacher along with spoken evidence of the podcast or vlog for feedback.
- Week 5: Submit your final script through plagiarism-detection software, and submit a hardcopy to your teacher. A pre-recorded podcast or vlog will be submitted in class.

Authentication strategies

- You will be provided class time for task completion.
- Your teacher will collect copies of your response and monitor at key junctures.
- Your teacher will collect and annotate a draft.
- You must submit a declaration of authenticity.
- Students will use plagiarism-detection software at submission of the response.

Scaffolding

To complete this task, you must:

- choose the subject matter and central idea/s for reinterpreting an aspect of the base text
- decide on a clear purpose/s for your reimagined text in relation to the cultural assumptions, attitudes, values and beliefs that underpin the original text
- select a new cultural context for the setting of the reimagined text that is sufficiently different in time and place from that of the original text
- assume that the audience is familiar with the base text and the new cultural context
- use narrative techniques, aesthetic features and stylistic devices best suited to your purpose/s to create particular effects in your podcast or vlog and prompt critical and emotional audience responses (for example, you could use point of view, narrative voice, plot structure, non-linear narrative, focalisation, characterisation, symbolism, motifs, setting, dialogue and mood)
- ensure mode-appropriate features are included in your podcast 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 (IA2): Imaginative response (25%)

Knowledge application	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • subtle and complex creation of perspectives and representations of concepts, identities, times and/or places in a reimagined spoken/multimodal text • discerning manipulation of the ways cultural assumptions, attitudes, values and/or beliefs underpin texts, to invite audiences to reinterpret the base text • discerning use of aesthetic features and/or stylistic devices to prompt emotional and critical audience responses 	8–9
<ul style="list-style-type: none"> • effective creation of perspectives and representations of concepts, identities, times and/or places in a reimagined spoken/multimodal text • effective manipulation of the ways cultural assumptions, attitudes, values and/or beliefs underpin texts, to invite audiences to reinterpret the base text • effective use of aesthetic features and/or stylistic devices to prompt emotional and critical audience responses 	6–7
<ul style="list-style-type: none"> • appropriate creation of perspectives and representations of concepts, identities, times and/or places in a reimagined spoken/multimodal text • appropriate use of the ways cultural assumptions, attitudes, values and/or beliefs underpin texts, to invite audiences to reinterpret the base text • appropriate use of aesthetic features and/or stylistic devices to prompt audience responses 	5
<ul style="list-style-type: none"> • superficial creation of perspectives and representations of concepts, identities, times and/or places in a reimagined spoken/multimodal text • superficial use of the ways cultural assumptions, attitudes, values and/or beliefs underpin texts, to invite audiences to reinterpret the base text • use of aspects of aesthetic features and/or stylistic devices that vary in suitability 	3–4
<ul style="list-style-type: none"> • creation of fragmented perspectives and representations of concepts, identities, times and/or places in a reimagined spoken/multimodal text • fragmented use of some ways ideas underpin texts • fragmented use of language features. 	1–2
The student response does not satisfy any of the descriptors above.	0

Organisation and development	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • discerning use of the patterns and conventions of the chosen imaginative genre, and the role of the speaker/designer, to engage audiences with a reimagined text and invite them to reinterpret the base text • discerning selection and synthesis of subject matter to support perspectives in a reimagined spoken/multimodal text • discerning selection and synthesis of subject matter to support perspectives in a reimagined spoken/multimodal text 	8–9
<ul style="list-style-type: none"> • effective use of the patterns and conventions of the chosen imaginative genre, and the role of the speaker/designer, to engage audiences with a reimagined text and invite them to reinterpret the base text • effective selection and synthesis of subject matter to support perspectives in a reimagined spoken/multimodal text • effective organisation and sequencing of subject matter to achieve particular purposes, including the effective use of cohesive devices to develop and emphasise ideas and connect parts of the reimagined spoken/multimodal text 	6–7
<ul style="list-style-type: none"> • suitable use of the patterns and conventions of the chosen imaginative genre, and the role of the speaker/designer, to establish and maintain relationships with audiences • suitable selection and synthesis of subject matter to support perspectives in a reimagined spoken/multimodal text • suitable organisation and sequencing of subject matter to achieve particular purposes, including the suitable use of cohesive devices to develop and emphasise ideas and connect parts of the reimagined spoken/multimodal text 	5
<ul style="list-style-type: none"> • inconsistent use of the patterns and conventions of the chosen imaginative genre, and the role of the speaker/designer, to establish relationships with audiences • narrow selection of subject matter to support perspectives • disjointed organisation and sequencing of subject matter, including some use of cohesive devices to connect parts of the reimagined spoken/multimodal text 	3–4
<ul style="list-style-type: none"> • fragmented use of the patterns and conventions of the chosen imaginative genre and aspects of the role of the speaker/designer • fragmented selection of subject matter • some connections between parts of the text. 	1–2
The student response does not satisfy any of the descriptors above.	0

Textual features	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • discerning language choices for particular purposes in a specific context • discerning combination of a range of grammatically accurate/appropriate language structures to achieve particular purposes • discerning use of mode-appropriate features to achieve particular purposes 	6–7
<ul style="list-style-type: none"> • effective language choices for particular purposes in a specific context • effective use of a range of grammatically accurate/appropriate language structures to achieve particular purposes • effective use of mode-appropriate features to achieve particular purposes 	4–5
<ul style="list-style-type: none"> • suitable language choices for particular purposes in a specific context • suitable use of a range of mostly grammatically accurate/appropriate language structures to achieve particular purposes • suitable use of mode-appropriate features to achieve particular purposes 	3
<ul style="list-style-type: none"> • language choices that vary in suitability • uneven use of grammar and language structures • use of mode-appropriate features that vary in suitability 	2
<ul style="list-style-type: none"> • inappropriate language choices • fragmented use of grammar and language structures • fragmented use of mode-appropriate features. 	1
The student response does not satisfy any of the descriptors above.	0

 © State of Queensland (QCAA) 2025

Licence: <https://creativecommons.org/licenses/by/4.0> | **Copyright notice:** www.qcaa.qld.edu.au/copyright — lists the full terms and conditions, which specify certain exceptions to the licence. |

Attribution: '© State of Queensland (QCAA) 2025' — please include the link to our copyright notice.