

Advice to schools for endorsement event 2

English

English — IA3 Examination — imaginative written response (25%)

When designing instruments in English, including the IA3:

- schools should test instruments for validity and accessibility in the design process. This includes whether the instrument will elicit a range of unique responses, and provide opportunities for students to complete the task and demonstrate the assessment objectives within syllabus conditions, across the range of performance levels in the instrument-specific marking guide
- the English General Senior Syllabus and the instrument-specific quality assurance tools, available on the QCAA Portal, should inform schools' internal quality assurance processes.

In designing IA3 to the syllabus specifications (Section 5.5.1), the syllabus conditions must be explicit and maintained by the task, and any other information included in the instrument:

- 'Student responses must be completed individually, under supervised conditions, and in a set timeframe'. The task is unseen until distributed, one week prior to the examination. Students are to have 'no access to teacher advice, guidance or feedback once the task is distributed'.
- Students will have no access to notes during the examination. 'No notes allowed' includes no access to the text.
- Whether the response is completed in multiple sessions, over five consecutive school days, or in one session is a school-based decision. For both options, students have a total of 2 hours plus 15 minutes planning time. 'Planning time' is defined by the syllabus glossary (Section 6).
- A text from the prescribed text list must act as a springboard for the student's response, and the instrument must clearly state the text or choice in texts for use. For poetry, when a school requires students to choose a text from a poet on the prescribed text list, they may state the poets and poems, or instruct students to select a poem studied by the prescribed poet or poets.
- The text/s must have been studied as part of teaching and learning for Unit 4: Topic 1. The task is unseen until the instrument is distributed one week prior to the examination.
- There are a range of ways a school can design the IA3 to ensure that students respond independently to a task they have not seen in advance of notice, or developed a response for in teaching and learning, e.g. a school may narrow the focus of the instrument, specifying the concept, character, or event or choices in concepts, characters and events, that have not been the focus of study or writing activities. In doing so, it is important that schools keep in mind the characteristics of the extended response type: that the instrument should still provide opportunities for students to demonstrate a range of unique responses (refer to Accreditation course 2).
- The instrument should make clear to students how they are to use the chosen text as a springboard in their response. This will also be a school-based decision, e.g. a school's instrument could invite students to intervene directly in a text to offer new perspectives on known characters and events. Another school's instrument could require the use of an invited

reading of a concept in a text to write a response that reinforces or challenges this perspective using identities, times and places chosen by the student.

Schools may offer students options in their instruments:

- If a school has studied more than one text with students for Unit 4: Topic 1 (e.g. more than one film or poems from more than one poet), their instrument may offer students a choice of text to use as their springboard.
- If students have been provided opportunities to write in and develop their knowledge and skills in different imaginative genres, an instrument may offer students a choice in genre for their response, e.g. students may have the option to write a short story or dramatic script for stage, or a narrative intervention or monologue.
- If a school offers choices in text, genre or another aspect of a task, each option must offer students equal opportunities to complete the task and demonstrate the assessment objectives, across the range of performance levels in the instrument-specific marking guide.