

Advice to schools for endorsement event 2

English as an Additional Language

English as an Additional Language — IA3 Extended response — Imaginative spoken/multimodal response (25%)

To ensure schools design a valid and accessible assessment instrument that aligns with the syllabus specifications (5.5.1), we have outlined a few useful tips for schools to consider before submitting the IA3 for endorsement. As you develop IA3, you should:

- specify if the assessment instrument will be a live spoken response or a multimodal response. You will need to tick this option when developing your IA3 in the endorsement app
- specify a relevant context for your school and the cohort of students that clearly and succinctly outlines what they are studying in Unit 4 Close study of literary texts, Topic 1: Creative responses to literary texts
- specify an audience relevant to the chosen genre such as a live performance for a drama festival, short film competition, online series, school production or showcase
- identify the genre or specify if students have choice to respond in any imaginative form. The syllabus offers suggestions of imaginative spoken responses, including a digital story, dramatic monologue, transformation, personal recounts or reflective memoir, witness statement or eulogies, court summation, vlog monologies, hypermedia or digital spoken response from the studied text
- identify the prescribed text used as a springboard for the imaginative response. Schools need to ensure they have met the text selection requirements, e.g. a selection of poetry, a complete play, one complete prose text (novel or non-fiction or a collection of short stories or multimodal texts (film, documentary, television program)
- remember this a creating response that must allow for students to create their own perspectives and representations of concepts, identities, times and places in an imaginative text and make use of the ways cultural assumptions, attitudes, values and beliefs and invite audiences to take up positions
- provide opportunity for evidence of students using and manipulating aesthetic features and stylistic devices in an imaginative text to prompt emotional and critical audience responses. This should be outlined in the task description and scaffolding to cue students
- identify the authentication strategies around managing the response length and providing feedback on the spoken evidence rather than the written script of the imaginative response
- provide checkpoints that reflect the duration of the assessment conditions, which is six weeks notification and preparation.