

2017 Senior External Examination

English

Tuesday 24 October 2017

Paper One Part A — Question book

9 am to 12:10 pm

Time allowed

- Perusal time: **10 minutes**
- Working time: **3 hours** (Part A and Part B)

Examination materials provided

- Paper One Part A — Question book
- Paper One Part A — Response book

Equipment allowed

- QCAA-approved equipment

Directions

You may write in this book during perusal time.

Paper One has **two** parts:

- Part A (green book): Question 1 — Drama: Imaginative response to literature
- Part B (pink book): Question 2 — Novel: Persuasive/reflective response to literature suitable for a public audience
Question 3 — Nonfiction prose: Persuasive/reflective response to literature suitable for the mass media or for speaking and/or presenting to an audience, specific or general

Attempt **all** questions.

All three responses are of equal worth.

Suggested time allocation

- Paper One Part A: 1 hour
- Paper One Part B: 2 hours

Assessment

Paper One assesses the following assessment criteria:

- Knowledge and control of texts in their contexts
- Knowledge and control of textual features
- Knowledge and application of the constructedness of texts

Assessment standards are at the end of this book.

After the examination session

Take this book when you leave.

Planning space

Part A

Question 1 — Drama: Imaginative response to literature

In response to **one** of the following topics, write about **500 words**.

Either

Topic 1A

Genre: Interior monologue

Roles and relationships: In role as a character in a play you have studied

Your task: Construct an interior monologue in which you explore the possible consequences of an emotion you are feeling at a particular point in the play.

You should:

- use language appropriate to your character
- focus on a particular point in time within the play which allows you to explore your thoughts, feelings and emotions
- provide an insight that the play makes possible but does not make explicit.

or

Topic 1B

Genre: Letter

Roles and relationships: In role as a character in a play you have studied

Your task: Construct a letter to another character in the play in which you justify what you intend to do from this point on.

You should:

- provide an insight that the play makes possible but does not make explicit
- use language appropriate to your character
- identify the events that influenced your intentions.

End of Question 1

End of Part A

Assessment standards derived from the English Senior External Syllabus 2004

Question 1 — Drama: Imaginative response to literature

Criterion	A	B	C	D	E
<p>Knowledge and control of texts in their contexts</p>	<p>The candidate has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by:</p> <ul style="list-style-type: none"> exploiting the patterns and conventions of the specified genre to achieve cultural purposes selecting and synthesising substantial, relevant subject matter interpreting and inferring from information, ideas, arguments and images in great depth exploiting the ways in which the writer's/speaker's role and their relationship with audiences are affected by power, distance and affect. 	<ul style="list-style-type: none"> employing the patterns and conventions of the specified genre to achieve cultural purposes selecting and usually synthesising considerable relevant subject matter interpreting and inferring from information, ideas, arguments and images in depth establishing the writer's/ speaker's role and controlling the ways their relationship with audiences are influenced by power, distance and affect. 	<ul style="list-style-type: none"> in the main, employing the patterns and conventions of the specified genre to achieve particular cultural purposes selecting sufficient relevant subject matter interpreting and explaining information, ideas, arguments and images establishing the writer's/ speaker's role and maintaining the ways their relationship with audiences are influenced by power, distance and affect. 	<ul style="list-style-type: none"> unevenly using the patterns and conventions of the specified genre to achieve some cultural purposes selecting some relevant subject matter interpreting and explaining some information, ideas and images generally establishing the writer's/speaker's role and sometimes maintaining the ways their relationship with audiences are influenced by power or distance or affect. 	<ul style="list-style-type: none"> occasionally using some conventions of the specified genre to achieve some purposes selecting some subject matter that relates to the task identifying the writer's/ speaker's role and making some use of their relationship with audiences.

(continued)

Criterion	A	B	C	D	E
<p>Knowledge and control of textual features</p>	<p>The candidate has demonstrated knowledge of appropriateness of textual features for purpose, genre and register by:</p> <ul style="list-style-type: none"> • exploiting the sequencing and organisation of subject matter in stages • making discerning use of cohesive ties to emphasise ideas and connect parts of texts • exploiting an extensive range of apt vocabulary, including figurative uses • combining a wide range of clause and sentence structures for specific effects, while sustaining grammatical accuracy • sustaining control of paragraphing and a wide range of punctuation • controlling conventional spelling. 	<ul style="list-style-type: none"> • sequencing and organising subject matter logically in stages • controlling the use of cohesive ties to connect ideas and parts of texts • selecting, with occasional lapses, a wide range of suitable vocabulary, including figurative uses • controlling a wide range of clause and sentence structures, while generally maintaining grammatical accuracy • sustaining control of paragraphing and a wide range of punctuation • controlling conventional spelling, with occasional lapses. 	<ul style="list-style-type: none"> • in the main, sequencing and organising subject matter in stages • usually linking ideas with cohesive ties • using suitable vocabulary • using a range of clause and sentence structures with occasional lapses in grammatical accuracy • controlling paragraphing and punctuation, such as commas, apostrophes, capitals and full stops • using conventional spelling, in the main. 	<ul style="list-style-type: none"> • occasionally sequencing and organising subject matter in stages • making lapses in linking ideas with cohesive ties • using basic vocabulary • using clause and sentence structures accurately in places, but with frequent grammatical lapses in subject-verb agreement, continuity of tenses and pronoun references • using paragraphing and punctuation accurately in places, but with frequent lapses • using conventional spelling, with frequent lapses. 	<ul style="list-style-type: none"> • linking some ideas with conjunctions • using a narrow range of basic vocabulary • using a narrow range of clause and sentence structures with frequent grammatical lapses that impede understanding • using some punctuation, though not paragraphing • using some conventional spelling, but lapses impede understanding.

(continued)

Criterion	A	B	C	D	E
<p>Knowledge and application of the constructedness of texts</p>	<p>The candidate has demonstrated knowledge of the ways in which texts are selectively constructed and read by:</p> <ul style="list-style-type: none"> exploiting the ways discourses in texts shape and are shaped by language choices making subtle and complex distinctions when shaping representations of the relationships and identities of individuals, groups, times and places making purposeful and discerning choices that very effectively invite audiences to take up positions. 	<ul style="list-style-type: none"> making effective use of the ways discourses in texts shape and are shaped by language choices making fine distinctions when shaping representations of the identities of individuals, groups, times and places making purposeful choices that effectively invite audiences to take up positions. 	<ul style="list-style-type: none"> employing ways discourses in texts shape and are shaped by language choices making broad distinctions when shaping representations of the relationships and identities of individuals, groups, times and places making purposeful choices that, in the main, invite audiences to take up positions. 	<ul style="list-style-type: none"> unevenly shaping representations of the relationships and identities of individuals, groups, times and places making choices that sometimes invite audiences to take up positions. 	<ul style="list-style-type: none"> occasionally shaping some representations of the relationships and identities of individuals, groups, times and places.

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