

2017 Senior External Examination

English

Paper Two Part A — Question book

Tuesday 24 October 2017

1:15 pm to 4:25 pm

Time allowed

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

Examination materials provided

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

Equipment allowed

- QCAA-approved equipment

Directions

You may write in this book during perusal time.

Paper Two has **two** parts:

- Part A (yellow book): Question 1 — Imaginative and reflective writing
- Part B (blue book): Question 2 — Media: Analytical exposition
Question 3 — Poetry: Analytical exposition

Attempt **all** questions.

All three responses are of equal worth.

Suggested time allocation

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

Assessment

Paper Two 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 — Imaginative and reflective writing

Theme — Decisions

Write about **500 words** of prose on **one** topic chosen from **1A** or **1B** on page 2. Use the stimulus as a springboard for an imaginative **or** reflective piece of writing.

You should demonstrate your understanding of the theme **decisions** by:

- developing a substantial and obvious link to the stimulus
 - constructing a piece of imaginative or reflective writing that provides insights into the stimulus
 - promoting particular values, cultural assumptions, attitudes and beliefs related to the stimulus.
-

Either

Topic 1A — Decisions

Genre: Narrative/short story

Roles and relationships: Narrative/short story writer for a public audience

Your task: Construct a narrative/short story in response to one or more of the stimulus pieces below.



You should:

- create a credible context, orientation, complication, rising action, climax and resolution
- employ a range of writing techniques appropriate to your narrative style and purpose.

or

Topic 1B — Decisions

Genre: Autobiographical extract

Roles and relationships: As a fictional character of your own creation

Your task: Construct an extract of this character's autobiography which reflects on the quotation below.

'Everybody is a mix of the good and bad decisions that they make.'
Joel Edgerton

You should:

- focus on a specific event from your character's life
- explore the impact this has had on your character and others.

End of Question 1

End of Part A

Assessment standards derived from the English Senior External Syllabus 2004

Question 1 — Imaginative and reflective writing

Criterion	A	B	C	D	E
Knowledge and control of texts in their contexts	The candidate has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by: - exploiting the patterns and conventions of the specified genre to achieve cultural purposes - selecting and synthesising substantial, relevant subject matter - exploiting the ways in which the writer's/speaker's role and relationships with readers are affected by power, distance and affect.	- employing the patterns and conventions of the specified genre to achieve cultural purposes - selecting and usually synthesising considerable relevant subject matter - establishing the writer's/speaker's role and controlling the ways relationships with readers are influenced by power, distance and affect.	- in the main, employing the patterns and conventions of the specified genre to achieve particular cultural purposes - selecting sufficient relevant subject matter - establishing the writer's/speaker's role and maintaining the ways relationships with readers are influenced by power, distance and affect.	- unevenly using the patterns and conventions of the specified genre to achieve some cultural purposes - selecting some relevant subject matter - generally establishing the writer's/speaker's role and sometimes maintaining the ways relationships with readers are influenced by power or distance or affect.	- 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 relationships with readers.

(continued)

Criterion	A	B	C	D	E
Knowledge and control of textual features	The candidate has demonstrated knowledge of appropriateness of textual features for purpose, genre and register by:				
	- 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	- 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	- in the main, sequencing and organising subject matter in stages - usually linking ideas with cohesive ties - using suitable vocabulary	- occasionally sequencing and organising subject matter in stages - making lapses in linking ideas with cohesive ties - using basic vocabulary	- linking some ideas with conjunctions - using a narrow range of basic vocabulary
	combining a wide range of clause and sentence structures for specific effects, while sustaining grammatical accuracy	controlling a wide range of clause and sentence structures, while generally maintaining grammatical accuracy	using a range of clause and sentence structures with occasional lapses in grammatical accuracy	using clause and sentence structures accurately in places, but with frequent grammatical lapses in subject–verb agreement, continuity of tenses and pronoun references	using a narrow range of clause and sentence structures with frequent grammatical lapses that impede understanding
	sustaining control of paragraphing and a wide range of punctuation	sustaining control of paragraphing and a wide range of punctuation	controlling paragraphing and punctuation, such as commas, apostrophes, capitals and full stops	using paragraphing and punctuation accurately in places, but with frequent lapses	using some punctuation, though not paragraphing
	controlling conventional spelling.	controlling conventional spelling, with occasional lapses.	using conventional spelling, in the main.	using conventional spelling, with frequent lapses.	using some conventional spelling, but lapses impede understanding.

(continued)

Criterion	A	B	C	D	E
Knowledge and application of the constructedness of texts	The candidate has demonstrated knowledge of the ways in which texts are selectively constructed and read by:				
	exploiting the ways cultural assumptions, values, beliefs and attitudes underpin texts	making effective use of the ways cultural assumptions, values, beliefs and attitudes underpin texts	making use of the ways cultural assumptions, values, beliefs and attitudes underpin texts	sometimes making use of some of the ways cultural assumptions, values, beliefs and attitudes underpin texts	making very general distinctions when occasionally shaping some representations of concepts and of the relationships and identities of individuals, groups, times and places.
	making subtle and complex distinctions when shaping representations of concepts and of the relationships and identities of individuals, groups, times and places	making fine distinctions when shaping representations of concepts and of the relationships and identities of individuals, groups, times and places	making broad distinctions when shaping representations of concepts and of the relationships and identities of individuals, groups, times and places	making general distinctions when unevenly shaping representations of concepts and of the relationships and identities of individuals, groups, times and places	
	making purposeful and discerning choices that very effectively invite readers to take up positions.	making purposeful choices that effectively invite readers to take up positions.	making purposeful choices that, in the main, invite readers to take up positions.	making choices that sometimes invite readers to take up positions.	

Acknowledgments

Adapted image of a path, by Jens Lelie, www.unsplash.com, accessed May 2017.

Adapted image of a ring, by Jeremy Bishop, www.unsplash.com, accessed May 2017.

Adapted image of chess, by Jarmoluk, www.pixabay.com, accessed May 2017.

Adapted image of rugby, by United States Government, www.flickr.com, accessed May 2017.

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