

2017 Senior External Examination

English

Paper Two Part A — Response book

Tuesday 24 October 2017

1:15 pm to 4:25 pm

Directions

Do not write in this book during perusal time.

Assessment

Assessment standards are included in this book.

After the examination session

The supervisor will collect this book when you leave.

Candidate use

Print your candidate number here

1	7	-								
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Attach barcode here

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Number of books used

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Supervisor use only

Supervisor's initials

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Marker use only

	Marking	Review
Question 1		
Marker		

QCAA use only

Marker number

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Planning space for Question 1

A series of 20 horizontal dotted lines, evenly spaced, providing a guide for handwriting practice.

A series of 25 horizontal dotted lines for writing.

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	<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 • exploiting the ways in which the writer's/speaker's role and relationships with readers 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 • establishing the writer's/speaker's role and controlling the ways relationships with readers 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 • establishing the writer's/speaker's role and maintaining the ways relationships with readers 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 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. 	<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 relationships with readers.

(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 cultural assumptions, values, beliefs and attitudes underpin texts • making subtle and complex distinctions when 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. 	<ul style="list-style-type: none"> • making effective use of the ways cultural assumptions, values, beliefs and attitudes underpin texts • making fine distinctions when shaping representations of concepts and of the relationships and identities of individuals, groups, times and places • making purposeful choices that effectively invite readers to take up positions. 	<ul style="list-style-type: none"> • making use of the ways cultural assumptions, values, beliefs and attitudes underpin texts • making broad distinctions when shaping representations of concepts and of the relationships and identities of individuals, groups, times and places • making purposeful choices that, in the main, invite readers to take up positions. 	<ul style="list-style-type: none"> • sometimes making use of some of the ways cultural assumptions, values, beliefs and attitudes underpin texts • making general distinctions when unevenly shaping representations of concepts and of the relationships and identities of individuals, groups, times and places • making choices that sometimes invite readers to take up positions. 	<ul style="list-style-type: none"> • making very general distinctions when occasionally shaping some representations of concepts and of the relationships and identities of individuals, groups, times and places.

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Manager

Publishing Unit

Email: publishing@qcaa.qld.edu.au

Queensland Curriculum & Assessment Authority

PO Box 307, Spring Hill QLD 4004 Australia
Level 7, 154 Melbourne Street, South Brisbane
T + 61 7 3864 0299

www.qcaa.qld.edu.au