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

- QSA-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 expository response
  Question 3: Poetry — analytical expository response

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

Assessment standards are at the end of this book.

After the examination

Take this book when you leave the examination room.
Planning space
Question 1: Imaginative and reflective writing

Theme: Hope.

Write approximately 500 words of prose in response to one stimulus piece chosen from those shown overleaf, 1A–1C. Use the stimulus piece as a springboard for an imaginative or reflective piece of writing that concerns the theme, Hope.

Your response should:

• develop a link to the stimulus piece
• demonstrate an understanding of the specific conventions of the genre you write in
• promote particular values, cultural assumptions, attitudes and beliefs related to the theme.

In the response book, record the number of your chosen stimulus piece (1A, 1B or 1C).
Either

Stimulus piece 1A

Genre: narrative

You may choose a single image or a combination of images from stimulus piece 1A.

“Once you choose hope, anything’s possible.”
Stimulus piece 1B

Genre: eulogy

“Perhaps this war will pass like the others which divided us leaving us dead, killing us along with the killers but the shame of this time puts its burning fingers to our faces. Who will erase the ruthlessness hidden in innocent blood?”

Pablo Neruda (1904–1973)

or

Stimulus piece 1C

Genre: speech transcript

For a clearly identified audience, construct the transcript of a speech (e.g. keynote address, homily, graduation speech) in response to the stimulus below:

“Many of the great achievements of the world were accomplished by tired and discouraged men and women who kept on working.”

End of Question 1

End of Part A
Assessment standards derived from the 2004 Senior External Syllabus for English

Question 1: Imaginative and reflective writing

<table>
<thead>
<tr>
<th>Criterion</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and control of texts in their contexts</td>
<td>The candidate has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by:</td>
<td>The candidate has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by:</td>
<td>The candidate has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by:</td>
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</tr>
<tr>
<td>• exploiting the patterns and conventions of the specified genre to achieve cultural purposes</td>
<td>• exploiting the patterns and conventions of the specified genre to achieve cultural purposes</td>
<td>• in the main, employing the patterns and conventions of the specified genre to achieve cultural purposes</td>
<td>• unevenly using the patterns and conventions of the specified genre to achieve cultural purposes</td>
<td>• occasionally using some conventions of the specified genre to achieve some purposes</td>
<td>• occasionally using some conventions of the specified genre to achieve some purposes</td>
</tr>
<tr>
<td>• selecting and synthesising substantial, relevant subject matter</td>
<td>• selecting and usually synthesising considerable relevant subject matter</td>
<td>• selecting sufficient relevant subject matter</td>
<td>• selecting some relevant subject matter</td>
<td>• selecting some relevant subject matter that relates to the task</td>
<td>• selecting some relevant subject matter that relates to the task</td>
</tr>
<tr>
<td>• exploiting the ways in which roles and their relationships are affected by power, distance and affect</td>
<td>• establishing roles and controlling the ways relationships are influenced by power, distance and affect</td>
<td>• generally establishing roles and sometimes maintaining the ways their relationships are influenced by power or distance or affect</td>
<td>• generally establishing roles and sometimes establishing the ways their relationships are influenced by power or distance or affect</td>
<td>• identifying roles and making some use of their relationships</td>
<td>• identifying roles and making some use of their relationships</td>
</tr>
<tr>
<td>• exploiting mode and medium, integrating them to effect.</td>
<td>• exploiting mode and medium, integrating them.</td>
<td>• usually making effective use of mode and medium in combination.</td>
<td>• usually making effective use of mode and medium in combination.</td>
<td>• sometimes making use of mode and medium.</td>
<td>• sometimes making use of mode and medium.</td>
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</table>
## Criterion ABCDE

**Knowledge and control of textual features**

The candidate has demonstrated knowledge of appropriateness of textual features for purpose, genre, and register by:

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>• exploiting the sequencing and organisation of subject matter in stages</td>
<td>• sequencing and organising subject matter logically in stages</td>
<td>• in the main, sequencing and organising subject matter in stages</td>
<td>• occasionally sequencing and organising subject matter in stages</td>
<td>• linking some ideas with conjunctions</td>
<td></td>
</tr>
<tr>
<td>• making discerning use of cohesive ties to emphasise ideas and connect parts of texts</td>
<td>• controlling the use of cohesive ties to connect ideas and parts of texts</td>
<td>• usually linking ideas with cohesive ties</td>
<td>• making lapses in linking ideas with cohesive ties</td>
<td>• using a narrow range of basic vocabulary</td>
<td></td>
</tr>
<tr>
<td>• exploiting an extensive range of apt vocabulary, including figurative uses</td>
<td>• selecting, with occasional lapses, a wide range of suitable vocabulary, including figurative uses</td>
<td>• using suitable vocabulary</td>
<td>• using basic vocabulary</td>
<td>• using a narrow range of clause and sentence structures with frequent grammatical lapses that impede understanding</td>
<td></td>
</tr>
<tr>
<td>• combining a wide range of clause and sentence structures for specific effects, while sustaining grammatical accuracy</td>
<td>• controlling a wide range of clause and sentence structures, while generally maintaining grammatical accuracy</td>
<td>• using a range of clause and sentence structures with occasional lapses in grammatical accuracy</td>
<td>• using clause and sentence structures accurately in places, but with frequent grammatical lapses in subject–verb agreement, continuity of tenses and pronoun references</td>
<td>• using some punctuation though not paragraphing</td>
<td></td>
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<tr>
<td>• sustaining control of paragraphing and a wide range of punctuation</td>
<td>• sustaining control of paragraphing and a wide range of punctuation</td>
<td>• controlling paragraphing and punctuation, such as commas, apostrophes, capitals and full stops</td>
<td>• using paragraphing and punctuation accurately in places, but with frequent lapses</td>
<td>• using some conventional spelling, but lapses impede understanding</td>
<td></td>
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<tr>
<td>• controlling conventional spelling.</td>
<td>• controlling conventional spelling, with occasional lapses.</td>
<td>• using conventional spelling, in the main.</td>
<td>• using conventional spelling, with frequent lapses.</td>
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</table>
The candidate has demonstrated knowledge of the ways in which texts are selectively constructed and read by:

<table>
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<tbody>
<tr>
<td>Knowledge and application of the constructedness of texts</td>
<td>• exploiting the ways cultural assumptions, values, beliefs and attitudes underpin texts</td>
<td>• making effective use of the ways cultural assumptions, values, beliefs and attitudes underpin texts</td>
<td>• making use of the ways cultural assumptions, values, beliefs and attitudes underpin texts</td>
<td>• sometimes making use of some of the ways cultural assumptions, values, beliefs and attitudes underpin texts</td>
<td>• occasionally shaping some representations.</td>
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<td></td>
<td>• making purposeful and discerning choices that very effectively invite readers to take up positions</td>
<td>• making purposeful choices that effectively invite readers to take up positions</td>
<td>• making purposeful choices that, in the main, invite readers to take up positions</td>
<td>• making choices that sometimes invite readers to take up positions</td>
<td></td>
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Acknowledgments
