2013 Senior External Examination

English
Paper One Part A — Question book

Thursday 24 October 2013
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

- QSA-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
  Question 3 — Non-fiction prose: Persuasive/reflective response 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 context
- 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 reflect on the outcome of a significant conversation you had during the course of events of a play you have studied.

You should:

• use language appropriate to your character
• focus on a particular conversation which allows you to explore your thoughts, feelings and emotions
• provide an insight into your character that reveals what you have learned and/or how you have changed
• provide an insight that the play makes possible but does not make explicit.

or

Topic 1B

Genre: Toast

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

Your task: Construct a toast for a significant character or for a concept that the play values.

You should:

• use language appropriate to your character
• construct a vivid image of the subject of your toast
• reveal why the subject of your toast is worthy of honouring
• provide an insight that the play makes possible but does not make explicit.
### Assessment standards derived from the English Senior External Syllabus 2004

**Question 1 — Drama: Imaginative response to literature**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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</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>
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<td></td>
<td>• exploiting the patterns and conventions of the specified genre to achieve cultural purposes</td>
<td>• employing 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 particular 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>
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<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 subject matter that relates to the task</td>
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<td>• interpreting and inferring from information, ideas, arguments and images in great depth</td>
<td>• interpreting and inferring from information, ideas, arguments and images in depth</td>
<td>• interpreting and explaining information, ideas, arguments and images</td>
<td>• interpreting and explaining some information, ideas and images</td>
<td>• identifying the speaker’s role and making some use of their relationship with audiences.</td>
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<td></td>
<td>• exploiting the ways in which the speaker’s role and their relationship with audiences are affected by power, distance and affect.</td>
<td>• establishing the speaker’s role and controlling the ways their relationship with audiences are influenced by power, distance and affect.</td>
<td>• establishing the speaker’s role and maintaining the ways their relationship with audiences are influenced by power, distance and affect.</td>
<td>• generally establishing the speaker’s role and sometimes maintaining the ways their relationship with audiences are influenced by power or distance or affect.</td>
<td>• identifying the speaker’s role and making some use of their relationship with audiences.</td>
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### 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>
<th>Criterion</th>
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<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>• controlling the use of cohesive ties to connect ideas and parts of texts</td>
<td></td>
<td></td>
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<tr>
<td>• making discerning use of cohesive ties to emphasise ideas and connect parts of texts</td>
<td>• usually linking ideas with cohesive ties</td>
<td>• making lapses in linking ideas with cohesive ties</td>
<td>• linking some ideas with conjunctions</td>
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<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 basic vocabulary</td>
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<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 that impede understanding</td>
<td>• using a narrow range of clause and sentence structures with frequent grammatical lapses that impede understanding</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>• controlling paragraphing and punctuation, in the main.</td>
<td>• using paragraphing and punctuation accurately in places, but with frequent lapses</td>
<td>• using some punctuation, though not paragraphing</td>
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<td>• controlling conventional spelling.</td>
<td>• controlling conventional spelling, with occasional lapses.</td>
<td>• using conventional spelling, with frequent lapses.</td>
<td>• using conventional spelling, with frequent lapses.</td>
<td>• using some conventional spelling, but lapses impede understanding</td>
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<td>• using conventional spelling, in the main.</td>
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<td>Knowledge and application of the constructedness of texts</td>
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<td>The candidate has demonstrated knowledge of the ways in which texts are selectively constructed and read by:</td>
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<td>• exploiting the ways discourses in texts shape and are shaped by language choices</td>
<td>• making effective use of the ways discourses in texts shape and are shaped by language choices</td>
<td>• employing ways discourses in texts shape and are shaped by language choices</td>
<td>• identifying some ways language choices are shaped by discourses</td>
<td>• unevenly shaping representations</td>
<td>• occasionally shaping some representations.</td>
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<td>• making subtle and complex distinctions when shaping representations of the relationships and identities of individuals, groups, times and places</td>
<td>• making fine distinctions when shaping representations of the relationships and identities of individuals, groups, times and places</td>
<td>• making broad distinctions when shaping representations of the relationships and identities of individuals, groups, times and places</td>
<td>• making purposeful choices that effectively invite audiences to take up positions.</td>
<td>• making choices that, in the main, invite audiences to take up positions.</td>
<td>• making choices that sometimes invite audiences to take up positions.</td>
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<td>• making purposeful and discerning choices that very effectively invite audiences to take up positions.</td>
<td>• making purposeful choices that effectively invite audiences to take up positions.</td>
<td>• making purposeful choices that, in the main, invite audiences to take up positions.</td>
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