

2018 Senior External Examination

English

Paper Two Part A — Question book

Monday 22 October 2018

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

Do not write during perusal time.

Paper Two has **two** parts:

- Part A (yellow book): Question 1 — Imaginative or 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

The supervisor will collect this book when you leave.



For all Queensland schools

Planning space

Planning space

Part A

Question 1 — Imaginative or reflective writing

Theme: A fork in the road

Construct an imaginative or reflective text of about **500 words** on **one** topic chosen from **1A** or **1B** on page 2. Use the stimulus material to provide ideas for your writing.

You should demonstrate your understanding of the theme 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 — A fork in the road

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 the stimulus below. You may choose a single image or a combination of images.



You should:

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

or

Topic 1B — A fork in the road

Genre: Autobiographical extract

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

Your task: Construct an extract of this character's autobiography that reflects one of the quotations below.

Our life is the sum total of all the decisions we make every day, and those decisions are determined by our priorities. — Myles Monroe

Life is what happens to you while you're busy making other plans. — John Lennon, 'Beautiful Boy'

You should:

- focus on a specific event from your fictional character's life
- explore the impact this has had on your fictional 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	<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 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. 	<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 lapses 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.

Acknowledgments:

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