2019 Senior External Examination

English

Paper One Part A — Response book

Tuesday 22 October 2019

9 am to 12:10 pm

Directions

Do not write during perusal time.

Assessment

Assessment standards are at the end of this book.

After the examination session

The supervisor will collect this book when you leave.

Candidate use

Print your candidate number here

1	9	–					–	

Attach barcode here

Number of books used

Supervisor use only

Supervisor's initials

Marker use only

	Marking	Review
Question 1		
Marker		

QCAA use only

Marker number

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For all Queensland schools

Planning space

Question 1 — Drama: Imaginative response to literature

Tick the topic you have chosen: 1A ☐ 1B ☐

Title of the play: .....

Author of the play: .....

Respond according to the task requirements.

Assessment standards from the English Senior External Syllabus 2004

Question 1 — Drama: Imaginative response to literature

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 • interpreting and inferring from information, ideas, arguments and images in great depth • exploiting the ways in which the writer's or speaker's role and their relationship with audiences 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 • interpreting and inferring from information, ideas, arguments and images in depth • establishing the writer's or speaker's role and controlling the ways their relationship with audiences 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 • interpreting and explaining information, ideas, arguments and images • establishing the writer's or speaker's role and maintaining the ways their relationship with audiences are influenced by power, distance and affect.	• unevenly using the patterns and conventions of the specified genre to achieve cultural purposes • selecting some relevant subject matter • interpreting and explaining some information, ideas and images • generally establishing the writer's or speaker's role and sometimes maintaining the ways their relationship with audiences 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 or speaker's role and making some use of their relationship with audiences.

(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 • 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.	• 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.	• 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.	• 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.	• 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
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 discourses in texts shape and are shaped by language choices • making subtle and complex distinctions when shaping representations of the relationships and identities of individuals, groups, times and places • making purposeful and discerning choices that very effectively invite audiences to take up positions.	• making effective use of the ways discourses in texts shape and are shaped by language choices • making fine distinctions when shaping representations of the relationships and identities of individuals, groups, times and places • making purposeful choices that effectively invite audiences to take up positions.	• employing ways discourses in texts shape and are shaped by language choices • making broad distinctions when shaping representations of the relationships and identities of individuals, groups, times and places • making purposeful choices that, in the main, invite audiences to take up positions.	• unevenly shaping representations of the relationships and identities of individuals, groups, times and places • making choices that sometimes invite audiences to take up positions.	• occasionally shaping some representations of the relationships and identities of individuals, groups, times and places.

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