English
Paper One Part B — Question book

Tuesday 22 October 2019
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 B — Question book
- Paper One Part B — Response book

Equipment allowed

- QCAA-approved equipment

Directions

Do not write during perusal time.

Paper One has **two** parts:

- Part A (green book): Question 1 — Drama: Imaginative response to literature
- Part B (pink book):   Question 2 — Novel: Persuasive/reflective response to literature suitable for a public audience

    Question 3 — Non-fiction prose: Persuasive/reflective response to literature 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 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.

Queensland Government

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For all Queensland schools

Planning space

Part B

Question 2 — Novel: Persuasive/reflective response to literature suitable for a public audience

In response to **one** of the following topics, write about **500 words**.

Either

Topic 2A

Genre: Blog post

Roles and relationships: As an informed reader to other informed readers of a novel you have studied

Your task: Construct a blog post in which you reflect on the way a specific character has been constructed in the novel you have studied.

You should:

- identify the particular character you are going to focus on
- make clear your position on this character
- explain why you have taken this position
- support your position with specific references to the novel.

or

Topic 2B

Genre: Persuasive speech

Roles and relationships: As an informed reader to other informed readers of a novel you have studied

Your task: Construct a persuasive speech in which you convince your audience to accept an alternative way of seeing a character.

You should:

- identify the particular character you are going to focus on
- make clear your position on this character
- explain why you have taken this position
- support your position with specific references to the novel.

End of Question 2

Planning space

Question 3 — Non-fiction prose: Persuasive/reflective response to literature suitable for the mass media or for speaking and/or presenting to an audience, specific or general

In response to **one** of the following topics, write about **500 words.**

Either

Topic 3A

Genre: Book club address

Roles and relationships: As a member of a book club to other members

Your task: Construct a book club address in which you comment on an invited reading of the non-fiction text/s you have studied.

You should:

- identify the invited reading you are going to focus on
- make clear your position on this invited reading
- explain why you have taken this position
- support your position with specific references to the text/s.

or

Topic 3B

Genre: Opinion column

Roles and relationships: As an opinion column writer to readers of a newspaper or magazine

Your task: Construct an opinion column in which you position your audience to question a perspective offered by the non-fiction text/s you have studied.

You should:

- identify the perspective you are going to focus on
- make clear your position on this perspective
- explain why you have taken this position
- support your position with specific references to the text/s.

End of Question 3

End of Part B

End of Paper One

Assessment standards from the English Senior External Syllabus 2004
Question 2 — Novel: Persuasive/reflective response to literature for a public audience

Criterion	A	B	C	D	E
	The candidate has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by:				
Knowledge and control of texts in their contexts	• exploiting the patterns and conventions of the specified genre to achieve cultural purposes • selecting and synthesising substantial, relevant subject matter • interpreting, inferring from, analysing and evaluating information and ideas in great depth • substantiating opinions with well-balanced and relevant argument and evidence • exploiting the ways in which the writer's or speaker's role and relationships 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, inferring, inferring from, analysing and evaluating information and ideas in depth • substantiating opinions with relevant argument and evidence • establishing the writer's or speaker's role and controlling the ways relationships 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 and ideas with some analysis and evaluation • supporting opinions with relevant argument and evidence • establishing the writer's or speaker's role and maintaining the ways relationships 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 and ideas • supporting opinions with a little argument and evidence • generally establishing the writer's or speaker's role and sometimes maintaining the ways relationships 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 • stating opinions • identifying the writer's or speaker's role and making some use of relationships with audiences.

(continued)

Criterion	A	B	C	D	E
	The candidate has demonstrated knowledge of appropriateness of textual features for purpose, genre and register by:				
Knowledge and control of textual features	• 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
	The candidate has demonstrated knowledge of the ways in which texts are selectively constructed and read by:				
Knowledge and application of the constructedness of texts	• making subtle and complex distinctions when shaping representations of concepts and of the relationships and identities of individuals, groups, times and places • demonstrating with subtlety and complexity the position they adopt as a reader • making purposeful and discerning choices that very effectively invite audiences to take up positions.	• making fine distinctions when shaping representations of concepts and of the relationships and identities of individuals, groups, times and places • clearly demonstrating the position they adopt as a reader • making purposeful choices that effectively invite audiences to take up positions.	• making broad distinctions when shaping representations of concepts and of the relationships and identities of individuals, groups, times and places • broadly demonstrating the position they adopt as a reader • making purposeful choices that, in the main, invite audiences to take up positions.	• 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 audiences to take up positions.	• making very general distinctions when occasionally shaping representations of concepts and of the relationships and identities of individuals, groups, times and places.

Question 3 — Non-fiction prose: Persuasive/reflective response to literature suitable for the mass media or for speaking and/or presenting to an audience, specific or general

Criterion	A	B	C	D	E
	The candidate has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by:				
Knowledge and control of texts in their contexts	• exploiting the patterns and conventions of the specified genre to achieve cultural purposes • selecting and synthesising substantial, relevant subject matter • interpreting, inferring from, analysing and evaluating information, ideas, argument and images in great depth • substantiating opinions with well-balanced and relevant argument and evidence • exploiting the ways in which the writer's role and relationships with audiences are affected by power, distance and affect • exploiting mode and medium to effect.	• employing the patterns and conventions of the specified genre to achieve cultural purposes • selecting and usually synthesising considerable relevant subject matter • interpreting, inferring from, analysing and evaluating information, ideas, argument and images in depth • substantiating opinions with relevant argument and evidence • establishing the writer's role and controlling the ways relationships with audiences are influenced by power, distance and affect • exploiting mode and medium.	• 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, argument and images with some analysis and evaluation • supporting opinions with relevant argument and evidence • establishing the writer's role and maintaining the ways relationships with audiences are influenced by power, distance and affect • usually making effective use of mode and medium.	• 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 • supporting opinions with a little argument and evidence • generally establishing the writer's role and sometimes maintaining the ways relationships with audiences are influenced by power or distance or affect • making some use of mode and medium with occasional effectiveness.	• occasionally using some conventions of the specified genre to achieve some purposes • selecting some subject matter that relates to the task • stating opinions • identifying the writer's role and making some use of relationships with audiences • some use of mode and medium.

(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 • 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 • 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
The candidate has demonstrated knowledge of the ways in which texts are selectively constructed and read by:					
Knowledge and application of the constructedness of texts	• making subtle and complex distinctions when evaluating representations of concepts and 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 fine distinctions when evaluating representations of concepts and of the relationships and identities of individuals, groups, times and places • making purposeful choices that effectively invite audiences to take up positions.	• making broad distinctions when identifying and explaining representations of concepts and of the relationships and identities of individuals, groups, times and places • making purposeful choices that, in the main, invite audiences to take up positions.	• making general distinctions when identifying representations of concepts and of the relationships and identities of individuals, groups, times and places • making choices that sometimes invite audiences to take up positions.	• making very general distinctions when identifying representations of concepts and of the relationships and identities of individuals, groups, times and places.

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