

# 2019 Senior External Examination

## English

### Paper Two Part A — Response book

Tuesday 22 October 2019

1:15 pm to 4:25 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

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Number of books used

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#### Supervisor use only

Supervisor's initials

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#### Marker use only

	Marking	Review
Question 1		
Marker		

#### QCAA use only

Marker number

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## Planning space

**Question 1 — Imaginative and reflective writing**

Tick the topic you have chosen: 1A  1B

**Respond according to the task requirements.**

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**Assessment standards 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 style="text-align: center;"><b>A</b></p> <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"> <li>• exploiting the patterns and conventions of the specified genre to achieve cultural purposes</li> <li>• selecting and synthesising substantial, relevant subject matter</li> <li>• exploiting the ways in which the writer's or speaker's role and relationships with readers are affected by power, distance and affect.</li> </ul>	<ul style="list-style-type: none"> <li>• employing the patterns and conventions of the specified genre to achieve cultural purposes</li> <li>• selecting and usually synthesising considerable relevant subject matter</li> <li>• establishing the writer's or speaker's role and controlling the ways relationships with readers are influenced by power, distance and affect.</li> </ul>	<ul style="list-style-type: none"> <li>• in the main, employing the patterns and conventions of the specified genre to achieve particular cultural purposes</li> <li>• selecting sufficient relevant subject matter</li> <li>• establishing the writer's or speaker's role and maintaining the ways relationships with readers are influenced by power, distance and affect.</li> </ul>	<ul style="list-style-type: none"> <li>• unevenly using the patterns and conventions of the specified genre to achieve cultural purposes</li> <li>• selecting some relevant subject matter</li> <li>• generally establishing the writer's or speaker's role and sometimes maintaining the ways relationships with readers are influenced by power or distance or affect.</li> </ul>	<ul style="list-style-type: none"> <li>• occasionally using some conventions of the specified genre to achieve some purposes</li> <li>• selecting some subject matter that relates to the task</li> <li>• identifying the writer's or speaker's role and making some use of relationships with readers.</li> </ul>

(continued)

Criterion	A	B	C	D	E
<p><b>Knowledge and control of textual features</b></p>	<p><b>The candidate has demonstrated knowledge of appropriateness of textual features for purpose, genre and register by:</b></p> <ul style="list-style-type: none"> <li>exploiting the sequencing and organisation of subject matter in stages</li> <li>making discerning use of cohesive ties to emphasise ideas and connect parts of texts</li> <li>exploiting an extensive range of apt vocabulary, including figurative uses</li> <li>combining a wide range of clause and sentence structures for specific effects, while sustaining grammatical accuracy</li> <li>sustaining control of paragraphing and a wide range of punctuation</li> <li>controlling conventional spelling.</li> </ul>	<ul style="list-style-type: none"> <li>sequencing and organising subject matter logically in stages</li> <li>controlling the use of cohesive ties to connect ideas and parts of texts</li> <li>selecting, with occasional lapses, a wide range of suitable vocabulary, including figurative uses</li> <li>controlling a wide range of clause and sentence structures, while generally maintaining grammatical accuracy</li> <li>sustaining control of paragraphing and a wide range of punctuation</li> <li>controlling conventional spelling, with occasional lapses.</li> </ul>	<ul style="list-style-type: none"> <li>in the main, sequencing and organising subject matter in stages</li> <li>usually linking ideas with cohesive ties</li> <li>using suitable vocabulary</li> <li>using a range of clause and sentence structures with occasional lapses in grammatical accuracy</li> <li>controlling paragraphing and punctuation, such as commas, apostrophes, capitals and full stops</li> <li>using conventional spelling, in the main.</li> </ul>	<ul style="list-style-type: none"> <li>occasionally sequencing and organising subject matter in stages</li> <li>making lapses in linking ideas with cohesive ties</li> <li>using basic vocabulary</li> <li>using clause and sentence structures accurately in places, but with frequent grammatical lapses in subject-verb agreement, continuity of tenses and pronoun references</li> <li>using paragraphing and punctuation accurately in places, but with frequent lapses</li> <li>using conventional spelling, with frequent lapses.</li> </ul>	<ul style="list-style-type: none"> <li>linking some ideas with conjunctions</li> <li>using a narrow range of basic vocabulary</li> <li>using a narrow range of clause and sentence structures with frequent grammatical lapses that impede understanding</li> <li>using some punctuation, though not paragraphing</li> <li>using some conventional spelling, but lapses impede understanding.</li> </ul>

(continued)

Criterion	A	B	C	D	E
<b>Knowledge and application of the constructedness of texts</b>	<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"><li>• exploiting the ways cultural assumptions, values, beliefs and attitudes underpin texts</li><li>• making subtle and complex distinctions when shaping representations of concepts and of the relationships and identities of individuals, groups, times and places</li><li>• making purposeful and discerning choices that very effectively invite readers to take up positions.</li></ul>	<ul style="list-style-type: none"><li>• making effective use of the ways cultural assumptions, values, beliefs and attitudes underpin texts</li><li>• making fine distinctions when shaping representations of concepts and of the relationships and identities of individuals, groups, times and places</li><li>• making purposeful choices that effectively invite readers to take up positions.</li></ul>	<ul style="list-style-type: none"><li>• making use of the ways cultural assumptions, values, beliefs and attitudes underpin texts</li><li>• making broad distinctions when shaping representations of concepts and of the relationships and identities of individuals, groups, times and places</li><li>• making purposeful choices that, in the main, invite readers to take up positions.</li></ul>	<ul style="list-style-type: none"><li>• sometimes making use of some of the ways cultural assumptions, values, beliefs and attitudes underpin texts</li><li>• making general distinctions when unevenly shaping representations of concepts and of the relationships and identities of individuals, groups, times and places</li><li>• making choices that sometimes invite readers to take up positions.</li></ul>	<ul style="list-style-type: none"><li>• making very general distinctions when occasionally shaping some representations of concepts and of the relationships and identities of individuals, groups, times and places.</li></ul>



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