2019 Senior External Examination

English

Paper Two Part B — 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

1	9	–					–	

Attach barcode here

Number of books used

Supervisor use only

Supervisor's initials

Marker use only

	Marking	Review
Question 2		
Question 3		
Marker		

QCAA use only

Marker number

Queensland Government | QCAA Queensland Curriculum & Assessment Authority

For all Queensland schools

Planning space

Question 2 — Media: Analytical exposition

Respond according to the task requirements.

Title of documentary: .....

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Assessment standards from the English Senior External Syllabus 2004

Question 2 — Media: Analytical exposition

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 • substantiating opinions with well-balanced and relevant argument and evidence • exploiting the ways in which the writer's role and relationships with readers 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 • substantiating opinions with relevant argument and evidence • establishing the writer's role and controlling the ways relationships with readers 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 • supporting opinions with relevant argument and evidence • establishing the writer's role and maintaining the ways relationships with readers 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 • supporting opinions with a little argument and evidence • generally establishing the writer's role and sometimes maintaining the ways relationships with readers 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 role and making some use of relationships with readers.

(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
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:**				
	• thoroughly examining how discourses in texts shape and are shaped by language choices • evaluating how cultural assumptions, values, beliefs and attitudes underpin texts • making subtle and complex distinctions when evaluating representations of concepts and of the relationships and identities of individuals, groups, times and places • thoroughly analysing how readers/viewers are invited to take up a position in relation to the text and demonstrating with subtlety and complexity the position they adopt as a reader/viewer.	• examining how discourses in texts shape and are shaped by language choices • examining how cultural assumptions, values, beliefs and attitudes underpin texts • making fine distinctions when evaluating representations of concepts and of the relationships and identities of individuals, groups, times and places • analysing how readers/viewers are invited to take up a position in relation to texts and clearly demonstrating the position they adopt as a reader/viewer.	• explaining how discourses in texts shape and are shaped by language choices • identifying and explaining how cultural assumptions, values, beliefs and attitudes underpin texts • making broad distinctions when identifying and explaining representations of concepts and of the relationships and identities of individuals, groups, times and places • identifying and explaining ways readers/viewers have been invited to take up a position in relation to texts and broadly demonstrating the position they adopt as a reader/viewer.	• identifying some ways language choices are shaped by discourses • identifying some of the ways cultural assumptions, values, beliefs and attitudes underpin texts • making general distinctions when identifying representations of concepts and of the relationships and identities of individuals, groups, times and places • recognising and describing some ways readers/viewers have been invited to take up a position in relation to texts.	• sometimes identifying some attitudes and beliefs in texts • making very general distinctions when identifying representations of concepts and of the relationships and identities of individuals, groups, times and places.

Planning space

Question 3 — Poetry: Analytical exposition

Tick the topic you have chosen: 3A ☐ 3B ☐

Complete the following if you are responding to Topic 3B:

Title: .....

Poet: .....

Title: .....

Poet: .....

Respond according to the task requirements.

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Assessment standards from the English Senior External Syllabus 2004

Question 3 — Poetry: Analytical exposition

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 • substantiating opinions with well-balanced and relevant argument and evidence • exploiting the ways in which the writer's role and relationships with readers 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 • substantiating opinions with relevant argument and evidence • establishing the writer's role and controlling the ways relationships with readers 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 • supporting opinions with relevant argument and evidence • establishing the writer's role and maintaining the ways relationships with readers 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 • supporting opinions with a little argument and evidence • generally establishing the writer's role and sometimes maintaining the ways relationships with readers 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 role and making some use of relationships with readers.

(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
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:**				
	• thoroughly examining how discourses in texts shape and are shaped by language choices • evaluating how cultural assumptions, values, beliefs and attitudes underpin texts • making subtle and complex distinctions when evaluating representations of concepts and of the relationships and identities of individuals, groups, times and places • thoroughly analysing how readers are invited to take up positions in relation to texts.	• examining how discourses in texts shape and are shaped by language choices • examining how cultural assumptions, values, beliefs and attitudes underpin texts • making fine distinctions when evaluating representations of concepts and of the relationships and identities of individuals, groups, times and places • analysing how readers are invited to take up positions in relation to texts.	• explaining how discourses in texts shape and are shaped by language choices • identifying and explaining how cultural assumptions, values, beliefs and attitudes underpin texts • making broad distinctions when identifying and explaining representations of concepts and of the relationships and identities of individuals, groups, times and places • identifying and explaining ways readers have been invited to take up positions in relation to texts.	• identifying some ways language choices are shaped by discourses • identifying some of the ways cultural assumptions, values, beliefs and attitudes underpin texts • making general distinctions when identifying representations of concepts and of the relationships and identities of individuals, groups, times and places • recognising and describing some ways readers have been invited to take up positions in relation to texts.	• sometimes identifying some attitudes and beliefs in texts • 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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