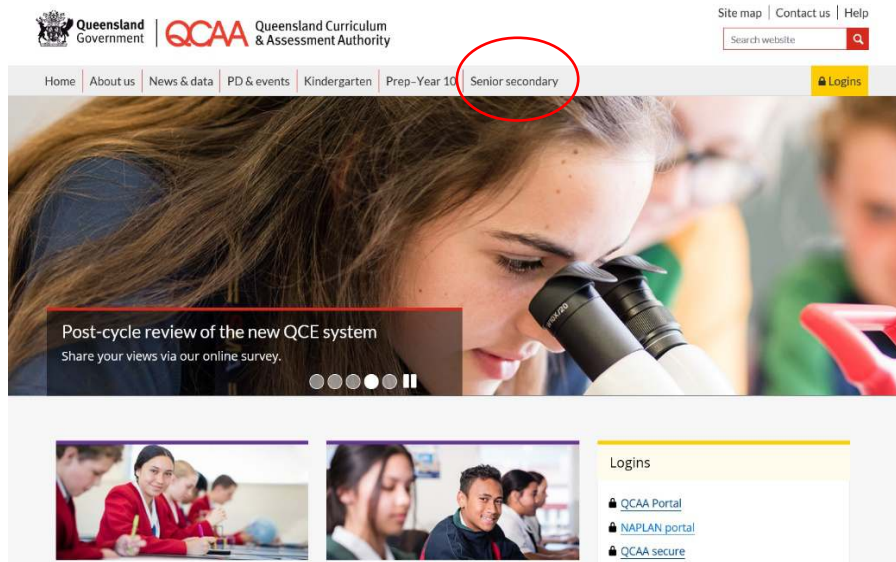


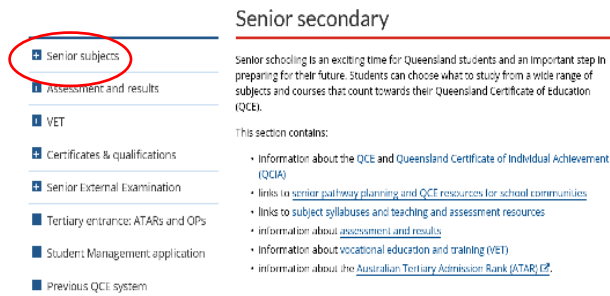
## QCAA SAMPLE PAPERS/RESPONSES GENERAL SUBJECTS - IA1, 2 & 3

**How to access sample papers/responses from the QCAA website that you can use to assist you with your assignments and exam preparation.**

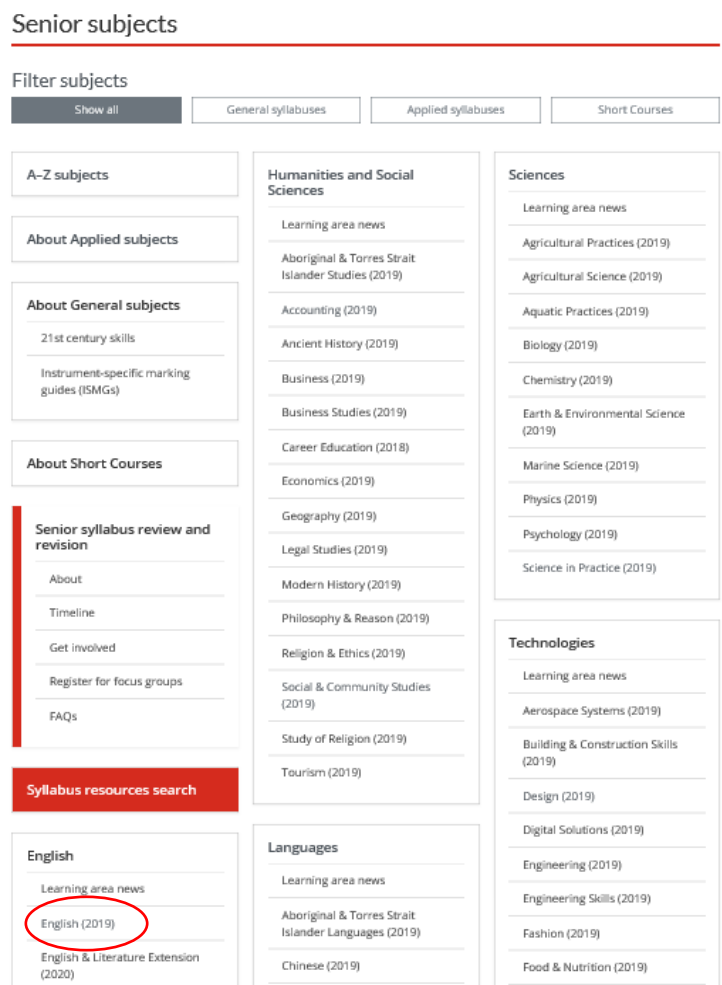
1. Log on to the QCAA website: <https://www.qcaa.qld.edu.au/>
2. Choose the 'Senior Secondary' tab:



3. Click on 'Senior Subjects':



4. Choose the subject you want resources for:



5. Click on the 'Assessment' Tab:

## English General Senior Syllabus 2019: Overview

Version 1.5

Overview Syllabus Teaching **Assessment** Review

### Overview

#### About English

English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

#### Subject summary

Subject type	Assessment	QCE credits	Contributes to ATAR
General	Internal assessment (75%) External assessment (25%)	Up to 4	Yes

What will students learn?

6. In here, you will find the following documents that you are able to use to assist you in your assignment and exam preparation for your IA1, IA2 and IA3 assessment tasks.

- ✓ Sample assessment instruments
- ✓ Annotated Sample responses
- ✓ External Assessment resources – past papers (from 2020 cohort), sample external assessment and responses

Examples of these are shown below:

## English General Senior Syllabus 2019: Assessment

Version 1.5

Overview Syllabus Teaching **Assessment** Review

### Assessment resources

#### Internal assessment resources

#### Sample assessment instruments

Unit	Assessment	Resource	Syllabus version
1		<a href="#">Sample assessment instrument: Extended response — written response for a public audience</a> (PDF, 204.2 KB)	v1.5
2		<a href="#">Sample assessment instrument: Extended response — imaginative written response</a> (PDF, 320.0 KB)	v1.5
3	IA1	<a href="#">IA1 sample assessment instrument: Extended response — written response for a public audience 2</a> (PDF, 244.7 KB)	v1.5
3	IA1	<a href="#">Sample assessment instrument: Extended response - written response for a public audience (25%)</a> (PDF, 225.7 KB)	v1.5
3	IA2	<a href="#">Sample assessment instrument: Extended response — persuasive spoken response (25%)</a> (PDF, 263.6 KB)	v1.5
4	IA3	<a href="#">Sample assessment instrument: Examination — imaginative written response</a> (PDF, 178.9 KB)	v1.5

## Annotated sample responses

Unit	Assessment	Resource	Response level	Syllabus version
	IA2	<a href="#">IA2 high-level annotated sample response: Extended response — persuasive spoken response (25%)</a> (PDF, 322.8 KB)	High-level	v1.5
3	IA1	<a href="#">IA1 high-level annotated sample response: Extended response — written response for a public audience 2</a> (PDF, 285.7 KB)	High-level	v1.5
3 & 4	IA3	<a href="#">Annotated sample response: Examination — imaginative written response (25%)</a> (PDF, 285.7 KB)	High-level	v1.5

## External assessment resources

Each external assessment may include a question book, a response book, a stimulus book, stimulus material and/or a formula book.

Marking guides and solutions for external assessments are available in the [QCAA portal](#) for teachers to use with students.

## Past papers

Year	Resource
2020	<a href="#">Marking guide</a> (PDF, 97.2 KB)
2020	<a href="#">Question book</a> (PDF, 262.8 KB)
2020	<a href="#">Response book</a> (PDF, 668.9 KB)

## Sample external assessment

The documents below make up one sample external assessment for this subject.

Unit	Resource
	<a href="#">About sample external assessments: Information for parents and students</a> (PDF, 144.4 KB)
4	<a href="#">Sample: Question book</a> (PDF, 1.0 MB)
4	<a href="#">Sample: Response book</a> (PDF, 1.2 MB)

***The sample responses on the website are actual responses from the Year 12 students of 2020 (samples from across the state.***

***They are examples where students received top marks (A) or (C) responses.***



The sample response shows you the link between how it is marked against the ISMG (which you will see on the website)

# Sample response

Criterion	Marks allocated	Result
Knowledge application Assessment objectives 3, 4, 5	9	9
Organisation and development Assessment objectives 1, 2, 6, 7, 8	8	8
Textual features Assessment objectives 9, 10, 11	8	8
Total	25	25

The annotations show the match to the instrument-specific marking guide (ISMG) performance-level descriptors.

**Note:** This response uses a student-selected poem (Les Murray's 'An absolutely ordinary rainbow'). The *English General Senior Syllabus 2019*, in Section 5.5.1: Summative internal assessment 3 (IA3): Examination — imaginative written response (25%), specifies that the text chosen as a springboard for the imaginative response must be from the prescribed text list, which is available on the QCAA Portal: [www.qcaa.qld.edu.au/portal](http://www.qcaa.qld.edu.au/portal).

<p>Organisation and development [7–8]</p> <p>discerning use of the patterns and conventions of an imaginative text and the role of the writer to achieve particular purposes and relationships with audiences</p>	<p><b>She Wept</b></p> <p>"There's the Bridge, oh, and the Opera House too! Look, Sara, the harbour is just like a postcard...." Jane simply breathed her amazement. With nose pressed against the window of the Ferns wheel carriage, she continued her awed narration as we began our final, rounded descent.</p> <p>Lollipop roofs on canvas tents. Sun glinting off the polished brass poles of the carousel. People darting about, miniature, with all the frenzy of a colony of ants. The huge, manic mouth of Luna Park was ever hungry, greedily swallowing the frantic flow of families. It was then, as we drew closer to the</p>
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<p>Textual features [7–8]</p> <p>discerning combination of a range of grammatically accurate/appropriate language structures, including clauses and sentences, to achieve particular purposes</p> <p>discerning use of written features, including punctuation, to achieve particular purposes</p>	<p>ground, that I noticed a flaw, a great blemish in the rich tapestry of carnival colour.</p> <p><b>A woman in black.</b></p> <p>She sat on a bench beside the duck-shooting gallery. A woman in black. A young woman but with an age of history written on her face. The brash Sydney sun, while it tap danced on the bench beside her, was unable to penetrate the dark folds of her dress. As we rounded to her level, her eyes met mine. I was struck by the sheer nakedness, the vulnerability, of her bare face framed by dark curls. On that face, tears glistened like diamonds.</p> <p>She was crying – no, this was deeper, more regal somehow. Not a snivelling cry for help, a wet, sniffling, slurry of tears. It was different. The woman was... weeping. Shoulders hunched, body shuddering, lips parted slightly, emitting a deep, keening note. There was something darkly compelling about this woman and her display of emotion, incongruous in such a grossly bright, bustling place.</p> <p>"So where to now?" Jane's excitement was, for once, not so infectious.</p>	<p>Knowledge application [8–9] discerning use of aesthetic features and stylistic devices, such as juxtaposition and metaphor, to prompt emotional and critical audience responses</p> <p>Knowledge application [8–9] subtle and complex creation of perspectives and representations of concepts, identities, times and places in an imaginative text</p>
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