



QCAA General English (Units 3 & 4) Practice Paper 1

Full-series practice: mirrors IA1, IA2, IA3 and the External Assessment

How to use this booklet

- This practice paper covers all four QCAA General English summative assessment instruments in one booklet: IA1 (spoken persuasive), IA2 (written response for a public audience), IA3 (examination — imaginative response) and the External Assessment (examination — analytical essay).
- Attempt each part under the conditions stated for that instrument.
- No unseen visual or multimodal stimulus is used in this paper — this matches the real QCAA General English format, which does not use unseen stimulus texts (that is a feature of the separate Essential English subject).
- Worked solutions, model responses and the real ISMG/EAMG marking criteria for each part follow after a blank page and divider.

IA2 — Written response for a public audience

Unit 3, Topic 2 — Conversations about concepts in texts

Context

Electric Lit is commissioning online literary essays that put two texts — at least one a studied literary text — into conversation around a shared concept, for a general adult readership interested in culture and ideas.

Conditions

Technique: Extended response — written

Duration: 1000–1500 words

Mode: Written; may include digital elements appropriate to the publication

Individual/group: Individual

Resources: Open access to resources during preparation

Task

Select a concept, identity, time or place represented in TWO texts, at least one of which is a studied literary text (for example, a novel or play studied this year) and the other your own choice (a film, another literary text, or a media text). Write an online literary essay of 1000–1500 words for *Electric Lit*'s general adult readership, analysing how each text represents your chosen concept and what the comparison reveals.

IA3 — Examination: imaginative response (seen springboard)

Unit 4, Topic 1 — Creative responses to literary texts

Context

This is a practice examination mirroring IA3. In a genuine IA3, students study a set of poems in class and are told which poem to respond to one week before the exam. For this practice paper, the springboard poem below should be read and discussed BEFORE attempting the task under timed conditions, exactly as the real exam works.

Conditions

Technique: Examination — extended response, written

Duration: 800–1000 words · 15 minutes planning + 120 minutes writing

Seen/unseen: Seen — springboard poem studied in class prior to the exam

Individual/group: Individual

Resources: No notes or copies of the poem permitted in the exam room

Using the poem below as a springboard, write an imaginative response in a form OTHER THAN POETRY (a short story, monologue, extra scene, or similar) of 800–1000 words. Your response should extend, respond to, or reimagine an idea, image, or moment from the poem, and demonstrate control of narrative voice and purposeful use of aesthetic features.

Springboard poem — "What the House Keeps" (original)

*The house remembers what we chose to forget —
the exact pitch of a door that always stuck,
the smell of a dinner no one ever cooked again.
We call this moving on. The house calls it eviction.*

*Somewhere a nail still holds the shape
of a picture frame long gone from the wall,
faithful to an absence no one asked it to keep.*

*I used to think a house was just a shelter.
Now I think it is a very patient witness,
the last one standing who remembers
we were, once, exactly who we said we were.*

- 5–6: effective creation/manipulation/use of the above.
4: appropriate creation/manipulation/use of the above.
2–3: superficial creation/manipulation/use of the above.
1: fragmented attempt. 0: does not satisfy any descriptor.

Organisation and development /8

- 7–8: discerning use of the patterns/conventions of a persuasive text and the role of the speaker to achieve a purpose; discerning selection and synthesis of subject matter; discerning organisation/sequencing including cohesive devices.
5–6: effective use/selection/organisation. 4: suitable use/selection/organisation.
2–3: inconsistent use/selection/organisation. 1: fragmented. 0: does not satisfy any descriptor.

Textual features /9

- 8–9: discerning language choices; discerning combination of grammatically accurate/appropriate language structures; discerning use of mode-appropriate (spoken) features.
6–7: effective. 5: suitable. 3–4: inconsistent. 1–2: inappropriate. 0: does not satisfy any descriptor.

KEY TAKEAWAY

Real ISMGs mark you on the SAME three criteria in every General English instrument: Knowledge application (what you understood/created), Organisation and development (how you shaped and sequenced it), Textual features (the accuracy and mode-fit of your language). Before submitting any response, check it against all three separately — students most often lose marks on Textual features by focusing only on content.