

*South West English Teachers'
Association Inc.*



English ATAR Examination, Semester Two, 2021

Question booklet

**YEAR 12
ATAR ENGLISH**

Place your student identification label in this box.

Student number: In figures

In words _____

Time allowed for this paper

Reading time before commencing work: ten minutes

Working time: three hours

Materials required/recommended for this paper

To be provided by the supervisor

This Question booklet

Number of additional
answer booklets used
(if applicable)

To be provided by the candidate

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, ruler, highlighters

Special items: nil

Important note to candidates

No other items may be taken into the examination room. It is **your** responsibility to ensure that you do not have any unauthorised material. If you have any unauthorised material with you, hand it to the supervisor **before** reading any further.

Structure of this paper

Section	Number of questions available	Number of questions to be answered	Suggested working time (minutes)	Marks available	Percentage of examination
Section One Comprehending	3	3	60	30	30
Section Two Responding	6	1	60	40	40
Section Three Composing	5	1	60	30	30
Total					100

Instructions to candidates

1. The rules for the conduct of the Western Australian Certificate of Education ATAR course examinations are detailed in the *Year 12 Information Handbook 2021*. Sitting this examination implies that you agree to abide by these rules.
2. Write your answers in the Question/Answer booklet.
3. You must be careful to confine your answers to the specific questions asked and to follow any instructions that are specific to a particular question.
4. Supplementary pages for the use of planning/continuing your answer to a question have been provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.
5. You must not use texts from Section One to answer questions from Section Two.

Section One: Comprehending**30% (30 Marks)**

In this section, there are **three** texts and **three** questions. Answer **all** questions.

You are required to comprehend and analyse unseen written and visual texts and respond concisely in approximately 200-300 words for each question.

Suggested working time: 60 minutes.

Question 1 (10 Marks)

Analyse how language choices shift the mood in **Text 1**.

Question 2 (10 Marks)

Compare the ways the authors of **Text 1** and **Text 2** offer their perspective on sharks.

Question 3 (10 Marks)

Discuss how generic conventions are blended in **Text 3** to encourage a particular audience response.

Text 1

This text is an extract from The Devil's Teeth, an interpretive text where the author, Susan Casey, chronicles the experiences of biologists researching great white sharks off the coast of California in the United States. It was published in 2005.

In a world where very little is known for certain, they knew that below them a great white shark was orbiting, waiting for the seal to bleed some more, and that this shark would soon be returning for breakfast. It might be Betty or Mama or the Cadillac, one of the huge females that patrolled the east side of the island. These big girls, all of them over seventeen feet long, were known as the Sisterhood. Or it might be a "smaller" male (thirteen or fourteen feet), like Spotty or T-Nose or the sneaky Cal Rapfin. These sharks were called the Rat Pack. It might be any number of great whites. At this time of year there were scores of them cruising this 120-acre patch of sea, swimming close to the shoreline of Southeast Farallon Island as hapless seal washed out of finger gulleys at high tide into the danger zone.

In any given year more than a thousand people will be maimed by toilet bowl cleaning products or killed by cattle. Fewer than a dozen will be attacked by a great white shark. In this neighbourhood, however, the odds do not count. At the Farallon Islands, during the months of September through November, your chance of meeting a great white shark face-to-face is better than even money, should you be crazy enough or unlucky enough to end up in the water.

The two men stood at the stern holding long poles capped with video cameras. There were several beats of the kind of absolute silence that you hardly ever get in life, eerie moments when time seemed to stop and birds became quiet. Then, fifty yards away, the ocean swirled into a boil.

The dorsal fin of myth and nightmare rose from below and came tunnelling toward them like a German U-boat, creating a sizable wake. The shark made a tight pass around the boat, pulling up just short of the stern. Its body, which was almost black as it broke the surface, glowed with cobalt and turquoise highlights underwater.

"He's coming up!" Peter yelled. The whaler rocked. A massive triangle of a head lifted out of the water and, in a surprisingly delicate way, bit the back corner of the boat. Scot leaned closer and filmed. The shark's black eyes rolled; they could plainly see the scars all over its head and two-inch-long teeth. Then, as quickly as it had come, the shark slipped beneath the surface, dove under the boat, and re-emerged next to the seal. As the great white snatched the carcass, shaking it, bright orange blood burst from the sides of its mouth.

"It's Bitehead!" Scot said. He broke into a full-face smile beneath his wraparound sunglasses. "Ah, Bitehead," Peter said. There was a moment of pleased recognition, as if greeting a fond acquaintance they had just happened to run into on the street. "We've known this shark for ten years."

Text 2

This text is an extract from a feature article written by Marine Biologist Gavin Naylor. It was published in *The Conversation* in 2019.

Shark Week looms, but don't panic.

Sharks elicit outsized fear, even though the risk of a shark bite is infinitesimally small. As a marine biologist and director of the Florida Program for Shark Research, I oversee the International Shark Attack File – a global record of reported shark bites that has been maintained continuously since 1958.

We are careful to emphasize how rare shark bites are: You are 30 times more likely to be struck by lightning than be bitten by a shark. You are more likely to die while taking a selfie, or be bitten by a New Yorker. In anticipation of the anxiety that's typically generated by the Discovery Channel's Shark Week programming, here are a few things about sharks that are often overlooked.

Not all sharks are the same. Only a dozen or so of the roughly 520 shark species pose any risk to people. Even the three species that account for almost all shark bite fatalities – the white shark (*Carcharodon carcharias*), tiger shark (*Galeocerdo cuvier*) and bull shark (*Carcharhinus leucas*) – are behaviorally and evolutionarily very different from one another.

The tiger shark and bull shark are genetically as different from each other as a dog is from a rabbit. And both of these species are about as different from a white shark as a dog is from a kangaroo. The evolutionary lineages leading to the two groups split 170 million years ago, during the age of dinosaurs and before the origin of birds, and 110 million years before the origin of primates.

Yet many people assume all sharks are alike and equally likely to bite humans. Consider the term "shark attack," which is scientifically equivalent to "mammal attack." Nobody would equate dog bites with hamster bites, but this is exactly what we do when it comes to sharks.

So, when a reporter calls me about a fatality caused by a white shark off Cape Cod and asks my advice for beachgoers in North Carolina, it's essentially like asking, "A man was killed by a dog on Cape Cod. What precautions should people take when dealing with kangaroos in North Carolina?"

Text 3

A black and white version of a poster for the American science-fiction film 'Red Planet Mars' released in 1952, Directed by Harry Horner.



End of Section One

Section Two: Responding**40% (40 Marks)**

In this section, there are **six** questions. Answer **one** question.

Your response should demonstrate your analytical and critical thinking skills with reference to any text or text type you have studied.

Suggested working time: 60 minutes.

Question 4**(40 Marks)**

Evaluate the effectiveness of the ways two texts from different modes treat similar ideas.

Question 5**(40 Marks)**

Discuss the ways stylistic features position an audience to respond to the opening of at least one text.

Question 6**(40 Marks)**

Analyse how one studied text presents a controversial voice on an issue within a specific context.

Question 7**(40 Marks)**

With reference to at least two studied texts, discuss how a genre has evolved or adapted to meet changing audience expectations.

Question 8**(40 Marks)**

Discuss how narrative point of view enabled you to empathise with a character or individual in a studied text.

Question 9**(40 Marks)**

Reflect on the ways at least one studied text altered your attitude towards a controversial issue.

End of Section Two

Section Three: Composing**30% (30 Marks)**

In this section, there are **five** questions. Answer **one** question.

You are required to demonstrate writing skills by choosing a form of writing appropriate to a specific audience, context and purpose.

Suggested working time: 60 minutes.

Question 10 (30 Marks)

'Truth differs for everybody. Truth is a question of where you stand, and the direction you're looking at the time.'

Create an interpretive text that incorporates the quote above.

Question 11 (30 Marks)

Compose an imaginative text that features at least two distinctly different voices.

Question 12 (30 Marks)

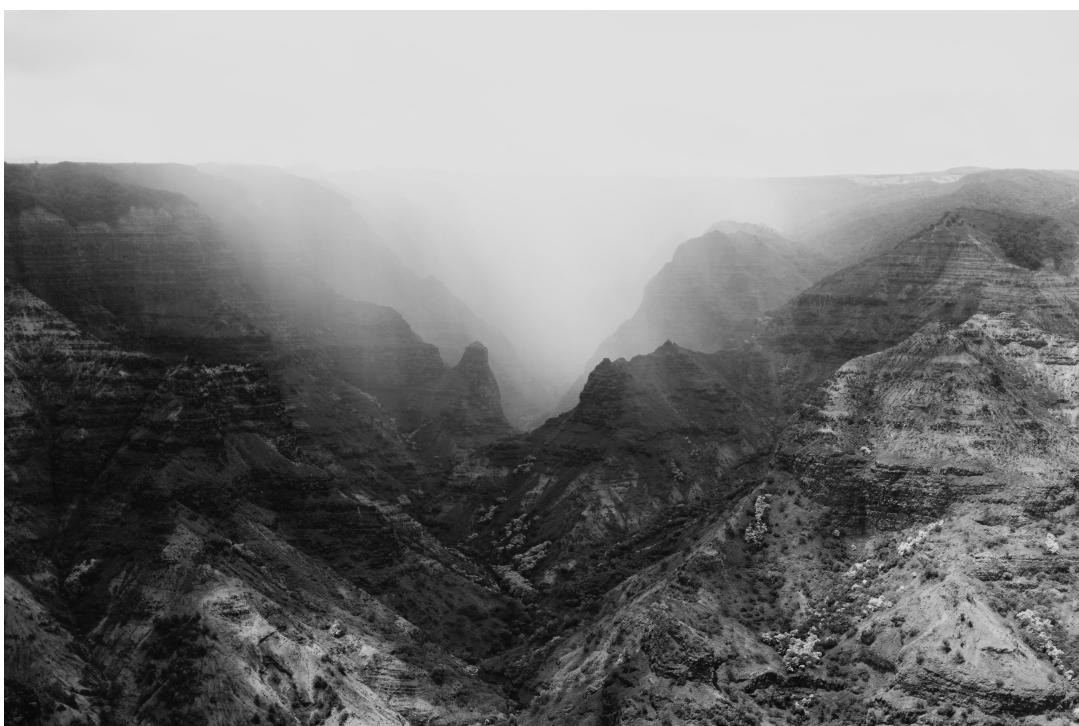
In a form of your choice, create a text that engages an audience by blending conventions of two different genres.

Question 13 (30 Marks)

Create a persuasive text that positions an audience to empathise with a perspective outside of their own.

Question 14 (30 Marks)

Craft a complete narrative inspired by the setting featured in the image below.



End of questions

ACKNOWLEDGEMENTS

- Text 1** Casey, S. (2005) *The Devil's Teeth*. USA: Henry Holt and Company.
- Text 2** Naylor, G. (2019) 'Shark Week looms, but don't panic'. *The Conversation*. Retrieved 20/07/21 from <https://theconversation.com/shark-week-looms-but-dont-panic-120939>
- Text 3** Horner, H. (1952) *Red Planet Mars*. Image Retrieved 20/07/21 from https://www.rottentomatoes.com/m/red_planet_mars
- Question 10** Quote adapted from Banks, I. (2008) *Inversions*. Retrieved 20/07/21 from <https://libquotes.com/iain-banks/quote/lbq1r9r>
- Question 14** Image Retrieved 20/07/21 from <https://unsplash.com/collections/6820011/hs>