

**ENGLISH TEACHERS ASSOCIATION  
Year 12 English ATAR Course Examination, 2022**

**Question Paper**

**ENGLISH**

**Semester Two (Year Twelve)**

**Time allowed for this paper (or as determined by the school)**

Reading time before commencing work: Ten minutes

Working time for paper: Three hours

**Materials required/recommended for this paper**

***To be provided by the supervisor***

This Question paper

Standard Answer booklet

***To be provided by the candidate***

Standard items: pens, pencils, eraser or correction tape/fluid, ruler, highlighter

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 notes or other items of a non-personal nature in the examination room. 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
<b>Total</b>					<b>100</b>

### Instructions to candidates

1. The rules for the conduct of Western Australian external examinations are detailed in the *Year 12 Information Handbook*. Sitting this examination implies that you agree to abide by these rules.
2. Write your answers to each section in the standard Answer booklet or paper supplied by your school or college.
3. You must be careful to confine your responses to the specific questions asked and to follow any instructions that are specific to a particular question.
4. You must not use texts from Section One to answer questions from Section Two.

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

In this section there are **three (3)** texts and **three (3)** 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.

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**Question 1** **(10 marks)**

Discuss how the author of **Text 1** uses language features to convince readers of her attitudes.

**Question 2** **(10 marks)**

Explain how **Text 2** employs multimodality to achieve a purpose.

**Question 3** **(10 marks)**

Analyse how a particular mood is established in **Text 3**.

**Text 1**

*Text 1 is an edited extract from an opinion article written by Rachel Gregg in 2021 and titled ‘conscious consuming: outfit repeating isn’t bad, but fast fashion is’ The article was published by Lip Magazine, a not-for-profit, independent magazine.*

Fast fashion is the world’s second largest pollutant, behind oil. This fact may surprise some; the outer appearance between oil and fabric pollutants seeming vastly different – and they are. Still, it’s the sheer volume and waste associated with the process of fast fashion that is making it deadlier than it seems.

If there was a tag on every piece of clothing telling you what went into making it, would that make you feel more aware of the consequences of fast fashion? Or feel guilty? If you went shopping one day and picked up a cotton shirt that said, ‘It took 2,700 litres of water to make (enough water to last ONE person two and a half years)’, would that suddenly shock the public into reducing their shopping? I don’t believe it would.

As it can be imagined, the majority of these consumers of fast fashion are women. But why is that? Has this become a stereotype of women, to shop and spend all their money on clothes? To wear the same outfit once a year and still fear becoming an “outfit repeater”.

Why is it OK for a man to wear the same styled clothes day in and day out and not become patronised for this choice? Clothes aren’t a single-use item, so why are they being treated in this way? The sheer fact that people have so many clothes but refuse to wear them more than once in a row in fear of being shamed by work or classmates is ridiculous. It’s become a useless and problematic habit in our modern minds.

We need to take the steps forward to stop shaming those who are simply doing what clothes have been made for: wearing. The stigma of outfit repeating needs to be crushed, not only for the benefit of the earth but for women. Why should we conform to such a dated idea that does more damage than good for us and the planet?

But how can we resolve this deeply embedded issue? Well, this doesn’t mean that we have to throw out every piece of clothing that we own (that would make things worse) but to simply start shopping more consciously. We need to normalise re-wearing our clothes and outfits, and repairing and recreating what we already have. We have washing machines for a reason! If there’s no demand for such a large amount of clothing, then these big branded factories won’t need to make and waste as much.

It’s as simple as asking yourself a few questions before you make a purchase:

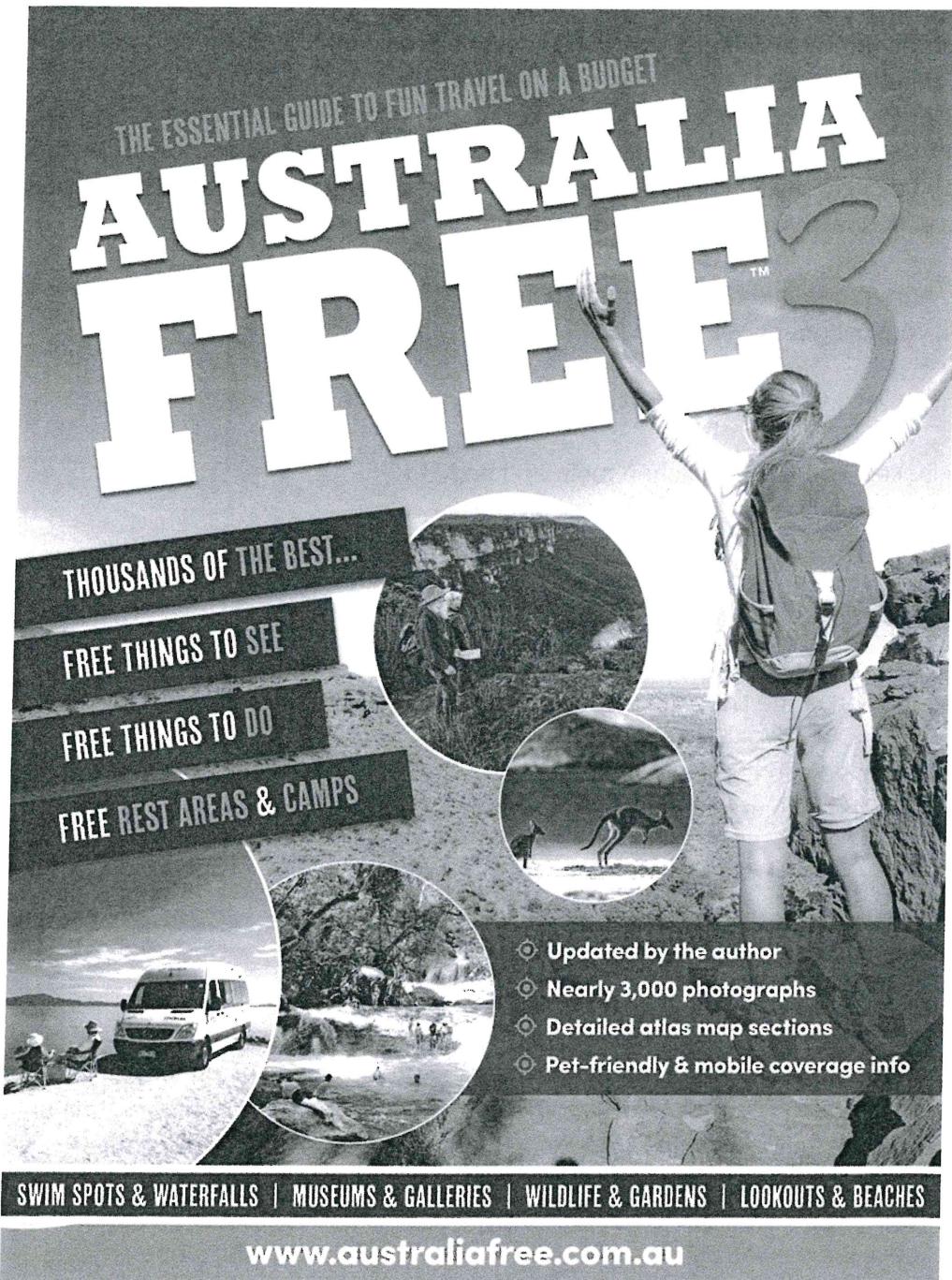
*Will I wear this? How often and with what? How has it been made? Is this just an impulse buy?*

If everyone shopped more consciously and ignored the patriarchal morals that have been embedded in our minds, we could make a real difference; one that could save Mother Nature from the death we are causing her.

**See next page for Text 2**

**Text 2**

*Text 2 is a greyscale version of the cover of the 2019 publication Australia Free 3, a travel guide to fun travel in Australia on a budget.*



See next page for Text 3

**Text 3**

*Text 3 is the opening of the short story 'One Man's Trash' by Piri Eddy. It was published in 2022 by Island Magazine.*

At sunrise, he shuffles through the cold, dark hut and gently rouses her. She blinks away sleep as she slips from the bed, stifling a yawn. As she eats breakfast, he crushes some peppermint into a thermos of hot water.

A winding path from the hut to the lake, the scent of eucalyptus and pine, bracken crunching underfoot. The inky sky lightens to navy, and by the time they reach the water, the oil-skinned lake reflects a pink dawn. A tin boat bobs on the surface, welcoming them back.

He helps her in, her little hand smooth against his. She doesn't smile, because this is work now. And work you just get on with.

'It's an important job,' he'd said the first time. 'You'll need to work hard.'

She had looked up from the kitchen table and nodded.

'I can do it,' she'd said, so grown-up and serious it almost made him choke up.

\*

He had taught her everything he knew. How to secure the hook and sinker, what knots to use. How to feel the tension in the line – to work with your catch, not against it.

He showed her how to cut the skin, to separate the good from the bad. On the table, he laid out his catch from the lake: a bed spring, two cigarette butts, a crumpled-up bottle.

'Where'd they come from?' she asked.

'From people,' he said. 'Back when there was always more.'

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He picks up the wooden oars, his fingers closing around the familiar shape, smooth from use, and pushes off the pebbly shoreline. The momentum takes them out a little, and then he lets the oars cut the lake's skin and rows them out until they reach the middle. Sometimes the wind from the valley whips up the water, but it's calm for now.

She pulls back the canvas sheet, gathers the anchor, and just like she's been taught, feeds it slowly into the lake. She watches the echo ripple outwards, the corrugated water reflecting the sky.

Next, they prepare their lines in silence. Used to be that the lake was busy with tin boats, just like theirs; all bobbing quietly, the men talking in hushed registers. Now it's just them. He pours two steaming cups of weak tea and hands her one. They cast their lines in a wide arc, and they land with a soft thunk in the water. Then they sit and wait.

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

In this section there are **six (6)** questions. Answer **one (1)** 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.

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**Question 4****(40 marks)**

Reflect on the ways your response to **a studied text** may differ to the response of a reader from a different context.

**Question 5****(40 marks)**

Examine the impact of language choices in positioning the audience of at least **one studied text** to accept or critique particular values.

**Question 6****(40 marks)**

Compare the ways **two studied texts** position their audiences to empathise with a group or an individual.

**Question 7****(40 marks)**

Analyse the ways voice is constructed for particular emotional or intellectual effects in at least **one studied text**.

**Question 8****(40 marks)**

Reflect on how and why at least **one studied text** creates controversy within a particular social context.

**Question 9****(40 marks)**

Evaluate the effectiveness of the choice of genre in communicating a perspective in **one studied text**.

**End of Section Two**

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

In this section there are **five (5)** questions. Answer **one (1)** question.

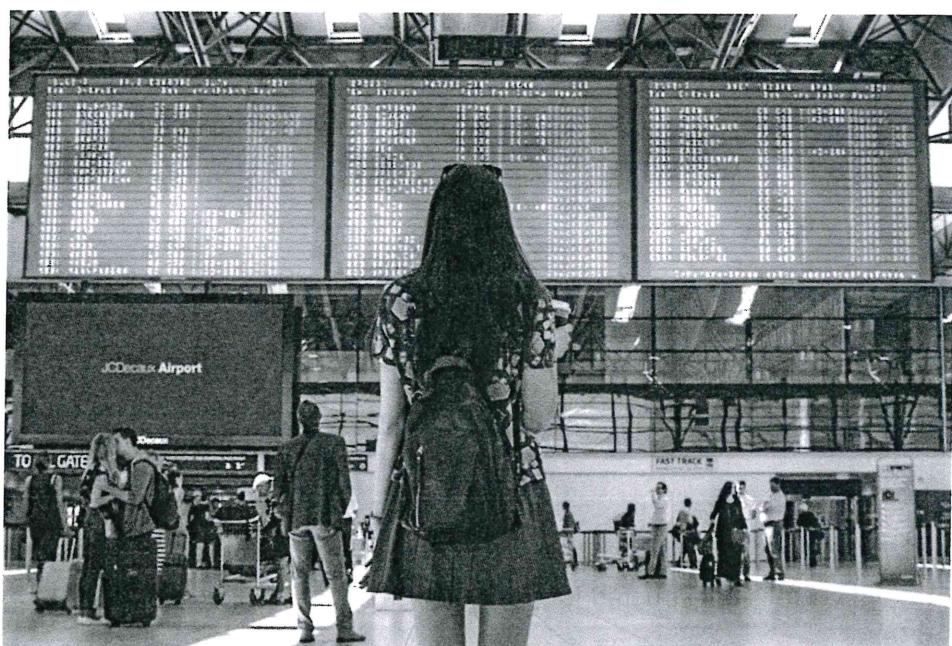
You are required to demonstrate writing skills by choosing a form of writing appropriate to a specific audience, context and purpose.

Suggested working time: 60 minutes.

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**Question 10****(30 marks)**

Drawing inspiration from the image below, craft a text in a form of your choice that explores a conflict.

**Question 11****(30 marks)**

'At its best, life is completely unpredictable.'

Use this quote as a stimulus to create an imaginative text where something unpredictable happens to a central character.

**Question 12****(30 marks)**

Compose a persuasive text that offers a perspective, shaped by the writer's experience, towards an issue that is of concern to a community.

**Question 13****(30 marks)**

Craft a text that responds to the setting depicted in the image below and uses the conventions of a specific genre.

**Question 14****(30 marks)**

'You have to get through the rain if you're ever going to see a rainbow.'

Construct an interpretive text for an online audience that employs structural features to explore the sentiments of this quotation.

**End of Examination**

**ACKNOWLEDGEMENTS****SECTION ONE****Text 1**

Gregg, Rachel. (2021). 'Conscious consuming: outfit repeating isn't bad, but fast fashion is.' *Lip Magazine*. Retrieved from <https://lipmag.com/opinion/conscious-consuming-outfit-repeating-isnt-bad-but-fast-fashion-is/>.

**Text 2**

Koch, Mike. (2019). *Australia Free 3 - The Ultimate Guide for the Budget Traveller*. Woodslane Pty Ltd.

**Text 3**

Eddy, Piri. (2022). 'One Man's Trash'. *Island Magazine*. Retrieved from <https://islandmag.com/read/one-mans-trash-by-piri-eddy>.

**SECTION THREE****Question 10**

(n.d.). *Woman at Airport* [Photograph]. Retrieved from <https://www.rawpixel.com/image/3338088/free-photo-image-screen-flight-adventure>. Accessed 10/06/2022.

**Question 11**

Walken, Christopher. (n.d.). [Quote]. Retrieved from [https://www.brainyquote.com/quotes/christopher\\_walken\\_457817](https://www.brainyquote.com/quotes/christopher_walken_457817). Accessed on 20/06/2022.

**Question 13**

Chic and Shabby. (2017). *Not So Dusty* [Photograph]. Retrieved from <https://www.flickr.com/photos/harryh1882/32256770324>.

**Question 14**

White, Karen. (2003). [Quote]. Retrieved from <https://www.goodreads.com/quotes/715394-you-have-to-get-through-the-rain-if-you-re-ever>. Accessed 11/07/2022.

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## Notes

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