



LEEMING SHS

H A R M O N Y ~ E X C E L L E N C E

WAEP Semester Two Examination, 2019

Question Paper

ATAR ENGLISH

Year 12 Units 3&4

Time allowed for this paper

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 Book

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 examinations are detailed in the school handbook. Sitting this examination implies that you agree to abide by these rules.
2. Write your answers in the Standard Answer Book preferably using a blue/black pen. Do not use erasable or gel pens.
3. You must be careful to confine your answers to the specific question asked and to follow any instructions that are specified to a particular question.
4. 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)**

Explain how language features and voice build empathy in Text 1 and relate this to genre.

Text 1

An extract from the memoir The Day That Went Missing (2017) by English author Richard Beard.

Faster! Harder!

I understood with absolute clarity that I had one go at this. Run out of breath too soon and I would drown, exhausted and unable to find my footing. Keep going and I might get close enough in to stand, to live. The memory is unsatisfactory. I experience the pain of remembering though I can't clearly remember. I was going to die so I decided to save myself and staying alive took total concentration. I swam my frenzied approximate crawl until finally I had to breathe, and when my legs dropped down, my feet touched sand. I was far enough in to fight the undertow. Chest-high in the water, waist-high, the sea was around my thighs and I could almost run, driving hard toward land, knees raised, escaping the water. I don't remember looking back or arriving at the camp on the main stretch of beach. I'm out of the water and running. I see a man. He is higher up, on rocks (or on a path above the rocks?). I tell him...I don't know what; whatever I said isn't part of what I know. I communicate the situation and the man stands up, gazes out to sea as if primed to make a decisive intervention. He takes off his sunglasses, and in a purposeful gesture hands them to the distressed and dripping boy.

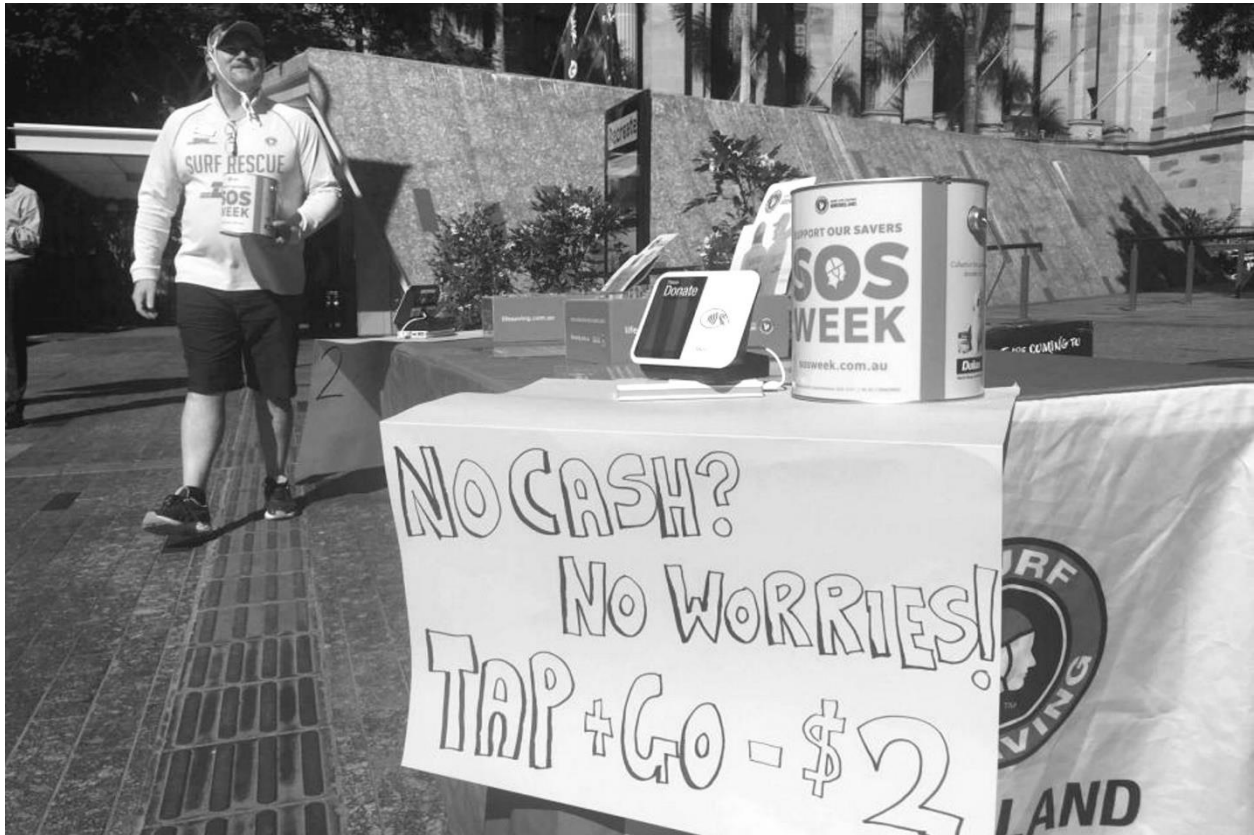
I'm running again, to the right, over patches of hard sand between flat rocks, from one terrain to another. I remember looking down on myself, as if from above, running with the stranger's metal-framed sunglasses and finding them an absurd responsibility to have accepted. I throw his stupid sunglasses to the ground and they smash on hard rock and I don't care. I'm crying, I'm running. My face is out of control. And that's about it. Of the incident itself, that's close to all I know. My younger brother's name is Nicholas Beard. He was nine years old, and I was with him in the water when he drowned. Events that happened before and after are a blank to me. I don't know the name of the beach in Cornwall where he died or the date when the drowning took place. I'm not even certain of the month. The general area is July or August 1978, the season of summer holidays, and 1978 because I was eleven. I can't remember everything, and I can't erase everything, however fiercely I've tried. The scar left by that summer disfigures the age of eleven, and plenty more besides, but the month is obscured, the date lost to me.

Question 2**(10 marks)**

Analyse how Text 2 promotes the idea of 'tap and go' donations to a target audience.

Text 2

An extract from the 2017 ABC news article 'Charity combats cashless society by embracing 'tap and go' donations' by Patrick Williams.



Volunteers collecting donations via tap and go for the first time. Supplied: Surf Life Saving Queensland.

The old excuse "Sorry, got no cash on me." won't fly with Surf Life Saving Queensland (SLSQ) anymore. The charity is tackling today's growing cashless society head-on by introducing 'tap and go' mobile pay facilities for debit or credit cards as well as Apple Pay for its donation drive.

It's a move that other charities are also beginning to make, as more and more people go cashless in preference of the speed and convenience of card. Wendy Scaife, director of the Australian Centre for Philanthropy Studies, said making it easier for people to donate was the way to go. "We did a study into technology and platforms for giving and what we kept hearing was people wanted convenience."

Two months ago, a Reserve Bank survey showed that credit and debit cards — especially tap and go — had overtaken cash payments for the first time. Based on 17,000 payments from 1,500 people over a single week, card usage accounted for 52 per cent of transactions, with cash falling to 37 per cent. A decade ago, 70 per cent of transactions were cash. SLSQ's Faith Jarvis said the response to the new donation avenue was positive. "We've had a few comments from people saying, 'So good to see this because I never have any cash to make a donation'."

Question 3

(10 marks)

Show how visual elements in Text 2 and Text 3 relate to a similar cultural context and purpose.

Text 3

A black and white copy of a 2016 Transperth poster advertisement.

TAKE THE
=WORRY=
OUT OF
TICKETING

Travelling on Transperth is easy, but here's a simple tip to make it even easier.
In fact, it's so simple, even Trevor here can do it.
Instead of paying cash, use a SmartRider. Better still, activate the Autoload function.
You'll always have money on your card, and you'll save up to 25%.

Public Transport Authority

Watch Trevor strut his stuff:
YouTube TransperthOnline

Transperth

End of Section One

See next page

This page has been left blank intentionally

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)**

Discuss how an understanding of different contexts and audiences moderates your response to a belief system in at least **one** text.

Question 5**(40 marks)**

Analyse how **one** text represents genre/mode in a familiar way **or** is unconventional and harder to classify.

Question 6**(40 marks)**

Compare how **two** texts use language features and voice to reveal cultural prejudice to an audience.

Question 7**(40 marks)**

Examine the way at least **one** text constructs a disquieting perspective of the world and people.

Question 8**(40 marks)**

How does at least **one** text evoke a sense of our common humanity through the struggles of ordinary people?

Question 9**(40 marks)**

Analyse how multimodal elements and contrasting views work to debate the issue of social responsibility in **one** text.

End of Section Two

This page has been left blank intentionally

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)

Sometimes isolation has nothing to do with geography.

In a form of your choice, create a text that engages with this statement.

Question 11

(30 marks)

Compose an interpretive text that responds to an idea/s represented in the image below.



Question 12

(30 marks)

Construct a persuasive text that challenges the notion that young people are not interested in politics and/or current affairs.

Question 13**(30 marks)**

I live in that space between what I cannot fix and what I can.

Create a text that uses these words to interpret an event or personality clash.

Question 14**(30 marks)**

Inspired by the prompt below, create an imaginative text that uses narrative voice to shape a particular mood.



ACKNOWLEDGEMENTS

- Text 1** Beard, R. (2017) *The Day That Went Missing* (Extract). Retrieved May 2018. Publisher Harville Secker.
- Text 2** ABC (2017) '*Charity combats cashless society by embracing \$2 donations through Apple Pay and 'tap and go'*'. (Article). Retrieved June 2019. <https://www.abc.net.au/news/2017-10-25/surf-life-saving-qld-embrace-apple-pay-tap-and-go/9083506>.
- Text 3** Transperth (2016) '*Take the worry out of ticketing*'. (Advertisement). Retrieved February 2016. Agency 303 Mullen Lowe Australia.
- Question 11** Krieger, H. (2000) *Mall-aise* (Photograph). Retrieved October 2016. <http://members.efn.org/~hkrieger/mallaise.htm>.
- Question 14** Black and white copy of image taken from the article '*What Yuri Gagarin saw on first space flight*' (2011). Retrieved July 2019. <https://www.nationalgeographic.com.au/space/what-yuri-gagarin-saw-on-first-space-flight.aspx>.