

ENGLISH TEACHERS ASSOCIATION Year 11 English ATAR Course Examination, Semester Two 2018

Question Paper

ENGLISH

English ATAR (Year Eleven)

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

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 Paper Standard Answer Book

To be provided by the candidate

Standard items: pens, pencils, eraser or correction 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 nonpersonal 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 exam
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 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 Book or on 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

Question 1: (10 marks)

Discuss how both visual conventions and language features work to influence attitudes in **Text** 1.

Question 2: (10 marks)

Discuss how a perspective on the seafood industry has been shaped in Text 2.

Question 3: (10 marks)

Explain how mood is established in Text 3.

See next page for Text 1

See next page for Text 2

Text 2

Text 2 is an essay by David Ritter, CEO of Greenpeace Australia, which appeared in The Griffith Review in 2010.

Fishing like there's no tomorrow For copyright reasons, this text cannot be reproduced online. It can be accessed here: https://griffithreview.com/articles/fishing-like-theres-no-tomorrow/.

Text 3

Text 3 is an extract from a short story called 'Underground' written by Perth author Susan Midalia. It was published in 2012 in her anthology An Unknown Sky, a collection of stories about travellers in search of connection and belonging.

For copyright reasons, this text cannot be reproduced online.

End of Section One

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

Question 4: (40 marks)

Analyse how a text you have studied has used rhetorical devices to achieve its purpose.

Question 5: (40 marks)

Discuss how generic conventions have been used to represent specific ideas and/or attitudes in a text you have studied.

Question 6: (40 marks)

Explore how voice has been constructed in **a text** you have studied in order to encourage reflection upon the human experience.

Question 7: (40 marks)

Explain how language and structure have shaped your interpretation of **one or more texts** you have studied.

Question 8: (40 marks)

Compare how the style of **two texts** you have studied positioned their audiences to see the world from a unique perspective.

Question 9: (40 marks)

Discuss how an understanding of context has affected the meaning you have made of **one text** you have studied.

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

Question 10: (30 marks)

Respond to the image below in the form of an interpretive text that establishes a central voice.



Question 11: (30 marks)

Produce a text in the form of your choice that aims to engage readers with the values associated with a particular context.

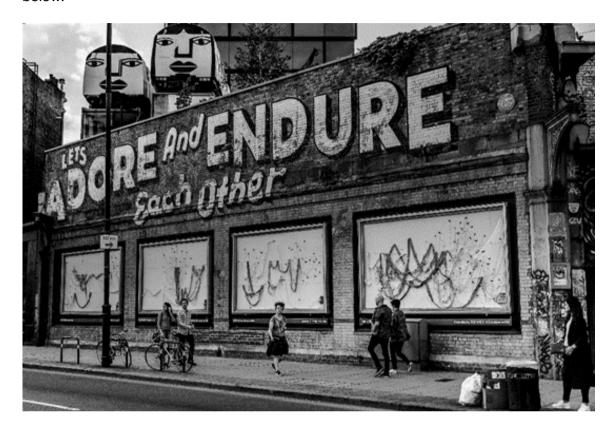
Question 12: (30 marks)

"How did it get so late so soon?"

Incorporate this quote into the climax of an imaginative text.

Question 13: (30 marks)

In a form of your choice, create a text that offers a perspective on an idea expressed in the image below.



Question 14: (30 marks)

Construct an argument to convince a particular audience to accept or reject an aspect of the world in which they live.

End of Examination

ACKNOWLEDGEMENTS

SECTION ONE

Text 1

Ogilvy & Mather. 2013. *The AutocompleteTruth*. http://www.memacogilvy.com/work/. Reproduced with permission of the agency.

Text 2

Ritter, David. 2010. "Fishing Like There's no Tomorrow". *The Griffith Review.* https://griffithreview.com/articles/fishing-like-theres-no-tomorrow/. Reproduced with the permission of the author.

Text 3

Midalia, Susan. 2012. "Underground". *The Unknown Sky.* Crawley, Western Australia: UWA Publishing. Reproduced by permission of UWA Publishing.

SECTION THREE

Question 10

Worner, A. 2014. Explore. Accessed on 4/06/18. Reproduced under Creative Commons License.

Question 13

Cowley, D. 2016. *Adore and Endure*. Accessed on 4/06/18. Reproduced under Creative Commons License.