

2008 Sample WACE English examination

Links to content of the course

Key

Conventions yellow

Contextual understanding pink

Processes and Strategies turquoise

Section One: Reading

<p>Q1) Explain the ideas that are suggested by either Passage One or Passage Two.</p>	<ul style="list-style-type: none"> ▪ maintaining comprehension when dealing with complex language 2A ▪ contextual power relationships reflected and reinforced and or challenged by particular uses of language 2A ▪ supporting opinions and responses with details and explanations 2A ▪ maintaining comprehension when dealing with more complex language 2B & 3A ▪ relationship between generic conventions and conceptions of identity 3A ▪ linguistic and cultural nuances and complexities 3B
<p>Q2) Discuss how your wider reading experience (other print texts, reading practices) has influenced your response to either Passage One or Passage Two. You may refer to the other passages and/or other print texts you have read.</p>	<ul style="list-style-type: none"> ▪ supporting opinions and responses with details and explanations2A ▪ role of sociocultural context in reception 2A ▪ audience positioning 2B ▪ applying different reading practices 2B ▪ relationship between generic conventions and conceptions of identity 3A ▪ relationship between sociocultural context, language and identity 3A ▪ use a variety of reading practices 3A ▪ resistant reading 3A ▪ adopting different reading practices 3B

Section Two: Writing

<p>Q1) In a public discussion, argue whether or not a film should be considered the most important cultural text of this decade.</p>	<ul style="list-style-type: none"> ▪ conventions associated with presenting arguments 2A ▪ supporting opinions and responses with details and explanations 2A ▪ shaping language for persuasive effect for different audiences 2A ▪ conventions associated with presenting a reasoned argument 2B ▪ variations in generic conventions among fields, discourses and/or contexts, such as tone, voice and mode of address 3B ▪ relationship between context and specialist language 3B ▪ purposes of texts associated with particular contexts 3B
<p>Q2) Explore how your experience of studying one or more texts has enriched your understanding of your world.</p>	<ul style="list-style-type: none"> ▪ supporting opinions and responses with details and explanations 2A ▪ Influence of language on the circulation of ideas in society and in creating dominant and subordinate understandings of the world 2B ▪ reconstructing information and ideas in different forms, for different purposes and audiences 2B & 3A ▪ relationship between generic conventions and conceptions of identity 3A ▪ levels and nature of connotation associated with language associated with different disciplines, vocations and/or contexts 3B ▪ influence of particular approaches to ideas and uses of language on the circulation of ideas in society and in creating dominant and subordinate understandings of the nature of the world 3B
<p>Q3) Incorporate the following statement into a piece of writing: “You wonder whether the weather is, after all, the greatest of human crises. Isn’t the gush and tosh of celebrity culture every bit as threatening?”</p>	<ul style="list-style-type: none"> ▪ relationship between form and meaning 2B ▪ reconstructing information and ideas in different forms, for different purposes and audiences 2B & 3A ▪ challenges to dominant

	<ul style="list-style-type: none"> ▪ constructions of identity 3A ▪ relationship between context and specialist language 3B ▪ influence of particular approaches to ideas and uses of language on the circulation of ideas in society and in creating dominant and subordinate understandings of the nature of the world 3B
<p>Q4) Discuss the influences of place and/or landscape on characters in one or more texts that you have read or viewed.</p>	<ul style="list-style-type: none"> ▪ supporting opinions and responses with details and explanations 2A ▪ role of sociocultural context in production and reception 2B ▪ relationship between generic conventions and conceptions of identity 3A ▪ construction of identity as social rather than individual 3A ▪ comprehending complex linguistic and semantic patterns 3B
<p>Q5) Create the document to which this image could be attached.</p>	<ul style="list-style-type: none"> ▪ relationship between form and meaning 2B ▪ narrative and cultural values 2B ▪ composing texts in terms of conceptions of identity 3A ▪ assumptions about audience for texts associated with particular contexts 3B ▪ relationship between context and specialist language 3B ▪ comprehending and producing complex textual, linguistic and/or semantic patterns 3B ▪ using specialist generic conventions 3B

Section Three: Viewing

<p>Q1) Discuss the ways in which at least TWO of the images provided could promote, challenge or subvert popular ways of seeing groups and/or individuals.</p>	<ul style="list-style-type: none"> ▪ supporting opinions and responses with details and explanations 2A ▪ reasons for varying interpretations 2A ▪ challenges to dominant constructions of identity 3A ▪ generic conventions associated with producing texts which discuss the relationship between language and identity 3A ▪ identifying and using specialist generic conventions 3B ▪ identifying and using specialist generic conventions 3B ▪ comparison of texts 3B
<p>Q2) Discuss the factors which influence your response to a group and/or individual in at least ONE of the images provided and in a non-print text you have studied.</p>	<ul style="list-style-type: none"> ▪ supporting opinions and responses with details and explanations 2A ▪ audience positioning 2B ▪ influence of sociocultural background on audience responses to and interpretations of texts 2B ▪ ability of audiences to challenge/resist constructions of identity 3A ▪ influences of situational and sociocultural context on audience responses 3A ▪ generic conventions associated with producing texts which discuss the relationship between language and identity 3A ▪ identifying and using specialist generic conventions 3B ▪ comparison of texts 3B