



**ENGLISH TEACHERS ASSOCIATION  
Year 11 English ATAR Course Examination, Unit One 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
<b>Total</b>					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

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

Discuss how language features and text structure position readers to respond to characters in **Text 1**.

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

Discuss how **Text 2** communicates particular social concerns.

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

Explain how visual elements in **Text 3** represent ideas about human experience.

**See next page for Text 1**

## **Text 1**

*Text 1 is an extract from an Australian short story titled "Grandma and the Girls" by Robert Hood (1989).*

**For copyright reasons this text cannot be reproduced in the online version of this document.**

**See next page for Text 2**

**Text 2**

*Text 2 is an extract from an article written by Godfrey Moase, who is Assistant General Branch Secretary at the National Union of Workers. The article appeared in the online version of the Griffith Review in April 2017.*

**The housing black hole**

For copyright reasons this text cannot be reproduced in the online version of this document. It may be viewed online at:

<https://griffithreview.com/articles/the-housing-black-hole/>.

**See next page for Text 3**

**Text 3**

*Text 3 is a black and white reproduction of a photograph taken by corporal Brittney Vella. It depicts members of the US Navy taking a selfie with Timorese schoolchildren whilst on a construction mission in June 2016.*

For copyright reasons this text cannot be reproduced in the online version of this document. It may be viewed online at:

<http://seabeemagazine.navylive.dodlive.mil/2016/06/15/seabees-pacific-partnership-2016-arrive-in-timor-leste/>

**End of Section One**

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**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)**

Discuss how stylistic choices have influenced your response to **a text** that you have studied.

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

Analyse how **a multimodal text** you have studied works to represent an event or idea.

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

Compare the effectiveness of the way in which **two studied texts** use generic conventions to achieve their purpose.

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

Explain the impact of context on the production and/or reception of **a studied text**.

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

Analyse how **a text** you have studied manipulates language features in order to comment on specific values or societal issues.

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

Discuss how **a studied text** has used structure in an interesting way to represent people.

**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)**

“We seldom learn much from someone with whom we agree.” (Mokokoma Mokhonoana)

Incorporate the idea presented in this statement in a form of your choice, focusing on differing values and/or attitudes.

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

Compose the beginning of two narrative passages, each centralising on the perspective of a different character from the image below.





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

Write a persuasive text that aims to convince a particular audience to embrace either change or tradition in a particular context.

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

“The end is just the beginning.”

Compose an interpretative text which utilises this quote.

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

Compose a text, in a form of your choice, that responds to the image below.



**End of Examination**

## ACKNOWLEDGEMENTS

### SECTION ONE

#### Text 1

Hood, Robert. 2002. "Grandma and the Girls", *Immaterial. Ghost Stories*. MirrorDanse Books. Reprinted with the permission of the author.

#### Text 2

Moase, Godfrey. 2017. "The Housing Black Hole", *Griffith Review*.  
<https://griffithreview.com/articles/the-housing-black-hole/>. Accessed 24/01/2018. Reproduced with the permission of the author.

#### Text 3

Vella, Brittney. 2016. "Seabees with Timorese Children." Photograph.  
<http://seabeemagazine.navylive.dodlive.mil/2016/06/15/seabees-pacific-partnership-2016-arrive-in-timor-leste/>. Printed with permission from the editor.

### SECTION THREE

#### Question 10

Mokhonoana, Mokokoma. <https://www.goodreads.com/quotes/tag/defy> Accessed 25/11/17

#### Question 11

Tabloid and Tablet. 2014. <https://www.flickr.com/photos/streetmatt/15083719955>  
Accessed on 1/12/17. Reproduced under Creative Commons Licence.

#### Question 14

Duke I. 2005. An Aerial View of Housing Developments near Markham, Ontario. Photograph.  
[https://en.wikipedia.org/wiki/Affordable\\_housing\\_in\\_Canada#/media/File:Markham-suburbs\\_aerial-edit2.jpg](https://en.wikipedia.org/wiki/Affordable_housing_in_Canada#/media/File:Markham-suburbs_aerial-edit2.jpg) Accessed on 28/11/17.  
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