

**ENGLISH TEACHERS ASSOCIATION**  
**Year 11 English ATAR Course Examination, Unit One 2020**

**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 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, pencils, eraser or correction fluid/tape, 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 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 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 shape a reader's response.

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

Explain how the characters are represented in **Text 2**.

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

Analyse how visual elements are used in **Text 3** to construct an idea about childhood.

**See next page for Text 1**

**Text 1**

*The following is an excerpt from Ros Thomas' 2014 memoir Was It Something I Said?*

'So, how many brothers and sisters do you have?' asks the school mum I'm standing with.

We'd been chatting, this new friend and I, waiting for our six-year-olds to come barrelling out of class. I feel a thud of embarrassment at her question, but I force a smile and reply: 'I'm an only child.'

I say those four words with a shrug so they'll appear weightless, but they drop between us like stones. I see on her face that peculiar mix of curiosity and suspicion. She can't hide the look I know so well.

'Wow!' she says, 'I wouldn't have picked you for one of *those*', and our conversation skids in a direction that makes me feel exposed.

'What was it like growing up?' she asks.

'Oh fine!' I reply. 'You don't know what you're missing if you never had it.'

She looks at me expectantly, waiting for more, but I'm saved by the bell as kids come swarming through doorways.

On the walk home through the park with my son, I feel a familiar pang of alienation, uneasiness at having been outed. Even as an adult, a single childhood still feels like something to hide.

My mum wanted lots of babies, but she and my dad divorced when I was three. No matter – I had a long-suffering Siamese kitten that filled the role of baby sister. I'd squeeze her into dolls' dresses and wheel her up the street imprisoned in my toy pram.

As a kid, I'm not sure I even knew what 'lonely' felt like. I was just alone, and I was very good at it. Inventing ways to compete against myself turned into elaborate tests of endurance. (I was a fierce opponent.) My nanna gave me a plastic kitchen timer which I put to work, furiously pedalling my blue bike around the block, trying to beat yesterday's record.

**See next page for Text 2**

**Text 2**

*The following passage is an excerpt from the novel Isabelle of the Moon & Stars by Australian-based author S.A. Jones.*

Evan leaps into the water, sinks to the bottom in a net of bubbles then star-jumps to the surface. He looks like a keen but graceless substitute for a synchronised swimming troupe. Isabelle's entry is less dramatic. She drops in neatly from a sitting position so the pool swallows her with barely a ripple. She sits, frog-like, under the surface while her anticipation builds. Evan pushes off from the wall first. Isabelle gives him a lead of several metres then sets off after him. Where Evan is a furious windmill of splash and churn, Isabelle's stroke is clean and precise. As they approach the far end, Isabelle decelerates to stay clear of Evan's thrashing limbs as he throws himself into reverse. Isabelle tucks into a neat tumble, shoots through the confused vortex of swirling water and dancing sunlight, and pursues him.

After a few laps they stop and stretch, splaying their palms on the tiles and turning at right angles to the wall to lengthen their muscles. Isabelle watches the droplets cut through the sharp indents of Evan's bare, coffee coloured torso. The cross tattooed on his shoulder contracts and expands with the stretch. It doesn't occur to her to wonder if Evan scrutinises her when they repeat the stretch in the opposite direction. *Evan*, she thinks, *isn't like that*. They duck under the lane rope into the sprint lane.

'How much of a start do you want?'

Evan ponders, pressing his goggles until the rubber sucks at his eye sockets. 'Two metres.'

'Two metres? You're feeling awfully confident today.'

'Damn straight. I've been working out. Getting stronger.' He flexes his biceps in proof, oblivious to the admiring glances of the women in the adjoining lanes.

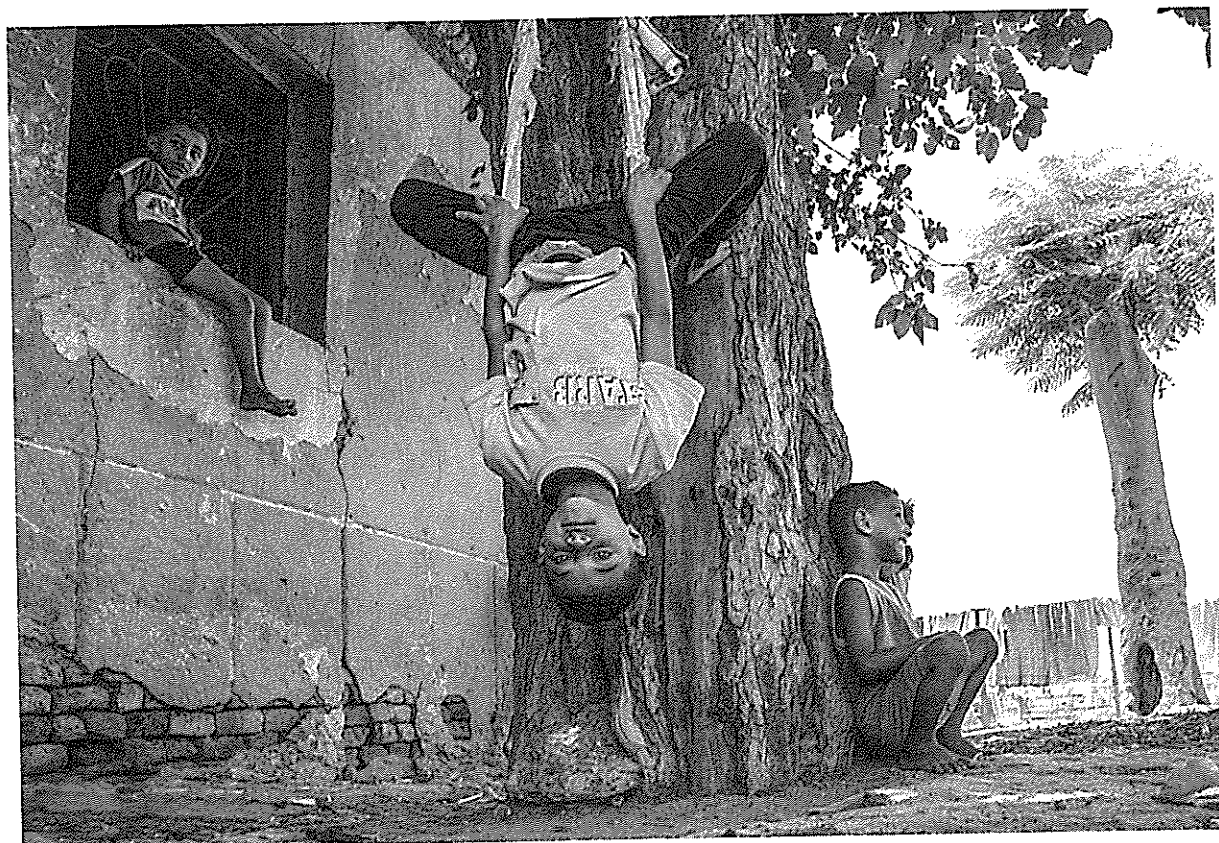
'Your days of aquatic dominion are over.'

'Ooh, them's fightin' words.'

**See next page for Text 3**

**Text 3**

*Text 3 is a black and white reproduction of a photograph of children playing in Dahab, Egypt. It was taken by Mohamed Wardany in 2018.*



**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

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

Explain how a **text** you have studied uses generic conventions to communicate a particular perspective.

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

Explore how a **multimodal text** you have studied combines visual elements with written and/or spoken elements to present an idea.

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

Discuss how **at least one text** you have studied uses language features to represent an event or particular group of people.

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

With reference to a **text** you have studied, examine how structural features are used to achieve a specific effect.

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

Compare the ways in which **two texts** you have studied reflect their cultural context.

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

With reference to **at least one text** you have studied, evaluate the effectiveness of techniques in shaping your response.

**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)**

“If you want to change attitudes, start with a change in behaviour” – William Glasser

Incorporate this idea into a persuasive text which motivates an audience.

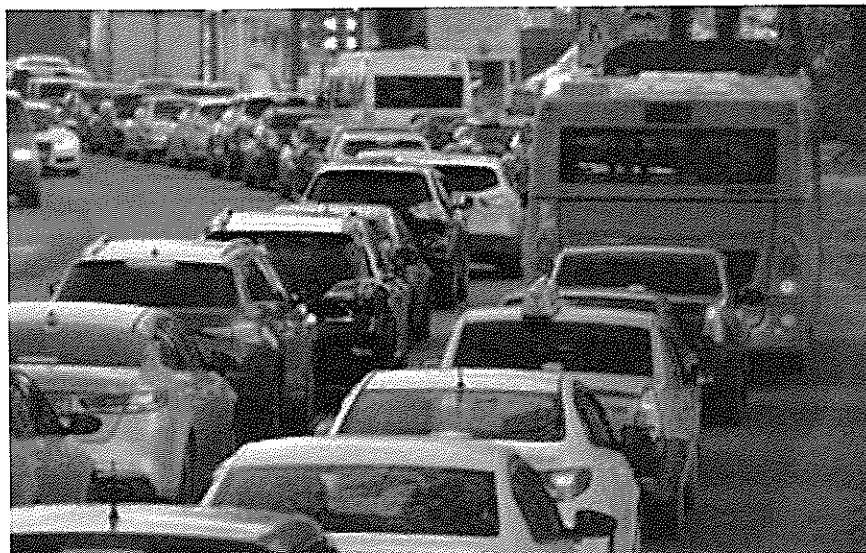
**Question 11****(30 marks)**

*It seemed to go on forever.*

Embed this line into a piece of writing in a form of your choice. It may be used as either a complete sentence or part of a sentence.

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

Compose an interpretive text inspired by the image below.





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

“We meet the people we’re supposed to when the time is just right.” – Alyson Noel

Craft an imaginative text that involves the meeting of two people and reflects the sentiment expressed in this quote.

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

Create a text in a form of your choice using the stimulus below.



**End of Examination**

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

Thomas, Ros. (2014). *Was It Something I Said?*. UWA Publishing. Reproduced with permission from the publisher.

**Text 2**

Jones, S.A. (2014). *Isabelle of the Moon & Stars*. UWA Publishing. Reproduced with permission from the publisher.

**Text 3**

Wardany, Mohamed. 2018. 'Children Playing on the Tree'. Photograph. Retrieved from [https://commons.wikimedia.org/wiki/File:Children\\_playing\\_on\\_the\\_tree5.jpg](https://commons.wikimedia.org/wiki/File:Children_playing_on_the_tree5.jpg). Accessed 08/01/2020. Reproduced under Creative Commons Licence.

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

Glasser, W. Retrieved from [https://www.brainyquote.com/quotes/william\\_glasser\\_345823](https://www.brainyquote.com/quotes/william_glasser_345823). Accessed 18/01/20.

**Question 12**

Retrieved from <https://pixabay.com/photos/traffic-jam-car-urban-city-street-4522805/>. Reproduced under Pixabay License.

**Question 13**

Noel, A. Retrieved from [https://www.goodreads.com/author/quotes/200317.Alyson\\_Noel](https://www.goodreads.com/author/quotes/200317.Alyson_Noel). Accessed 18/01/20.

**Question 14**

Dahon. (2004). 'Keys'. Photograph. Retrieved from *Flickr*. Accessed 18/01/20. Reproduced under Creative Commons License.