

Semester One Examination

Question Paper

ATAR ENGLISH

Year 11

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 Booklets

To be provided by the candidate

Standard items: pens, correction fluid/tape, 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 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
				Total	100

Instructions to candidates

1. The rules for the conduct of Western Australian external examinations are detailed in the *Year 12 Information Handbook 2013*. Sitting this examination implies that you agree to abide by these rules.
2. Write your answers to each section in the Standard Answer Booklets or on paper supplied.
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 **both** 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)

Analyse how visual and written language features work together to appeal to a specific target audience **in Text 1**.

Question 2

(10 marks)

How do at least two persuasive features present a viewpoint **in Text 2**?

Question 3

(10 marks)

Explain how characterisation works to present an idea **in Text 3**.

Text 2 is an opinion essay produced in The Weekend Australian published in 2021.

Bilingual road signs point the way forward

NIKKI GEMMELL

A humble road sign outside Alice Springs has become the focal point of fierce debate about colonialism and ownership in this complex land, about place names and who has the right to decide them. And rightly so.

Larapinta Drive is frequented by hordes of tourists as they head into the West MacDonnell Ranges. It's one of the most stunningly beautiful drives in Australia, and the road's name itself conveys the beauty of a local indigenous language; La-ra-pint-a trips off the tongue in a lovely, musical tone (it's the Arrernte name for the nearby Finke River).

And now a sign along the way that points to Alice Springs in one direction and Hermannsburg in the other has had its settler-imposed European names crossed out in white spray paint and the indigenous names written above them. Mparntwe for Alice Springs, Ntaria for Hermannsburg – the names these region's respective local communities, the Arrernte and Western Arrernte, have always used. It feels like a nudge in the right direction, to get the government moving on the issue. Why haven't the people in power installed bilingual road signs by now, in this region of all regions? In fact, why isn't it done in a lot more places around Australia?

By boldly acknowledging indigenous place names we're acknowledging the reality of two histories; recognising indigenous place names thousands of years old. What a graceful, benevolent act it would be. The gift of attention. A small gesture to all the tourists who traverse this magnificent region, as well as the traditional owners still very much present. A signal to acknowledge the two Australias here. A sign of maturity.

I get a little swell in my chest whenever I see a sign that reads "Welcome to" whatever indigenous nation it is I'm traversing on a road trip. It feels polite and respectful; indeed stirring. And about bloody time. A step towards correcting a vast wound at the heart of the Australian psyche.

Bilingual road signs are a signal to Australians and the wider world that we're attempting to make amends here; we're trying to find some semblance of peace. They act as little tweaks of consciousness, getting us to think about different perspectives.

I wonder if the wilful denial of the tragedy of so much of our settler past is because of a deep-seated fear that a Pandora's box of truth and reckoning will be opened if we address it. Yet the truth cleanses. Absolves. Balms. We as a nation should have bottomless empathy for what's happened to the indigenous people of this land and it bewilders me that so many of us don't. A bilingual road sign feels like such a small yet generous step. A powerful gesture, and a moving one.

Text 3 is an extract from the novel The Girl Who Fell from the Sky. This novel is written by Heidi Durrow published in 2010 and centres around 11-year-old Rachel, the daughter of a Danish woman and an African American man. After the death of her parents, Rachel moves to a new city to live with her father's mother.

In my diary I write: this is Day 2. Second day at Grandma's house. I wish I could go back home. Home to before Chicago. To back in Germany when there was me and Robbie and Mor and Pop. And everything was okay. Even though there wouldn't be an Ariel, that would be okay too.

Aunt Loretta makes pancakes special for me even though she has no business in the kitchen. Two pancakes and not-enough syrup is what she gives me. Syrup that makes a stain in the pancake middle, gone so fast like the pancake is thirsty. I eat exactly what she gives me.

Aunt Loretta eats only one pancake. And Grandma none because her teeth don't set right. There is something dangerous about pancakes because Grandma watches us eat. "How you gonna catch a lizard with your backside loading you down?" Grandma fusses at Aunt Loretta. I am smart and know that when she says lizard she means husband. That is called learning the meaning from the context. Because Grandma says it and she touches Aunt Loretta's face at the same time. That means she's talking about being pretty and being worth something and making it count.

Aunt Loretta laughs. And so do I. They are happy that I am laughing. It's the first time as the new girl.

"I don't need a lizard, mama."

When Aunt Loretta says Mama, I think of saying Mor and how I don't get to say it anymore. I am caught in before and after time. Last-time things and firsts. Last-time things make me sad like the last time I called for Mor and used Danish sounds. I feel my middle fill up with sounds that no one else understands. Then they reach my throat. What if these sounds get stuck in me?

I laugh harder, but the real laugh feels trapped inside too.

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)

Explain how structure works in **at least one text** you have studied to communicate a particular perspective.

Question 5

(40 marks)

Evaluate how **at least one multimodal** text you have studied achieves an important purpose in society.

Question 6

(40 marks)

Representations in texts invite us to 'step into the shoes' of those who are privileged or marginalised. Explain how this is true in **at least one** studied text.

Question 7

(40 marks)

Discuss how your personal context affected your response to ideas communicated in **at least one** studied text.

Question 8

(40 marks)

How have **two studied texts** explored a similar idea that is relevant to Australia today.

Question 9

(40 marks)

Evaluate how imagery and figurative language work to convey an idea or ideas in **at least one** studied text.

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 are prisoners of plenty. Craft an interpretive text inspired by this idea.

Question 11

(30 marks)

Compose an imaginative text to accompany this image.



Question 12

(30 marks)

A unified Australia is more important than ever. Incorporate this sentence into a text in a form of your choice.

Section 3 continued on next page

Question 13

(30 marks)

Compose a persuasive text that appeals to teenagers turning eighteen.

Question 14

(30 marks)

Use this image as a prompt to construct a narrative in a specific genre.



End of examination

ACKNOWLEDGEMENTS

Section One

Text 1 https://secure.static.meredith.com/crt/store/covers/magazines/nmo/0110_l.jpg

Text 2 <https://www.theaustralian.com.au/weekend-australian-magazine/bilingual-road-signs-point-the-way-forward/news-story/ba3892dd7f44945f1c4d718073b02be4>

Text 3 <https://www.readinggroupguides.com/reviews/the-girl-who-fell-from-the-sky/excerpt>

Section Three

Question 11 <https://www.jmpeltier.com/travelogues/wp-content/uploads/Grenada-20151219-05891-1.jpg>

Question 14 <https://static01.nyt.com/images/2013/10/31/learning/VTS11-04-13LN/VTS11-04-13LN-superJumbo.jpg?quality=75&auto=webp&disable=upscale>