

**ENGLISH TEACHERS ASSOCIATION
Year 11 English ATAR Course Examination, 2021**

Question Paper

ENGLISH

Semester Two (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 booklet

To be provided by the candidate

Standard items: pens, pencils, eraser or correction tape/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 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 examination
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 booklet 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.

Question 1**(10 marks)**

Explore the ways a connection between people and land is represented in **Text 1**.

Question 2**(10 marks)**

Discuss how language choices are used to construct the narrator, Jessie, in **Text 2**.

Question 3**(10 marks)**

Analyse how **Text 3** uses visual elements to achieve its purpose.

Text 1

This is an edited extract of a feature article written by Ben Collins, a multimedia reporter, who has worked for the ABC in the Kimberley since 2004, producing radio, television and online content. It was published in May 2021.

'New light in a land shaped by fire'

The strange patterns overlaying desert dunes in black-and-white images taken in 1947 are like a letter written to Braedan Taylor by his great-grandparents. Like them, Braedan, better known locally as Bayo, uses fire to manage the huge Indigenous Protected Area that came as a result of the Karajarri native title determination. Taking a break from his work as the head Karajarri ranger, Bayo looks at crumpled printouts of the old photos and admires the skill of his ancestors.

"It shows me the region, focusing on the areas that we really want to burn, how we want to burn."

What looks like giant Japanese calligraphy painted in white across the landscape is actually fire scars left in desert vegetation from the traditional burning of Karajarri people living off the land. For those who know how fire burns across a dry landscape, the intricate patterns show the work of masters of fire.

"When I first saw the old photograph, I thought these old people probably did a better job because they were on foot, they used to live out in the desert and light fires and break up the country."

Fire-stick farming

At the Karajarri ranger camp on an abandoned mining airstrip, the still air pulsates with baking heat. A ranger snores on a stretcher crammed into the limited shade, surrounded by chairs, tables and everyone else swatting flies and waiting for the sun to drop. Even a thin trail of smoke from the smouldering campfire struggles to rise across the oppressively hot clearing in the scrub. But that doesn't stop the eldest of the rangers, Kulu, from jumping up and telling us to "come and get smoked".

With as much fanfare as perhaps the making of a cup of tea, Kulu buries some green foliage in the coals and instructs us to stand in the path of the thickening column of smoke, saying it will help rid us of any bad spirits. The chattels of fire are all around the camp, from the sooty cast-iron dinner pots to the boxes of incendiaries waiting to be dropped from helicopters to ignite controlled burns.

Bayo explains that fire has always been a part of everyday Karajarri life, and the work of rangers is the modern version of what can be deciphered from the complex patterns in the old photos.

"I think they are just showing me how they used to burn smaller areas that they used to break up the country. They would have been hunting, gathering, using fire for breaking up the area for them, maybe to set up a camp and probably smoking ceremonies. It makes me feel like I'm doing the same thing they were doing for years, and still going to be doing."

See next page for Text 2

Text 2

The following is an extract from the opening chapter of young adult novel, The History of Mischief by West Australian author Rebecca Higgie, published in 2020. The narrator of this extract is Jessie, a child.

Jessie

There's an old lady outside vacuuming her driveway.

I've seen old ladies do many things, but I've never seen an old lady do this.

It's 3 am. She's across the road at Number 61. She drags a round vacuum cleaner on wheels, sucking up the sand in the cracks of her driveway as a fluffy white cat watches her from the veranda. It's loud, like how a plane sounds as it's taking off. I've been on six planes so I know.

I wonder why Kay hasn't woken up. Maybe she's ignoring it. Maybe the old lady does this often and the other adults on the street have decided to pretend it doesn't happen. Adults do that a lot. Maybe I'm the only one who's ever seen her.

She turns the vacuum off, takes out a pair of glasses from the pocket of her nightie, and inspects her work. She turns the vacuum on again and shuffles back and forth, going over any spots she missed. Once she reaches the front door, she turns it off and pushes it inside. The cat flicks its tail and goes inside too.

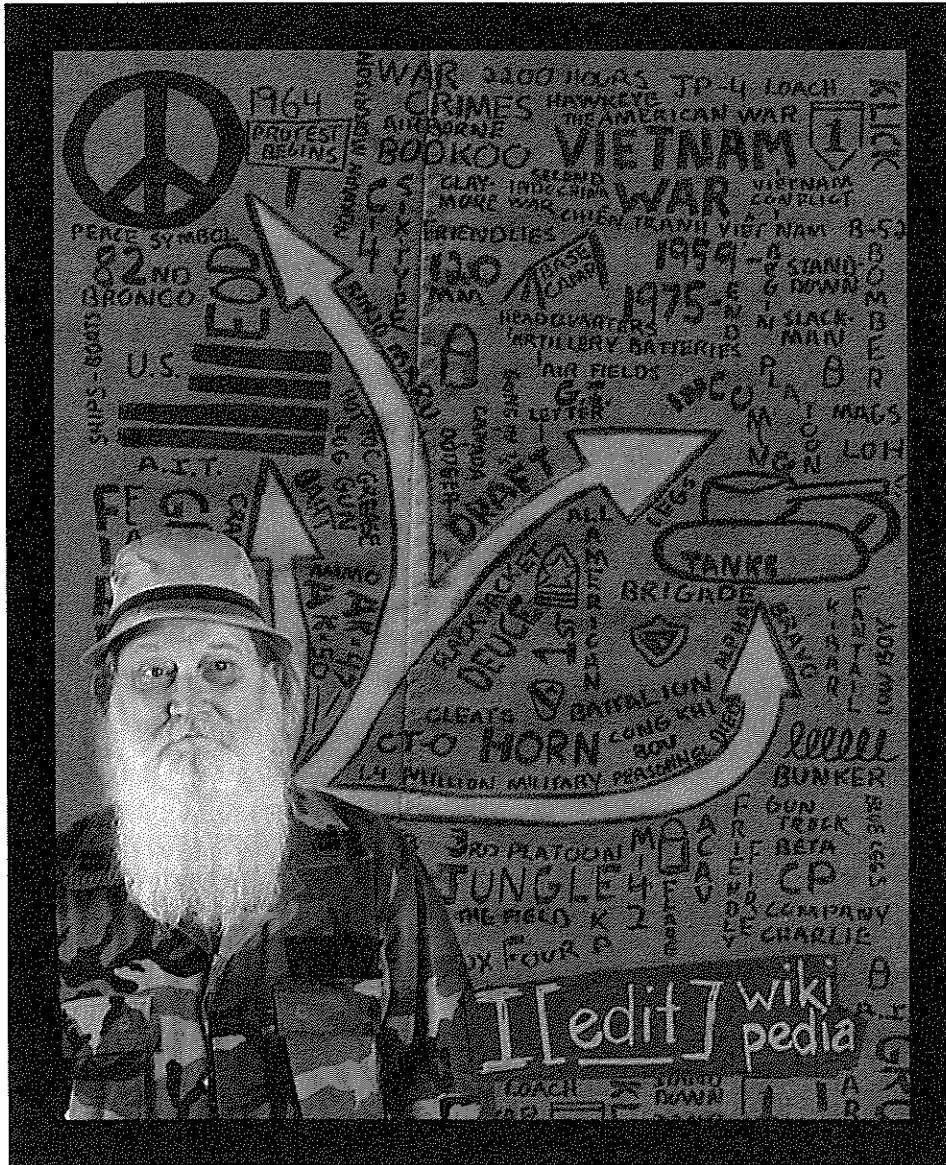
From the doorway, the old lady looks out at the street. She can't see me though. There's lace over the window so I can peek out without people seeing me. I smile at her just in case. She doesn't smile back. She just looks, as if she's waiting for someone, and then goes inside. The lights go off at Number 61. The street is quiet again.

I go back to bed. Kay will be angry tomorrow if I'm tired. She's always angry these days. She used to be silly and fun. She used to tell stories about weird old ladies like the one from Number 61. Now she just goes to work and snaps at me and won't let me eat ice-cream, except on weekends. If I'm good.

See next page for Text 3

Text 3

The following is a black and white copy of a 2008 magazine colour image created as a part of an advertising series for Wikipedia. The campaign creator stated, "Our concept was to present an everyday person as an 'expert' on a specific subject in order to show that whether the information comes from a university professor or from an avid gamer, it is still reliable."



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)**

Examine how **one studied text** has been constructed to challenge or reinforce particular values and/or attitudes.

Question 5**(40 marks)**

Compare how **two studied texts** use structural elements to position an audience to respond.

Question 6**(40 marks)**

Evaluate how effectively **a studied text** has used voice to convey an idea or perspective.

Question 7**(40 marks)**

Examine how generic conventions within **a studied text** have been manipulated to construct a particular representation.

Question 8**(40 marks)**

Discuss how **a studied text** might be read differently in different contexts.

Question 9**(40 marks)**

Analyse the way **at least one studied text** uses multimodal and/or digital features to shape meaning in the text.

End of Section Two

Section Three: Composing**(30 Marks)**

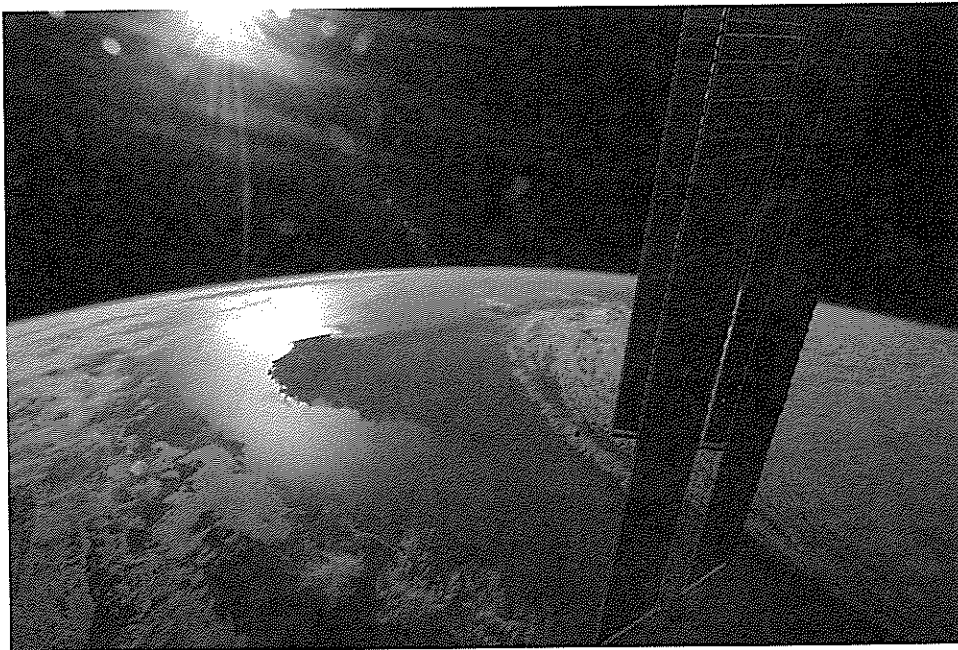
In this section there are **five (5)** questions. Answer **one (1)** question.

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)**

Compose an imaginative piece of writing inspired by the image below.

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

Compose an interpretive text that uses multiple voices to explore an issue in society.

Question 12**(30 marks)**

'Money and success don't change people; they merely amplify what is already there.' — Will Smith.

Compose an imaginative text that responds to the ideas in this quote.

Question 13**(30 marks)**

Compose a piece of writing in a form of your choice that uses stylistic features to influence a specific audience.

Question 14**(30 marks)**

Compose a piece of writing in a form of your choice that offers the perspective of one of the subjects in the image below.



End of Examination

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

Collins, Ben. (2021). 'New light in a land shaped by Fire.' *ABC Kimberley*. Reprinted with permission from ABC.

Text 2

Higgle, Rebecca. (2020). *The History of Mischief*. Fremantle Press. Reprinted with permission from Fremantle Press.

Text 3

Mikeedesign (2008) 'Wikipedia Veteran.' [Photograph]. Retrieved from <https://www.flickr.com/photos/mikeeperez/2453226990/in/photostream/>. Reproduced under Creative Commons License. Accessed 26/06/2021.

SECTION THREE**Question 10**

NASA International Space Station. (2013). 'Southwestern Australia'. Reproduced under Creative Commons License. Accessed 06/05/21.

Question 12

Smith, Will. (n.d.). [Quote]. Retrieved from <https://parade.com/937586/parade/life-quotes/>. Accessed 06/05/21.

Question 14

Matthews, L.J. (n.d.). 'Cultures Talk'. [Photograph]. Reproduced under Creative Commons License. Accessed 06/05/21.