

English ATAR 2016

Workshopped sample questions for Section 1 of the English ATAR examination.

Listed below is a selection of questions based on Units 3 and 4 generated by teachers in the October 2015 workshops. The workshops focussed on unpacking the intent of Section 1 of the English ATAR exam. Teachers reviewed the exam design brief, critiqued sample questions that already existed and then wrote some more drafts of sample questions (see below).

Suggested activity – Review the relative effectiveness of the questions below against the syllabus and the requirements of the examination design brief. For example, do they target syllabus content? Do they invite ‘concise’ responses?

Syllabus content	Sample questions produced by the workshop groups
attitudes/assumptions	What attitudes and assumptions are implicit in the representation of ‘male’ in Text 1?
attitudes and values/representation	Explain how attitudes and values are represented in Text 2.
audience/reader/readings	What is your response to this text and what might contribute to a different reading?
context	Explain how this text could be understood within different cultural contexts.
context	In relation to Text 1, discuss the context in which this text was constructed and the influence your own context has on the reading of the text.
context/audience/reader	Identify one or more ways in which cultural context may influence an audience’s response to Text 2
empathy	Analyse the way(s) in which key language choices generate empathy.
language choices	Explain the way language choices support the writer’s argument in this non-fiction text.
language choices/meaning	How has language created shades of meaning in Text 1?
language devices	How has the author used language devices to present ideas about X?
language features/audience	How does Text 1 utilise three language features to shape or influence audience responses?
language features/values	Discuss the language features of Text 1 that convey specific values.
language features/values	Evaluate the ways in which language features generate empathy for X.
language patterns	How has Text 1 used language patterns to create meaning?
language techniques	How has the author used specific language techniques to influence her audience?
narrative features/empathy	Identify three key narrative features in Text 1 that generate empathy for a character in the text.
omissions/representation	Discuss the omissions concerning the representation of Australia that Text 1 makes.
perspectives	Compare how Text 1 and Text 2 present different perspectives about the same topic/idea.
point of view	Explain how the point of view is constructed.
point of view/reader	How is point of view used to position the reader?

Syllabus content	Sample questions produced by the workshop groups
point of view/values	How does this text use point of view to present specific values?
purpose/stylistic choices	How does the difference in a text's purpose influence stylistic choices?
representation	Compare how Text 1 and Text 2 represent/explore a similar idea in different ways.
representation	Compare the ways each text represents gender.
style/readings	Describe how three stylistic choices have influenced your reading of Text 1.
stylistic choices/writer/audience	How does Text 3 work to position an audience to respond to ideas?
stylistic choices/ideas	How have similar ideas been treated differently, in terms of stylistic choices in Texts 2 and 3?
stylistic choices/perspectives	What stylistic choices has the author made to present a perspective?
values	Analyse how the choice of language influences your response to two values promoted in the text.
values/representation	Discuss how values are represented in Text 2.
values/representation	Evaluate the ways values are represented in Text 1 or Text 2
viewpoint	Evaluate how Text 2 promotes a particular viewpoint.
visual elements	Explain how three visual elements in Text 1 promote consumerism.
visual techniques	Explain how two visual techniques contribute to the text's representation of family.
voice/perspective	How does the use of voice contribute to the perspective constructed in the text?
voice/reader response	Explain how the use of voice in Text 1 influences/shapes the reader's response to Text 1.
'ways' could mean 'techniques' but not only that	Identify and explain three ways in which this text works to generate a sympathetic response from readers.