**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** |
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| 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? |
| 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. |