Government of **Western Australia**
School Curriculum and Standards Authority

ATAR course examination, 2018

Question/Answer booklet

ENGLISH

Please place your student identification label in this box

Student number: In figures

In words

Time allowed for this paper

Reading time before commencing work: ten minutes
Working time: three hours

Materials required/recommended for this paper

To be provided by the supervisor
This Question/Answer booklet

Number of additional answer booklets used (if applicable):

To be provided by the candidate
Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, 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 material. If you have any unauthorised material with you, hand it to the supervisor **before** reading any further.

Copyright © School Curriculum and Standards Authority 2018

Ref: 18-026

2019/3441
Web version of 2018/53028

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 the Western Australian external examinations are detailed in the *Year 12 Information Handbook 2018*. Sitting this examination implies that you agree to abide by these rules.

2. Write your answers in this Question/Answer booklet.

3. You must be careful to confine your answers to the specific questions asked and to follow any instructions that are specific to a particular question.

4. Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

5. You must not use texts from Section One to answer questions from Section Two.

Section One: Comprehending **30% (30 Marks)**

In this section, there are **three** texts and **three** 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.

Text 1

This is a greyscale version of a photograph taken by Cecilia Wessels of Alberta, Canada of her husband, Theunis, mowing the lawn.

For copyright reasons this image cannot be reproduced in the online version of this document,
but may be viewed at
https://www.reviewjournal.com/news/nation-and-world/canadian-man-mowing-lawn-amid-tornado-takes-internet-by-storm/

Question 1 **(10 marks)**

Analyse how Text 1 works to convey an idea about human nature.

This page has been left blank intentionally

Text 2

This is an excerpt from Australian singer Tim Rogers' 2017 autobiography, Detours.

The grand final is played in the neighbouring town of Boulder at the Digger Daws oval, as onomatopoeically perfect an oval as it is physically. The short cab ride there has us both a little pensive. Although I've got no emotional investment in the game, I want this to be a great experience for Dad. We both have an interest in the big league, mine more rabid than his, but we've always shared stories about the country games we've seen, and recall the local women's leagues and suburban kids' games with great fondness.

I've seen spellbinding performances on the grand stages, but still my favourite footy story is how Dad and his mates would finish training on a cold Melbourne Wednesday night, buy a big loaf of bread, paw out the fluffy innards and stuff it with hot salty chips as a reward for the walk home. Oh, the steam that would plume out in that freezing trek! Or perhaps it's the one about my uncle Graeme, who, after winning a grand final with his amateur team, swapped guernseys with the opposition side in respectful tradition. Once the crowd had dissipated, he then hastily dug a ditch in the middle of the oval, threw the jumper in, set it on fire, pissed on it (steam no doubt also abundant) and then buried it.

I doubt there'll be steam even in the hot-dog broiler at the oval today. Weather is my least favourite subject to discuss, after religion and personal training, but it's a perfect day for country footy and its spectators. Dry and warm, the sky so bereft of cloud that the oval takes on gigantic proportions, like a full head of hair sprung free from a ponytail. Skills will be on full display; jackets and scarves won't. The one grandstand at Digger Daws is half an oval away from where the cab has dropped us, and though Dad is in excellent cheer and protests my assistance, there have been enough falls and injuries lately for me to be a little cautious. We take our time to walk there, mingling with the crowd of about two thousand.

The dominant dress code is informal and revealing. We're so used to being among crowds rugged up against the Melbourne cold, it's a joy to see so much colour and vibrancy.

Question 2 **(10 marks)**

How is the father-son relationship represented through the construction of the narrator's voice?

This page has been left blank intentionally

Text 3

This is a greyscale version of the book cover of the 2018 novel, A Taxonomy* of Love, *by Rachael Allen*.

For copyright reasons this image cannot be reproduced in the online version of this document,
but may be viewed athttp://www.nassner.com/taxonomy-of-love/

*Taxonomy: a classification of something into ordered categories

Question 3 **(10 marks)**

How does the multimodality of Text 3 influence your interpretation of it?

End of Section One

See next page

This page has been left blank intentionally

Section Two: Responding **40% (40 Marks)**

In this section, there are **six** questions. Answer **one** 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)**

Show how at least **one** text reveals that the values of individuals are shaped by their circumstances.

Question 5 **(40 marks)**

Compare how **two** texts of different genres respond to the concerns of the same time period.

Question 6 **(40 marks)**

Explore how different perspectives on a controversy have been represented in at least **one** text.

Question 7 **(40 marks)**

Discuss how voice has been crafted to reveal an inner or hidden conflict in at least **one** text.

Question 8 **(40 marks)**

Compare how **two** texts of different modes use textual features to represent a similar idea or theme.

Question 9 **(40 marks)**

How have language or structural innovations been used to unsettle an audience in at least **one** text?

Question number: _____

Question number: _____

Question number: _____

Question number: _____

Question number: _____

End of Section Two

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

In this section, there are **five** questions. Answer **one** 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)**

'I don't think you quite understand the ramifications of this decision.'

Incorporate this statement into a persuasive text for a resistant audience.

Question 11 **(30 marks)**

Compose an interpretive text to represent an encounter with a person who taught you something about yourself.

Question 12 **(30 marks)**

Craft an imaginative text in which these birds have a symbolic function.

Question 13 **(30 marks)**

Create an imaginative text in a particular genre but with an atypical setting.

Question 14 **(30 marks)**

In a form of your choice, create a text that reveals a part of this person's history.

For copyright reasons this image cannot be reproduced in the online version of this document,
but may be viewed at https://www.flickr.com/photos/16536699@N07/8484483839/

End of questions

Question number: _____

Question number: _____

Question number: _____

Question number: _____

Question number: _____

Supplementary page

Question number: _____

Supplementary page

Question number: _____

Supplementary page

Question number: _____

ACKNOWLEDGEMENTS

Text 1 Wessels, C. (2017). *Theunis Wessels mows his lawn as tornado swirls in the background* [Photograph]. Retrieved May, 2018, from https://www.reviewjournal.com/news/nation-and-world/canadian-man-mowing-lawn-amid-tornado-takes-internet-by-storm/

Text 2 Rogers, T. (2017). *Detours*. Sydney: HarperCollins.

Text 3 Nassner, A., & VanderPloeg, L. (2018). [Cover illustration and lettering, *A taxonomy of love* by Rachael Allen]. New York: Amulet Books.

Question 12 Image from: Yüce, T. (2018). *[…]*. Retrieved May, 2018, from http://gallerytheroute.com/project/tugran-yuce/ (image 32).

Question 14 Image from: LJ [Lee Jeffries]. (2013). *'[…]'*. Retrieved May, 2018, from https://www.flickr.com/photos/16536699@N07/8484483839/

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that it is not changed and that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons Attribution 4.0 International (CC BY) licence.

Published by the School Curriculum and Standards Authority of Western Australia
303 Sevenoaks Street
CANNINGTON WA 6107