



**Methodist Ladies' College
Semester 1 Examination, 2016**

Question Paper

**ENGLISH
ATAR Year 11**

Student Name: _____

Teachers Name: _____

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/Answer Booklet

Standard Answer Book

Number of additional
answer booklets used
(if applicable):

To be provided by the candidate

Standard items: pens (blue/black preferred), pencils (including colours),
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 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 total exam	Your mark
Section One: Reading	2	2	60	30	33.3	
Section Two: Writing	6	1	60	30	33.3	
Section Three: Viewing	2	1	60	30	33.3	
Total					100	

Instructions to candidates

1. The rules for the conduct of ATAR course examinations are detailed in the 2016 Year 11 Course Handbook. Sitting this examination implies that you agree to abide by these rules
2. Write your answers to each section in the Standard Answer Book.
3. You must be careful to confine your responses to the specific questions asked and to follow any instruction that are specific to a particular question.

In **Section Two: Responding**, you must make primary reference to any text or text type that you have studied. Candidates **cannot** use texts from Section One (Comprehending) as their primary reference in 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)**

Analyse how the author of **Text 1** has used language features to construct her central argument.

Question 2:**(10 marks)**

Examine how visual conventions are used in **Text 2** to generate an audience response towards consumerism.

Question 3:**(10 marks)**

Compare the ways in which **Text 1** and **Text 2** present particular perspectives on consumerism.

See next page for Text 1

See next page

Text 1

Text 1 is an extract taken from the article 'The Cult-like Rise of Decluttering: is it Healthy?' by Sarah Berry, posted on the Sydney Morning Herald website on the 8th September, 2015.

Clutter makes me feel claustrophobic.

When I last moved house, I bought four Kennards boxes for my clothes. I packed the priorities – that is, the 10 per cent of my clothes that I wear on high rotation – and threw out anything else that didn't fit in.

I did the same with my other "stuff". Not with reckless abandon, but I took my time, slowly sitting through things, chuckling to myself about the memories they summoned or widening my eyes in surprise over the stuff that I once deemed important.

And then I chucked it or gave it to charity.

Apart from some of my books, which I love and have a habit of hoarding, my entire worldly possessions have been regularly and ruthlessly culled and can now be squeezed into one car in an undignified fashion.

Decluttering or minimal living has become an increasingly popular – cult-like, even – response to the rise of consumerism.

Economies and empires have been built by us buying crap we don't need.

In Australia alone, we spend about \$158 billion a year on non-essential "stuff".

James Wallman, author of best-selling book *Stuffocation*, declares that clutter "is the material equivalent of the obesity epidemic."

"We have more stuff than we could ever need – clothes we don't wear, kit we don't use, and toys we don't play with," Wallman writes.

"But having everything we thought we wanted isn't making us happier. It's bad for the planet. It's cluttering up our homes. It's making us feel 'stuffocated' and stressed – and it might even be killing us."

See next page for Text 2

See next page

Text 2

Text 2 is a black and white version of a photograph taken by Dietrich Wegner as part of a series of photographs titled the 'Cumulous Brand'. Wenger was interested in the impact of multi-national corporations and branding on a child's life.



End of Section One

See next page

Section Two: Responding**(40 marks)**

In this section there are **six (6)** questions. Answer **one (1)** question.

Your response should demonstrate your understanding of form, purpose, context and audience.

You must make primary reference to any text or text type that you have studied.

Suggested working time: 60 minutes.

Question 4:**(40 marks)**

With close reference to **one text** you have studied, analyse how language choices have been made for particular purposes.

Question 5:**(40 marks)**

Evaluate how your responses to **at least one text** studied this semester have been influenced by your personal, social and/or cultural context.

Question 6:**(40 marks)**

Explain how the stylistic features of **at least one text** you have studied help communicate particular ideas or perspectives.

Question 7:**(40 marks)**

Discuss why **one text** you have studied represents people in a challenging or unexpected manner.

Question 8:**(40 marks)**

Explore how you have been positioned to view or consider **one text** you have studied in a particular way.

Question 9:**(40 marks)**

Examine how texts are shaped by the audiences for whom they are intended.

End of Section Two

See next page

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)**

Write a narrative inspired by the setting below:

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

“Tomorrow (noun)- a mystical land where 99% of all human productivity, motivation and achievement is stored.”

Use this quote, or the ideas it promotes, in a piece of writing in a form of your choice.

Question 12: (30 marks)

Write to convince an audience that the greatest issue facing the world is indifference.

Question 13: (30 marks)

Compose a piece of writing that challenges contemporary ways of seeing the world.

Question 14: (30 marks)

“Keep your face to the sunshine and you cannot see a shadow.”

Use this quote as either the opening or closing line in a piece of writing.

End of Examination

See next page

ACKNOWLEDGEMENTS

SECTION ONE

Text 1

Berry, Sarah. 2015. 'The Cult-like Rise of Decluttering: is it Healthy?' *Sydney Morning Herald*. <http://www.smh.com.au/lifestyle/life/the-cultlike-rise-of-decluttering-is-it-healthy-20150908-gjhhzd.html> on 27/02/2016. Reprinted with permission from the author.

Text 2

Wegner, Dietrich. 2011. 'Sabine & Sebastian' *Cumulous Brand*.

SECTION THREE

Question 10

Abandoned hospital image. <http://www.abandonedberlin.com/2014/08/haunted-by-history-ghosts-of-beelitz.html>. Date accessed 24/05/2016.

Question 11

Unknown. <http://www.iliketoquote.com/tomorrow-noun-a-mystical-land-where-99-percent-of-all-human-productivity-motivation-and-achievement-is-stored/>. Date accessed 23/05/2016.

Question 14

Keller, Helen. http://www.brainyquote.com/quotes/authors/h/helen_keller.html. Accessed 01/12/2015.