

Methodist Ladies' College
ATAR course examination, Semester 1, 2019

Question Paper

ENGLISH
ATAR Year 12

Student Name: _____

Teacher Name: _____

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

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| 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.

Structure of this paper

| Section | Number of questions available | Number of questions to be answered | Suggested working time (minutes) | Marks available | Percentage of examination | Your mark |
|---------------------------|-------------------------------|------------------------------------|----------------------------------|-----------------|---------------------------|-----------|
| 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 11 Information Handbook 2019*. 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.

See next page

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 visual language is used to create a particular response in **Text 1**.

Question 2:**(10 marks)**

Explain how symbolism operates in **Text 2**.

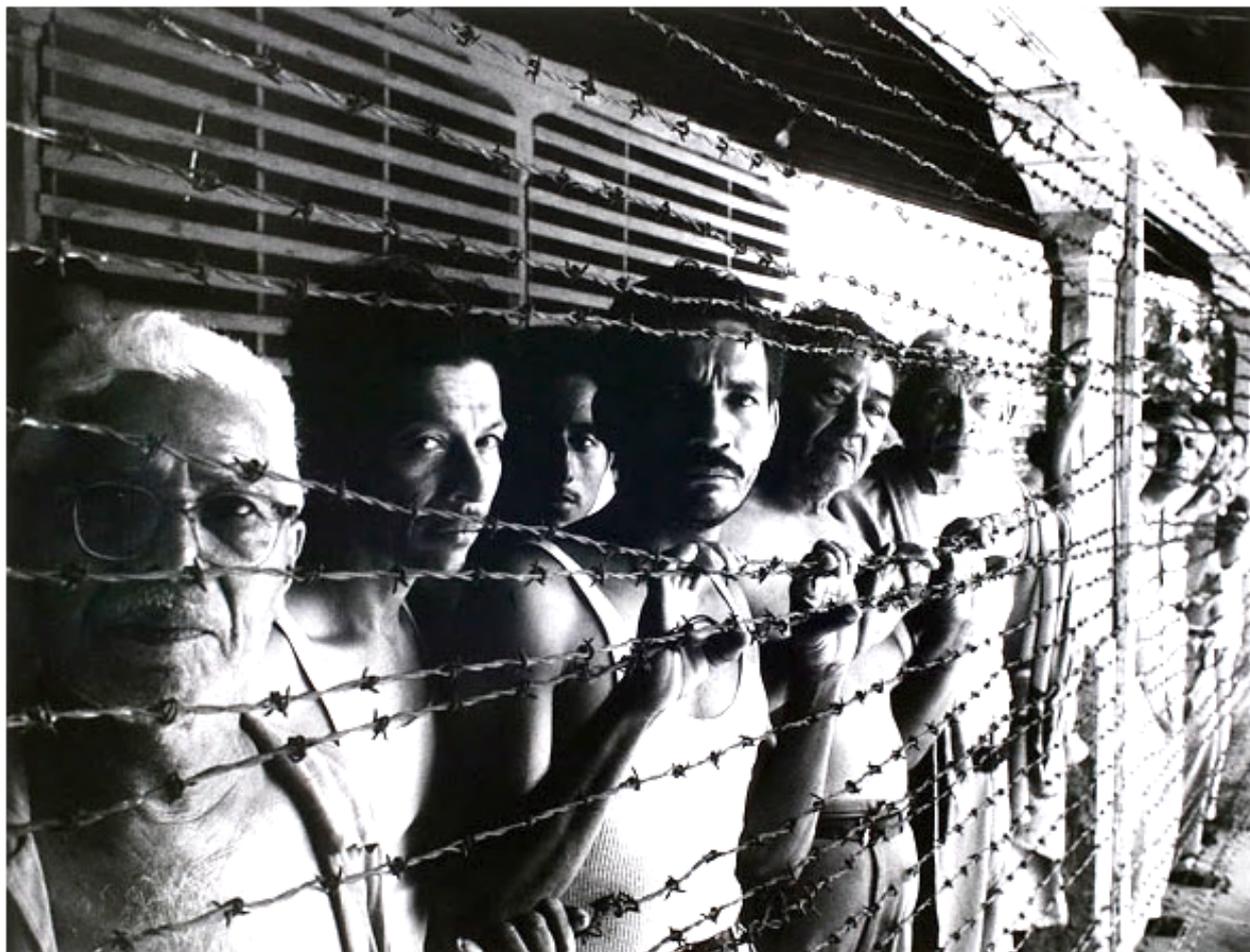
Question 3:**(10 marks)**

Explore how the protagonist's attitude towards work has been constructed in **Text 3**.

See next page for Text 1

Text 1

Text 1 is a black and white photograph taken of political rebels in Nicaragua, a country in Central America. It was taken in 1956 by Cornell Capa, five years before the Nicaraguan Revolution.



Text 2

Text 2 is an extract from novelist's Amy Tan's memoir Where the Past Begins (2017).

When my brother died, flowers arrived at our house, offerings of condolences in the form of carnations, chrysanthemums, roses, asters, lilies, and gardenias. My father had been the guest minister of many churches, and their clergy as well as the church members had all prayed for the needed miracle. Their floral outpouring of sympathy lined our kitchen counter and dining room table. Some were set on our coffee table in the living room. A similar variety of flowers arrived at our house when my father died six months later. I recall the colourful array of flowers and their mingled scent.

I remember thinking about the cost of all those flowers. My parents rarely bought flowers. They were an unnecessary extravagance. The condolence flowers wilted within the week, but we kept them until the petals fell off and the stems rotted and smelled like dead flesh. Life is fleeting. You can't hang on to it. That was the meaning of those flowers.

I had once thought gardenias were the best flowers. They had a heavy perfume, creamy white petals, and thick glossy leaves. A wristlet of gardenias was the coveted flower of high school proms. But after my brother's funeral, I no longer liked gardenias. Their beauty and scent belied their purpose as the messenger of grief. When gardenias arrived after my father died, the smell was nauseating.

The dark green leaves were as stiff and sharp enough to cut tender skin. Their heads bowed as they died and the creamy white petals turned brown at the edges and curled like the fingers of corpses. The smell of them had become as repulsive. They were the same odour of the rotted stems, the odour of dead bodies.

Text 3

Text 3 is an extract from novel Small Blessings (2019), written by Australian author Emily Brewin. The extract follows Isobel, a senior lawyer, at work in the morning.

She shifts in her chair and stares at the wall of glass beyond her desk. If she stood in front of it, as she does sometimes, she would see the city stretched in all directions below, lines of traffic inching along its streets. But she doesn't, and all she can see is a block of murky morning sky.

She listens to her colleagues arriving for the day, the artificial call of computers being switched on and snippets of conversation. Bernard asks Penny, the receptionist, how her weekend was, before Madeline, the paralegal, butts in about the photocopier. Their banter is irritating. Isobel's been in since daybreak.

'It needs a new cartridge,' Madeline continues.

'Good luck with that,' Bernard laughs.

He should really stop sauntering in with the admin staff each day if he wants to be taken seriously. Easy charm only goes so far; there's more to this job than being personable.

She arranges the file notes on her desk and contemplates closing the door as Malcolm does his morning rounds. He is operatic in asking about Madeline's Saturday nights. She replies, too loudly as usual, that it was awesome. It won't be long before Madeline realises that doing the rounds is Malcolm's way of keeping a tab on things and she'd best tone it down.

Knowing this is gratifying. After almost a decade at Wesley and Hoop, Isobel's finely attuned to the place. She knows, for instance, that despite Malcolm bravado, the other partner, Andrew, has the last say. She knows too that Penny runs off reams of colouring-in pictures for her daughter after work, that Bill the cleaner uses the staff espresso machine before his shift each morning and that Bernard has a diary of their colleagues' birthdays on his computer.

She wonders at times what her colleagues know about her, apart from the facts. The old guard will remember how quickly she was promoted to senior lawyer. Anyone could tell you she sweats buckets for the place. Some nights her head barely touches the pillow.

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 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)**

Comparing **two texts** you have studied, consider how your attitude towards a particular issue has been challenged.

Question 5:**(40 marks)**

Explore how visual and/or written language features have been used to construct ideas in at least **one text** you have studied.

Question 6:**(40 marks)**

Discuss how the manipulation of genre has been used to comment on a particular idea or attitude in at least **one text** you have studied.

Question 7:**(40 marks)**

Consider how an aspect of society has been represented for a particular purpose in at least **one text** you have studied.

Question 8:**(40 marks)**

Discuss how your ideas and/or beliefs about your own world have been shaped by **one text** from a different cultural context to your own.

Question 9:**(40 marks)**

Explore how **two texts** you have studied have used elements from the same genre for different purposes.

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 a narrative that explores the perspective of someone who is very familiar with the setting in the image below.

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

Create a persuasive or interpretive text that uses an anecdote to frame your argument/s.

Question 12:**(30 marks)**

Compose a text in any form that explores a common societal fear and is titled, 'The Enemy Within'.

Question 13:**(30 marks)**

Create two short imaginative texts that demonstrate two opposing ways of looking at the same issue.

Question 14:**(30 marks)**

Compose a text that begins with the mood in this image, but then challenges or subverts reader's expectation.



End of Examination

ACKNOWLEDGEMENTS

For the construction of questions in the MLC exam paper, the *ETAWA Year 12 English ATAR Examination, Semester One 2019* has been consulted as a resource.

SECTION ONE

Text 1

Capa, C. 1956. Retrieved 6th of May from <https://www.nytimes.com/2008/05/24/arts/design/23cnd-capa.html>

Text 2

Tan, A. 2017. *Where the Past Begins*. Fourth Estate: Australia.

Text 3

Brewin, E. 2019. *Small Blessings*. Allen & Unwin: Australia.

SECTION THREE

Question 10

<https://whatsonblog.melbourne.vic.gov.au/melbourne-laneways-guide-hardware-lane-part-one/>

Question 14

<http://erickimphotography.com/blog/2010/07/29/a-photographic-existential-question-integrating-photography-happiness-and-sociology/>

End of Examination