



Western Australian Certificate of Education Examination, 2011

Question Paper

ENGLISH

Stage 2

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 Paper

Standard Answer Book

To be provided by the candidate

Standard items: pens, pencils, eraser, correction fluid/tape, 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 exam
Section One: Reading	2	2	60	30	33.33
Section Two: Writing	6	1	60	30	33.33
Section Three: Viewing	2	1	60	30	33.33
Total					100

Instructions to candidates

1. The rules for the conduct of Western Australian external examinations are detailed in the *Year 12 Information Handbook 2011*. 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 instructions that are specific to a particular question.

Stage 2 text types

In Section One: Reading, and Section Three: Viewing where textual references are required for responses, candidates must make primary reference to text types drawn from the list below. They can also make reference to other text types.

Stage 2	<p>Written: novel, short story, discursive and didactic essays including feature articles, autobiography and/or biography, workplace texts, websites, song lyrics/poetry, still images associated with written texts, advertisements</p> <p>Visual: film, television programs, advertisements, oral texts, websites, still images</p>
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In Section Two: Writing, in questions that require reference to texts studied, candidates may make primary reference to any text or text type that they have studied that is relevant to their response.

Section One: Reading

33.33% (30 Marks)

In this section there is **one (1)** text and **two (2)** questions. Answer **both** questions.

Question 1 requires reference to texts you have studied; you must make primary reference to at least **one (1)** of the written text types listed for Stage 2 units. You may also make reference to other text types.

Suggested working time: 60 minutes.

Question 1**(15 marks)**

Describe how your reading of a text was shaped by its conventions and/or context.

Refer to at least **one** written text you have studied. Do **not** refer to Text 1.

Question 2**(15 marks)**

Explain the views about childhood presented in **Text 1**.

Text 1 is an extract from a piece of autobiographical writing included in a collection called Sand. It was written by Western Australian author John Kinsella and published in 2010.

The River

152 Bateman Road, Mount Pleasant was our address. The phone number had six digits – 64 74 76. There are two extra digits now. I lived there until I was fourteen, apart from holidays and stints Up North with my father and time on the farm. My mother rented the house out when we moved to Geraldton and later sold it. Just down Canning Avenue was the river – the Canning River that met the Swan River at Canning Bridge which formed a frontier for my brother and me, only occasionally venturing across to Applecross jetty or up to Blackwall Reach.

I did my first swimming lessons at Deep Water Point jetty and had to dive to the bottom and pick up a brick to get my Junior Swimming Certificate. I particularly hated swimming lessons but loved the river. We always got ear, nose, and throat infections. The water was tannin-coloured and smelt of decomposition at the height of summer. There were shark scares but they usually turned out to be dolphin sightings. Though sharks did occasionally come into the river and the odd grey nurse was caught in the Swan off the Brewery site near Kings Park. My brother and I went down to the Canning River most days in summer.

Diving off a concrete yacht. It shouldn't have floated, it looked ridiculously heavy. We guessed we shouldn't be there. But the river was ours. My brother climbed up one day and a hatch opened. He made friends with the yacht's owner who lived on board and told my brother he'd listened to us diving off time after time but had kept quiet – 'You were having so much fun I didn't want to disturb you.' My brother asked why he didn't clean the bird shit off the decks – the yacht was covered in it.

Even more than the fish which we worked hard at extracting – the whiting, flounder, kingfish, flathead, cobbler – the birds defined the river for us. Especially the darters with their snake necks and the cormorants looking primal and suspect and shitting on everything. We'd catch a glimpse of a night heron and because of this it's the bird I identify with. The further I've moved from the river the more I've thought, even obsessed, over the night heron. It is a stealthy hunter of darkness, I am a vegan who loves light. The attraction is indelible, like the waters of the river – purple at dusk.

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I was stabbed with a rusty fishing knife on Gunbower Road jetty and my bike was thrown into the river. I've written a poem about this and the agony is held taut in a fabric of meditation. The recollection is reduced to the moment, a glimpse. But this is what holds it in place. It is the fear, the trauma of riding to school, down the shops, to the river with the local gang – the Brentwood Rocks, subsidiary of the Freo Rocks – on the lookout for prey. They hate kids who read. They hate kids who have chemistry sets. They hate kids who are black. They hate kids with foreign accents. They hate kids with glasses. They hate kids who don't play footy. They hate and they hate and they hate. And they mean business. And stab to kill. My brother pulled my bike from the river and I had a tetanus injection. I kept my mouth shut.

End of Section One

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Section Two: Writing**33.33% (30 Marks)**

In this section there are **six (6)** questions. Respond to **one (1)** of the six questions.

Your response should demonstrate:

- clear sense of purpose, context and audience appropriate for the topic
- conventions of a genre appropriate for the topic
- use of tone, vocabulary, punctuation, spelling, syntax and paragraphing appropriate for the topic
- content appropriate for the topic.

Where a question requires reference to texts you have studied, you may make primary reference to any text or text type that you have studied. Where a question does not require reference to texts studied but you wish to refer to a text, you may use any text of your choice.

Suggested working time: 60 minutes.

Question 3

Explain how at least **one** text you have studied has supported or challenged your attitude towards a particular issue. (30 marks)

Question 4

What we read or view makes us who we are.

Argue for **or** against this statement. (30 marks)

Question 5

The ending of a text often reinforces its central ideas.

Discuss with reference to at least **one** text you have studied. (30 marks)

Question 6

'The first time I saw them, the sky was like soup – boiling and stirring.'

Write a narrative using this quotation as the first line. (30 marks)

Question 7

In a form of your choice, write about a current concern in your community. (30 marks)

Question 8

Our understanding of a text is influenced by the people or characters within it.

Respond to this statement with reference to at least **one** text you have studied. (30 marks)

End of Section Two

See next page

Section Three: Viewing

33.33% (30 Marks)

In this section there are **two (2)** images and **two (2)** questions.

Choose only **one (1)** question and answer **both** parts (a) and (b) of the question.

Where a question requires reference to texts you have studied, you must make primary reference to at least **one (1)** of the visual text types listed for Stage 2 units. You may also make reference to other text types.

Suggested working time: 60 minutes.

Question 9**(30 marks)**

Image 1 is an advertisement for rings produced by the jeweller Tiffany & Co.

For copyright reasons this image cannot be reproduced in the online version of this document but may be viewed at <http://fashioncopious.typepad.com/fashioncopious/2009/02/tiffany-co-karen-elson-playing-mommy.html>.

- (a) How does **Image 1** use visual codes and conventions to promote its product? (15 marks)
- (b) Explain how at least **one** visual text you have studied presents its main idea. Do **not** refer to Image 1 or 2. (15 marks)

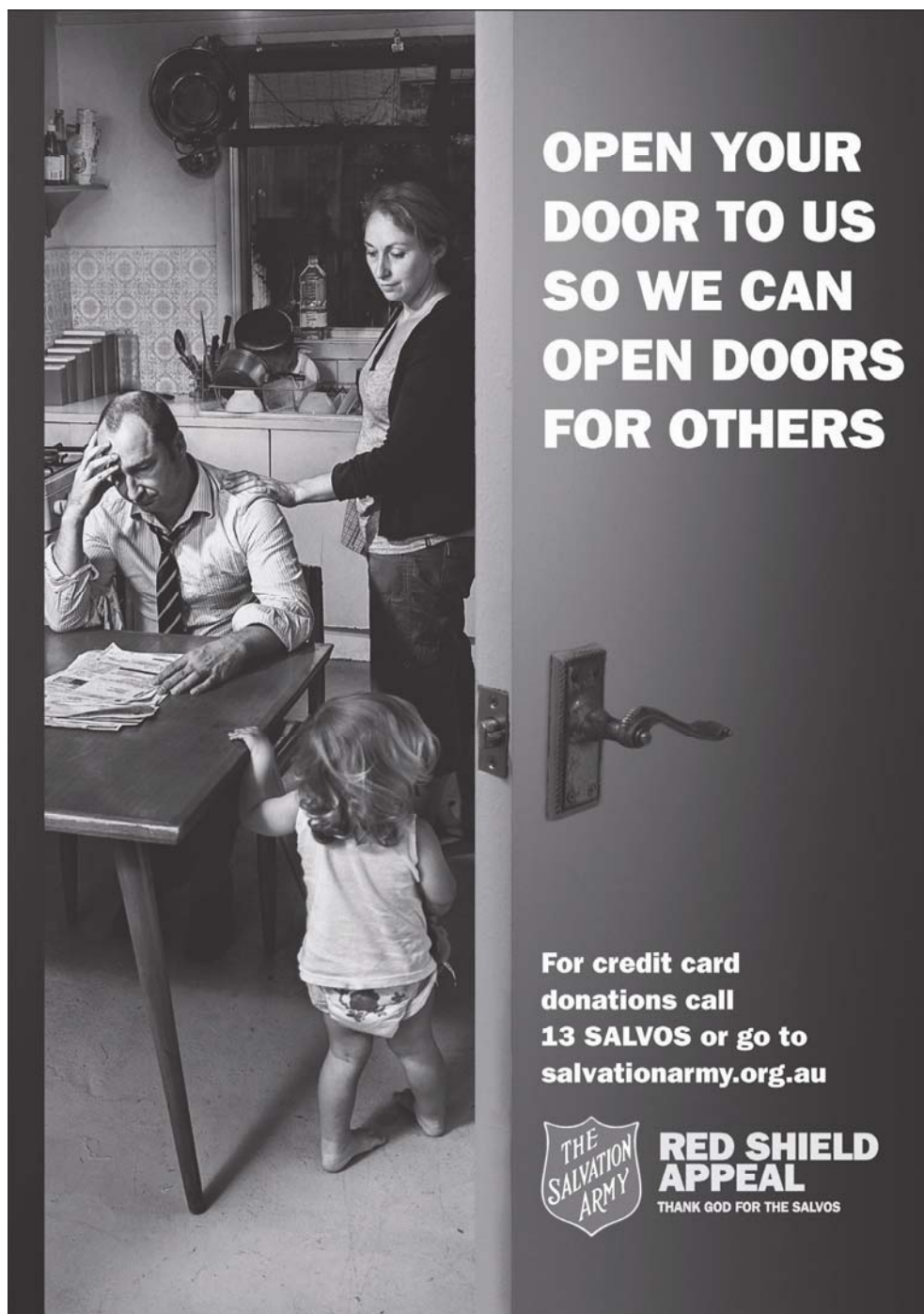
or

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Question 10

(30 marks)

Image 2 is a campaign poster for The Salvation Army charity.



- (a) Discuss how the visual codes and conventions in **Image 2** are used to encourage the audience to respond. (15 marks)
- (b) Explain how meaning is created in at least **one** visual text you have studied. Do **not** refer to Image 1 or 2. (15 marks)

End of questions

ACKNOWLEDGEMENTS

Section One Text 1

Extract from: Kinsella, J. (2010). The River 1. In R. Drewe, & J. Kinsella. (2010). *Sand*. Fremantle: Fremantle Press, pp. 28–29.

Section Two Question 6

Adapted from: Zusak, M. (2005). *The Book Thief*. Sydney: Picador, p. 13.

Section Three Image 1

Thompson, M. (2009, February 6). *Tiffany & Co. Karen Elson playing mommy* [Advertisement]. Retrieved March, 2011, from <http://fashioncopious.typepad.com/fashioncopious/2009/02/tiffany-co-karen-elson-playing-mommy.html>.

Image 2

Open your door [Campaign poster]. (2010). Retrieved March, 2011, from: www.salvationarmy.org.au/salvwr/_assets/main/.../rsa_2010_poster.pdf.

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