

Semester Two Examination, 2020

Question/Answer Booklet

## ATAR ENGLISH

Year 12 Units 3&4

If required by your examination administrator, please place your student identification label in this box

WA student number: In figures

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In words

Your 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

*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 notes to candidates

No other items may be taken into 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.

SAMPLE QUESTION AND ANSWER BOOKLET

**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	2	2	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 examinations are detailed in the school handbook. 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 question 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.

SAMPLE QUESTION AND ANSWER BOOKLET

## Section One: Comprehending

30% (30 Marks)

In this section there are **two** texts and **two** 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.

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**SAMPLE QUESTION AND  
ANSWER BOOKLET**

Text 1

An extract from the essay 'The End of Walking' (2019) by American author Antonia Malchik.

Over the past 80 years, walking simply as a way to get somewhere, let alone for pleasure, has become an alien concept to Americans. Plans to make neighbourhoods more walkable are met with fierce, indignant resistance by many residents. Much of this fight has to do with who pays for sidewalks. Once an area has been designed without walkability in mind, it's extremely expensive to reverse infrastructure. Municipalities and suburbs alike must consider curbs, gutters, stormwater runoff, ongoing maintenance, and snow removal. I live in Montana, where homeowners are legally obliged to keep sidewalks clear of snow with shovels or snowblowers. It's excellent exercise, but not necessarily fun, especially for the elderly or disabled. In heavy winters it's not uncommon then, to see pedestrians give up on icy sidewalks and shift to the paved roads instead. Resistance to sidewalks, and to walking, often splits along generational lines. People who have come of age and grown old in a car-centric culture have trouble seeing why they should pay more to enable walkers. One suburb in Chicago fought calls by younger families for more sidewalks so bitterly, that it ended up with a walkway stopping pointlessly halfway down a block. 'Cement companies are the only ones who benefit,' an opponent of proposed sidewalks was quoted in the Wall Street Journal. 'Nobody walks on King Road. Everybody drives.' Anecdotal, but it means of communities, where proposed infrastructure to promote walking brings out grumbles that only the poor, the great unwashed, the criminal and under-classes have any use for sidewalks and pedestrian-friendly roads.

On a deeper level, Americans' attachment to private property and individual liberty – which are rife with a history of racial and class tension – drive people to distrust walking. "It's that 'get off my lawn, get off my sidewalk' feeling," says Kate Kratz, an expert in environmental health, and spokesperson for America Walks. "People get this fear that 'undesirables' will be walking through their neighbourhoods." This kind of attitude seems uniquely American. When I lived in Europe, walking and public transport were more common than driving. When I moved back to Montana, I never adjusted to the assumption that a 10-minute walk required a motor vehicle. Dependence on cars and the distrust of walkers has become the hallmark of an everybody-for-themself, falsely self-sufficient American culture. Freedom to drive when and how we please is as American as apple pie and a gun holster. Freedom to walk is not.

SAMPLE QUESTION AND ANSWER BOOKLET

**Question 1**

**(10 marks)**

Analyse how language features and perspectives generate controversy in Text 1.

**SAMPLE QUESTION AND ANSWER BOOKLET**

**SAMPLE QUESTION AND  
ANSWER BOOKLET**

# **SAMPLE QUESTION AND ANSWER BOOKLET**

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Text 2

Photograph of a nationwide protest rally in Queensland that featured on a news website in 2012.



SAMPLE ANSWER