

Bruno P.



2010

Tuesday 17th August

ENGLISH (Standard) and ENGLISH (Advanced) Paper 1 – Area of Study

General Instructions

- Reading time – 10 minutes
- Working time – 2 hours
- Write your HSC number on the front of each booklet, along with the section and question number.

Total marks – 45

Section I Pages 2 - 7 15 marks

- Attempt Question 1
- Allow about 40 minutes for this section

Section II Page 8 15 marks

- Attempt Question 2
- Allow about 40 minutes for this section

Section III Page 9 15 marks

- Attempt Question 3
- Allow about 40 minutes for this section

Section I

15 marks

Attempt Question 1

Allow 40 minutes for this section

Answer each section of the paper in a SEPARATE booklet.

- In your answer you will be assessed on how well you:
- demonstrate understanding of the way perceptions of belonging are shaped in and through texts
 - describe, explain and analyse the relationship between language, text and content

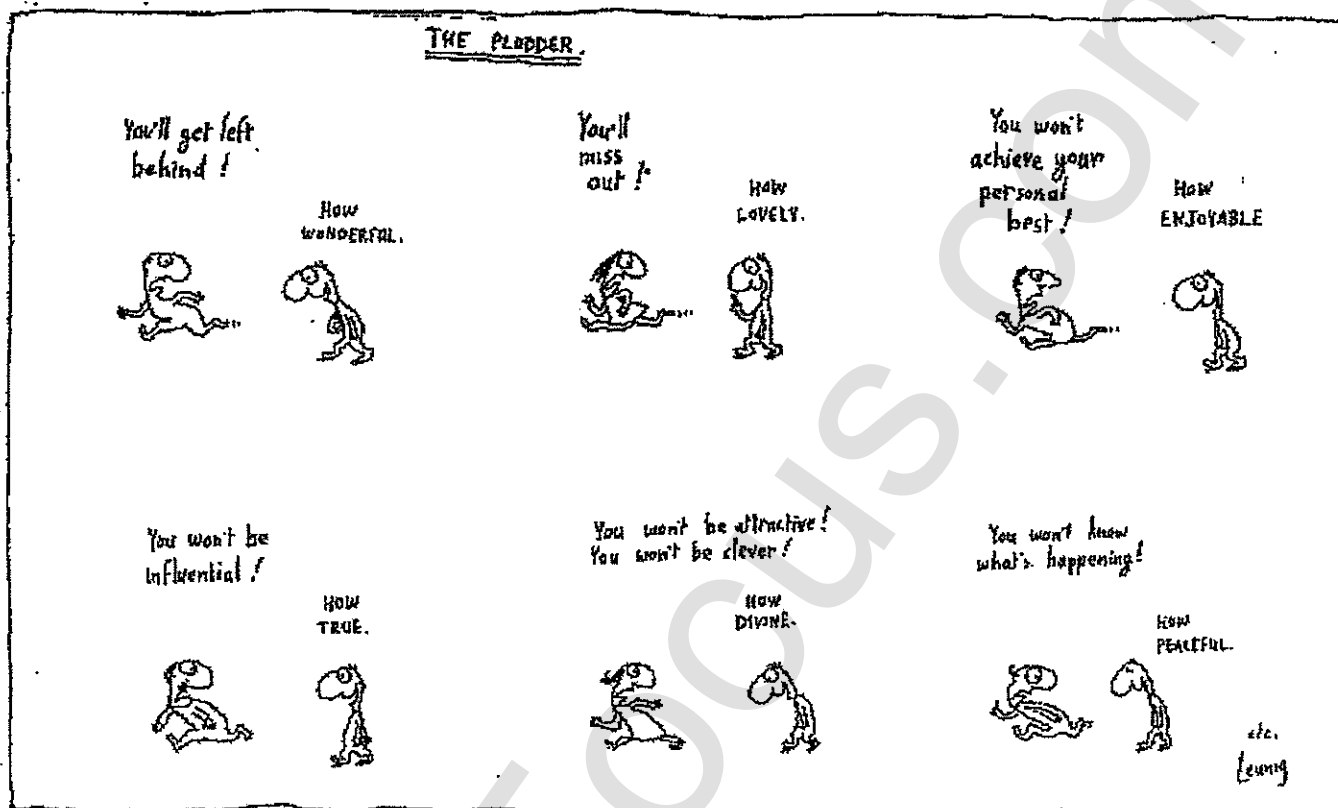
Question 1 (15 marks)

Examine Texts one, two and three carefully and then answer the questions on page 7.

Question 1 continues on page 3

Question 1 (continued)

Text one – Cartoon



by Leunig

Question 1 continues on page 4

Question 1 (continued)

Text two - Poem

If I should die, think only this of me:
That there's some corner of a foreign field
That is for ever England. There shall be
In that rich earth a richer dust concealed;
A dust whom England bore, shaped, made aware,
Gave, once, her flowers to love, her ways to roam,
A body of England's, breathing English air,
Washed by the rivers, blest by suns of home.
And think, this heart, all evil shed away,
A pulse in the eternal mind, no less
Gives somewhere back the thoughts by England given;
Her sights and sounds; dreams happy as her day;
And laughter, learnt of friends; and gentleness,
In hearts at peace, under an English heaven.

Rupert Brooke, 1914

Question 1 (continued)

Text three – Feature Article

Extract from “2 of Us - Robyn Lindner and Dan Cogan” published in Good Weekend, August 1, 2009

Robyn Lindner, 40 and Dan Coghlan, 43, both scientists, met at work in 1998. Five years earlier, Robyn’s 27-year-old brother, David, went missing while on a backpacking trip through the Middle East. He was last seen in Iran.

Dan: I think I heard Robyn before I met her. There were lots of long quiet corridors at the University of Wollongong, and I’d often hear her laughter. I thought she was really smart, easygoing, “one of the boys”. Robyn appeared to tower over everyone else and with her long red hair, she stood out. Of course, I was attracted to her, but she had a photo on her desk of a man who I assumed was her boyfriend.

Someone eventually told me it was her brother, David, and that he was missing. I didn’t believe it at first because I thought it was just a flippant remark. But the look on Robyn’s face when she mentioned David made me think there was something more to it.

By the time I met her, Robyn had already travelled to Iran with her father to retrace David’s last known steps. She’d dealt with the authorities, worked out how to bypass bureaucracy and foreign affairs protocols in order to get things done. They’d met and talked to local people, and showed photographs of David wherever they went. She wouldn’t see this as anything special: she would say these are the things you do for your family. Robyn is very adventurous, but the thing I admire most is the fierce loyalty she has to the people she loves.

We were in the early stages of our relationship when she said, “I come with a lot of baggage.” By then her father had developed Alzheimer’s disease and her mother was numb with grief over David’s disappearance. Sometimes her father wouldn’t go to bed, and Robyn would drive the 70 kilometres from Wollongong to Denistone (in northern Sydney) every night, because when she was there he would settle.

After her father died, Robyn spoke with her mother every day without fail. Sometimes, late in the evening when we’d be out for dinner, Robyn would suddenly remember, then go off to make the call. Robyn loves her food and can clear a plate without looking up, but after these calls she’d

Question 1 continues on page 7

go from being this fun, happy, energetic person to sometimes being so sad she was unable to eat. It got me that she kept calling even though she knew that, most times, it was going to upset her. There were so many dates in Robyn's family that had significance. David's birthday, the day he went missing, the last time they saw him, Mother's Day and the day he was supposed to come back. Often these dates were triggers for Robyn's mother's grief. I know she saw a few different counsellors over the years, but none of them had experience helping someone deal with a grief that had no resolution.

I realised early on that Robyn's family would come first, and it didn't matter what I did to try to help, I couldn't fix it. But you would still like to think you can make a difference. It was a case of sticking by Robyn, through thick and thin. She was the person I loved, and the person I wanted to be with.

In your answer you will be assessed on how well you:

- demonstrate understanding of the way perceptions of belonging are shaped in and through texts
 - describe, explain and analyse the relationship between language, text and content
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	Marks
Question 1 (continued)	
Text one - Cartoon	
i) What aspect of belonging is represented in the cartoon?	1
ii) Explain how visual devices have been used to represent ideas about belonging.	2
Text two – Poem	
iii) Identify TWO poetic techniques in the poem. Explain the effect of EACH technique in representing ideas about belonging.	2
Text three – Feature Article	
iv) What are TWO ideas about belonging to family that are represented in the feature article extract?	2
v) How does the speaker in the extract use language devices to represent these ideas about belonging?	2
Texts one, two and three – Cartoon, Poem and Feature Article	
vi) You have been asked to write an analysis on the THREE texts above for an HSC Study Guide with the title: <i>Belonging can mean different things to different people.</i>	
Write your analysis for EACH text explaining how they EACH relate to this title.	6

End of Question 1

Section II

15 Marks

Attempt Question 2

Allow 40 minutes for this section

Answer this question in a SEPARATE booklet.

In your answer you will be assessed on how well you:

- express understanding of belonging in the context of your study
- organise, develop and express ideas using language appropriate to audience, context, purpose and form.

Question 2 (15 marks)

Use ONE of the following THREE extracts as inspiration for a piece of writing that explores aspects of belonging.

Write in a form appropriate to your purpose.

Please write the number of your choice in your answer booklet.

1. She knew something had to change if she was ever going to fit in...

OR

2. It was like coming home, like comfort food on a winter's night, like a blanket shielding you from the cold.

OR

3. I felt like I had each foot inside two opposing doorways; I would always belong to my own country but the future was in the new one.

End of Question 2

Section III

15 marks

Attempt Question 3

Allow about 40 minutes for this section

Answer the question in a SEPARATE booklet.

In your answer you will be assessed on how well you:

- demonstrate understanding of the concept of belonging in the context of your study
 - analyse, explain and assess the ways belonging is represented in a variety of texts
 - organise, develop and express ideas using language appropriate to audience, purpose and context
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Question 3 (15 marks)

Belonging is as essential as food to human beings. Without a sense of belonging, we can waste away.

To what extent is this statement true of the texts you have studied in the Area of Study this year? In your response you should make reference to your prescribed text and at least TWO texts of your own choosing.

The Prescribed Texts for Belonging are:

Prose Fiction or Nonfiction

- Tan, Amy, *The Joy Luck Club*, Vintage/Random House, 1994
- Lahiri, Jhumpa, *The Namesake*, HarperCollins, 2004
- Dickens, Charles, *Great Expectations*, Penguin Red Classics, 2006,
- Jhabvala, Ruth Prawer, *Heat and Dust*, John Murray/Hachette, 2003
- Winch, Tara June, *Swallow the Air*, University of Queensland Press, 2006
- Gaita, Raimond, *Romulus, My Father*, Text Publishing, 1999

Drama or Film or Shakespeare

- Miller, Arthur, *The Crucible: A Play in Four Acts*, Penguin Modern Classics, 2000
- Harrison, Jane, 'Rainbow's End' from Cleven, Vivienne et al (eds), *Contemporary Indigenous Plays*, Currency Press, 2007
- Luhrmann, Baz, *Strictly Ballroom*, Fox, 1992
- De Heer, Rolf, *Ten Canoes*, 2006, AV Channel/Madman
- Shakespeare, William, *As You Like It*, New Cambridge Shakespeare, 2001

Poetry

- Skrzynecki, Peter, *Immigrant Chronicle*, University of Queensland Press, 2002
'Feliks Skrzynecki', 'St Patrick's College', 'Ancestors', '10 Mary Street', 'Migrant Hostel', 'Postcard', 'In the Folk Museum'
- Dickinson, Emily, *Selected Poems of Emily Dickinson* (James Reeves ed), Heinemann Education, 1959
'This is my letter to the world', 67 'I died for beauty but was scarce', 82 'I had been hungry all the years', 83 'I gave myself to him', 127 'A narrow fellow in the grass', 154 'A word dropped careless on the page', 161 'What mystery pervades a well!', 181 'Saddest noise, the sweetest noise'
- Herrick, Steven, *The Simple Gift*, University of Queensland Press, 2000

End of paper

NORTH SYDNEY GIRLS HIGH SCHOOL
HIGHER SCHOOL CERTIFICATE TRIAL EXAMINATION 2010



English (Advanced)

Paper 1 — Area of Study

General Instructions

- Reading time – 10 minutes
- Working time – 2 hours
- Write using black or blue pen

Total marks – 45

Section I - 15 marks

- Attempt Question 1
- Allow about 40 minutes for this section

Section II - 15 marks

- Attempt Question 2
- Allow about 40 minutes for this section

Section III - 15 marks

- Attempt Question 3
- Allow about 40 minutes for this section

Section I

15 marks

Attempt Question 1

Allow about 40 minutes for this section

Answer the question in the writing booklets provided.

In your answer you will be assessed on how well you:

- demonstrate understanding of the way perceptions of Belonging are shaped in and through texts
 - describe, explain and analyse the relationship between language, text and context
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Question 1 (15 marks)

Examine Texts One, Two and Three carefully and then answer the questions that follow.

Text One – Illustration



– Question 1 continues on the following page –