



Year 12 Half Yearly Examination

Standard and Advanced English

Area of Study

23rd March 2010

General Instructions

- Reading time – 10 minutes
- Working time – 2 hours
- Write using blue or black pen
- Begin a new booklet for each section
- Write your student number and identify the question clearly on each booklet
- Begin a new booklet for each section

Section I Pages 2-9

Total marks (15)
Attempt all parts in Question 1
Allow about 40 minutes for this section.

Section II Page 10

Total marks (15)
Attempt Question 2
Begin a new booklet
Allow about 40 minutes for this section

Section III Page 11

Total marks (15)
Attempt Question 3
Begin a new booklet

Allow about 40 minutes for this section

Section 1

15 marks

Attempt Question 1

Allow about 40 minutes for this section

Answer the question in a SEPARATE writing 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 context

Question 1 (15 marks)

Examine Texts one, Two, Three and Four carefully and then answer the questions on page 8.

Question 1 (continued)

Text one – Photograph

HSCFOCUS.COM

Question 1 (continued)

Text two – Song Lyrics

"AT SEVENTEEN"

By Janis Ian

I learned the truth at seventeen
That love was meant for beauty queens
And high school girls with clear skinned smiles
Who married young and then retired
The valentines I never knew
The Friday night charades of youth
Were spent on one more beautiful
At seventeen I learned the truth...

And those of us with ravaged faces
Lacking in the social graces
Desperately remained at home
Inventing lovers on the phone
Who called to say "come dance with me"

And murmured vague obscenities
It isn't all it seems at seventeen...

A brown eyed girl in hand me downs
Whose name I never could pronounce
Said: "Pity please the ones who serve
They only get what they deserve"
The rich relationed hometown queen
Marries into what she needs
With a guarantee of company

And haven for the elderly...

So remember those who win the game
Lose the love they sought to gain
In debilities of quality and dubious integrity
Their small-town eyes will gape at you
In dull surprise when payment due
Exceeds accounts received at seventeen...

To those of us who knew the pain

Of valentines that never came

And those whose names were never called
When choosing sides for basketball

It was long ago and far away

The world was younger than today

When dreams were all they gave for free
to ugly duckling girls like me...

Question 1 (continued)

Text two – Song lyrics (continued)

We all play the game, and when we dare
We cheat ourselves at solitaire
Inventing lovers on the phone
Repenting other lives unknown
That call and say: "Come on, dance with me"
And murmur vague obscenities
At ugly girls like me, at seventeen...

Question 1 (continued)

Text Three – Internet article

Auschwitz was both the largest German killing center and the largest concentration camp in Europe. Located about 40 miles west of Krakow, it was established in the Polish town named Oswiecim in Upper Silesia, renamed in German Auschwitz. It was originally a Polish military training camp and held about 35,000 inmates. Auschwitz II or Birkenau was built about 3 km. away and was built to house about 100,000, mostly to be used in slave labor at the I G Farben synthetic rubber factory known as Buna and at the chemical, pharmaceutical and petroleum plants erected after 1941. Other workers for these plants came from Monowitz or Auschwitz III which housed about an additional 150,000 prisoners in 37 subsidiary camps.

When prisoners arrived at Auschwitz-Birkenau, all personal belongings were left on the arrival ramp. These possessions were loaded onto trucks and taken to a special warehouse area known as Canada where they were sorted, cleaned and disinfected. After being processed, they were distributed to Germans who lived in foreign countries but were being resettled in the Reich.

At the liberation of Auschwitz, huge piles of clothing, shoes, medicines, hair, baby items, combs and brushes were found. The most common picture is of a pile of shoes found at the liberation of the camp.

"Slowly the bags and the clothes and the food and the sad, smiling photographs became people to me; the prams became babies and the heaps of carefully segregated little shoes became children."

I cannot forgive.

Rudolf Vrba

Question 1 (continued)

Text Four – Feature Article

are we what we wear? school uniforms and the expression of identity

As a student in Year 12, and as someone at the tail-end of thirteen years of schooling, can I just say how sick I am of wearing this uniform? Since the start of Year 7, for approximately 200 days a year, I have worn exactly the same thing (with some washing in between, of course, and a few increases in size). The navy-blue blazer, the transparent white shirt, the uncomfortable tailored shorts and the white socks pulled up high. I have tied the laces on my ugly, oversized black shoes almost two-and-a-half thousand times. Sometimes I feel like this stripy tie is strangling the *me* out of me. The way we dress is a way of expressing individuality, of projecting an image and of saying something about ourselves without having to say it. Wearing a uniform—day in, day out—takes away this creative outlet. We've become a group of homogenised robots, all identical and easy to control. At eighteen years old I am ready to start choosing what I wear for myself.

At our school, the uniform policy is rigid and strictly enforced. As a result, the slightest infractions take on a great significance as we attempt to stamp ourselves with some individuality. The flick of a collar, the tying of a jumper in a certain way, wearing different-coloured socks or a scarf. Everything is symbolic. Yes, Mr Crowe, I could roll down my sleeves and tighten my tie, but then I'd be the same as everybody else, and I'm not. I'm part of the tables-near-the-science-rooms group and we keep our sleeves up and our ties loose. Erin doesn't have her socks down because she's lazy, she has them down because she's exercising her right to choose and be an individual. But, hey, Mr. Crowe, you don't care about that. You just care that she'll look respectable at the train station.

Casual days are the closest we come to sartorial emancipation. They happen once a term, and it's like the painting of tribal colours. The jocks arrive in collar-up Polo shirts, the ravers arrive in enormous fuzzy boots and fluoro hairbands, the nerds arrive in beige pants their mothers bought, the emos arrive in black everything. We are, on those days, defined not only by who we hang out with, but by colour, bagginess, tightness, brandness, newness and coolness. Casual days *feel* different. The way we dress is a potent symbol of who we are, and how we want to be seen, and I love watching my peers and what they choose to wear and what it says about them.

My cousin, Ally, was over the other night, and we got talking about uniforms.

Question 1 (continued)

Text Four – Feature Article (continued)

Ally goes to one of those progressive schools where they don't have a uniform. I always thought that would be great. No teachers lurking at every corner waiting to pounce. Every day I could wear what I wanted. But Ally hates having no uniform as much as I hate wearing mine. She says it's like a competition every day, to out-do each other with newer, better, cooler clothes. Even the boys make sure they don't wear the same outfit more than once a week. She said something else, too, that I'd never considered before. She said that having no uniform highlighted social and financial distinctions, making people the victims of other people's jokes. It brings out people's insecurities when they have to choose how to represent themselves every day. Ally said she'd love not to have to think about what to wear every morning, and I can kind of see what she means.

In case you can't tell, I've been thinking about all this a lot lately. Are we what we wear? We all express our identities by the clothes we choose. We brand ourselves and send specific messages to the world. This is important, and it's why students like me don't wear our school uniforms exactly as required. We spend so much of our time at school that we need to express ourselves through our clothing, even in the subtlest of ways. But on another level, I can see why they make us wear a uniform. That it does have some advantages. I'm actually pretty proud of our school. Our uniform reinforces the team thing, that we're all part of something larger, part of a group. On the inter-school sports days it's pretty powerful, that sense of belonging and collective identity. Especially when we kick the other school's arse and the whole school jumps up cheering in unison. Maybe we shouldn't look at compulsory uniforms as the taking away of individual identity, but rather the taking away of unnecessary distinctions so we can see each other for what's behind the clothing. Maybe it creates an equal playing field. And maybe for our thirteen years of school we should just put up with it. Though it still doesn't mean I like navy blue or ugly black shoes.

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 (continued)

Text one – Photograph

- (a) Identify one aspect of belonging / not belonging that is suggested by the photograph. 1

Text two – Song Lyrics

- (b) Describe one of the challenges faced by adolescence as outlined in the song lyrics. 1
- (c) How has the song writer conveyed this idea? 2

Text three- Internet Article

- (d) What is the composer's purpose in this article? 1
- (e) How are the shoes used to achieve this purpose? 2

Text four – Feature Article

- (f) How does the title of this article reflect the main concerns of the writer? 3

Text one, two, three and four

- (g) Evaluate the effectiveness of the feature article and one other text in developing your understanding of the relationship between identity and 'belonging'. 5

End of Section 1

Section II

15 marks

Attempt Question 2

Allow about 40 minutes for this section

Answer this question in a SEPARATE writing booklet.
Indicate which question you have chosen.

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

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

Question 2 (15 marks)

- (a) You have been asked to prepare a narrative to be included in a booklet of resources for the 2011 *Area of Study: Belonging*. Incorporate ONE of the images or phrases below as a significant part of a short story about belonging and the shaping of an individual's identity.

Image 1



Image 2

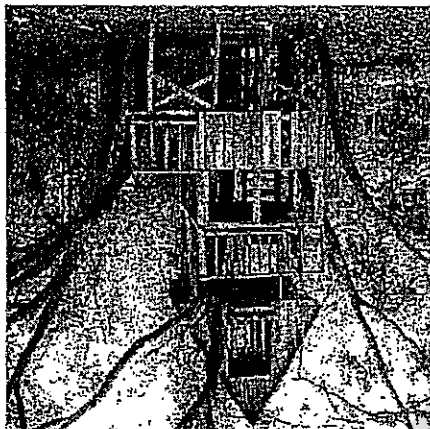


Image 3



Phrase 1

"It was obvious that they were changing the rules..."

Phrase 2

"I pretended to belong...it was frighteningly easy."

Phrase 3

"You're either with us or against us" (Benito Mussolini)

Section III

15 marks

Attempt Question 3

Allow about 40 minutes for this section

Answer this question in a SEPARATE writing booklet.

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

- express understanding 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 to a community or a group has a significant impact on an individual's sense of self.

Discuss this statement, focusing on how the composers of your prescribed text and at least ONE related text of your own choosing have shaped their ideas.

End of paper