

Practice Paper 1

N.B. While every attempt has been made by the author to compose an authentic version of Paper 1 of the HSC English Examination (Area of Study: Belonging), students should note that the format of this examination is subject to variation from year to year and they should consult their teachers and the Board of Studies website to find the latest relevant information.

ENGLISH (STANDARD) AND ENGLISH (ADVANCED)

Paper 1 – Area of Study: Belonging

Total Marks – 45

Section 1 15 marks

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

Section 11 15 marks

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

Section 111 15 marks

- Attempt ONE question from Questions 3-5
- Allow about 40 minutes for this section

General Instructions

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

Section 1

15 marks

Attempt Question 1

Allow about 40 minutes for this section

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, three and four** carefully and then answer the questions that follow.

Text one – Painting







Caring for Country

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[Sea Management](#) [Land Management](#) [Feral Animal Management](#)

Connection to Land - Past and Present

[Caring for Country](#) [Connection with Land](#) [History](#)
[Today's Communities](#) [New Forces](#) [Ranger Groups](#)



Traditional land and sea ownership is based on customary law, passed from generation to generation.

This sacred trust involves defined groups or people, their ancestors and descendants.

In many areas, a system of '**managers**' and '**owners**' operates. **Land managers** generally have **maternal links** to land while **landowners** generally have **paternal links** to land. Aboriginal landowners and managers have specific and complementary rights and obligations to ensure the **spiritual and physical health** of defined areas of land.

In other areas, different land tenure systems operate.

▲

Caring for country

Many of the rights and obligations associated with Aboriginal land tenure systems are neither documented nor detailed in formal legal titles.

Individual clans '**speak**' in different capacities for particular areas of land and generally have a responsibility to protect and look after sites of cultural and religious significance, known as dreaming and sacred sites.

Over the years, as people moved around their estates, tracking shifts in the availability of important resources, they **actively managed the country**, largely through a prescribed **burning regime** handed down from their ancestors.

Text three - Recount

Extract from *Cats, Cradles and Chamomile Tea* by Anna Maria Dell'oso

Every few weeks for several years, I drove over 600 kilometres from Sydney to Armidale. I made the journey for love: my dearest person was at the University of New England. Up the Pacific Highway, through the Hunter Valley, on to the hard, flat mining towns in recession, climbing steadily upwards past Tamworth, where country guitars would complain on the radio; to the chill of the New England plateau, the high country where the temperature would drop and the wind nip through the window.

Through seven hours of solitary driving, the weary cafes, road-houses, town halls and pubs become totems. There you get out of your capsule to be plunged into a different reality. This is the lonely sweet romance of the road. Late one rainy night, tired to my bones, I stopped in a mining town. The only vacant room was at a miner's hotel. Down in the bar the blokes bought me a nip of rum as I dried out. They collected twenty cent pieces 'to ring the boyfriend, love - he'll be worried about ya'. Theirs was a hard labouring life but their gentlemanly warmth made it a six-star hotel for me.

There is a human spirit, weirdly Australian, on the highways. There is also an inhuman one. I have driven heart-in-mouth as the fog descends, the car splutters and simple bends rear up too fast. Tall gums reach out, their leaves hiss and mutter. You cling to the reality of the painted lines. But something is singing for you. It's a wild old, old country beyond the highway markers.

Text four - Poem

Drifters, by Bruce Dawe

One day soon he'll tell her it's time to start packing,
and the kids will yell 'Truly?' and get wildly excited for no reason,
and the brown kelpie pup will start dashing about, tripping
everyone up,
and she'll go out to the vegetable-patch and pick all the green
tomatoes from the vines,
and notice how the oldest girl is close to tears because she was
happy here,
and how the youngest girl is beaming because she wasn't.
And the first thing she'll put on the trailer will be the bottling-set
she never unpacked from Grovedale,
and when the loaded ute bumps down the drive past the blackberry-
canes with their last shrivelled fruit,
she won't even ask why they're leaving this time, or where
they're headed for
– she'll only remember how, when they came here,
she held out her hands bright with berries,
the first of the season, and said:
'Make a wish, Tom, make a wish.'

Examine **Texts one, two, three and four** carefully and then answer the following questions:

Text one – Painting

- (a) This painting comes from the colonial period of Australia's history.
Do you think it conveys a sense of belonging to the Australian landscape?
Justify your opinion with reference to two features of the text.

2

Text two – Website

- (b) How does this website page convey the connection of Aboriginal people to the land?

2

Text three – Recount

- (c) (i) What conflicting notion of belonging is presented in this extract?
(ii) How does the writer represent this conflicting notion of belonging? Discuss two techniques.

1

2

Text four - Poem

- (d) (i) Why has the family's sense of belonging been disrupted?
(ii) How has the poet used two techniques to convey the family's dislocation?

1

2

Texts one, two, three and four

- (e) Imagine you are editing a book for a broad audience about how Australians feel a sense of belonging, or not belonging, to the land.
Which of these four texts would you draw upon in compiling the book?
Justify your decisions.

5

Section 2

15 marks

Attempt Question 2

Allow about 40 minutes for this section

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

- express understanding of belonging in the context of your studies
 - use language appropriate to audience, purpose and context
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Question 2 (15 marks)

Imagine you are a person who has experienced belonging in a significant and surprising way.

Write a thoughtful and engaging article for *Connections*, a magazine for young people, in which you reflect on your experience and pass on some of the valuable insights you have gained through this experience.

Section 3

15 marks

Attempt Questions 3

Allow about 40 minutes for this section

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 and through 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)

How do composers show us of the value of belonging, or indeed not belonging, in a variety of situations?

In your response, refer to your prescribed text and TWO other texts of your own choosing.

The prescribed texts are listed on the following page.

Prose Fiction (pf) or Nonfiction (nf)

- Tan, Amy, *The Joy Luck Club*, Vintage/Random House, 1994, ISBN-13: 9780749399573 (pf)
- Lahiri, Jhumpa, *The Namesake*, HarperCollins, 2007, ISBN-13: 9780007245895 (pf)
- Dickens, Charles, *Great Expectations*, Penguin Red Classics, 2006, ISBN-13: 9780141023533 (pf)
- Jhabvala, Ruth Praver, *Heat and Dust*, John Murray/Hachette, 2003, ISBN-13: 9780719561771 (pf)
- Winch, Tara June, *Swallow the Air*, University of Queensland Press, 2006, ISBN-13: 9780702235214 (pf)
- Gaita, Raimond, *Romulus, My Father*, Text Publishing, May 2007, ISBN-13: 9781921145759 (nf)

Drama (d) or Film (f) or Shakespeare (S)

- Miller, Arthur, *The Crucible*, Methuen/Allen & Unwin, 2006, ISBN-13: 9780413709806 (d)
- Harrison, Jane, 'Rainbow's End' from Cleven, Vivienne et al (eds), *Contemporary Indigenous Plays*, Currency Press, 2007, ISBN-13: 9780868197951 (d)
- Luhrmann, Baz, *Strictly Ballroom*, Fox, 1992 (f)
- De Heer, Rolf, *Ten Canoes*, 2006, AV Channel/Madman (f)
- Shakespeare, William, *As You Like It*, New Cambridge Shakespeare, 2001, ISBN-13: 9780521294126; or Cambridge School Shakespeare, 2000, ISBN-13: 9780521666367 (S)

Poetry

- Skrzynecki, Peter, *Immigrant Chronicle*, University of Queensland Press, 2002, ISBN-13: 9780702233876
'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, ISBN-13: 9780435150235
66 '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, ISBN-13: 9780702231339