



English

(Standard) and (Advanced)

Paper 1 — Area of Study

2012

TRIAL HIGHER SCHOOL CERTIFICATE EXAMINATION

General Instructions

- Reading time – 10 minutes
- Working time – 2 hours
- Write using blue or black pen
- Do not remove the examination paper from the room
- Start a new booklet for each new question

Total marks – 45

Section I Pages 2 – 5

15 marks

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

Section II Page 6

15 marks

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

Section III Pages 7-8

15 marks

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

Section I

Question 1 (15 marks)

Allow about 40 minutes for this section

Start your answer to this question in a new booklet.

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

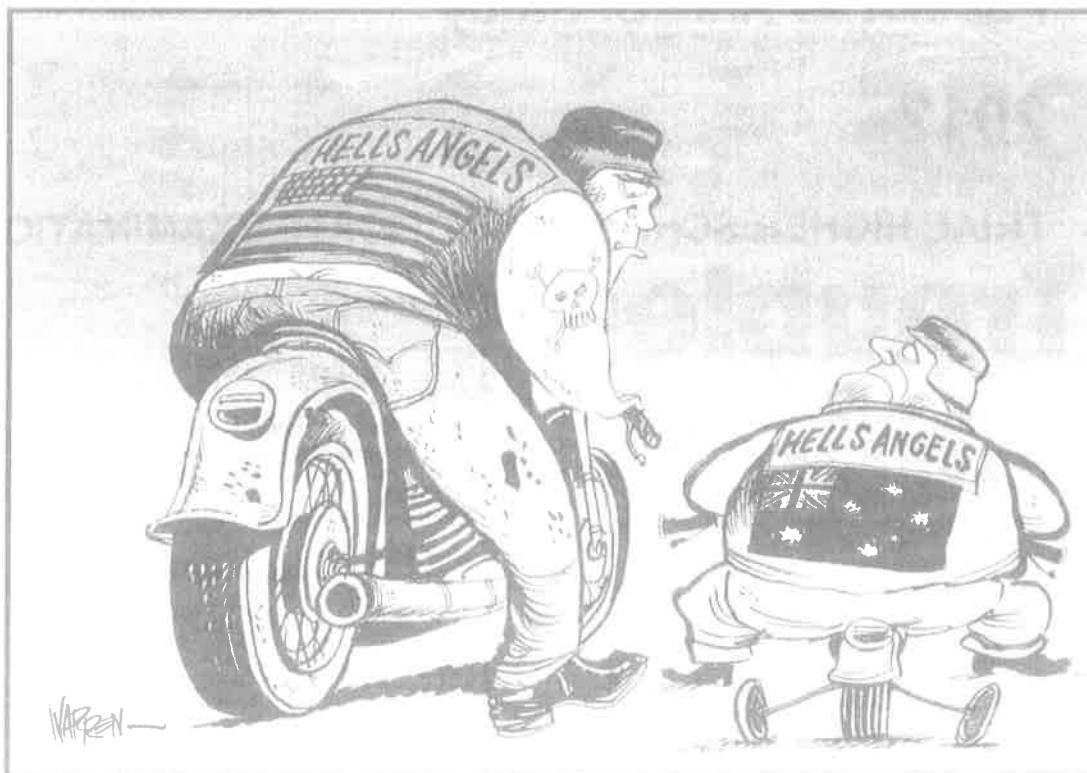
- demonstrate understanding of the way perceptions of belonging are shaped in and through texts
- describe, explain and analyse the relationship between language, text and context

Question 1 (15 marks)

Examine Texts one, two, and three and four carefully and then answer the questions on page 5.

Text one — Cartoon

 dailytelegraph.com.au · wednesday, april 1 2009



Text two — Poem

Belonging

Martin Locock

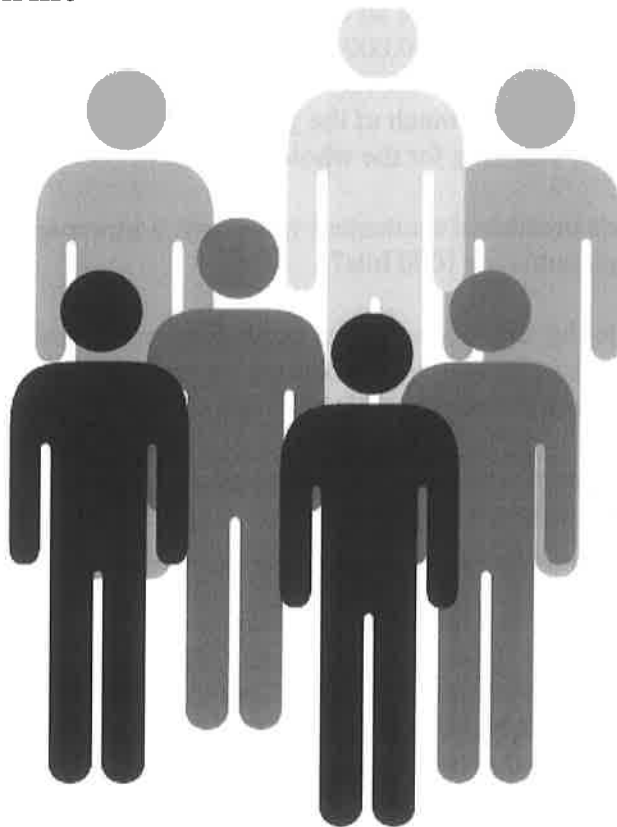
Some people are born where they belong,
Their home and family supply all needs:
The glow of hearthlight waxes strong
The call of the wider world recedes.

And some search long but never find
A spot where they can set up base
At last they must become resigned
To moving on from place to place

And some again, the lucky few
Are urged to leave, and to seek out
An individual rendezvous
With love's whisper or fame's shout

Belonging is a state of mind
Tranquility its foremost fruit
Sought by all, but many find
It cannot grow without a root

Text three – GRAPHIC



Text four — Newspaper opinion piece

Tweet this: social networking hasn't won the battle yet, by Richard Glover

In every business with a marketing department, there's now a weekly meeting in which the company's "social media strategy" is discussed. The person in charge of social media leans forward and, in a voice hoarse with excitement, confides that four people have signed up for its Facebook page in just the past week.

This means the organisation now has 73 friends, of whom two — yes, that's right, two — have posted responses to the latest communication from the company.

At this point, a senior manager will shake his head with wonderment and say "well done".

There is something enormously comical about the current enthusiasm for social media in the world of business. Well-paid people in large companies spend hours a day moderating sites that are read by as few as a dozen people. They could ring them individually and it would be a better use of time.

I'm not attacking social media; I'm an enthusiastic Facebooker myself.

Yet, as with any new technology, there are killer applications and humdrum ones. The problem is that most of those who talk about social media have a vested interest in talking it up: they are consultants keen to achieve further employment.

Here's the first point: mainstream media is still enormously strong. Reports of its death, as Mark Twain might have said, are an exaggeration. People become enormously excited when a three-minute video gets 100,000 hits on YouTube, yet up to 2.8 million people watched the TV drama *Packed to the Rafters*. Most made an appointment to spend an hour a week with the show for much of the year. The finale of *MasterChef* peaked at 5.7 million viewers, most watching for the whole evening.

So how come there's breathless excitement when, say, a newspaper column gets 60 retweets or a blogger achieves 1000 hits?

This gets us close to the nub. Social media enthusiasts imagine a world of participation, in which people are sharing media, commenting on media, as well as being signed up as a "friend" of the company that makes their breakfast cereal.

This may suit some people but only some. People who work in radio have long known that about 1 per cent of people want to take part in all the fun; the other 99 per cent want to listen.

There's a kind of egotism in a model that imagines everyone wants to actively participate. Most have other priorities. They have their family, their business, their friends, their garden and then — in about 42nd spot — the TV or radio show they have on while they do the washing up. They can't be bothered time-shifting it, tweeting it, podcasting it or commenting on it. It's not that important to them.

STUDENT NUMBER:.....

As for becoming a "friend" of the company that makes their cereal . . . well, just how bored do they think people are?

Against all this, enthusiasts will say "yes but it's the future". And they'll point to the growing proportion of the population signed up to sites such as Facebook.

It's true that a popular sporting team might have an impressive 15,000 people signed up on Facebook or Twitter; it's less certain how many are regular users. Certainly on most sites, you see the same handful of people participating.

More importantly, people are using Facebook and Twitter to serve their own needs, not those of the business or sporting club. People who think they can turn social media into a passive billboard to display free advertising haven't understood the medium.

Text one — Cartoon

Marks

- (a) Identify one visual feature that makes a comment about the idea of 'belonging' in a humorous way.

1

Text two — Poem

- (b) Identify one technique that is used to convey the idea of "belonging", and explain how it works.

2

Text three — Graphic

- (c) Explain one idea about belonging that is conveyed in this graphic

2

Text four — Newspaper opinion piece

- (d) How does Richard Glover use humour to convey his main point?

4

All texts — Cartoon, Poem, Graphic and Newspaper opinion piece

- (e) Which TWO of these texts most effectively convey a sense of belonging or not belonging?

6

Support your opinion by close reference to the language forms, features and structures used by the composers of these TWO texts, as well as brief examples to support your points.

End of Question 1

Section II

Question 2 (15 marks)

Allow about 40 minutes for this section

Start your answer to this question in a new booklet.

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

- express 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)



Use this stimulus to create a piece of writing in which you show ways that people can belong to each other.

Your writing must be strongly based on this stimulus.

Section III**Question 3 (15 marks)****Allow about 40 minutes for this section.**

Start your answer to this question in a new 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
-

Question 3 (15 marks)**Focus — Belonging**

“The need to belong to a group or a community shapes our behavior, attitudes and actions.”

Evaluate the extent to which this occurs in your core text and two other texts of your own choosing.

The prescribed texts are:

- **Prose Fiction**
 - Amy Tan, *The Joy Luck Club*
 - Jhumpa Lahiri, *The Namesake*
 - Charles Dickens, *Great Expectations*
 - Ruth Praver Jhabvala, *Heat and Dust*
 - Tara June Winch, *Swallow the Air*
- **Drama/Shakespeare**
 - Miller, Arthur, *The Crucible: A Play in Four Acts*
 - Jane Harrison, *Rainbow's End*
 - William Shakespeare, *As You Like It*
- **Poetry**
 - Steven Herrick, *The Simple Gift*
 - Peter Skrzynecki, *Immigrant Chronicle*
 - **Feliks Skrzynecki*
 - **St Patrick's College*
 - **Ancestors*
 - **10 Mary Street*
 - **Migrant Hostel*
 - **Post card*
 - **In the Folk Museum*

Question 3 continues on page 8

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
-

Question 3 (continued)

• **Poetry (continued)**

– Dickinson, Emily, *Selected Poems of Emily Dickinson*

**This is my letter to the world*

**I died for beauty but was scarce*

**I had been hungry all the years*

**I gave myself to him*

**A narrow fellow in the grass*

**A word dropped careless on the page*

**What mystery pervades a well!*

**Saddest noise, the sweetest noise*

• **Film**

– Baz Luhrmann, *Strictly Ballroom*

– Rolf De Heer, *Ten Canoes*

• **Nonfiction**

– Raimond Gaita, *Romulus, My Father*

END OF PAPER

Din Tai Fung.