



**CRANBROOK SCHOOL
HIGHER SCHOOL CERTIFICATE
TRIAL EXAMINATIONS 2009**

**English (Standard)
and 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 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 about 40 minutes for this section

Answer the question in the English Paper 1 Writing Booklet. Extra English Paper 1 Writing Booklets are available

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 and three** carefully and then answer the questions on page 7

Text 1 – Advertisement

Cry baby. Can't you read yet? Nobody likes me. Where are your school books? You can't play with us. Stupid. Easily distracted in class. Bother somebody else. It's not my fault. Where's your homework? Struggling. Get away from us. You don't know anything. Look at the poor kid. Dummy. Her grades are slipping. Don't you have a computer? Leave me alone. You wore that yesterday. Can I have your sandwich? Repeat a year. Those shoes are falling apart. Always late. She can't afford the excursion. What did I do wrong? Joke. She's always so quiet. That's the wrong uniform. Detention. You're not invited. Well below average. Why should I care? Truant. You don't have any friends. Disruptive in class. We have no money for that. There's no-one to talk to. Suspended. Needs to apply herself more. I hate this place. She'll amount to nothing. Angry. Isolated. from her peers. You'll be a loser for life. Not taking her exams seriously. Is there trouble at home? Fail.



Financial disadvantage is about more than just money.

There are 680,000 disadvantaged kids in Australia. Kids who haven't had the benefit of early childhood learning opportunities, kids who can't afford books, kids who don't even have a complete uniform or the basics they need when they do start school. This not only makes it extremely difficult for them to participate with other kids, but they're also often shunned and excluded. For some, this sets up a pattern of underachievement and social isolation that last throughout their school years, and worse, for life. You can help prevent this for less than \$1 a day.

Sponsor an Aussie child today and give a young life the chance they deserve.
Call 1800 99 66 77 today, or visit thesmithfamily.com.au/presssponsor

THE SMITH
FAMILY

everyone's family

Question 1 (continued)

Text 2 – Poem

North Light

He looks around his son's room: the bed
unmade, the globe of the world with an
imaginary voyage plotted in blue ink,
the clutter of books and plastic toys,
a life gathering its tackle together and
pushing forward. He stares at the backyard
and the thick bushes growing upwards.
The only movement is the glitter of leaves,
and the washing his wife hung out,
before she went to work, flapping
in its circus. Something you can't see
holds it all together. What is it? Last
spring they painted the house: amateurs,
but doing the job as best they could, then
they laid bricks in a pattern in the yard –
what is it, that makes the pattern hold?
That party where they squabbled, the dinner
where old friends got drunk and happy . . .

He sits at the kitchen table, half dressed,
drinking a glass of orange juice,
and wonders about the delicate adhesive
that holds it all together. Once, long ago,
he'd been divorced: a sad, frightened drunk
living in a rented room.

When the washing's dry
he'll gather it up, in armfuls, and bring it in.
He turns on some music. The house has a
northerly aspect; it is full of light.

John Tranter

Question 1 (continued)

Text 3 – Novel Extract

Out on Sydney Cove pulling an oar, Thornhill could imagine himself back on the Thames, but Sal could never for a moment stop seeing the differences between that place and this. She was astonished every time at the rain, no gentle drizzle that misted everything over soft and grey, but lightning and thunder loud as cannon-fire, and water hurling itself down hard out of the sky, trying to make holes in the ground. *By God, Will*, she would say, *have you ever seen anything like it?* and by the livid shocks of lightning he would see her eyes wide, as if at a circus where some trick was being performed.

Their hut swarmed with creatures they had never seen before: bold lizards that eyed them unblinkingly, sticky black flies, lines of ants that could reduce a lump of sugar to nothing in a night, mosquitoes that could sting through cloth, creatures along the lines of a bedbug that buried their heads in skin and swelled with human blood. Sal learned from their neighbours how to deal with them, setting the legs of the table in dishes of water against the ants, hanging switches of pungent leaves at the doorway to discourage the flies. Against the blood-suckers and the nits she cut the children's hair. Having no scissors, she used the knife so Willie's ears stuck cruelly out of his close-cropped head, the knife-hacked hair standing up in tufts. With his thatch of feathery hair gone, Dick's neck looked as fragile as a twig.

She was inclined to take it personally about the trees, wondering aloud that they did not know enough to be green, the way a tree should be, but a washed-out silvery grey so they always looked half dead. Nor were they a proper shape, oak shape or elm shape, but were tortured formless things, holding out sprays of leaves on the ends of bare spindly branches that gave no more protection from the sun than shifting veils of shadow. Instead of dropping their leaves they cast off their bark so it dangled among the branches like dirty rags. In every direction that the eye travelled from the settlement all it could see were the immense bulges and distances of that grey-green forest. There was something about its tangle that seemed to make the eye blind, searching for pattern and finding none. It was exhausting to look at: different everywhere and yet everywhere the same.

Question 1 (continued)

Text 3 – Novel Extract (continued)

When the hot weather came—confusingly, at Christmas—it was like no hot weather they had ever known. The sun rose up into a sky wan with heat and hung there pouring brassy light down on everything through the whole endless day, a burden on the shoulders, until it slipped behind the mountains to the west. There were no slow twilit evenings. Darkness came down sudden and absolute.

Everything they had owned in London had been pawned, or sold, or stolen during the voyage. Even his old leather hat, and Sal's good blue shawl that her father had given her—even those had gone. But there was one thing she had brought from London that became more dear to her than any of those other objects because it was the one that remained to her: a broken piece of clay roof-tile that she had found in the sand by Pickle Herring Stairs the morning of her last day in London. It was worn and rounded from the tides of years, but the bulge along the edge could still be seen where the clay had been pushed into a straight line, and the hole where it had been tied on to the batten. The hole was not quite round, and its inner edge retained the grooves where a stick had been jabbed through the damp clay.

I'll take it back to Pickle Herring Stairs by and by, she said, rubbing her thumb over its smoothness. Right back where it come from. The thing was like a promise, that London was still there, on the other side of the world, and she would be there too one day.

Kate Grenville
From: *The Secret River*

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 (continued)

Text one – Advertisement

- (a) Identify one visual feature which shows the consequence of not belonging. 1
- (b) How does the written text reinforce the visual concept of not belonging? 2

Text two - Poem

- (c) How does the poet convey the man's experience of belonging? 3

Text three – Novel Extract

- (d) What does the passage suggest makes a person feel a sense of belonging to a place? 1
- (e) Analyse the language techniques used to convey Sal's reaction to the Australian landscape. 3

Texts one, two and three – Advertisement, Poem and Novel Extract

- (f) In your view, which two of these texts most effectively conveys the idea that a sense of belonging is linked to happiness? 5

Explain your view with reference to TWO texts.

End of Question 1

Section II

15 marks

Attempt Question 2

Allow about 40 minutes for this section

Answer the question in a SEPARATE English Paper 1 Writing Booklet. Extra English Paper 1 Writing Booklets are available.

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)

Select ONE of the following:

- a) Compose a story using the following quotation as a starting point:

‘Something you can’t see holds it all together. What is it?’

OR

- b) Compose a memoir using the following quotation as a starting point:

“There’s no-one to talk to...I hate this place.”

OR

- c) Compose a speech using the following quotation as a starting point:

“Everything they had owned in London had been pawned, or sold, or stolen during the voyage.”

Section III

15 marks

Attempt Question 3

Allow about 40 minutes for this section.

Answer the question in a SEPARATE English Paper 1 Writing Booklet. Extra English Paper 1 Writing Booklets are available.

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 human quest to belong is characterised by both triumph and failure.'

How do the texts you have studied represent the successes and failures of people in their quest to belong?

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

The prescribed texts are:

Prose Fiction (pf) or Nonfiction (nf)

- Tan, Amy, *The Joy Luck Club*
- Lahiri, Jhumpa, *The Namesake*
- Dickens, Charles, *Great Expectations*
- Jhabvala, Ruth Praver, *Heat and Dust*
- Winch, Tara June, *Swallow the Air*
- Gaita, Raimond, *Romulus, My Father*

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

- Miller, Arthur, *The Crucible: A Play in Four Acts*
- Harrison, Jane, *'Rainbow's End'*
- Luhrmann, Baz, *Strictly Ballroom*
- De Heer, Rolf, *Ten Canoes*
- Shakespeare, William, *As You Like It*

Poetry

- Skrzynecki, Peter, *Immigrant Chronicle*, 'Feliks Skrzynecki', 'St Patrick's College', 'Ancestors', '10 Mary Street', 'Migrant Hostel', 'Post card', 'In the Folk Museum'
- 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'
- Herrick, Steven, *The Simple Gift*

End of paper