

Student Number / Name

HEATHCOTE HIGH SCHOOL



English (Standard) and English (Advanced) Paper 1 — Area of Study

2010

TRIAL HIGHER SCHOOL CERTIFICATE EXAMINATION

General Instructions

- Reading time – 10 minutes
- Working time – 2 hours
- Write using blue or black pen
- Write your Centre Number and Student Number at the top of this page

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 1 – Reading Task - Allow about 40 minutes for this section

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

- Demonstrate an understanding of the concept of belonging in and through texts.
 - Describe, explain and analyse the relationship between language, text and context.
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Text 1: Poem

Question 1 continued on page 3

Finding a Friend

By Indrani Ganguly

Finding friends in Australia wouldn't be too hard I thought
The long arms of the Anglo-Celtic empires have touched us both.
I speak English, can talk about cricket
And of growing up with Enid Blyton, Superman
Elvis Presley and the Beatles
Shakespeare, Dickens and Hollywood movies
Coca-Cola and cucumber sandwiches for afternoon tea.

But life said the little man on telly
Isn't meant to be easy.
Life at school
Proved this everyday to me.
English wasn't English without the Australian drawl
Brown skin was cool as long as you weren't born with it
I performed as a marionette on the multicultural stage.
Costumes and curries became the defined boundaries of my self.
Constraining and submerging the other elements of me
Our lives and histories were encapsulated in *Sixty Minutes*
Our own complex lived stories remained unheard.

My Australian schoolmates walked against want
And fasted for forty hours to ease the hunger of the poor.
But none seemed to see the hunger and want in their own school yards.
The teacher talked about culture shock
'Everything must be so different for you.'
And I thought, 'Many things, but not everything.'
And I can learn new ways if you don't lock me out'.

Then one day I found a magic key.
In the music class I sang Brahms's Lullaby'.
The Aussie girl who sat next to me
Said, 'I've always loved that song,
I'd also like you to be friends with me'

Text 2: Newspaper Article

TEXT TWO – Newspaper Article

It's our own strain of strine, habib

Lebanese Australians have a dialect which gives them an identity separate from Anglo-Australians and their own cultures, writes Harriet Veitch.

You know you've arrived as a community in Australia when the lexicographers start taking note. And while Melbourne has long been a focus of linguistic research into migrant accents and words, with its living laboratory of Greek and Yiddish speakers, Sydney has emerged with the newest ethnic dialect under the microscope: Lebanese Australian English.

Migration patterns, especially over the past 30 years, have seen Lebanon account for two out of every five Australian migrants from the Middle East. In the last census, 72.8 per cent of those born in Lebanon called Sydney home, and in NSW more than 114,000 people can trace their immediate Lebanese ancestry.

Bruce Moore, head of the Australian National Dictionary Centre at the ANU, in his new book, *Speaking Our Language. The Story Of Australian English*, says while Melbourne's Greek and Yiddish communities' languages were about familial and cultural values and identity, "something more complex is occurring in the Lebanese example".

He says the ethnolect, a variety of a language spoken by an ethnic subgroup, "is used consciously to separate the speakers from Anglo-Australian values, and at its extreme also to separate the speakers from some parts of their own culture".

Welcome to Lebanese-Australian English – English with Arabic flavourings. "Shoo" is "what's up?", "Yallah" is "let's go/goodbye" and "habib", Arabic for "darling", is almost "mate". As one Lebanese man explains, "habib and mate differ" because "mate is like a friend, just to make fun with them. But with the term 'habib' when you're talking to him, is like a serious talk."

Although, as Moore says, "habib" has become more complex in Lebanese-Australian English because it has become a pejorative word for males who assert themselves aggressively.

"The responses of both male and female informants," Moore says, "clearly indicate that habibs were obsessed with grabbing girls' attention, hotted-up cars and loud music, and have their own style of dress and particular ways of talking.

"Such a habib might say 'I swear to god' and 'you know what I mean', change 'this' into 'dis' and create hybrid language versions by adding the English 'ing' to Arabic colloquial verbs."

The comedian Akmal Saleh, who migrated from Egypt to Australia when he was 11 without a word of English, says as he grew up, he made a conscious decision to move away from the Arab-Australian culture in Australia.

"If I wasn't Egyptian and I said this, people would think that I am a racist, but it's true. A lot of people here stay within the community. It's often fear of change."

He picked up English at school. "After about a year I was quite good at English ... but we still used Arabic to our advantage.

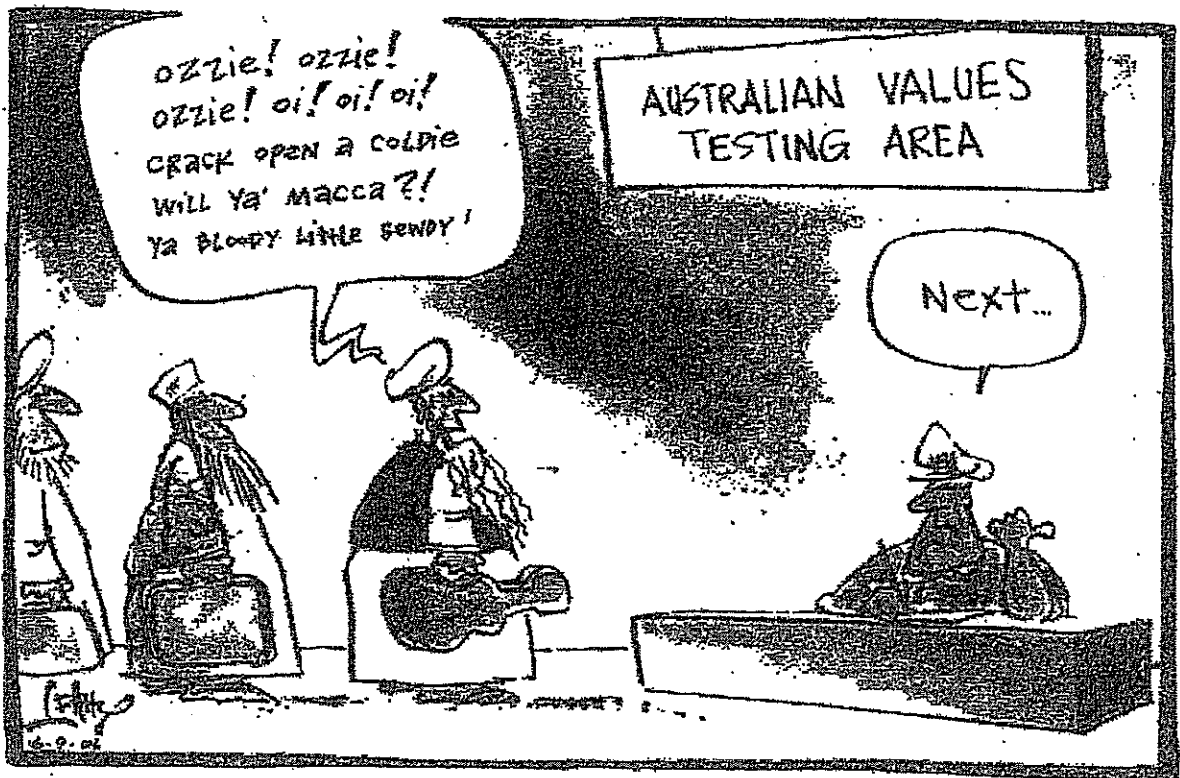
"We used to go to the swimming pool and every few days or so we'd go over to the shopping centre opposite and tell the lady at the information desk that our sister was missing. She'd ask her name and put it over the loud-speaker. "Anna in Arabic means 'I', so we'd make up names that meant things like 'I eat shit' and then rush away so she wouldn't see us laughing, while any Arabic speakers around would think, 'Did I just hear that?'"

Language experts think that ethnolects will die out as the country becomes more homogenised culturally.

But then the country might be a bit poorer for it, eh, habib?

Text 3: Visual-Cartoon

The big tourist quiz



Question 1 (continued)

Marks

Text One – Poem

(a) What point is the poet making about the complex nature of belonging? **1 mark**

(b) Explain how the poet's techniques deliver this message. **2 marks**

Text Two – Newspaper Article

(c) Explain how two concepts of belonging are represented in this text. **4 marks**

Text Three – Cartoon

(d) What point is the cartoonist making about belonging in this text? **1 mark**

(e) Explain how two features help to develop the meaning. **2 marks**

Texts One, Two and Three

(f) Which of these texts do you find the most effective in exploring concepts of belonging or not belonging?

Justify your answer by making reference to all three texts. **5 marks**

End Of Question 1

Section II – Writing Task

Allow about 40 minutes for this section.

Answer in a separate 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)

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.



Select **ONE** of the short sayings or sentences above, and use it as the basis for a story about belonging, or not belonging. You must include the quote that you select in your story.

Section 3

15 marks

Attempt question 3

Allow about 40 minutes for this section

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

- demonstrate an 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

'An individual's sense of belonging emerges from the connections made with people, place and community.'

To what extent do the texts you have studied support this idea? In your response, refer to your prescribed text and ONE related text of your own choosing

Prescribed texts for Area of Study 2009 -2012:

Prose Fiction or Nonfiction

Lan, Amy, *The Joy Luck Club*

Lahiri, Jhumpa, *The Namesake*

Dickens, Charles, *Great Expectations*

habvala, Ruth Praver, *Heat and Dust*

Winch, Tara June, *Swallow the Air*

Saita, Raymond, *Romulus, My Father*

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

Miller, Arthur, *The Crucible*

Harrison, Jane, *Rainbow's End*

Muhrmann, Baz, *Strictly Ballroom*

De Heer, Rolf, *Ten Canoes*

Shakespeare, William, *As You Like It*

Poetry

Skrzynecki, Peter, *Immigrant Chronicle*

Dickinson, Emily, *Selected Poems of Emily Dickinson*

Herrick, Steven, *The Simple Gift*