

Newport College 2009 Trial.

Section I

Total marks (15)

Attempt Question 1

Allow about 40 minutes for this section.

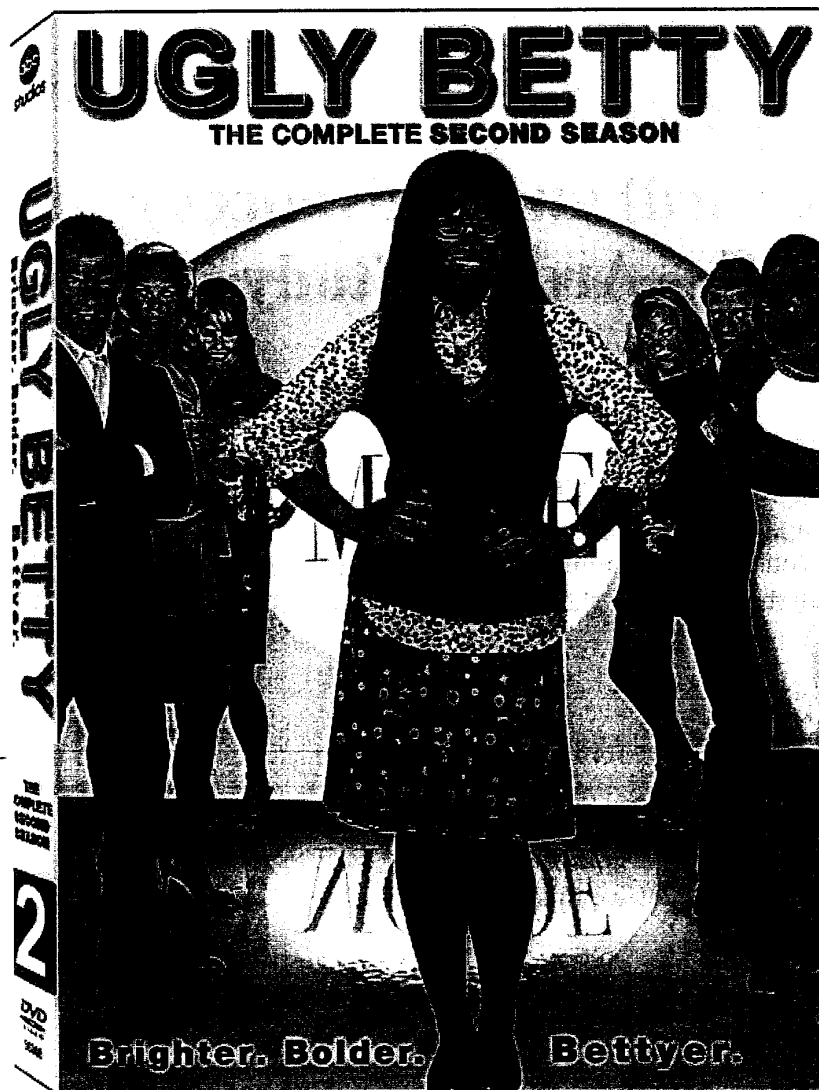
In your answers you will be assessed on how well you:

- 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 carefully and then answer the questions that follow.

Text 1 – DVD Cover



Text 2 – Speech

**Address by Sir William Deane  
Governor-General of the Commonwealth of Australia  
on the occasion of the opening of the Centenary of Federation Exhibition  
"Belonging: A Century Celebrated"  
At the State Library of New South Wales  
Sydney, 3 January 2001**

The evocative word "belonging", in the context of a celebration of our first century as a nation, is a challenging title for a major exhibition. It invites an examination of who and what we Australians and the nation we constitute are: where we have been and where we are going, our characteristics and qualities, our strengths and weaknesses, our inclusiveness and exclusiveness.

The Exhibition has much to teach and to interest us about our past as it invites us to think about what it has meant to belong and not to belong in this country during the twentieth century. Equally important, it has much to tell us about the present and the future. For what is past is absorbed by - and helps shape - what is and what will be.

There is a need for caution in making generalisations about belonging and not belonging at the time of the establishment of our nation one hundred years ago. There are, however, a few generalisations that can be made.

One is that, in 1901, if you were completely white (in the sense of ancestry rather than all over), British and of free settler descent, came from a Christian background and used the word "home" to refer to a country on the other side of the world, you certainly had all the qualifications necessary to officially belong. If you had all those qualifications and had the added advantage of being an adult male, you may have even been a delegate at a Constitutional Convention.

On the other hand, if you were black and your ancestry stretched back for forty, fifty or sixty thousand years in this ancient continent, you most certainly did not officially "belong" in the new nation. To the contrary, the Constitution expressly ordained that "aboriginal natives" were not even "to be counted" in "reckoning the numbers of people of the Commonwealth". And that notwithstanding that, as this Exhibition makes plain, you belonged to your country in a way that many still find difficult to comprehend, let alone understand.

Between those two extremes, there lay a myriad of possible, probable and even near certain belongers and non-belongers.

Our first century as a nation has transformed our national identity. There remain, of course, some divisions. But, as the Exhibition illustrates, there has emerged, particularly in the last three or four decades, a nation whose people, directly or indirectly, come from all the regions of the world and in which

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mutual acceptance and respect are progressively making our diversity of origin, race, culture and belief a source of national strength and unity rather than a cause of weakness and division.

"Belonging" explores these and other more particularised issues in an engaging fashion - sometimes challengingly, sometimes sorrowfully, sometimes light-heartedly and sometimes comically. At times it confronts us. At times it praises us. At times it gently pokes fun at us. At times it delights us. At times it evokes sadness and even shame. But always, it should cause us to think ... and to see ourselves a little more clearly. And, hopefully, it will succeed in encouraging and helping all who visit it in Sydney, in Melbourne or elsewhere in this Centenary Year to face and answer the question of what sort of nation they would like to belong to in the twenty first century.

Each visitor to the Exhibition will form his or her own assessment of the comparative importance of particular aspects. I mention but two of them which will be of enduring significance to me personally. One is the importance of place, landscape and physical environment in the context of belonging - not just for indigenous Australians but for Australians generally. The other is the reminder of the injustice suffered by many completely loyal Australians who were interned during the World Wars because of a suspicion of disloyalty by reason of ties with one or other of the nations with which Australia was at war.

And now, with much pleasure, I declare "Belonging: A Century Celebrated" to be officially open.

### Text 3 - Novel Extract from J.D. Salinger's *Catcher in the Rye*

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Where I want to start is the day I left Pencey Prep. Pencey Prep is the school that's in Agerstown, Pennsylvania. You probably heard of it. You've probably seen the ads, anyway. They advertise in about a thousand magazines, always showing some hot-shot guy on a horse jumping over a fence. Like as if all you ever did at Pencey was play polo all the time. I never even once saw a horse anywhere near the place. And underneath the guy on the horse's picture, it always says: 'Since 1888 we have been molding boys into splendid, clear-thinking young men'. Strictly for the birds. They don't do any damn more molding at Pencey than they do at any other school. And I didn't know anybody there that was splendid and clear-thinking and all. Maybe two guys. If that many. And they probably came to Pencey that way.

Anyway, it was the Saturday of the football game with Saxon Hall. The game with Saxon Hall was supposed to be a very big deal around Pencey. It was the last game of the year, and you were supposed to commit suicide or something if old Pencey didn't win. I remember around three o'clock that afternoon I was standing way the hell on top of Thomsen Hill, right next to this crazy cannon that was in the Revolutionary War and all. You could see the whole field from there, and you could see the two teams bashing each other all over the place. You couldn't see the grandstand too hot, but you could hear them all yelling, deep and terrific on the Pencey side, because practically the whole school except me was there, and scrawny and faggy on the Saxon Hall side, because the visiting team hardly ever brought many people with them.

There were never many girls at all at the football games. Only seniors were allowed to bring girls with them. It was a terrible school, no matter how you looked at it. I like to be somewhere at least where you can see a few girls around once in a while, even if they're only scratching their arms or blowing their noses or even just giggling or something. Old Selma Thurmer - she was the headmaster's master - showed up at the games quite often, but she wasn't exactly the type that drove you mad with desire. She was a pretty nice girl, though, I sat next to her once in the bus from Agerstown and we sort of struck up a conversation. I liked her. She had a big nose and her nails were all all bitten down and bloody-looking and she had on those damn falsies that point all over the place, but you felt sort of sorry for her. Wha I liked about her, she didn't give you a lot of horse manure about what a great guy her father was. She probably knew what a phony slob h e was.

The reason I was standing way up on Thomsen Hill, instead of down at the game, was because I'd just got back from New York with the fencing team. I was the goddam manager of the fencing team. Very big deal. We'd gone in to Newyork that morning for this fencing meet with McBurney School. Only, we didn't have the meet. I left all the foils and equipment and stuff on the goddam subway. It wasn't all my fault. I had to keep getting up to look at this map, so we'd know where to get off. So we got back

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to Pencey around two-thirty instead of around dinnertime. The whole team ostracized me the whole way back on the train. It was pretty funny, in a way . . .

I forgot to tell you about that. They kicked me out. I wasn't supposed to come back after Christmas vacation, on account of I was flunking four subjects and not applying myself and all. They gave me frequent warning to start applying myself - especially around mid-terms, when my parents came up for a conference with old Thurmer - but I didn't do it. So I got the ax. They give guys the ax quite frequently at Pencey. It has a very good academic rating, Pencey. It really does.

**Section 1 Questions:**

**Text One – DVD Cover**

- (a) What does this DVD cover suggest about belonging? **1 mark**
- (b) How does the composer use visual features to illustrate how the character in the foreground (Betty) does not quite fit in? **2 marks**

**Text Two – Speech**

- (c) Why is the word 'Belonging' a challenging title for a major exhibition? **1 mark**
- (d) How does Deane use language techniques to outline the many ways individuals belong to Australia? **3 marks**

**Text Three – Novel Extract**

- (e) Explain some of the narrative techniques Salinger uses to indicate that his main character feels like he does not belong in his school. **3 marks**

**Text One, Two and Three**

- (f) Which TWO texts make the most insightful points about the consequences for individuals of belonging or not belonging? Justify and support your answer with reference to TWO texts. **5 marks**

**End Section I**

## Section II

**Total marks (15)**

**Attempt Question 2**

**Allow about 40 minutes for this section.**

**Answer the question in a separate writing booklet.**

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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
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### Question 2 (15 marks)

**Choose ONE of the following four images to use as the starting point for a short-story about the complex nature of Belonging.**

**Image 1**



Image 2

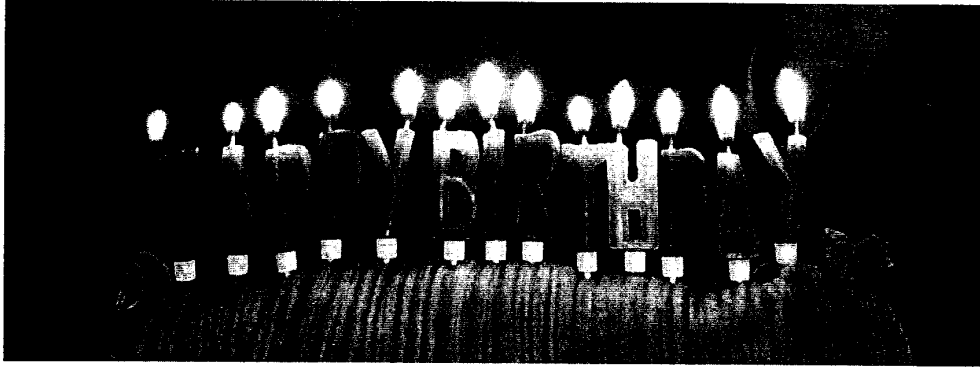


Image 3



3 Immigrants Staring at The Statue of Liberty



**Image 4**



**End Section II**

**Section III**

**Total marks (15)**

**Attempt Question 3**

**Allow about 40 minutes for this section.**

**Answer this question in a separate writing booklet.**

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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
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**Question 3 (15 marks)**

**Essay question:**

How have the texts set in the Area of Study explored the way individual relationships affect one's sense of belonging?

In answering this question, you are to discuss your prescribed text and **TWO** related texts of your own choosing. You should also discuss the way composers use techniques in order promote their messages about belonging.

Prescribed texts:

Gaita, R., *Romulus, My Father*

Herrick, S., *The Simple Gift*

**End of paper**