



NORTH SYDNEY GIRLS HIGH SCHOOL
HIGHER SCHOOL CERTIFICATE TRIAL EXAMINATION 2009

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 - 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 I

15 marks

Attempt Question 1

Allow about 40 minutes for this section

Answer the question in the writing booklets provided.

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 and Three** carefully and then answer the questions that follow.

Text One – Illustration



Question 1 continues on the following page –

Text Two – Memoir Extract

The author of this memoir, Gillian Bouras, married a Greek man named George. They and their two sons, Dimitrios and Nikolaos, went from Melbourne to live in a village in Greece.

Along the Athens-Kalamata road, the names of the villages sound like music: Parathisia, Paradise, and Allagi, which means *change* and which became a village with a sense of mission during Mr Papandreou's election campaign in 1981.

Dimitrios and Nikolaos took to village life immediately. They remembered, vaguely, their winter holidays, but this was high summer. After being cooped up in suburban Melbourne, they viewed the freedom of country living as unadulterated bliss. Whenever I sent them on an errand to the shops in Camberwell Road, Melbourne, I would reiterate the instructions 'Go straight there, come straight back, and don't speak to any strangers on the way.' I would be tense until the ten-minute excursion was over. In the village they roamed everywhere and talked exuberantly to everybody, right from the start. Wearing only shorts and thongs, they climbed trees, picked fruit, played in the dust, turning browner all the time, and all the time serving their apprenticeship with the neighbourhood children, trying to learn new games, wrestling with the unfamiliar argot*. Although George has always spoken Greek to them, he had made a conscientious effort to speak standard Greek and had avoided village speech patterns, colloquialisms and slang. Language was a crucial area of adjustment. It was just as well we had arrived seven weeks before school started; even so, both boys found classroom Greek very difficult at first.

I had to change in so many different ways and directions that I could not immediately count them. It seems strange now, looking back, but I found it very difficult at first to cope with the physical environment of the village. I had spent a country childhood myself, but I had been a cautious, even fearful child and developed intimations of mortality at a very early age.

Another major area of adjustment was, naturally, that of mother-in-law and daughter-in-law relations. This, I quickly realised, resembled a mine-field: the dangers, very real ones, were there, but they were hidden, and I was often unaware of the form they

took. Conscious that I should not usurp *Yiayia's*† place in her own home and kitchen, I was bewildered when she expected me to act as hostess to people I did not even know. When visitors came I was expected to wait on everybody, even though I still felt a visitor myself. I was totally ignorant of her expectations, while she, I think, thought that daughters-in-law are, or ought to be, the same the world over. We did not, and do not, communicate well. The difficulties which rapidly emerged in the first month developed into problems during the sixteen months we lived in her house.

I cannot live, especially in Greece, without books, paper, pens and ink. *Yiayia* can sign her name: I saw her do it once. She took a dim view of my paper invasion. The day a trunk containing eighty of my books arrived from the customs house, she paled visibly, while I was almost prancing with excitement. '*Panagia mou*,' she exclaimed, greatly moved, 'So many books! Can't you sell some of them?' I could not believe my ears.

I was a sad disappointment to her. I know that now. The day she asked me to help her plant garlic was a turning-point, in that it proved to her, once and for all, that I was a dead loss. I came to garlic fairly late in life: I had certainly never tasted it before I met George, and I had never seen it growing. She handed me the tiny bulbs, which were inscrutably smooth all over. There was nothing for it but to ask. 'Which end goes in the ground?' I enquired, quaking. The silence was thunderous. Other foreign wives have had similar experiences; one friend of mine firmly believed that peanuts grew on trees. Her mother-in-law could not conceive of such ignorance.

I am still not sure what *Yiayia* wants in a daughter-in-law, but I often feel I am not it. I can cook, knit, crochet and garden, but they are not my all-consuming interests. I do not lose sleep if the house is untidy; I have a lamentable tendency to pine for other places, city sights, even other countries; the local church almost creaks in disbelief whenever I darken its door. It is obvious that I fall short, but I cannot change, and I do not want to.

* **argot**: the peculiar language or slang of a group

† **Yiayia**: the author's mother-in-law

Text Three – Poem

‘Migrant Woman on a Melbourne Tram’
by Jennifer Strauss

Impossibly black
Amid the impudence of summer thighs
Long arms and painted toenails
And the voices
Impossibly obscure
She hunches sweltering
Twists in sweating hands
A scrap of paper – address, destination,
Clue to the labyrinth
Where voices not understood
Echo
Confusing directions.

(There was a time
They sent them out of Greece
In black-sailed ships
To feed the minotaur.
Whose is the blind beast now
Laired in Collingwood,
Abbotsford, Richmond,
Eating up men?)

Street-names in the glare
Leap ungraspably from sight
Formless collisions of letters
Impossibly dark
She is forlorn in foreign words and voices,
Remembering a village
Where poverty was white as bone
And the great silences of sea and sky
Parted at dusk for voices coming home
Calling names
Impossibly departed.

minotaur: in Greek mythology, a monster shut up in a vast palace (the Labyrinth) and fed seven young men and seven young women every year

black: traditionally, Greek widows wear only black clothes

Collingwood, Abbotsford, Richmond: suburbs of Melbourne

laired: a lair is a home for a wild beast

forlorn: abandoned, miserable

– Question 1 continues on the following page –

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 (continued)

Text One – Illustration

- a) Identify one visual technique that conveys the author's understanding of belonging. **1 mark**
- b) What does this illustration suggest about the nature of belonging? **2 mark**

Text Two – Memoir Extract

- c) What insights into the concept of belonging are provided by this memoir extract? **3 marks**

Text Three – Poem

- d) Analyse two language techniques used to communicate the author's understanding of belonging or not belonging to a place? **4 marks**

Texts One, Two and Three – Illustration, Memoir Extract and Poem

- e) In your view, which TWO of these three texts most strongly represent the importance of belonging? **5 marks**

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.

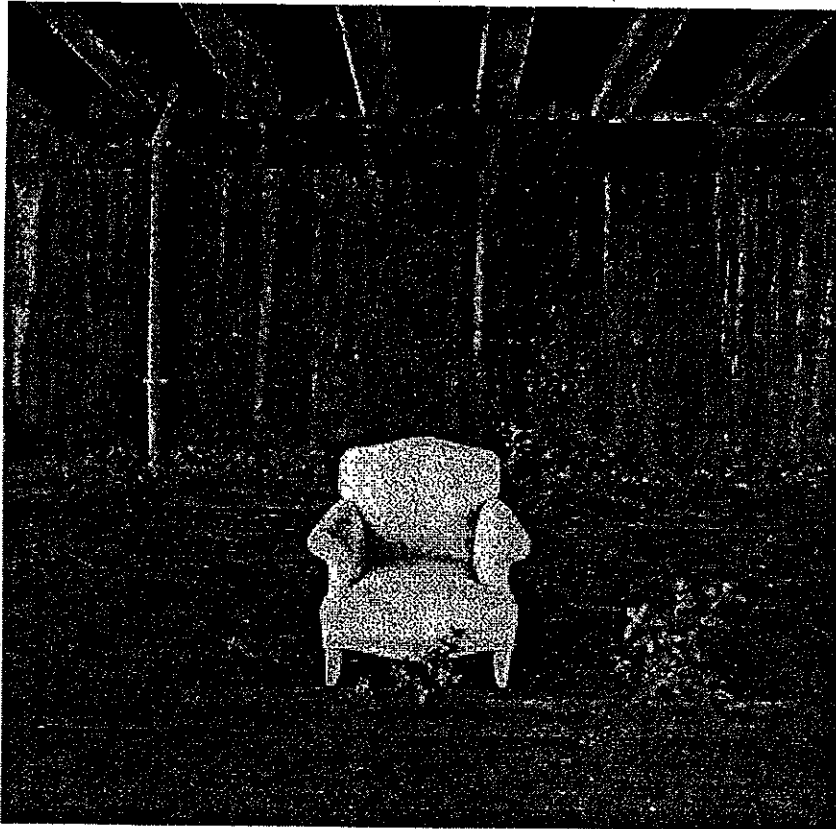
In your answer you will be assessed on how well you:

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

Write a story about belonging, using the photograph below as a stimulus for your response.

The stimulus is only a starting point for thinking about your response, which may be literal or symbolic.



End of Question 2

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
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Question 3 (15 marks)

Focus – Belonging

‘Belonging is about connection.’

Is this your view? Write a critical response referring to the representations of belonging in your texts.

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

The prescribed texts are:

Drama
Prose Fiction

William Shakespeare, *As You Like It*
Jhumpa Lahiri, *The Namesake*

End of Paper