



BOARD OF STUDIES
NEW SOUTH WALES

2001

HIGHER SCHOOL CERTIFICATE
EXAMINATION

English (ESL)

Paper 1 — Language Study within an Area of Study

General Instructions

- Reading time – 10 minutes
- Working time – 1½ hours
- Write using black or blue pen

Total marks – 45

Section I Pages 2–7

25 marks

- Attempt Questions 1–2
- Allow about 50 minutes for this section

Section II Pages 8–9

20 marks

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

Section I

25 marks

Attempt Questions 1–2

Allow about 50 minutes for this section

Answer each question in a SEPARATE writing booklet. Extra writing booklets are available.

In this section you will be assessed on how well you:

- demonstrate understanding of the ways language shapes and expresses perceptions
-

Question 1 (10 marks)

Read **Text One** and then answer Question 1 on page 5.

Text One

A long way from Kew

BY THEA CHESTERFIELD, SARA DEHM, SACHA MCDUGAL AND RACHEL TOSOLINI

Four senior students and two teachers from Kew High School in Melbourne spent four weeks in the Kimberley area of north-west Australia. The following diary extracts telling of their experiences were first published in a Melbourne newspaper in October 2000.



Day 1 As we stepped from the plane, several things hit us: the heat, the quiet absence of airport hustle and bustle and the outback country. The four of us had been looking forward to this trip; but we really had no idea what to expect. I visited Cable Beach in the afternoon and as I watched the sunset I contemplated what brought me to the Kimberley.

Day 2 After our first day at St Mary's College, I've begun to notice differences between schooling here and in Melbourne. The student–teacher relationships are less formal, the uniforms are more casual than the strict formality of ours and no one seems stressed.

Day 4 I've come to notice the alarmingly low rate of students completing Year 12 in Broome. Unless these students are learning in vocationally based courses, their career options are quite limited.

Day 5 Teenagers here have more freedom than we do at home. They tell their parents they'll be home late and it's not an issue. Many of them don't have the career opportunities available to us in Melbourne.

We've spent some time at beautiful Cable Beach. It's sad to think that Aborigines can't even walk along this beach, their own backyard, without some tourist snapping their picture as if they were some sort of novelty attraction.

Question 1 continues on page 3

Question 1 (continued)

Day 6 Today we met the primary school children at St Mary's. They were so affectionate; jumping on us, hugging us, holding our hands and not wanting to let go.

There is really nothing for teenagers to do in Broome except wander the streets. The police often stop and question them. It was fun to wander for one night but would I really want to do this every single weekend?

Day 7 My host family took me to the local football game. It's a communal gathering here, an event that brings the town together. My host family took me to their family 'block' in the Aboriginal reserve. It was the most beautiful place I'd ever visited despite the primitive iron-shed dwellings. I ate raw oysters, shell meat, flies, bush bananas, mudcrabs and fish and went crabbing through the mangroves. I saw poverty and alcohol but many positive things too. The kids constantly had their family around them.

Day 8 I realised how much life revolves around the family. On the way to the beach we made three stops to pick up and drop off cousins, aunties and uncles.

Day 10 This morning we fished with spears and nets in the turquoise waters of Mulgin. It's hard to believe only a fortnight ago we were at school discussing our subject selections. We each agreed to take our watches off for the week.

Day 11 This morning we met Bardi* elder Irene, who spoke of traditional initiation ceremonies and how, surprisingly, these still take place today.

** The Bardi Aboriginal people live in the Kimberley area.*

How little I knew about Aboriginal culture before I came here! It's upsetting to think the truth about Australian history remains untold in many parts of the country.

Day 12 We met Leonard, an Aboriginal elder who uses traditional methods to carve boab nuts. I was saddened to learn he competes with foreign companies that produce hundreds of machine-made replicas for sale in local tourist shops. He gets only \$15 for two nuts, while the tourist shops sell them for almost \$50 each.

Day 14 Today we toured Tunnel Creek and Windjana Gorge and learnt the story of Jandamarra, a freedom fighter and symbol of hope for his people. Outside Tunnel Creek, a plaque labels him an outlaw.

History is told predominantly from one perspective in this country. A massacre occurred between these cliffs a century ago and there is no plaque to acknowledge the incident!

Day 17 We've encountered many health problems among the children. The most obvious are the skin, ear and nose infections, most of which are related to low immune systems caused by poor diets. Although you hear and see images of poverty in the media, it is nothing like seeing it face-on.

Day 18 In Warmun, there is no emphasis on a formal education, only the importance of holding on to indigenous culture. Their sphere of learning is different to ours. If you put any of these adults into a conference room with 60 delegates, they'd be lost. Put us in the bush alone for six weeks, we might die.

Question 1 continues on page 4

Question 1 (continued)

Day 19 This afternoon we were taken to Mistake Creek, site of a massacre 70 years ago in which Aborigines were slaughtered after being wrongly accused of taking a cow. The community, not the government, has paid for and erected a memorial stone.

Sometimes I think these Aborigines aren't just a stolen generation but a forgotten one. Our storyteller said she didn't hate white people: 'hate only makes you sick inside'.

Day 23 Today was a day of rest and reflection, a time to think back over what I've seen and what I've been told: stories of suicide, homelessness, depression, hunger and poverty. These really disturbed me. This isn't Somalia or Rwanda, it's our own back yard! I'm a long way from Kew, my family and my friends.

The more I see, the more I realise there are many different dimensions and perspectives to an issue. We've come to realise that Aboriginal people are often painted with the same brush. Media portrayal and, in turn, popular opinion, often fails to realise diversity in Aboriginal people, values and lifestyles. The suburban, coastal and desert Aboriginal communities contrast immensely, as do their perspectives, values and concerns.

Day 24 Today we had lunch with Pat Dodson and his friendly nature put us all at

ease. We listened to him talk about land rights and reconciliation and asked him what we could do to help. He said we should go back to Melbourne and just tell the story, let people know what we have seen and heard, create a better understanding of indigenous matters. I think Aboriginal people are lucky to have him as an advocate.

Day 25 It's clear the future of reconciliation lies in the hands of today's youth, and unless young people are educated about our shared history, reconciliation will not be embraced on a wide scale. Nowhere else in the world is there such an opportunity to move forward. Today we were asked our thoughts while interviewed on Radio Goolari.

Day 27 I am sorry to be going so soon. Opportunities for education outside the classroom, such as this, provide a kind of learning you can obtain only through personal experience.

Day 28 I don't want to leave. In four weeks we have only begun to scrape the surface of all this area has to offer. Through the places we've visited and the things we've done, the people we've met and the stories we've heard, we've learnt a lot about people and a part of Australia we once knew little about. I know it's not the last time I'll visit the Kimberleys.

Question 1 continues on page 5

Question 1 (continued)

- (a) On **Day 2** one of the girls writes: ‘I’ve begun to notice differences between schooling here and in Melbourne.’ **1**

What is ONE of these differences?

- (b) At the end of the diary entry for **Day 6**, one of the girls writes: ‘. . . but would I really want to do this every single weekend?’ **1**

What does *this* refer to?

- (c) Why does the writer use a direct quotation in her entry for **Day 19**? **2**

- (d) What new perspectives have the girls developed by the end of the trip? **3**

- (e) Compare the diary entries for **Day 7** and **Day 23**. **3**

Analyse the language features and their effects in presenting the change in perspective.

End of Question 1

Question 2 (15 marks)

Texts Two, Three and Four show different perspectives on travel. Examine these texts, then answer the questions.

(a) In **Text Two**, what is ONE perspective on travel shown in this advertisement? **3**
How do the language and layout shape this perspective?

(b) Explain how different perspectives on travel are communicated through **Texts Two, Three and Four**. **6**

Write approximately 80 words.

(c) Write a short article for your student magazine recommending the travel experience shown in EITHER **Text Three OR Text Four**. **6**

Write approximately 100 words.

Text Two

HONEYMOON OR ROMANTIC

Escape

SUNSET BEACH RESORT

SIX NIGHTS
\$450
PER PERSON
TWIN SHARE

Included in our romance package:

- 6 nights at Sunset Beach
- A delicious hot and cold buffet breakfast daily
- A chilled bottle of Australian wine and chocolates on arrival
- One candlelit dinner for two
- Sunset sailing cruise
- Live entertainment
- Complimentary watersports

Question 2 continues on page 7

Text Three

Copyright not approved. This source was a photo of a rider and camel train, taken from the cover of the 1998 Picador edition of *Tracks* by Robyn Davidson.

The trip was easy. It was no more dangerous than crossing the street, or driving to the beach, or eating peanuts. The two important things that I did learn were that you are as powerful and strong as you allow yourself to be, and that the most difficult part of any endeavour is taking the first step, making the first decision.

Text Four



End of Question 2

Section II

20 marks

Attempt Question 3

Allow about 40 minutes for this section

Answer the question in a SEPARATE writing booklet. Extra writing booklets are available.

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

- demonstrate understanding of the ways perspective shapes meaning
 - organise, develop and express ideas using language appropriate to audience, purpose and context
-

Question 3 (20 marks)

How have the texts you studied this year shown that different perspectives are influenced by individuality, personal history and culture?

In your answer you should refer to your TWO prescribed texts, ONE text from the prescribed stimulus booklet *Changing*, and other related texts of your own choosing.

The prescribed texts are:

- **Prose Fiction** – Chinua Achebe, *Things Fall Apart*

or

- Brian Caswell & David Phu An Chiem, *Only the Heart*

or

- James Moloney, *Gracey*

- **Drama** – Brian Clark, *Whose Life is it Anyway?*

or

- Willy Russell, *Educating Rita*

Question 3 continues on page 9

Question 3 (continued)

- **Poetry**
 - Miroslav Holub, in Ken Watson (ed.), *Imagined Corners*
 - * *Brief Reflection on Accuracy*
 - * *Brief Thoughts on Exactness*
 - * *Brief Reflection on Laughter*
 - * *Brief Thoughts on Laughter*
 - * *Brief Thoughts on a Test-Tube*
 - * *Brief Reflection on Test-Tubes*
 - * *Minotaur's Thoughts on Poetry*
 - * *The Minotaur's Thoughts on Poetry*

or

- Peter Skrzynecki, *Immigrant Chronicle*
 - * *Feliks Skrzynecki*
 - * *10 Mary Street*
 - * *Crossing the Red Sea*
 - * *Migrant hostel*
 - * *Chronic ward*
 - * *Kornelia Woloszczuk*
 - * *Post card*
- **Media**
 - William Fitzwater, *Through Australian Eyes*
Students choose any three of the series.
- **Nonfiction**
 - Carmel Bird (ed.), *The Stolen Children – Their Stories*

End of paper

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