



**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

**2010**

**HIGHER SCHOOL CERTIFICATE  
EXAMINATION**

# English (ESL)

## Paper 1 — Language Study within an Area of Study

### General Instructions

- Reading time – 10 minutes
- Working time – 1  $\frac{1}{2}$  hours
- Write using black or blue pen

**Total marks – 45**

**Section I** Pages 2–5

**25 marks**

- Attempt Question 1
- Allow about 50 minutes for this section

**Section II** Pages 6–7

**20 marks**

- Attempt Question 2
- Allow about 40 minutes for this section

## Section I

25 marks

Attempt Question 1

Allow about 50 minutes for this section

Examine **Texts one, two and three** carefully and then answer the questions in the Section I Question 1 Answer Booklet.

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

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

### Text one — Extract from a travel memoir

Sarah Turnbull is an Australian journalist who travelled to Europe for work. While there she met a French man, Frédéric, who invited her to stay and live in France. In this extract adapted from her memoir, *Almost French*, Sarah reflects on her experiences.

When people ask how long I've been in France now I can scarcely believe my own reply. Six years. Has it really been that long? In many ways the time seems to have passed at lightning speed; it's a kaleidoscopic blur. Yet when I think back to arriving in Paris in my camel-coloured shorts, my mind plays another trick and that day seems more like twenty years ago than six. It's like a snapshot from a past life although in reality it was the beginning of a new one. Remembering makes me wonder whether the girl in the image is really me. How much has France changed me?

For a brief moment the other day I thought I'd changed radically — at least in appearance. Walking down Rue Montorgueil an American tourist startled me by taking my photo. 'She's so Pareesyenne,' he exclaimed to his wife, loudly, apparently assuming I couldn't understand English. And then, click! Immortalised in someone's holiday album as the ultimate *parisienne*\*!

Why should I have been so delighted by the idea of looking quintessentially Parisian in the first place? It's not as though I'm hung up on wanting to look French. Yet believing for one brief moment that the tourist was talking about me was an undeniable thrill. No-one has ever said I looked French before. In France I'm used to standing out as foreign. The worst is when a shopkeeper or passer-by addresses me in English *even before I've opened my mouth*. Quite apart from my accent, my appearance seems to give me away.

'How do people know I'm not French if I haven't even said anything?' I quiz Frédéric later.

'Because you look Anglo-Saxon.'

'What do you mean?' I ask. He considers me for a second, choosing his words.

\**parisienne*: French word for a woman who lives in Paris

Question 1 continues on page 3

Question 1 (continued)

‘Well, er, it’s just that you could never be mistaken for French. I mean, you look less Anglo-Saxon than before. But you don’t *look* French.’

‘Why, though? Is it my clothes? My walk? My hair?’

‘It’s everything.’

I am an Australian living in France and the reality is my foreign status is almost permanent. I could stay here thirty years, even take out French nationality, but that won’t change how people perceive me. My identity in my new homeland is defined by my country of origin.

In some ways, living in France has made me feel more Australian. Separation heightens your sentimentality. Lately I’ve taken to buying big bunches of gum leaves from the florist. Occasionally, I’ll pick off a leaf and scrunch it up to smell the eucalyptus oil, just like I used to do passing trees back home.

But the girl who got off the plane from Bucharest all those years ago *has* changed. I might not look the archetypal *parisienne* but living in France with a Frenchman, osmosis has occurred without even noticing it. That fight with Frédéric over what to wear to the bakery was more than four years ago. And I haven’t worn tracksuit pants since.

It’s an experience that has left me fundamentally the same—and profoundly changed. Which makes me wonder sometimes what it would be like to return to live in Australia now. Would life seem a bit dull without the tickle of tension? Would Frédéric be happy there? Would it seem like home? One day we might make the move, not in the near future but maybe later.

Being so far away from home means you necessarily miss out on some things. You’re not always there to celebrate weddings, milestone birthdays, you barely know your friends’ children. I’m very lucky in that my parents come frequently to France and so do some of my close friends. And these holidays together are wonderful. But the physical distance separating us is insoluble and regular contact through phone calls and emails can’t quite bridge it. You are no longer familiar with the intricacies of their daily lives, and neither do they know yours.

Whether or not we ever live in Australia my heart will always be tied to two places, now. Meeting Frédéric means my future is irrevocably linked to France.

Our decision to get married gives a new clarity to my life and future in Paris. *I might only ever be ‘almost’ French but France for now is home.* It is not just a matter of marrying the man I love, it is also a commitment to a new country. It deepens my sense of belonging. Silly though it may sound, it makes me feel that my place in this country is more legitimate. This is reinforced by the subtle but tangible shift in attitude towards me from Frédéric’s family. They are thrilled by the news and I realise they had probably all but given up hope on us. It’s as though a door, which had been ajar, has suddenly flung wide open.

Adapted from extracts from *Almost French*, by Sarah Turnbull, published in 1996.  
Reprinted by permission of Random Australia.

**Question 1 continues on page 4**

Question 1 (continued)

**Text two — Book cover**

Awaiting Copyright

**Front cover**

Awaiting Copyright

**Back cover**

**Question 1 continues on page 5**

Question 1 (continued)

**Text three — Poem**



Awaiting Copyright

**End of Question 1**

## Section II

20 marks

Attempt Question 2

Allow about 40 minutes for this section

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

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

- demonstrate understanding of the ways language shapes and expresses perceptions
  - organise, develop and express ideas using language appropriate to audience, purpose and context
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### Question 2 (20 marks)

You have been asked to give a speech to your class on the following topic:

‘Acceptance and understanding are necessary for a sense of belonging.’

Write the script of your speech.

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

The prescribed texts are:

- **Prose Fiction** – Allan Baillie, *The China Coin*

**or**

- Ruth Praver Jhabvala, *Heat and Dust*

**or**

- Tara June Winch, *Swallow the Air*

- **Drama** – Willy Russell, *Educating Rita*

**or**

- Jane Harrison, *Rainbow’s End*  
from Vivienne Cleven et al. (eds) *Contemporary Indigenous Plays*

**Question 2 continues on page 7**

Question 2 (continued)

- **Poetry**
  - Peter Skrzynecki, *Immigrant Chronicle*
    - \* *Immigrants at Central Station, 1951*
    - \* *Feliks Skrzynecki*
    - \* *St Patrick’s College*
    - \* *Ancestors*
    - \* *10 Mary Street*
    - \* *Post card*
    - \* *In the Folk Museum*

**or**

- Emily Dickinson, *Selected Poems of Emily Dickinson*
  - \* 66 ‘*This is my letter to the world*’
  - \* 67 ‘*I died for beauty but was scarce*’
  - \* 82 ‘*I had been hungry all the years*’
  - \* 83 ‘*I gave myself to him*’
  - \* 127 ‘*A narrow fellow in the grass*’
  - \* 154 ‘*A word dropped careless on the page*’
  - \* 161 ‘*What mystery pervades a well!*’
  - \* 181 ‘*Saddest noise, the sweetest noise*’

- **Nonfiction**
  - Alice Pung, *Unpolished Gem*

- **Film**
  - Phillip Noyce, *Rabbit-Proof Fence*

**or**

- Stephen Daldry, *Billy Elliot*

**or**

- **Multimedia**
  - Multicultural Programs Unit, NSW Department of Education and Training, *Making Multicultural Australia*, [www.multiculturalaustralia.edu.au](http://www.multiculturalaustralia.edu.au)
    - \* History [www.multiculturalaustralia.edu.au/history/index.php](http://www.multiculturalaustralia.edu.au/history/index.php)
    - \* Activities [www.multiculturalaustralia.edu.au/activities/index.php](http://www.multiculturalaustralia.edu.au/activities/index.php)
    - \* Library [www.multiculturalaustralia.edu.au/library/index.php](http://www.multiculturalaustralia.edu.au/library/index.php)
    - \* e-Learning [www.multiculturalaustralia.edu.au/learning/index.php](http://www.multiculturalaustralia.edu.au/learning/index.php)
    - \* Hotwords [www.multiculturalaustralia.edu.au/hotwords/index.php](http://www.multiculturalaustralia.edu.au/hotwords/index.php)

**End of paper**

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Centre Number

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Student Number

**2010**  
HIGHER SCHOOL CERTIFICATE  
EXAMINATION

# English (ESL)

## Paper 1 — Language Study

### within an Area of Study

### Section I Question 1 Answer Booklet

#### Instructions

- Answer Question 1 in this answer booklet
- Write your Centre Number and Student Number at the top of this page

**Section I**

**25 marks**

**Attempt Question 1**

**Allow about 50 minutes for this section**

Read the texts on pages 2–5 of the question paper, then answer the corresponding questions in the spaces provided. These spaces provide guidance for the expected length of response.

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

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

**Question 1 (25 marks)**

**Text one — Extract from a travel memoir**

- (a) Why is *Almost French* an appropriate title for Sarah’s memoir? **1**

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- (b) Explain how Sarah expresses her changing sense of belonging. Use TWO examples from the text to support your answer. **4**

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**Text two — Book cover**

- (c) What is meant by the quote at the top of the back cover: ‘*Friends who’ve gone back said something clicked for them*’? **2**

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**Question 1 continues on page 3**



Question 1 (continued)

- (d) Identify TWO other ideas about belonging communicated in the written text underneath the quote on the back cover. 2

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- (e) How do visual features used on the front cover convey ideas about belonging? 4

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**Text three — Poem**

- (f) Explain the persona’s relationship with the natural world. 2

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- (g) How are language techniques used to express this relationship? 4

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**Question 1 continues on page 4**



