

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
Black pen is preferred

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 Paper 1 Answer Booklet.

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

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


Text one — Advertisement

Awaiting copyright



Text two — Song lyrics

Awaiting copyright



Text three — Memoir extract

The image is vivid in my mind. The night I am thinking about is a clear and recurring memory. Five or six of us are seated on the ground around a smouldering campfire under a star-filled black sky by the waters of the Gulf of Carpentaria in Australia's remote north. It is 1982 – twenty-seven years ago. Our baby is sleeping in a cot nearby. There is no wind, no temperature to notice, no sounds. The darkness begins immediately behind us. My husband's uncle, Musso, the ceremonial leader of the Yanyuwa people, is telling stories about spirit ancestors in the bush around us, about people leaving their bodies to travel vast distances, about messages birds and animals bring to people in danger. Afterwards we drift off to sleep in the total silence.

This same man hauls an enormous sack of writhing crabs across the mudflats the next day to throw on the coals of the fire. We share the sweet white flesh with his family. Laughing, talking, enjoying each other's company. And this same man commands the hunting boat for dugong, singing the song of the animal's spirit when it is speared, cutting its portions for distribution according to ritual and protocol. I pick up just a crude inkling of the interconnection between his powerful culture and the everyday balance of a satisfying life lived in harmony with the elements. In his words and when he is quiet, I sense the sharp wisdom and deep humanity that lies beneath his humility.

We were visiting my husband John's Aboriginal community at Borroloola, in Australia's Northern Territory. It was the start of an extraordinary journey. Not so much because of the terrain or the vistas – as spectacularly different as they were – but because the cultural landscape of family and humanity radiated a warmth that seemed to rise from the baked land itself. In my early twenties, with a baby in tow, the impressions seared into the heart and mind of a white girl from down south were indelible. They were then etched deeper with every trip back over the years, as my own life story became entwined with theirs . . .

The children's Borroloola world was a universe away from our usual life in the city. Spotlighting the eyes of crocs at night along the riverbank, eating dugong meat boiled up on the fire, tearing around the Gulf in a boat hunting turtle. They would float on their backs in wonder on a steaming thermal lake under soaring red cliffs, and paddle a boat through canopies of foliage draped with tree snakes.

But the spiritual difference went deeper than the physical, and it began to emerge in layers, a little more every time we went back. During the quiet times of sitting down by the riverbank with family in the morning, cooking by the fire at night, in the boat drifting around at the creek mouth in search of fish. It was of course natural to John, in his pores and under his skin, but to me it was a gradual revelation . . . Travelling with small children in the oppressive climate, and my impatience with a slower, foreign world, restricted my senses in the beginning. While freely given, it would take time for me to feel the arms of inclusion . . .

Acknowledgement: Memoir extract from *Listening to Country* by Ros Moriarty, c/- Curtis Brown (Aust) Pty Ltd

End of Question 1

Section II

20 marks

Attempt Question 2

Allow about 40 minutes for this section

Answer the question in the Paper 1 Answer Booklet. Extra writing booklets are available.

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
-

Question 2 (20 marks)

The strength of relationships has the greatest impact on a sense of belonging.

In what ways is this view presented in the texts you have studied?

In your response, 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 Prawer 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*

The prescribed poems are:

- * *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*

The prescribed poems are:

- * *66 This is my letter to the world*
- * *67 I died for beauty, but was scarce*
- * *82 I had been hungry all the year s*
- * *83 I gave myself to him*
- * *127 A narrow fellow in the grass*
- * *154 A word dropped careless on a page*
- * *161 What mystery pervades a well !*
- * *181 The 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 Communities, *Making Multicultural Australia*,
www.multiculturalaustralia.edu.au

The prescribed sections are:

- * History www.multiculturalaustralia.edu.au/history/index.php
- * Activities www.multiculturalaustralia.edu.au/activities/index.php
- * Library www.multiculturalaustralia.edu.au/library/index.php
- * e-Learning www.multiculturalaustralia.edu.au/learning/index.php
- * Hotwords www.multiculturalaustralia.edu.au/hotwords/index.php

End of paper

BLANK PAGE

--	--	--	--	--

Centre Number

--	--	--	--	--	--	--	--	--

Student Number

English (ESL)

Paper 1 Answer Booklet

Language Study within an Area of Study

Instructions

- Answer BOTH sections
- Write your Centre Number and Student Number at the top of this page
- Answer Question 1 on pages 2–5
- If you need more space for Question 1, ask the supervisor for an extra writing booklet
- Answer Question 2 on pages 7–11
- If you need more space for Question 2, ask the supervisor for an extra writing booklet

Section I

25 marks

Attempt Question 1

Allow about 50 minutes for this section

Read the texts on pages 3–5 of the question paper, then answer the questions in the spaces provided. These spaces provide guidance for the expected length of response.

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 — Advertisement

- (a) What are the benefits of joining Globalclassunlimited.org? 2

.....

.....

.....

.....

- (b) How does the image support the ideas in the written text? 4

.....

.....

.....

.....

.....

.....

.....

.....

Question 1 continues on page 3

Question 1 (continued)

Text two — Song lyrics

- (c) Explain what the composer is concerned about in this song. 2

.....

.....

.....

.....

- (d) In what ways are ideas about belonging conveyed in the song? 4

.....

.....

.....

.....

.....

.....

.....

.....

Text three — Memoir extract

- (e) Explain the writer's view of Uncle Musso. 3

.....

.....

.....

.....

.....

.....

Question 1 continues on page 4

Question 1 (continued)

- (f) Analyse how the writer's sense of belonging develops over time.

4

.....

.....

.....

.....

.....

.....

.....

.....

Question 1 continues on page 5

Do NOT write in this area.

Question 1 (continued)

Texts one, two and three

- 6

[illegible]

End of Question 1

Do NOT write in this area.

End of Section I

Do NOT write in this area.

Section II — Answer Question 2

2

Question Number

Do NOT write in this area.

- 7 -

Do NOT write in this area.

Do NOT write in this area.

Do NOT write in this area.

Do NOT write in this area.

If you have used an extra writing booklet for Question 2, tick here.

BLANK PAGE

Do NOT write in this area.