



2012 HSC English (ESL) Paper 1 'Sample Answers'

When examination committees develop questions for the examination, they may write 'sample answers' or, in the case of some questions, 'answers could include'. The committees do this to ensure that the questions will effectively assess students' knowledge and skills.

This material is also provided to the Supervisor of Marking, to give some guidance about the nature and scope of the responses the committee expected students would produce. How sample answers are used at marking centres varies. Sample answers may be used extensively and even modified at the marking centre OR they may be considered only briefly at the beginning of marking. In a few cases, the sample answers may not be used at all at marking.

The Board publishes this information to assist in understanding how the marking guidelines were implemented.

The 'sample answers' or similar advice contained in this document are not intended to be exemplary or even complete answers or responses. As they are part of the examination committee's 'working document', they may contain typographical errors, omissions, or only some of the possible correct answers.

Section I

Question 1 (a)

Sample answer:

Sarah challenges herself to overcome her fear of being seen as a ‘friendless freak’ because she might be thought of as unpopular.

Answers could include:

To overcome her fear of being:

- seen as having no friends
- alone in a social situation
- seen as a ‘friendless freak’
- the focus of others’ attention.

Question 1 (b)

Sample answer 1:

Sarah’s anxiety about her sense of belonging is communicated through her use of humour when she describes herself as a ‘friendless freak’ and when she makes asides, for example, ‘maybe the kitchen feels sorry for loners.’

Answers could include:

- Anecdote – squirting the sauce, walking across the Yr 11 common room by myself
- Rhetorical questions – What will I do during all that time? What will I look at?
- Imagery – hair-twiddling; wandering tramp; making a strategic beeline; sauce in the eyebrow
- Hyperbole – torture of walking across the Yr 11 common room.

Sample answer 2:

Sarah eventually realises that she is confident and comfortable about being in the restaurant alone and doesn’t always need to be with others to feel a sense of belonging. The author shows this through positive statements she makes such as ‘quite enjoying my own company’ and ‘quite like this non-hair-twiddling me.’

Answers could include:

- Positive, descriptive language (high modality) – ‘really self-possessed’
- Word choice – ‘wander’ implies she is more relaxed than before
- Use of pronoun ‘those’ separates herself from other girls to convey her sense of superiority about her identity (‘not like one of those girls who has to go to the loo with a bunch of friends’).

Question 1 (c)***Sample answer:***

This cartoon conveys the composer's perspective that social networking technologies may be a threat to our actual relationships. It is conveyed through the use of irony. This is achieved through the visual juxtaposition of the single figure sitting alone staring at the screen, seemingly unaware of the crowd of people looking on from outside the door. In addition, the words 'I'm trying to add more friends' creates irony as it suggests that for this character, the number of online friends is more significant than the quality of the relationships.

Answers could include:

This cartoon conveys the composer's perspective that:

- relationships are important
- relationships can be built through real life connections or online social media
- our relationship base is far wider in modern society
- real life connections shouldn't be overlooked/ devalued
- online communities provide people with a sense of belonging
- one's self value/ self esteem/ identity shouldn't be based on feeling popular
- we should think about questioning the nature of friendship
- social networking technologies may be a threat to our actual relationships
- some people have become blind to the 'real world' of human relationships because of their obsession with the 'virtual world' of online social media.

This is represented in the following ways:

- The vectors convey how the people in the doorway are interested in the person on the computer, in contrast to the person on the computer who is only interested in the screen.
- Contrast is created through the relaxed gaze of the people in the doorway that is focused on the body language of the person at the computer.
- The layout with the single figure in the foreground also reinforces the composer's perspective that the friends and relationships that can be developed online are more important than the crowd in the doorway.
- The hair and the posture suggest that the character has been on the computer for an extended period of time revealing that online relationships are more important than real ones for them.

Question 1 (d)***Sample answer:***

- Dreams reinforce cultural connections and contribute to a person's sense of identity.
- Dreams can provide a sense of belonging to the culture.

Answers could include:

- Dreams are a way of passing on knowledge, secrets and guidance about culture.
- Dreams are a significant part of his culture, allowing connection between ancestors, generations and family.
- Dreams reinforce social structures.

Question 1 (e)***Sample answer:***

Stan communicates his conflicting sense of belonging by comparing the strength of his identity as an Aboriginal man to the uncertainty he feels about his Aboriginality. He feels that his success in 'white Australia' has come at a cost to his Aboriginal identity. He conveys his feelings of strength with strong modality in the emphatic statement, 'Black I am; black I will ever be.' In contrast, his uncertainty is evident in the use of rhetorical questions, 'Where do I belong? Who am I?'

Answers could include:**STRENGTH**

- possessive pronouns 'my' and first person plural 'we' convey a strong sense of belonging
- choice of vocabulary – 'cherish my identity' conveys positive connotation about his Aboriginality
- figurative language – 'power of flight,' 'power of illusion' suggests strength
- repetition creates a sense of continuity and significance in 'Black I am; black I will ever be'; 'Where I end, so will my children begin.'

CONFLICT / UNCERTAINTY:

- conjunctions 'yet' and 'but' convey contrast, his questioning of himself
- rhetorical questions – 'Am I ready to become a man? An Aboriginal man?'
- imagery – 'Yet I stand apart from them'
- choice of vocabulary with negative connotations – 'white Australia engulfs us; we fight for its concession, while it sets the limits of our existence'

Question 1 (f)***Sample answer 1:******Relationships:***

Relationships are important for a sense of belonging. In text one, humour is used to show that Sarah's sense of belonging is challenged by eating alone in a restaurant; she is afraid people will think she has no friends. Text two uses irony and visual techniques to comment on the idea that some people feel the need to have lots of friends and relationships for a sense of belonging. Text three explains the sense of belonging that comes from strong connections with family and cultural relationships, using powerful descriptive and emotive language.

Sample answer 2:***Change:***

Perceptions of belonging can change. In text one, anecdotes are used to show that Sarah's fear of being seen as not belonging when eating alone at a restaurant, changes to a sense of confidence as a result of the challenge she sets herself. Text two uses irony and visual techniques to demonstrate how the nature of relationships has changed with the development of technology. In text three, contrast, imagery and rhetorical questions are used to show that Stan's perception of belonging within his culture changes as a result of his success and acceptance by 'white Australia'.