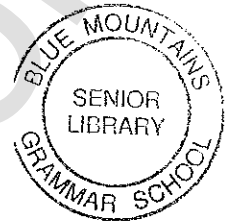


BLUE MOUNTAINS GRAMMAR SCHOOL



2009 English (Standard) and English (Advanced) Paper 1 – Area of Study

General Instructions

- * Reading time – 10 minutes
- * Working time – 2 hours
- * Write using black or blue pen
- * Use a new booklet for each question

Total Marks – 45

Section I Pages 2 – 7

15 marks

- * Attempt Question 1
- * Allow about 40 minutes for this section

Section II Page 8

15 marks

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

Section III Pages 9 - 10

15 marks

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

Section 1

15 marks

Attempt Question 1

Allow about 40 minutes for this section

Answer the question in the booklet 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
-

Question 1 (15 marks)

Examine **Texts one, two, three and four** carefully and then answer the questions on page 7.

Text one – magazine article extract

Net returns

She lived her dream, now Evonne Cawley aims to give other Aboriginal kids the chance to live theirs.

Evonne Cawley remembers the games she used to play as a child growing up in the Riverina wheat-belt town of Barellan, in south-western NSW: climbing the 40-metre silos with sister Barbara; hunting goannas for Auntie Ethel to cook in the ground; hiding under the bed whenever a car came up the street and a stranger knocked at the door. And then, of course, there was the game – tennis.

As an eight-year-old, she had read a fairy story in Princess magazine about a girl who won Wimbledon. Evonne's world then extended to her father Kenny Goolagong's family scattered around Condobolin, three hours drive away in central NSW, and her mother Linda's relatives at the Aboriginal mission at Darlington Point, near Griffith. She has no idea where or what 'Wimbledon' was, but the dream implanted itself in her mind that she, too, would win it. And she did, 11 years later in 1971, at the age of 19, beating Australian champion Margaret Court in the final. It was a real-life fairytale that bettered any fiction. And there was more magic to come. When she won her second Wimbledon title in 1980, two weeks short of her 29th birthday, she became the first mother to win the championship since 1914.

Now 53, Cawley is back in her old home town with a dream – to lift the confidence of her people by unearthing another Aboriginal tennis champion. From January, she and her younger brother Ian, a qualified coach, will be the force behind the Goolagong camps for young indigenous talent. Besides attempting to identify emerging champions, the camps will teach nutrition and culture and, for those who don't make it to the elite level, steer some of them towards coaching children, where they can be a positive influence on the indigenous community.

From an article by Richard Yallop

Question 1 continues on page 4

Text two – poem

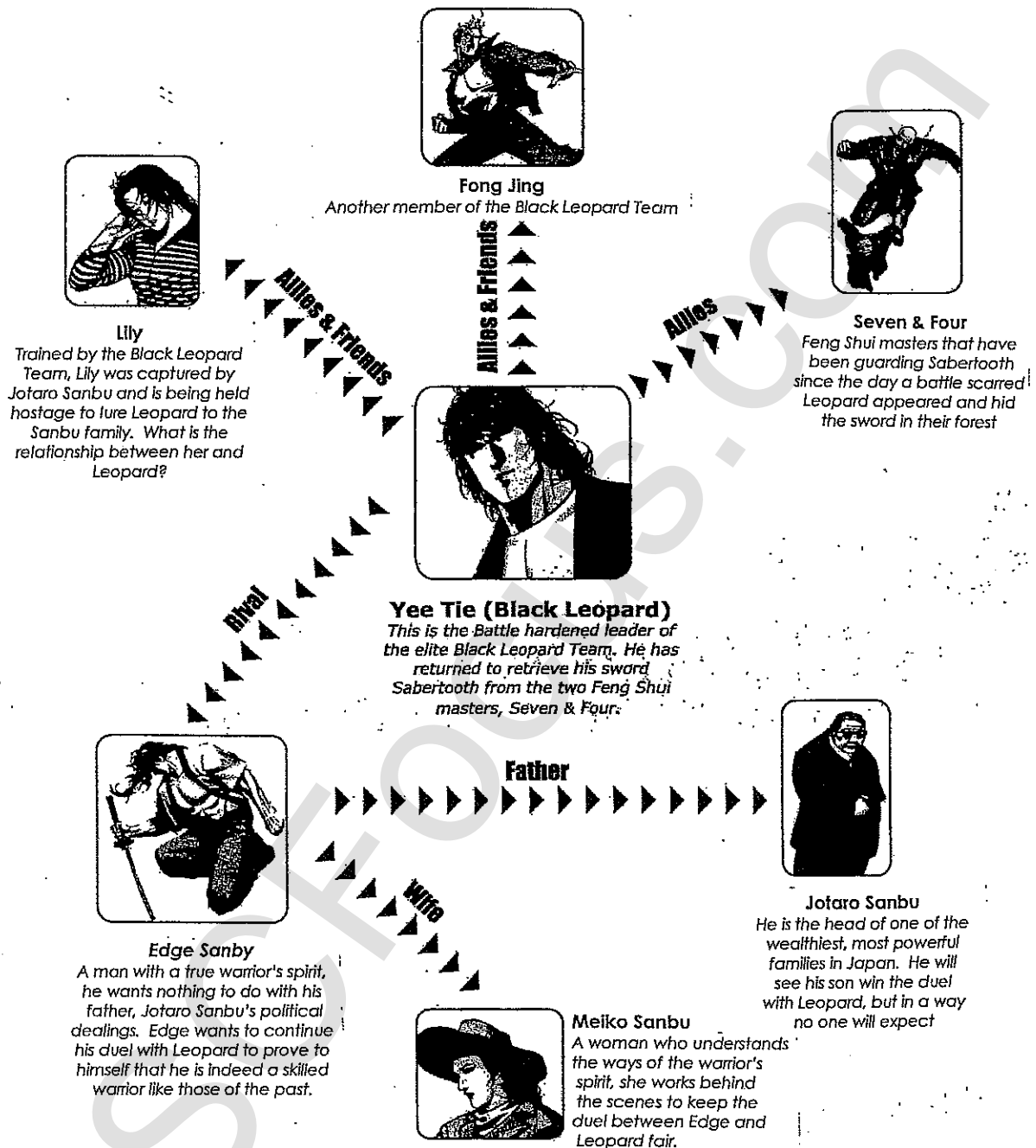
First lesson

The thing to be remembered about parents is, they're people.
A child has to keep this in mind.
They are dragon-slayers, bent on improbable rescues.
Scratch any parent, you find
Someone chalk full of hope and promises,
Believing change is a threat –
Like your first date, like your first bicycle
It took months to get.

Walk in a strange woods, they warn you about snakes there,
Climb, and they fear you'll fall.
Books, friends, or swimming in deep water –
Parents mistrust them all.
Elders are the worriers. It is difficult for them
To learn what they must learn:
How you have a future to belong to and very likely,
For a while, will not live in their past.

From Phyllis McGinley

Text three – visual representation of textual relationships



Question 1 (continued)

Text four – novel extract

What inspires you?

My mother is the most inspirational person in my life. She's a very "Go and get 'em girl; be proud of yourself" kind of woman. She is strong, and takes care of us many months every year when my dad is gone. My mum and I are close, like best buddies, and she is fun to hang out with. Sometimes when my dad is away, we get lonesome, and we watch romantic comedies together and share tissues for a good cry.

Tyra Banks. I love Tyra Banks. Not only does she host my favourite show but she's just so enthusiastic about everything, and she's like "You should care." She does it in a nice way like, "This is so much fun." I like others because they sing and dance. I also admire Oprah for helping those kids, and celebrities who work for peace. I mean, yeah, all those women are great people, and we can learn something from all of them. But it's most important to remember that you don't have to be a celebrity to make a difference. There are role models in all our lives, close to us.

I have been inspired by women with education. I mean without education, they wouldn't be where they are today. They wouldn't have the courage to try and make it in today's world. The heroes for young women in my country are usually their grandmothers, mothers and teachers. And I think that is what makes us all equal. We have someone we look up to, and then in turn we all have someone who looks up to us.

Personally, I look up to them as my heroes because they have gone to school, and they're proud of it. They have the courage to stand up for what they believe in and not fear someone who wants to stop them from learning. Not everyone has the courage to do that and that's what makes them so amazing.

From Three Cups of Tea by Greg Mortenson and David Oliver Relin

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

Question 1 (continued) (15 marks)

	Marks
Text one – Magazine extract	
(a)	
(i) Give one example from Evonne Cawley's childhood which indicates she felt a sense of belonging.	1
(ii) Explain how the concept of a dream can be an aspect of belonging in the article.	2
Text two – Poem	
(b) Explain how perceptions of belonging are communicated in the text.	3
Text three – visual representation of textual relationships	
(c)	
(i) Give one example of a visual image of belonging.	1
(ii) Explain how one visual technique works to communicate meaning in this text	2
Text four – novel extract	
(d) Comparing Text four and at least one other text, which text do you think reflects your understanding of "Belonging" most successfully	6
In your answer, compare and contrast at least TWO texts.	

Section II

15 marks

Attempt Question 2

Allow about 40 minutes for this section

Answer the question in a SEPARATE booklet or start a new page clearly labeled Section II.

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

- express understanding of belonging in the context of your study
 - organise, develop and express ideas using language appropriate to audience, purpose and context
-

Question 2 (15 marks)

Use one of the following as the basis for a narrative which highlights your sense of belonging.

- We will build
- Greg thought that now he might be able to keep his promise...
- Alice postponed the flight two more times...

Section III

15 marks

Attempt Question 3

Allow about 40 minutes for this section

Answer the question in a SEPARATE booklet or start a new page clearly labelled Section III.

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

- demonstrate understanding of the concept of the belonging in the context of your study
- assess, explain and analyse the ways the belonging is represented in a variety of texts
- organise, develop and express ideas using language appropriate to audience, purpose and context

Question 3 (15 marks)

Belonging

"Belonging doesn't just mean a sense of place; it's being at home within yourself, and knowing who you are."

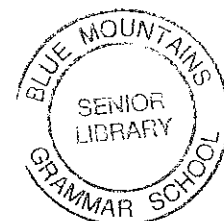
Is this your understanding of belonging?

In your answer you must refer to your prescribed text as well as TWO texts of your own choosing.

The prescribed texts are:

- **Prose Fiction**
 - Alan Baillie, *The China Coin*
 - Ruth Praver Jhabvala, *Heat and Dust*
 - Tara June Winch, *Swallow the Air*
- **Drama**
 - Willy Russell, *Education Rita*
 - Jane Harrison, *Rainbow's End*
 - Arthur Miller, *The Crucible*
- **Poetry**
 - Peter Skrzynecki, *Immigrant Chronicle*
 - * *Feliks Skrzynecki*
 - * *Immigrants at Central Station, 1951*
 - * *St Patrick's Collegel*
 - * *Postcard*
 - * *Ancestors*
 - * *10 Mary Street*
 - * *In the Folk Museum*

Texts continued on next page



- Emily Dickinson, *Selected Poems of Emily Dickinson*

- * *This is my letter to the world*
- * *I died for beauty but was scarce*
- * *I had been hungry all the years*
- * *I gave myself to him*
- * *A narrow fellow in the grass*
- * *A word dropped careless on the page*
- * *What mystery pervades a well!*
- * *Saddest noise, the sweetest noise*

- **Nonfiction**

- **Film or Multimedia**

- Alice Pung, *Unpolished Gem*

- Philip Noyce, *Rabbit-Proof Fence*

- Stephen Daldry, *Billy Elliot*

- Multicultural Programs Unit, NSW Dept of Education and Training, Making Multicultural Australia
www.multiculturalaustralia.edu.au (mm)

Sections:

History <http://www.multiculturalaustralia.edu.au/history/index.php>
Activities

<http://www.multiculturalaustralia.edu.au/history/activities.php>
Library

<http://www.multiculturalaustralia.edu.au/history/library.php>
e-Learning

<http://www.multiculturalaustralia.edu.au/learning/index.php>
Hotwords

<http://www.multiculturalaustralia.edu.au/hotwords/index.php>

End of paper