



2016
Higher School Certificate
Trial Examination

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

General Instructions

- Reading time – 10 minutes
- Working time – 2 hours
- Write using blue or black pen
- Write your student number and/or name at the top of every page

Total marks – 45

Section I Pages 2–8

15 marks

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

Section II Page 9

15 marks

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

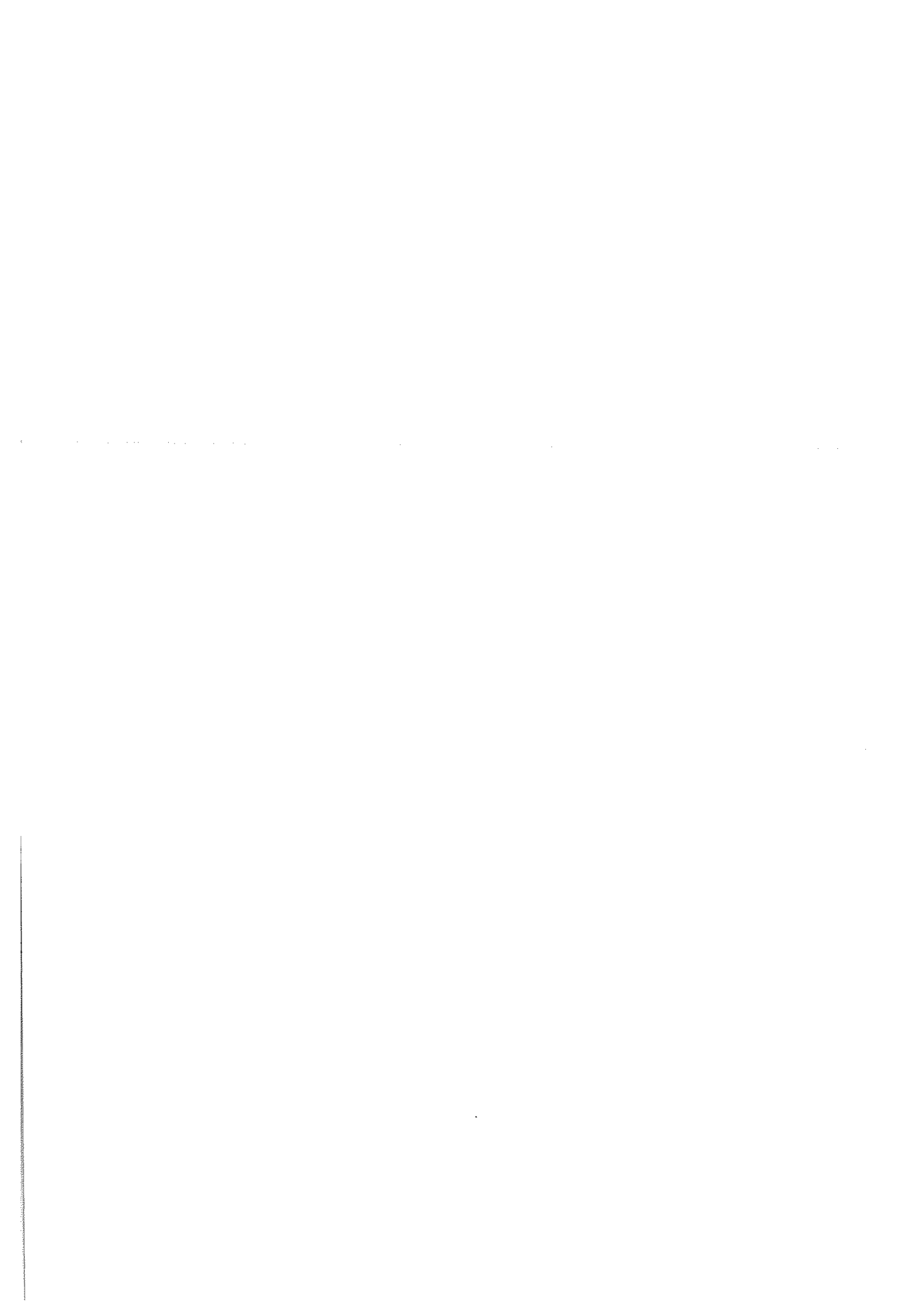
Section III Pages 10–11

15 marks

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

This paper MUST NOT be removed from the examination room

STUDENT NUMBER/NAME:.....



Section I

15 marks

Attempt Question 1

Allow about 40 minutes for this section

Answer the question on a separate page or writing booklet, if provided.

Your answers will be assessed on how well you:

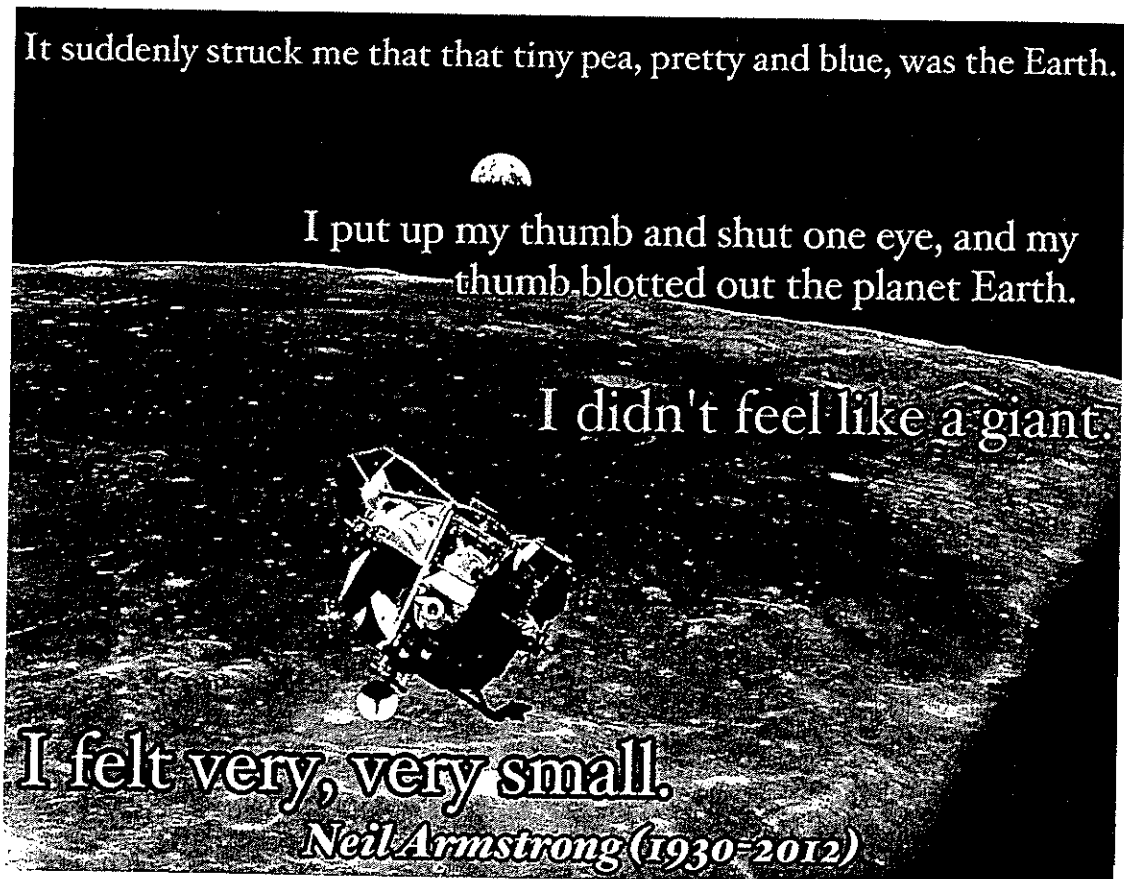
- demonstrate understanding of the way perceptions of discovery are shaped in and through texts
 - describe, explain and analyse the relationship between language, text and context
-

Question 1 (15 marks)

Examine Texts one, two and three and four carefully and then answer the questions on page 8.

Text one — Poster

(Neil Armstrong was the first person to walk on the moon, on July 20, 1969)



End of Text one

Text two — News report**World's oldest known ground-edge stone
axe fragments found in Western Australia***By Dani Cooper*

A fragment of the world's oldest known ground-edge axe has been found in the remote Kimberley region of northern Australia.

The discovery pushes back the technological advance to between 45,000 to 49,000 years ago, and coincides with the arrival of people in Australia.

The fragment is 10,000 years older than the previous oldest known fragments found in northern Australia in 2010.

Archaeologists said the original axe would have been hafted — meaning it was made with a handle attached.

Professor Sue O'Connor, who discovered the fragment, said the world's oldest known examples of hafted axes all came from Australia.

"In Japan such axes [also] appear about 35,000 years ago. But in most countries in the world they arrive with agriculture after 10,000 years ago," Professor O'Connor, from the Australian National University School of Culture, History and Language, said.

Professor O'Connor found the thumbnail-sized fragment in the early 1990s at Carpenters Gap — a large rock shelter in Winjana Gorge National Park — one of the first sites in Australia known to be occupied by modern humans.

In 2014, she was re-examining the objects dug out of the site when she identified a possible polished axe fragment and approached Professor Peter Hiscock of the University of Sydney to help verify the find.

The axe fragment was found in the same layer of sediment as a charcoal sample that was radiocarbon dated to 48,875-43,941 years old.

Professor O'Connor said the discovery showed early Aboriginal technology was not as simple as has been previously suggested.

"Australian stone artefacts have often been characterised as being simple. But clearly that's not the case when you have these hafted axes earlier in Australia than anywhere else in the world," she said.

Professor Hiscock said the find cast doubt on prevailing views around the dispersal of modern humans out of Africa.

Text two continues on page 4

Your answers will be assessed on how well you:

- demonstrate understanding of the way perceptions of discovery are shaped in and through texts
 - describe, explain and analyse the relationship between language, text and context
-

Text 2 (continued)

He said it was believed that as modern humans dispersed “they maintained and employed a cultural system from Africa and used it everywhere”.

“In evolutionary terms it is hard to imagine how one way of doing things works in every environment,” he said.

Professor Hiscock said the Australian find supported the idea that modern humans employed “ingenuity and flexibility” as they dispersed.

“The moment people set foot on Australia we now have them adapting to survive,” he said.

But, he said, the technology did not spread across Australia with humans as the earliest axes in the southern two-thirds of Australia date to about 3,000 years ago.

This suggested either two different colonising groups or that the technology was abandoned as people spread into desert and sub-tropical woodlands.

Professor Hiscock said these early innovations helped create cultural differences between groups.

“[The axe] is perhaps a material signal of cultural variations in the ancestors of Aboriginal people,” he said.

End of Text two

Text three — Poem**On Turning Ten***By Billie Collins*

The whole idea of it makes me feel
like I'm coming down with something,
something worse than any stomach ache
or the headaches I get from reading in bad light--
a kind of measles of the spirit,
a mumps of the psyche,
a disfiguring chicken pox of the soul.

You tell me it is too early to be looking back,
but that is because you have forgotten
the perfect simplicity of being one
and the beautiful complexity introduced by two.
But I can lie on my bed and remember every digit.
At four I was an Arabian wizard.
I could make myself invisible
by drinking a glass of milk a certain way.
At seven I was a soldier, at nine a prince.

But now I am mostly at the window
watching the late afternoon light.
Back then it never fell so solemnly
against the side of my tree house,
and my bicycle never leaned against the garage
as it does today,
all the dark blue speed drained out of it.

This is the beginning of sadness, I say to myself,
as I walk through the universe in my sneakers.
It is time to say good-bye to my imaginary friends,
time to turn the first big number.

It seems only yesterday I used to believe
there was nothing under my skin but light.
If you cut me I could shine.
But now when I fall upon the sidewalks of life,
I skin my knees. I bleed.

End of Text three**Question 1 continues on page 6**

Your answers will be assessed on how well you:

- demonstrate understanding of the way perceptions of discovery are shaped in and through texts
 - describe, explain and analyse the relationship between language, text and context
-

Question 1 continued

Text four – Television show transcript

Extract from 'Family Secrets' *Insight* SBS June 2016

JENNY BROCKIE [interviewer/presenter]: Maree, there were secrets in your family when you were growing up. What did your adoptive parents tell you about your background?

MAREE LAWRENCE [interviewee]: Well I used to get teased at school so I knew that I was adopted. I was always told that I was adopted but I was teased one day at school saying that my brother wasn't my real brother and that I was adopted and not loved so I didn't belong there and I didn't belong at that school. So I went home that afternoon in tears, questioned my mother about that, and she said that she didn't know why but my mother couldn't look after me so that they made a special trip to Sydney to collect me from Crown Street Royal Women's Hospital and that they brought me home to raise and love me as their own. So I accepted that.

JENNY BROCKIE: And did she tell you anything about your racial background?

MAREE LAWRENCE: No, that was kept from me. They would say you look oh, Spanish or Filipino or always a European country.

JENNY BROCKIE: What about at school, who did you connect with at school?

MAREE LAWRENCE: When I, later on at high school I came across a group of Aboriginal girls who spoke to me and they say, oh, they grabbed me and said you're Aboriginal, aren't you and I said no, no, I'm white and they said no, no, you're not, you're Aboriginal. And I said no, my parents never told me that. They would tell me that if that was the truth. So my family was white and I thought all through my life I was white.

Text four continues on page 7

JENNY BROCKIE: And were they good to you, were they friendly to you, those kids?

MAREE LAWRENCE: Oh, yeah, I got on really well with them. So I raced home that night and said: "Mum, dad, I've met this Aboriginal girl, a group of girls at school and they've all said that I've got Aboriginal ancestry, I'm Aboriginal, I found out what I am." And my dad said: "No, no, you're not, no you're not, don't you go anywhere near those Aboriginal kids. They'll get you into trouble, don't have anything do with them, they're telling you lies", and that was that. So I got a bit upset with that and mum and dad said you're part of this family, you're one of us and nothing will ever change that. So I was content with that. I believed everything they told me.

JENNY BROCKIE: You started investigating your birth family when you were around 18. Why?

MAREE LAWRENCE: It was really my husband who talked me into doing it because I had an attitude that if my mother didn't want to know me, then there was no point looking for her. But my husband had spoken to me about, "Don't you want to know who you are, where you come from, where you fit in and those sorts of things?" So ...

JENNY BROCKIE: And what did you find out?

MAREE LAWRENCE: I found out that my mother was Aboriginal and it was a big shock.

JENNY BROCKIE: And what had happened when you were born?

MAREE LAWRENCE: Well it wasn't till years later. I'd found my three younger siblings and their father and he had told me he was there the day that I got taken from my mother in the hospital. She was breast feeding me and they pulled me away from her breast and took me and after that mum never saw me again.

JENNY BROCKIE: And you were taken from her against her will, do you know?

MAREE LAWRENCE: Yes, yes, mum had said no, no, you can't take my baby, I don't give permission. He said that she was screaming and crying, I was crying, and they wouldn't listen to anything she said.

JENNY BROCKIE: What went through your mind when you found all this out Maree?

MAREE LAWRENCE: It was hard because you believe everything your parents tell you. Being raised in that family I thought that I truly belonged to them. Your morals, your values and everything, your very being was being that adoptive family.

End of Text four

Question 1 continues on page 8

Your answers will be assessed on how well you:

- demonstrate understanding of the way perceptions of discovery are shaped in and through texts
 - describe, explain and analyse the relationship between language, text and context
-

Question 1 (continued)

| Text one — Poster | Marks |
|---|--------------|
| (a) Explain how the text and visual elements combine to reinforce Neil Armstrong's feelings. | 2 |
| Text two — News report | |
| (b) Identify two features of this text that are typical of a news report. Support your response with examples. | 2 |
| Text three — Poem | |
| (c) What has the child in the poem discovered about turning 10 and how does the poet convey the child's awareness of the changes that have taken place? | 3 |
| Text four — Television show transcript | |
| (d) How does this text create sympathy for Maree Lawrence? | 3 |
| Texts three and four — Poem and Television show transcript | |
| (e) Compare how these two texts convey the struggle individuals can experience coping with discovery. | 5 |

Answer with reference to Text three AND Text four.

Support your answer by close reference to the language forms and features used by the composers of the texts, as well as brief examples to support your points.

End of Question 1

Section II

15 marks

Attempt Question 2

Allow about 40 minutes for this section

Answer the question on a separate page or writing booklet, if provided.

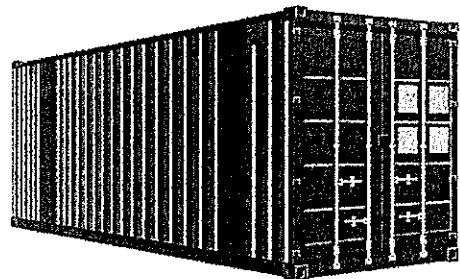
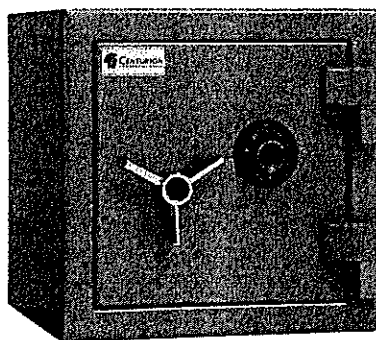
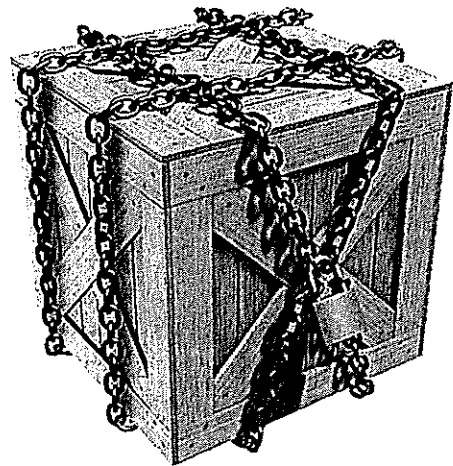
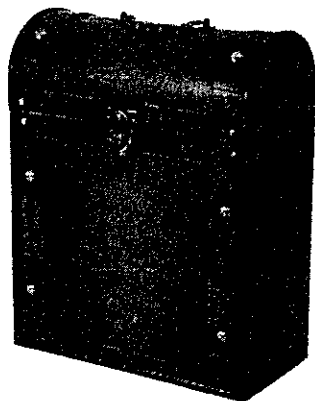
Your answer will be assessed on how well you:

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

Question 2 (15 marks)

Compose a piece of writing that focuses on the feeling of excitement or pleasure caused by some discovery.

Make ONE or MORE of these images of types of containers significant in your composition.



Section III

15 marks

Attempt Question 3

Allow about 40 minutes for this section.

Answer the question on a separate page or writing booklet, if provided.

Your answer will be assessed on how well you:

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

Question 3 (15 marks)

Focus — Discovery

The impact of discovery is generally associated with feelings of excitement or pleasure.

To what extent does this statement reflect the impact of discovery in your prescribed text and ONE other related text of your own choosing?

The prescribed texts are listed on the next page.

Question 3 continues on page 11

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Question 3 (continued)

The prescribed texts are:

- **Prose fiction**
 - James Bradley, *Wrack*
 - Kate Chopin, *The Awakening*
 - Tara June Winch, *Swallow the Air*
- **Nonfiction**
 - Bill Bryson, *A Short History of Nearly Everything*
 - Ernesto ‘Che’ Guevara, *The Motorcycle Diaries*
- **Drama**
 - Michael Gow, *Away*
 - Jane Harrison, *Rainbow’s End*
from Cleven, Vivienne et al, *Contemporary Indigenous Plays*
- **Shakespearean Drama**
 - William Shakespeare, *The Tempest*
- **Film**
 - Ang Lee, *Life of Pi*
- **Poetry**
 - Rosemary Dobson, *Rosemary Dobson: Collected*
The prescribed poems are:
 - * *Young Girl at a Window*
 - * *Wonder*
 - * *Painter of Antwerp*
 - * *Traveller’s Tale*
 - * *The Tiger*
 - * *Cock Crow*
 - * *Ghost Town: New England*
 - Robert Frost, *The Poetry of Robert Frost*
The prescribed poems are:
 - * *The Tuft of Flowers*
 - * *Mending Wall*
 - * *Home Burial*
 - * *After Apple-Picking*
 - * *Fire and Ice*
 - * *Stopping by Woods on a Snowy Evening*
 - Robert Gray, *Coast Road*
The prescribed poems are:
 - * *Journey: the North Coast*
 - * *The Meatworks*
 - * *North Coast Town*
 - * *Late Ferry*
 - * *Flames and Dangling Wire*
 - * *Diptych*
- **Media**
 - Simon Nasht, *Frank Hurley – The Man Who Made History*
 - Ivan O’Mahoney,
* *Go Back to Where You Came From – Series 1, Episodes 1, 2 and 3*
and
* *The Response*

END OF PAPER