



# Ulladulla High School

## English Studies Half-Yearly Examination Year 12 2019

### **General Instructions:**

- Reading time – 10 minutes
- Working time – 2 hours
- Write using blue or black pen
- A Stimulus Booklet is provided with this paper

### **Section I** – 20 marks (page 2)

- Attempt all questions (A – F)
- Allow about 40 minutes for this section

### **Section II** – 20 marks (page 3)

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

### **Section III** – 20 marks (page 4)

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

**Total – 60 marks**

## Section I: Common Module – Texts and Human Experiences

20 marks

Attempt all questions.

Allow about 40 minutes for this section.

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Your answers will be assessed on how well you:

- demonstrate understanding of human experiences in texts
  - analyse, explain and assess the ways human experiences are represented in texts
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### Question A (2 marks)

What is Text 1 suggesting about an individual's ability to access experiences in the modern world? Justify your answer.

### Question B (2 marks)

What does the image in Text 2 suggest about the ways that human experiences are shared? Justify your answer.

### Question C (4 marks)

How do the writers of Text 2 compare different experiences of arriving in a new place?

### Question D (6 marks)

Analyse how the language used in Text 3 establishes the context of the earliest memories of the persona.

### Question E (3 marks)

Use Text 4 to answer this question. How does the poem express the experience of loss?

### Question F (3 marks)

Explain how the composer in Text 4 expresses the persona's relationship with the land.

## **Section II: Common Module – Texts and Human Experiences**

20 marks

Attempt Question G

Allow about 40 minutes for this section

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Your answer will be assessed on how well you:

- demonstrate understanding of human experiences in texts
  - analyse, explain and assess the ways human experiences are represented in texts
  - organise, develop and express ideas using language appropriate to audience, purpose and context
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### **Question G**

How has your understanding of the challenges of the human experience been shaped by the editing choices of the composer of your prescribed text?

### Section III: Elective modules

15 marks

Attempt Question H

Allow about 40 minutes for this section

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Your answer will be assessed on how well you:

- demonstrate understanding of the key ideas of the module that has been studied
  - demonstrate understanding of ways that language has shaped meaning in texts
  - organise, develop and express your ideas using language appropriate to audience, purpose and form
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#### Question H

“The journey is more important than the destination.”

Discuss this statement with reference to texts you have studied in ONE of the modules below:

- A: We are Australians
- B: Telling us all about it
- C: On the Road
- D: Digital Worlds
- E: Playing the Game
- F: MiTunes and Text
- G: Local Heroes
- H: Part of a Family
- I: Discovery and Investigation
- J: In the Marketplace
- K: The Big Screen
- L: Who do I think I am?
- M: Landscapes of the Mind
- N: The Way we Were

Clearly identify the module you are responding to in answering your question.

## **Stimulus Booklet**

Stimulus Booklet for Section I and List of prescribed texts for Section II

### **Section I**

- Text 1 – Image page 6
- Text 2 – Opinion page 7
- Text 3 – Fiction extract page 8
- Text 4 – Poem page 8

### **Section II**

- List of prescribed texts page 9

**Text 1 – Image**



## Text 2 - Opinion

### What's it like to move to a new city to study?

(<https://this.deakin.edu.au/study/whats-it-like-to-move-to-a-new-city-to-study>)

#### Live music and new people

'There wasn't anything in Tasmania similar to what I wanted to study, so I applied interstate. My sisters had both moved to Melbourne to study, so a path was carved out for me and it wasn't too daunting. At first I lived in organised accommodation and had my meals catered with over 200 fellow students to meet, which helped coming over to Melbourne and knowing pretty much no one.



'Being able to go to the football every week, seeing so much live music and experiencing new things was amazing. I met people and had experiences I never would have been exposed to had I stayed in Tasmania. Moving interstate is always going to be a big change but I found it thoroughly worthwhile.'

– Alex Crowden, social media coordinator and Bachelor of Arts (Media & Communications) graduate

#### Stepping stone cities

'I had a round-about journey studying. I did graphic design in Brisbane, and after working overseas as a designer, I went back to uni in Melbourne to do science. My science marks were good enough to get into medicine in WA, so I moved to Perth to study to be a doctor.

'Each time I moved, I had to start making friends again, and there's no doubt that's hard and you miss having people you've known for years. But ultimately now I have friends all over Australia! I think it was definitely the best way for me personally to study – without having moved around I wouldn't have been able to take each possible stepping stone, and get where I am today.'

– Daniel Chisholm, doctor and Medicine graduate

#### Out of your comfort zone

'I always knew I didn't want to study in Perth and so studying interstate was something I did naturally. It was daunting, having only been to Melbourne once prior to moving here, I had no idea what to expect.

'Moving to new place means you are totally out of your comfort zone, so everything is new, exciting and you learn a lot about yourself. The challenges usually are in the beginning, when you are trying to find your feet. If you keep an open mind though, you end up meeting so many new people. I have made friends who I now consider family. I'm proud I built a strong foundation in Melbourne from scratch.

'If you are thinking about moving, the best way to do it is to move to study. You are automatically put in social situations and it gives you routine. You are so quickly part of a city when you move with purpose.'

– Natassja Soderbom, advertising account manager and Bachelor of Arts graduate

### **Text 3 – Fiction Extract**

Why at the beginning of things is there always light? Dorrigo Evans' earliest memories were of sun flooding a church hall in which he sat with his mother and grandmother. A wooden church hall. Blinding light and him toddling back and forth, in and out of its transcendent welcome, into the arms of women. Women who loved him. Like entering the sea and returning to the beach. Over and over.

Bless you, his mother says as she holds him and lets him go. Bless you, boy.

That must have been 1915 or 1916. He would have been one or two. Shadows came later in the form of a forearm rising up, its black outline leaping in the greasy light of a kerosene lantern. Jackie Maguire was sitting in the Evanses' small dark kitchen, crying. No one cried then, except babies. Jackie Maguire was an old man, maybe forty, perhaps older, and he was trying to brush the tears away from his pockmarked face with the back of his hand. Or was it with his fingers?

- *The Narrow Road to the Deep North* by Richard Flanagan

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### **Text 4 – Poem: “We Are Going” by Oodgeroo Noonuccal**

They came in to the little town  
A semi-naked band subdued and silent  
All that remained of their tribe.  
They came here to the place of their old bora ground  
Where now the many white men hurry about like ants.  
Notice of the estate agent reads: 'Rubbish May Be Tipped Here'.  
Now it half covers the traces of the old bora ring.  
'We are as strangers here now, but the white tribe are the strangers.  
We belong here, we are of the old ways.  
We are the corroboree and the bora ground,  
We are the old ceremonies, the laws of the elders.  
We are the wonder tales of Dream Time, the tribal legends told.  
We are the past, the hunts and the laughing games, the wandering camp fires.  
We are the lightening bolt over Gaphembah Hill  
Quick and terrible,  
And the Thunderer after him, that loud fellow.  
We are the quiet daybreak paling the dark lagoon.  
We are the shadow-ghosts creeping back as the camp fires burn low.  
We are nature and the past, all the old ways  
Gone now and scattered.  
The scrubs are gone, the hunting and the laughter.  
The eagle is gone, the emu and the kangaroo are gone from this place.  
The bora ring is gone.  
The corroboree is gone.  
And we are going.'



## Section II

The prescribed texts for Section II are:

- Prose Fiction – Anthony Doerr, *All the Light We Cannot See*
  - Amanda Lohrey, *Vertigo*
  - George Orwell, *Nineteen Eighty-Four*
  - Favel Parrett, *Past the Shallows*
- Poetry – Rosemary Dobson, *Rosemary Dobson Collected*
  - The prescribed poems are:
    - \* Young Girl at a Window
    - \* Over the Hill
    - \* Summer’s End
    - \* The Conversation
    - \* Cock Crow
    - \* Amy Caroline
    - \* Canberra Morning
      - Kenneth Slessor, *Selected Poems*
  - The prescribed poems are:
    - \* Wild Grapes
    - \* Gulliver
    - \* Out of Time
    - \* Vesper-Song of the Reverend Samuel Marsden
    - \* William Street
    - \* Beach Burial
- Drama – Jane Harrison, *Rainbow’s End*, from Vivienne Cleven et al., *Contemporary Indigenous Plays*
  - Arthur Miller, *The Crucible*
  - William Shakespeare, *The Merchant of Venice*
- Nonfiction – Tim Winton, *The Boy Behind the Curtain*
  - \* Havoc: A Life in Accidents
  - \* Betsy
  - \* Twice on Sundays
  - \* The Wait and the Flow
  - \* In the Shadow of the Hospital
  - \* The Demon Shark
  - \* Barefoot in the Temple of Art
    - Malala Yousafzai and Christina Lamb, *I am Malala*
- Film – Stephen Daldry, *Billy Elliot*
- Media – Ivan O’Mahoney
  - \* Go Back to Where You Came From (Series 1: Episodes 1, 2 and 3) and
  - \* The Response
    - Lucy Walker, *Waste Land*