English-literacy
2009 School Certificate Test

General Instructions

- Reading time: 10 minutes
- Working time: 2 hours
- Write using black or blue pen
- Attempt ALL questions
- Do NOT write in pencil
- Detach the Stimulus Booklet provided at the end of this paper, and use it where required throughout the test
- Write your Centre Number and Student Number at the top of pages 13, 15 and 17

Total marks – 90

Section 1 — Reading/Viewing
Pages 2–14

60 marks
Allow about 1 hour and 20 minutes for this section

Questions 1–45 45 marks
Questions 46–51 15 marks

Section 2 — Writing
Pages 15–19

30 marks
Allow about 40 minutes for this section

This section has TWO questions
Question 52 10 marks
Question 53 20 marks
Section 1 — Reading/Viewing

60 marks
Allow about 1 hour and 20 minutes for this section

Questions 1–45 45 marks
Questions 46–51 15 marks

Use the Section 1 Answer Sheet for Questions 1–45

Instructions for answering multiple-choice questions

■ Select the alternative A, B, C or D that best answers the question. Fill in the response oval completely.

Sample: 2 + 4 = (A) 2 (B) 6 (C) 8 (D) 9

A ○ B ● C ○ D ○

■ If you think you have made a mistake, put a cross through the incorrect answer and fill in the new answer.

A ● B ● C ○ D ○

■ If you change your mind and have crossed out what you consider to be the correct answer, then indicate the correct answer by writing the word correct and drawing an arrow as follows.

correct

A ● B ● C ○ D ○
1. What impression does the title ‘The Hairy Bikers’ Cookbook’ suggest about the television program?
   (A) It will be inspiring.
   (B) It will be international.
   (C) It will be adventurous.
   (D) It will be unusual.

2. What message does ‘Si and Dave aren’t professional chefs but they are life-long food lovers’ (line 1) communicate?
   (A) It emphasises their friendship.
   (B) It shows their passion for food.
   (C) It indicates that they met at a cookery show.
   (D) It demonstrates that they are extensive travellers.

3. What is the meaning of ‘authentic’ as used in line 3?
   (A) Artificial
   (B) Genuine
   (C) Spicy
   (D) Tasty

4. What type of text does the first sentence of paragraph 2 most resemble?
   (A) An advertisement
   (B) An exposition
   (C) A list
   (D) A recipe
5 Which of the following best describes the Hairy Bikers’ purpose?
   (A) To seek ‘authentic culinary and cultural experiences’ (line 3)
   (B) To don ‘their leathers and helmets’ (line 7)
   (C) To ‘go on a quest for the perfect Irish stew’ (line 11)
   (D) To train as ‘doner kebab merchants’ (line 15)

6 What does ‘down-to-earth’ suggest about Dave and Si (line 17)?
   (A) They are gullible.
   (B) They are fun-loving.
   (C) They are practical.
   (D) They are nature lovers.

7 How is ‘The Hairy Bikers’ Cookbook’ television program promoted in this article?
   (A) By encouraging healthy eating
   (B) By highlighting its uniqueness
   (C) By emphasising the dangerous locations
   (D) By showing their lack of travel experience

Text 2 — Comic Strip

Refer to Text 2 in the Stimulus Booklet to answer Questions 8–12.

8 What is the attitude of the tiger towards the boy?
   (A) Frustrated
   (B) Insolent
   (C) Professional
   (D) Supportive

9 What language feature is used in ‘valleys of frustration and failure’ (frame 5)?
   (A) Alliteration
   (B) Colloquialism
   (C) Paradox
   (D) Rhyme
10. In Frame 9, how does the visual text contribute to the meaning of the written text?

(A) It shows that life should be shared.
(B) It shows the unpredictability of life.
(C) It shows the importance of the environment.
(D) It shows they have planned their journey.

11. What is the purpose of the tiger’s comment in Frame 10?

(A) To agree with the boy’s perspective
(B) To persuade the boy to slow down
(C) To comment on the boy’s driving
(D) To indicate that a safe life is best

12. Which of these frames is an example of irony?

(A) 3
(B) 4
(C) 6
(D) 7

Text 3 — Personal recount

Refer to Text 3 in the Stimulus Booklet to answer Questions 13–21.

13. Why does the author use a rhetorical question in lines 1–2?

(A) To connect school bus travel and danger
(B) To link school bus travel and the author’s life
(C) To indicate that school bus travel is entertaining
(D) To involve the reader in this school bus journey
14 What is meant by ‘the Morganvale bus — an experience impossible to adequately describe’ (lines 2–3)?

(A) No one can predict the events on the bus.
(B) Passengers are too exhausted to remember all the details.
(C) The drama of the ride cannot be captured in words alone.
(D) It is too long ago for the author to remember it accurately.

15 In lines 4–5 ‘stir with the winding roads of Morganvale’ is an example of which language feature?

(A) Assonance
(B) Contrast
(C) Euphemism
(D) Metaphor

16 What is the meaning of ‘desensitised’ as used in line 6?

(A) Numb
(B) Opposed
(C) Responsive
(D) Subdued

17 Why are ‘normal’ (line 8) and ‘natives’ (line 11) used to describe the passengers?

(A) To criticise the behaviour of bus travellers
(B) To contrast the different types of behaviour on the bus
(C) To compare the behaviour of children and adult passengers
(D) To confirm our poor opinion of school children’s behaviour

18 What language feature is ‘at the crack of dawn’ (line 18)?

(A) Analogy
(B) Cliché
(C) Parody
(D) Symbolism
19 Which language feature is used in ‘man-eating puddles’ (line 23)?

(A) Hyperbole
(B) Jargon
(C) Pun
(D) Tautology

20 How is the bus characterised in lines 27–28?

(A) Comfortable, damp and terrifying
(B) Terrifying, comfortable and noisy
(C) Unreliable, noisy and damp
(D) Quiet, unreliable and dirty

21 What technique is used to create an engaging personal voice in Text 3?

(A) Argument
(B) Humour
(C) Sarcasm
(D) Repetition

Text 4 — Extract from the novel *Butterfly Song*

Refer to Text 4 in the Stimulus Booklet to answer Questions 22–28.

22 What is the meaning of ‘merge’ as used in line 1?

(A) Agree
(B) Blend
(C) Grow
(D) Meet

23 The use of short statements in the first paragraph

(A) shows the relationship between people and places.
(B) develops a sense of mystery and excitement.
(C) explains the link between the island and the environment.
(D) builds tension and suspense.
24. What language feature is used in ‘the island calls you’ (line 8)?
   (A) Comparison
   (B) Dialogue
   (C) Juxtaposition
   (D) Personification

25. To which senses does the writer most appeal in lines 11–12?
   (A) Sound and sight
   (B) Sound and smell
   (C) Touch and sight
   (D) Touch and sound

26. Which of the following is an example of a simile?
   (A) ‘The boat lolls’
   (B) ‘The water is like a living gemstone’
   (C) ‘The sun sits low in an orange sky’
   (D) ‘My dress sticks to the back of my legs’

27. The writer creates a strong sense of place through the use of
   (A) imagery.
   (B) quotations.
   (C) song lyrics.
   (D) factual language.

28. Why does the author say Thursday Island ‘feels familiar’ (line 17)?
   (A) She has seen photographs of the island.
   (B) She has often visited the island.
   (C) The island has featured in many songs.
   (D) The island is part of her family history.
Text 5 — Extract from the novel *The god in the ink*

Refer to Text 5 in the Stimulus Booklet to answer Questions 29–33.

29 Why is the main street described as being ‘like a face I have known intimately’ (lines 1–2)?
   (A) It has moods.
   (B) It has expressions.
   (C) It is recognisable.
   (D) It is unfamiliar.

30 Why does the author use repetition in lines 2–4?
   (A) To explain her feeling of loneliness
   (B) To reinforce the differences over time
   (C) To emphasise the variety of experiences now available
   (D) To show the improvements to the town

31 What attitude is shown in the statement, ‘The new look is the old look’ (line 8)?
   (A) Disapproval
   (B) Disinterest
   (C) Enthusiasm
   (D) Excitement

32 What does ‘daunting’ mean in line 12?
   (A) Challenging
   (B) Dangerous
   (C) Expensive
   (D) Vague
What feeling does the author create by the contrast between the past and present?

(A) Approval  
(B) Loss  
(C) Outrage  
(D) Satisfaction

Refer to Texts 4 and 5 in the Stimulus Booklet to answer Questions 34–36.

What ideas are explored in both texts?

(A) Ageing and nature  
(B) Identity and contentment  
(C) Memory and belonging  
(D) Unease and frustration

What language features are used in both texts?

(A) Objective voice and factual language  
(B) Objective voice and formal language  
(C) Personal voice and biased language  
(D) Personal voice and emotive language

How do the narrators feel about the places described in each text?

(A) Enthusiastic in Text 4, indifferent in Text 5  
(B) Connected in Text 4, amazed in Text 5  
(C) Uncomfortable in Text 4, disapproving in Text 5  
(D) Welcomed in Text 4, alienated in Text 5
37 What is suggested about Kieran Kelly’s experience by the title ‘Journeys: The Spirit of Discovery’?

(A) It will be familiar.
(B) It will be thoughtful.
(C) It will be enriching.
(D) It will be exhausting.

38 What does ‘like a spider’ (line 2) suggest about Anton?

(A) He has long thin legs.
(B) He is a skilled climber.
(C) He is climbing at night.
(D) He is hanging from a rope.

39 What atmosphere is created in the first paragraph?

(A) Bleak
(B) Dank
(C) Suspicious
(D) Suspenseful

40 What do Anton’s words suggest about the two climbers?

(A) They are inexperienced and ill-equipped.
(B) They are mountaineering guides.
(C) They are instructor and learner.
(D) They are starting their climb too early.
41 Which of these is an example of onomatopoeia?

(A) Crevasse (line 7)
(B) Fracture (line 13)
(C) Flaked (line 19)
(D) Whizzing (line 19)

42 Which of these quotes best represents the author’s sense of isolation?

(A) ‘He prodded the narrow ice bridge with his axe one last time’ (line 6)
(B) ‘Fear, excitement and a sense of anticipation surged through me’ (lines 10–11)
(C) ‘There was no sound except the thud, thud of Anton’s ice tools’ (lines 15–16)
(D) ‘a small chunk of ice bounced off my helmet and disappeared onto the glacier below’ (lines 18–19)

43 What language feature is ‘crampon’ (line 8)?

(A) Jargon
(B) Oxymoron
(C) Rhetoric
(D) Sarcasm

44 How is a sense of anticipation created throughout the passage?

(A) Through the use of past tense
(B) Through the accumulation of detail
(C) Through the use of third person narration
(D) Through repeated images of snow and ice

45 Why is the word ‘safe’ repeated in the passage?

(A) To emphasise the sense of danger.
(B) To emphasise the ease of the climb.
(C) To emphasise the height of the mountain.
(D) To emphasise the friendship between the climbers.
Section 1 (continued)

Text 7 — Leaflet

Read the leaflet on pages 6–7 of the Stimulus Booklet and answer Questions 46–51 in the spaces provided.

46 How does the Australian Conservation Foundation’s logo represent its concerns?

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

47 Identify one language feature used in Panel 2 and explain its effect.

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

48 How has the background colour of blue been used to support the message in Panel 4?

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

From the leaflet, identify and explain how visuals and language are used to present the Australian Conservation Foundation as an effective organisation.

What features of Side 1 of the leaflet persuade readers to support the Australian Conservation Foundation? Provide examples from the text.

How does the layout of the whole leaflet encourage readers to ‘Join the EarthVoice team and make it happen’?
Section 2 — Writing

30 marks
Allow about 40 minutes for this section

This section has TWO questions

Question 52 10 marks
Question 53 20 marks

Answer the questions in the spaces provided.

---

**Question 52** (10 marks)

Allow about 15 minutes to answer this question.

Answer the question in the space provided.

---

In your answer you will be assessed on how well you:
- express yourself in the form of a speech using language and structure appropriate to audience and purpose
- use spelling, punctuation, grammar and paragraphing appropriate to the task

Alex Patrick, a representative of a well known Australian environmental organisation, has addressed your school assembly.

Your role at the assembly is to thank Alex for this presentation. Complete the transcript of your speech on the next page referring to some aspects of Alex’s presentation.

**Write your speech on the lines provided on page 16.**

---

Question 52 continues on page 16
Thank you Alex for addressing our assembly today and raising our awareness of the importance of environmental issues.

I am sure .................................................................
...........................................................................
...........................................................................
...........................................................................
...........................................................................
...........................................................................
...........................................................................
...........................................................................
...........................................................................
...........................................................................
...........................................................................
...........................................................................
...........................................................................
...........................................................................
...........................................................................
...........................................................................
...........................................................................
...........................................................................
...........................................................................
...........................................................................
...........................................................................
...........................................................................

Please give Alex another round of applause.

End of Question 52
Question 53 (20 marks)

Allow about 25 minutes for this question.

Answer the question in the space provided.

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

■ organise, develop and sustain your ideas
■ present your ideas in a form appropriate to the task
■ use language appropriate to audience, purpose and context
■ use spelling, punctuation, grammar and paragraphing appropriate to the task

Choose ONE of the images on page 8 of the Stimulus Booklet.

Write an original short story featuring this image as an important moment or idea.

Write your short story on the lines provided on pages 18 and 19.

Question 53 continues on page 18
Stimulus Booklet
Detach this Stimulus Booklet and use it where required during the test.

Text 1 – Extract from promotional article

Awaiting copyright
Awaiting copyright

Glossary:

topography – the rise and fall of landforms
ascension – rising
Awaiting copyright
Text 4 – Extract from the novel *Butterfly Song*

They say if you live on an island for too long, you merge with it. Your bones become the sands, your blood the ocean. Your flesh is the fertile ground. Your heart becomes the stories, dances, songs. The island is part of your makeup. The earth. The trees. The reef. The fish. The music. The people. The sun, moon and stars surround you. You are only part of the integral world called life. You and those who follow you will always be a part of it.

They say that when you leave, the sounds of the waves stay with you. The smell of the sea is a constant, never-ending reminder. The island calls you, and your children, and their children. It will beg for you to dream it, and know it, forever. No matter where you or your children travel, the island is home.

I arrive late one afternoon towards the end of 1992. The sun sits low in an orange sky. A slight breeze makes the palm trees sway. My dress sticks to the back of my legs as I walk down the gangplank. Waves splash at the sides of the jetty. The boat lolls. The water is like a living gemstone, green and blue with shades of light. I can smell the ocean, salty and sweet. In front of me the island lies like a marine animal, the edges soft and flat, rising up to a hill.

This is my first time on Thursday Island, but it feels familiar because I’ve heard so much about the place. TI, they call it. It’s in the words of that old song my mother sings at parties. ‘TI, my beautiful home . . .’ She’s never lived here, but her parents were born here. She has clung to that connection, although she’s never spoken much about their life and how they came to move to Cairns.

---

Text 5 – Extract from the novel *The god in the ink*

I sit in a coffee shop in the main street of my home town. The street is like a face I have known intimately and I mark the changes the years have rung. The picture theatre has gone from across the street. The old haberdasher* has gone. The barber has gone. One of the banks has gone. The buildings remain. They have transformed into something new — an antique store full of junk, a flash hairdresser’s, a fancy restaurant with its menu in a glass case on the wall outside, a health food shop, this coffee shop. The verandah posts which were all taken down years ago to give the street a modern look have been replaced to give it an old look. The new look is the old look. This town’s history is being scrubbed and polished and painted and offered up to tourists who have to drive off the highway bypass in order to see the town at all. ‘Historic Town’, signs along the highway proclaim. ‘The Real Tasmania’, say others. Everybody in search of the past, their own or others’. As if the present is too daunting, or incomprehensible, or too open-ended.

---

Glossary:
*haberdasher – a person who sells sewing materials, threads and ribbons*
Awaiting copyright

Glossary:
*crampon – spikes fixed to the boot for walking or ice-climbing
*karabiner – metal clip for joining ropes together
Don’t wait any longer to become part of the solution.

If you haven’t made up your mind whether to become an EarthVoice supporter yet, ask yourself the following questions:

• Do you want to see real steps taken to avoid dangerous climate change?
• Do you want to protect the Great Barrier Reef from destruction?
• Do you want logging to stop in our old growth forests?
• Do you want Australia to remain a healthy, beautiful country for our children?

If your answer is “yes”, then now is the time to take action.

Become an EarthVoice supporter and make your voice heard today. Because tomorrow really could be too late.

© Fauna Rescue of South Australia Inc. www.faunarescue.org.au