



**BOARD OF STUDIES**  
NEW SOUTH WALES

**2001**

**HIGHER SCHOOL CERTIFICATE  
EXAMINATION**

# English (Standard)

## Paper 2 — Modules

### General Instructions

- Reading time – 5 minutes
- Working time – 2 hours
- Write using black or blue pen

### Total marks – 60

**Section I** Pages 2–3

#### 20 marks

- Attempt ONE question from Questions 1–3
- Allow about 40 minutes for this section

**Section II** Pages 4–6

#### 20 marks

- Attempt ONE question from Questions 4–7
- Allow about 40 minutes for this section

**Section III** Pages 7–8

#### 20 marks

- Attempt ONE question from Questions 8–10
- Allow about 40 minutes for this section

## Section I — Module A: Experience Through Language

20 marks

Attempt ONE question from Questions 1–3

Allow about 40 minutes for this section

Answer the question in a writing booklet. Extra writing booklets are available.

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

- demonstrate understanding of the ways meaning is shaped through narrative, dialogue or image
  - organise, develop and express your ideas using language appropriate to audience, purpose and form
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### Question 1 — Elective 1: Telling Stories (20 marks)

The composer of your prescribed text and the composer of a text of your own choosing are featured on the radio program *Composers' Conversations*.

Write the conversation in which they discuss the ways they use narrative techniques to shape perceptions of others and the world.

If your prescribed text is *Tales from the Blackboard*, choose the composer of ONE of the set narratives and the composer of a text of your own choosing.

The prescribed texts are:

- **Prose Fiction** – Henry Lawson, *The Penguin Henry Lawson Short Stories*
    - \* *The Drover's Wife*
    - \* *In a Dry Season*
    - \* *The Loaded Dog*
    - \* *Joe Wilson's Courtship*
  - **Media** – William Fitzwater, *Through Australian Eyes*
    - \* *China*
    - \* *Hungary*
  - **Nonfiction** – Boori (Monty) Pryor, with Meme McDonald, *Maybe Tomorrow*
- or**
- Amanda Tattam, *Tales from the Blackboard*
    - \* *Choose Your Own Adventure: Don't We All?*
    - \* *Rubicon*
    - \* *Slippery, the School Mascot*
    - \* *To Ms with Love?*
    - \* *Kultitja*
    - \* *Red Corner, White Corner*
    - \* *Walls and Bridges*
    - \* *Write for Life*
    - \* *The Lesson*
    - \* *Feral Line Five*

**OR**

**Question 2 — Elective 2: Dialogue** (20 marks)

In what ways is dialogue used to present the relationships between different voices?

In your answer, you should refer to your prescribed text and related texts of your own choosing.

The prescribed texts are:

- **Drama** – Jane Harrison, *Stolen*
  - or**
  - David Williamson, *The Club*
- **Poetry** – Komninos, *Komninos by the Kupful*
  - \* *hillston welcome*
  - \* *eat*
  - \* *drunken derelict*
  - \* *diary of a residency*
  - \* *thomastown talk*

**OR**

**Question 3 — Elective 3: Image** (20 marks)

How are images used to shape your response to the worlds presented in your prescribed text and related texts of your own choosing?

The prescribed texts are:

- **Poetry**
  - Kevin Gilbert (ed.), *Inside Black Australia*
    - \* Oodgeroo Noonuccal, *The Past*
    - \* Errol West, *There is no one to teach me the songs that bring the Moon Bird*
    - \* Kevin Gilbert, *Tree and Kiacatoo*
    - \* Eva Johnson, *Weevilly Porridge*
    - \* Jenny Hargraves Nampijinpa, *Yuntalpa–Ku (Child, leave the tape recorder)*
- **Film**
  - Baz Luhrmann, *Strictly Ballroom*
    - or**
    - Peter Weir, *The Truman Show*
- **Multimedia** – Raymond Briggs, *When the Wind Blows*

## Section II — Module B: Close Study of Text

20 marks

Attempt ONE question from Questions 4–7

Allow about 40 minutes for this section

Answer the question in a SEPARATE writing booklet. Extra writing booklets are available.

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

- demonstrate understanding of a text’s distinctive qualities and how these shape meaning
  - organise, develop and express ideas using language appropriate to audience, purpose and form
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	Marks
<b>Question 4 — Drama</b> (20 marks)	
(a) Katherine Thomson, <i>Navigating</i>	20
How are dramatic techniques used in the play <i>Navigating</i> to communicate the cost of whistleblowing to the individual?	
<i>Or</i>	
(b) John Misto, <i>The Shoe-Horn Sonata</i>	20
Imagine you are the actor playing either Bridie or Sheila in <i>The Shoe-Horn Sonata</i> .	
You have just finished the first performance of the play. Write a letter to a friend in which you explain the challenges of performing your role.	
<i>Or</i>	
(c) William Shakespeare, <i>Macbeth</i>	20
How are dramatic techniques used to explore Macbeth’s relationships with the women in the play?	

**OR**

**Question 5 — Prose Fiction** (20 marks)

- (a) Robert Cormier, *We All Fall Down* 20

Write a speech for a class presentation discussing how ideas and issues introduced in the opening are significant for the rest of the novel.

*Or*

- (b) Jane Yolen, *Briar Rose* 20

How is the idea of the journey presented in the novel *Briar Rose*?

**OR**

**Question 6 — Nonfiction, Film, Media or Multimedia** (20 marks)

- (a) **Film** – Peter Weir, *Witness* 20

Identify ONE interesting character represented in *Witness*.

How has Weir used film techniques to shape your response to the character?

*Or*

- (b) **Nonfiction** — Gordon Matthews, *An Australian Son* 20

How does Gordon Matthews engage us in his search for identity?

*Or*

- (c) **Multimedia** — *Australian War Memorial Website* 20

Write a review of the *Australian War Memorial Website* for a magazine with a general readership, discussing its effectiveness as an interactive text about war.

The section of the site set for study is:

*1918 Australians in France: Contents and Feedback*

**OR**

**Question 7 — Poetry (20 marks)**

(a) Debbie Westbury, *Mouth to Mouth*

20

How does Debbie Westbury explore love and loss in her poetry?

Refer to at least TWO poems you have studied.

The prescribed poems are:

- \* *The Scribe's Daughter*
- \* *the prince*
- \* *shells*
- \* *TV News*
- \* *Somewhere Else*
- \* *Mouth to mouth*
- \* *Dapto Dressing Up*

*Or*

(b) Wilfred Owen, *War Poems and Others*

20

How does Owen explore the horror of war through the power of poetry?

Refer to at least TWO poems you have studied.

The prescribed poems are:

- \* *The Send-Off*
- \* *Anthem for Doomed Youth*
- \* *Dulce et Decorum Est*
- \* *Miners*
- \* *Spring Offensive*
- \* *Futility*

## Section III — Module C: Texts and Society

**20 marks**

**Attempt ONE question from Questions 8–10**

**Allow about 40 minutes for this section**

Answer the question in a SEPARATE writing booklet. Extra writing booklets are available.

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In this section you will be assessed on how well you:

- demonstrate analysis of the ways texts and meaning are shaped by context
  - organise, develop and express ideas using language appropriate to audience, purpose, context and form
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### Question 8 — Elective 1: The Institution and Personal Experience (20 marks)

You work for a government agency.

Your workplace supervisor has asked you to write a report based on your investigations of the effect of institutions on individuals.

Write your report. In your answer you should refer to your prescribed text, and a variety of other related texts of your own choosing.

The prescribed texts are:

- **Prose Fiction** – Scott Monk, *Raw*
- **Drama** – Tony Strachan, *State of Shock*
- **Film** – Bill Couturie, *Dear America*

**OR**

**Please turn over**

**Question 9 — Elective 2: Exploration and Travel (20 marks)**

You work for the Tourist Commission.

Your workplace supervisor has asked you to write a report based on your investigations into how personal views can shape documented experiences of exploration and travel.

Write the report. In your answer, you should refer to your prescribed text, and a variety of other related texts of your own choosing.

The prescribed texts are:

- **Prose Fiction** – Douglas Adams, *The Hitch Hiker's Guide to the Galaxy*
- **Media** – Les Hiddins, *The Bush Tucker Man: Stories of Survival*
  - \* *Gold Fever*
  - \* *The Passionate Prussian*
  - \* *The Great Misadventure*
  - \* *Into the Vilest Country*
- **Nonfiction** – Robyn Davidson, *Tracks*

**OR**

**Question 10 — Elective 3: Consumerism (20 marks)**

You work for the Department of Consumer Affairs.

Your workplace supervisor has asked you to write a report based on your investigations of how texts influence consumers.

Write the report. In your answer, you should refer to your prescribed text, and a variety of other related texts of your own choosing.

The prescribed texts are:

- **Poetry** – Bruce Dawe, *Sometimes Gladness*
  - \* *Enter Without So Much as Knocking*
  - \* *Americanized*
  - \* *Abandonment of Autos*
  - \* *Breakthrough*
  - \* *The Not-so-good Earth*
  - \* *Televistas*
- **Multimedia** – Real Wild Child Consortium, *Real Wild Child*

**End of paper**