



BOARD OF STUDIES
NEW SOUTH WALES

2002

**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 2–4

20 marks

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

Section II Pages 5–9

20 marks

- Attempt ONE question from Questions 2–5
- Allow about 40 minutes for this section

Section III Pages 10–11

20 marks

- Attempt Question 6
- Allow about 40 minutes for this section

Section I — Module A: Experience Through Language

20 marks

Attempt Question 1

Allow about 40 minutes for this section

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

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
-

Question 1 — Elective 1: Telling Stories (20 marks)

OR

— **Elective 2: Dialogue** (20 marks)

OR

— **Elective 3: Image** (20 marks)

What have you learned about *Telling Stories* OR *Dialogue* OR *Image* through your study of this module?

Support your response by reflecting upon the ideas and features of your prescribed text and at least ONE other related text of your own choosing.

Elective 1: Telling Stories

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

Elective 2: Dialogue

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

Elective 3: Image

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 2–5

Allow about 40 minutes for this section

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

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
-

	Marks
Question 2 — Drama (20 marks)	
(a) Katherine Thomson, <i>Navigating</i>	20
The characters Dick and Pam Shaw make a major contribution to the drama of <i>Navigating</i> .	
How does Katherine Thomson achieve this?	
<i>Or</i>	
(b) John Misto, <i>The Shoe-Horn Sonata</i>	20
After fifty years, the reunion of Bridie and Sheila reveals the unresolved problems of their relationship.	
How are these problems dramatised and resolved in the play?	
<i>Or</i>	
(c) William Shakespeare, <i>Macbeth</i>	20
The murder of Duncan contributes to the destruction of Macbeth and Lady Macbeth.	
How is the process of destruction dramatised in the play as a whole?	

OR

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

Question 3 — Prose Fiction (20 marks) **Marks**

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

‘Can’t trust anybody these days. Anybody . . .’

How does Cormier develop ideas about trust in *We All Fall Down*?

Or

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

Stan: . . . “We’ll get to happily ever after eventually.”

How does Yolen help the reader to accept that ‘happily ever after’ is possible?

OR

Question 4 — Nonfiction, Film, Media or Multimedia (20 marks)

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

You are presenting a segment on 2HSC Radio FM for the Schools' Program.

Interview Peter Weir about his use of John Book and Samuel Lapp in his representation of the different worlds in *Witness*.

Write a transcript of the interview, that should include reference to the use of relevant film techniques.

Or

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

You are presenting a segment on 2HSC Radio FM for the Schools' Program.

Interview Gordon Matthews about the techniques he used in *An Australian Son* to represent the problems he faced in his journey from childhood to maturity.

Write a transcript of the interview.

Or

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

You are presenting a segment on 2HSC Radio FM for the Schools' Program.

Interview the designer of the Australian War Memorial website about the ways the ideas, form and language in the section 'Unsung Heroes' contribute to the distinctive qualities of *1918 Australians in France: Contents and Feedback*.

Write a transcript of the interview.

The section of the site set for study is:

1918 Australians in France: Contents and Feedback

OR

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
-

Marks

Question 5 — Poetry (20 marks)

(a) Debbie Westbury, *Mouth to Mouth*

20

'he is still *the prince*
his small acts of love remain unnoticed
as he walks down the big hill with his children
into Steel City.'

the prince

Using this quotation as your starting point, write a speech for a class presentation explaining how Debbie Westbury uses poetic techniques to transform the ordinary into something special.

In your answer, you should refer to *the prince* and at least ONE other of the prescribed poems.

The prescribed poems are:

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

Or

Question 5 (continued)

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

20

‘The shrill demented choirs of wailing shells;
and bugles calling them from sad shires’

Anthem for Doomed Youth

Using this quotation as your starting point, write a speech for a class presentation explaining how Wilfred Owen uses poetic techniques to convey the experience of war.

In your answer, you should refer to *Anthem for Doomed Youth* and at least ONE other of the prescribed poems.

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 Question 6

Allow about 40 minutes for this section

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

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 6 — Elective 1: The Institution and Personal Experience (20 marks)

OR

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

OR

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

An exciting and informative educational program called
‘Something to Say’
will tour local high schools next year.

.....
This program features texts that comment on society.

There are three sections:

1 : The Institution and Personal Experience

2 : Exploration and Travel

3 : Consumerism

Write a letter to the organisers of this program explaining what your texts have to say about society and why they should be included in ONE section of this program.

Make reference to your prescribed text and at least TWO other related texts of your own choosing.

Elective 1: The Institution and Personal Experience

The prescribed texts are:

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

OR

Elective 2: Exploration and Travel

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

Elective 3: Consumerism (20 marks)

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

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