

BOARD OF STUDIES
NEW SOUTH WALES

2003

HIGHER SCHOOL CERTIFICATE
EXAMINATION

English (ESL)

Paper 1 — Language Study within an Area of Study

General Instructions

- Reading time – 10 minutes
- Working time – 1½ hours
- Write using black or blue pen

Total marks – 45

Section I Pages 2–7

25 marks

- Attempt Question 1
- Allow about 50 minutes for this section

Section II Pages 8–9

20 marks

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

Section I

25 marks

Attempt Question 1

Allow about 50 minutes for this section

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

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

- demonstrate understanding of the ways language shapes and expresses perceptions
-

Question 1 (25 marks)

Examine **texts one, two, three and four** carefully and then answer the questions on page 7.

Text one — Speech Transcript

Young Australian of the Year 2001 Ms Alicia Curtis's speech to the State Heritage Convention 2001

Environmental Heritage: It's our future too!

Environmental heritage to me is simple. There are three major ingredients: Conservation, Education and Responsibility. The first main ingredient is Conservation. As a 12-year-old attending the first International Children's Conference on the Environment, I heard presentations by children from all different parts of the earth. I saw photos and heard stories
5 of the beauty of our natural habitat and I also saw the destruction. This was the first time the word 'conservation' meant anything to me. At the conference there was an atmosphere of urgency about the situations we heard of. Disturbing facts, even about your own country.

My second ingredient would have to be Education. The power of environmental education has not been extended to what it could be, in my eyes. It has the power to shape a generation
10 and accordingly shape our world. With the state of our environment and the amount of new technology, the subject of environmental education really is a life-long subject. Simply teaching compassion for our heritage, our animals and for our natural environment is a necessity in modern-day education.

The third ingredient is Responsibility. The community unit could be one of the most
15 influential parts of society if working together. This is about adults, children, teachers, pastors, teenagers and families combining energies to strive for appreciation and recognition of our heritage in their communities. It's a much used saying, but very true, 'Think Globally, Act Locally'. Communities must demand that environmental heritage is not compromised.

20 Many young people come to me and say, 'Yeah, but I'm only one person, what am I going to change?' Sometimes we can all get bogged down in the enormity of issues that need attention. It's important to instil the belief that one person can make a difference, because

Question 1 continues on page 3

Question 1 (continued)

you can! A journalist came up to Mother Teresa* and said that he wasn't impressed with what she was doing. She, of course, asked the man, 'Why so?' He replied that what she was
25 doing was simply a drop in the ocean. Mother Teresa looked at the man and smiled. She responded that the whole ocean is only made up of drops.

In my travels, I have met many passionate young people who study or work very hard in their chosen area within the environment. However, when I speak with groups or turn on the television, 'young people with dreadlocks', 'ferals' or 'tree-hugging hippies' receive the
30 most attention. It is not a correct representation. What the media does not cover is the young people who come to the Minister for the Environment's office every month to learn about the environmental issues and write a report stating young people's concerns and recommendations through the Youth Environment Council.

How is our media portraying its young people and is it fair? But it can not be just a case of
35 blaming the media, we must together break down stereotypes ourselves. How do we go about this?

1. Changing our own attitudes is the first and foremost step towards breaking stereotypes. Check out facts for ourselves and be aware of what's happening further than what you might see in the newspapers.
- 40 2. The second way we change stereotypes is becoming informed citizens ourselves. Let's start to wipe out ignorance as a community.
3. What are we instilling as a community, as a nation, as a world in our young people? There are so many opportunities in the home, in the area of environmental heritage to teach our future generations.

45 Lastly, I would like to share with you something that I think is very important. It's about creating young leaders in environmental issues such as heritage. It's important to recognise that youth are not only the future, but are part of the community today as well. I very simply describe a leader as a person who has the capacity to turn visions into reality. Would you agree that leaders do not happen overnight? That it takes time for leaders to be moulded
50 through learning experiences, reading, conversing with people and a deep passion. If so, why can't tomorrow's leaders be found today? . . . Well, they can . . . They are just in disguise . . . they are our Young People. Did you know that there is a future Prime Minister of Australia who is a young person right at the moment? We are the YOUNG LEADERS of the world.

55 Young People have young, fresh minds, full of enthusiasm and confidence. Even though we don't know everything, we, ourselves, still have the ability to inspire, motivate, encourage, lead and of course provide boundless energy. Even Albert Einstein* said, 'Knowledge is limited, but imagination encircles the world'.

Don't underestimate the power of young people NOW.

***Mother Teresa:** a Roman Catholic nun who helped the poor and sick in the city of Calcutta

***Albert Einstein:** a famous scientist who won the Nobel Prize in Physics

Question 1 continues on page 4

Text two — Poster

POLLUTION & waste



Past disposal has left us with a legacy of contamination. Population growth and increasing affluence are creating new problems for future generations.

What research is NERC doing?

- ◆ Understanding what affects the movement of pollutants through the environment – which is important to the safe disposal of food waste
- ◆ Monitoring contaminated land and finding ways of cleaning it up
- ◆ Improving biological methods for treating pollution
- ◆ Assessing methods of waste disposal and environmental effects of pollutants

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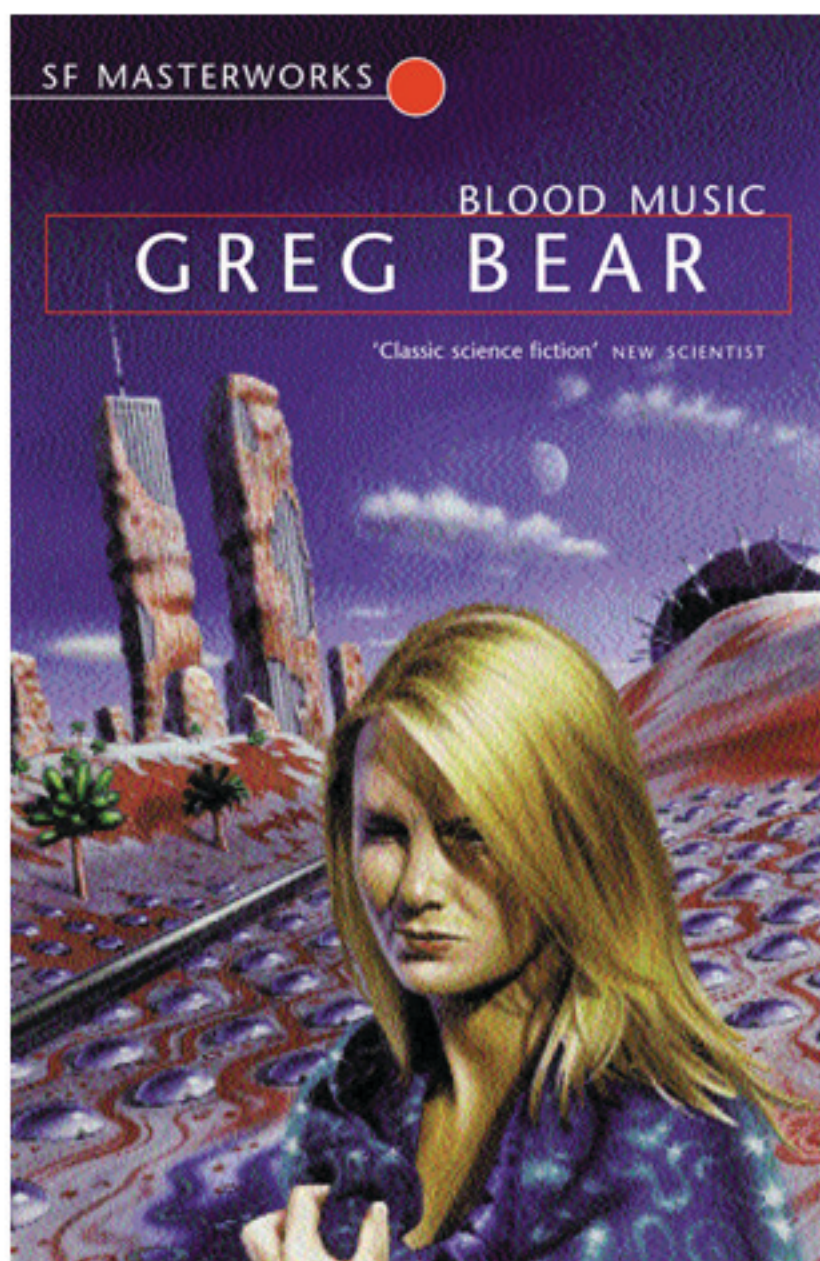
 The British Council

 NATURAL ENVIRONMENT RESEARCH COUNCIL

Question 1 continues on page 5

Question 1 (continued)

Text Three — Book Cover



Question 1 continues on page 6

Question 1 (continued)

Text Four — Song Lyric

With My Own Two Hands

Ben Harper

I can change the world
With my own two hands
Make a better place
With my own two hands
Make a kinder place
With my own two hands
With my own
With my own two hands

I can make peace on earth
With my own two hands
I can clean up the earth
With my own two hands
I can reach out to you
With my own two hands
With my own
With my own two hands

I'm gonna make it a brighter place
I'm gonna make it a safer place
I'm gonna help the human race
With my own
With my own two hands

I can hold you
With my own two hands
I can comfort you
With my own two hands
But you got to use
Use your own two hands
Use your own
Use your own two hands

With our own
With our own two hands
With my own
With my own two hands

Question 1 continues on page 7

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

- demonstrate understanding of the ways language shapes and expresses perceptions
-

	Marks
Question 1 (continued)	
Text one	
(a) Why was the International Children’s Conference on the Environment an important experience for Alicia?	1
(b) Explain in your own words what Mother Teresa meant about making a difference when she said ‘the whole ocean is only made up of drops’ (line 26).	2
(c) (i) Explain Alicia’s perspective on the future of the environment.	2
(ii) How does Alicia present her perspective persuasively in her speech? Comment on TWO examples of language or other features she uses.	3
Text two	
(d) (i) What is the purpose of text two ?	1
(ii) Describe TWO techniques used to achieve this purpose.	2
Texts three and four	
(e) How do texts three AND four present different perspectives on the future?	6
Text two, three or four	
(f) Interview the composer of EITHER text two OR text three OR text four on their perspective and why they chose to present their perspective in this way.	8
Write the transcript of the interview. Write approximately 150 words.	

End of Question 1

Section II

20 marks

Attempt Question 2

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 the ways language shapes and expresses perceptions
 - organise, develop and express ideas using language appropriate to audience, purpose and context
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Question 2 (20 marks)

You have been asked to speak on a community radio program called ‘Youth in Focus’. The purpose of your talk is to reflect on your HSC English Area of Study.

In your talk, explain how the texts you have studied this year have influenced your own perspectives.

Write the transcript of your talk. You should refer to:

- perspectives in the texts you have studied
- how these perspectives are communicated
- your perspectives as a responder.

In your answer, refer to your TWO prescribed texts, ONE text from the prescribed stimulus booklet *Changing*, and at least ONE other related text of your own choosing.

The prescribed texts are:

- **Prose Fiction** – Chinua Achebe, *Things Fall Apart*

or

- Brian Caswell & David Phu An Chiem, *Only the Heart*

or

- James Moloney, *Gracey*

- **Drama** – Brian Clark, *Whose Life is it Anyway?*

or

- Willy Russell, *Educating Rita*

Question 2 continues on page 9

Question 2 (continued)

- **Poetry** – Miroslav Holub, in Ken Watson (ed.), *Imagined Corners*
 - * *Brief Reflection on Accuracy*
 - * *Brief Thoughts on Exactness*
 - * *Brief Reflection on Laughter*
 - * *Brief Thoughts on Laughter*
 - * *Brief Thoughts on a Test-Tube*
 - * *Brief Reflection on Test-Tubes*
 - * *Minotaur's Thoughts on Poetry*
 - * *The Minotaur's Thoughts on Poetry*

or

- Peter Skrzynecki, *Immigrant Chronicle*
 - * *Feliks Skrzynecki*
 - * *10 Mary Street*
 - * *Crossing the Red Sea*
 - * *Migrant hostel*
 - * *Chronic ward*
 - * *Kornelia Woloszczuk*
 - * *Post card*
- **Media** – William Fitzwater, *Through Australian Eyes*
Students choose any three of the series.
- **Nonfiction** – Carmel Bird (ed.), *The Stolen Children – Their Stories*

End of paper

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