

BOARD OF STUDIES
NEW SOUTH WALES

2004

**HIGHER SCHOOL CERTIFICATE
EXAMINATION**

English (Standard) and English (Advanced) Paper 1 — Area of Study

General Instructions

- Reading time – 10 minutes
- Working time – 2 hours
- Write using black or blue pen

Total marks – 45

Section I Pages 2–7

15 marks

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

Section II Page 8

15 marks

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

Section III Pages 9–11

15 marks

- Attempt ONE question from Questions 3–5
- Allow about 40 minutes for this section

Section I

15 marks

Attempt Question 1

Allow about 40 minutes for this section

Answer the question in the English Paper 1 Writing Booklet. Extra English Paper 1 Writing Booklets are available.

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

- demonstrate understanding of the way perceptions of the journey are shaped in and through texts
 - describe, explain and analyse the relationship between language, text and context
-

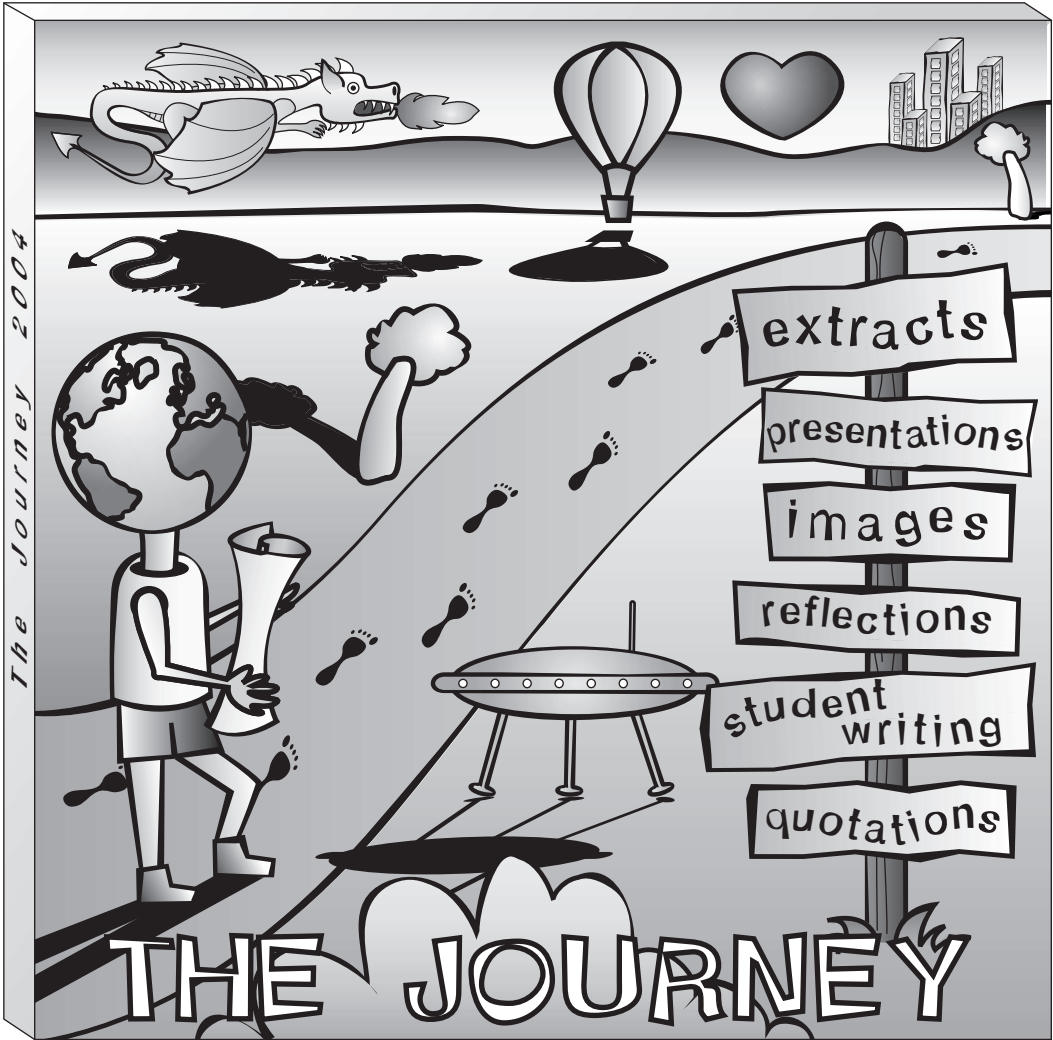
Question 1 (15 marks)

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

Question 1 continues on page 3

Question 1 (continued)


Text one — CD-ROM cover



Question 1 continues on page 4


Text two — PowerPoint presentation

1



HSC Area of Study 'The Journey'.

2




The world is a very good world but you must seek it!

Lady Morgan

3

Awaiting Copyright Clearance

4




Heroes take journeys, confront dragons and discover the treasures of their true selves.

Carol Pearson

Carol Pearson from The Hero Within


5



He who returns from a journey is not the same as he who left.

Chinese Proverb

6




The whole point of my leaving was to escape this stuff – to be out of touch. The greatest justification for travel was not self-improvement but rather performing a vanishing act – disappearing without a trace.

Paul Theroux

DARK STAR SAFARI by Paul Theroux (Hamish Hamilton, 2002, Penguin Books, 2003) Copyright © Cape Cod Scriveners Co., 2002


7



Thinking is the best way to travel.

The Moody Blues

8



Journeys, like artists, are born and not made. A thousand differing circumstances contribute to them, few of them willed or determined by the will – whatever we may think.

Lawrence Durrell

9

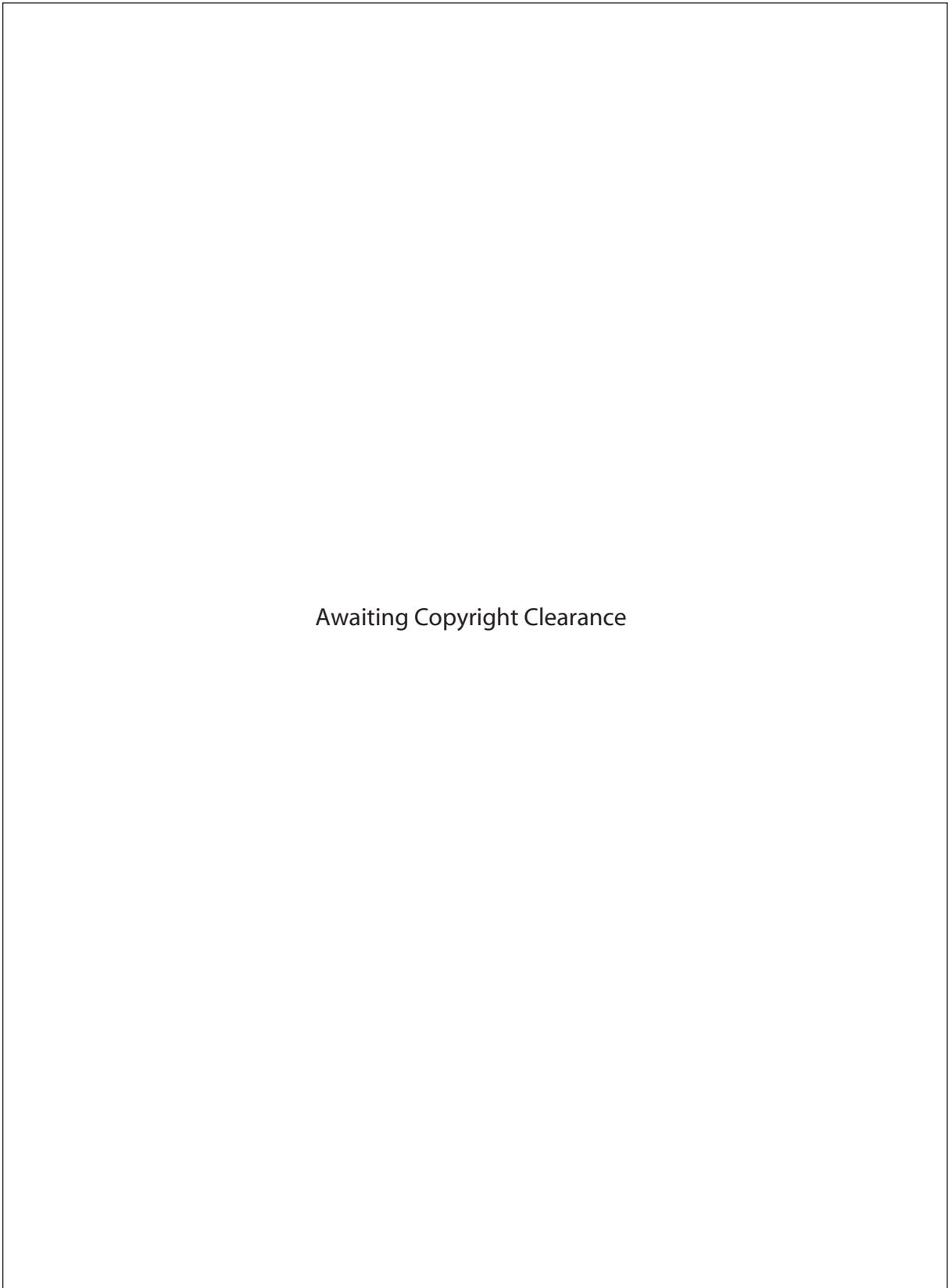
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10

Awaiting Copyright Clearance

Question 1 continues on page 5

Text three — Nonfiction extract



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Question 1 continues on page 6

Text four — Literary reflection

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Question 1 continues on page 7

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

- demonstrate understanding of the way perceptions of the journey are shaped in and through texts
 - describe, explain and analyse the relationship between language, text and context
-

	Marks
Question 1 (continued)	
Text one — CD-ROM cover	
(a) (i) Choose ONE image on the CD-ROM cover and identify its relevance to <i>The Journey</i> .	1
(ii) How has the designer used visual features to create a view of journey?	2
Text two — PowerPoint presentation	
(b) Compare the representation of <i>The Journey</i> in any TWO slides.	2
Text three — Nonfiction extract	
(c) Analyse how the experiences of the journey are brought to life by the writer.	3
Text four — Literary reflection	
(d) Discuss ONE way in which this reflection offers a perspective on journeys.	2
Texts one, two, three and four	
(e) Compare and contrast the representations of journey in any TWO of these texts. In your discussion, comment on the form and features of both texts.	5

End of Question 1

Section II

15 marks

Attempt Question 2

Allow about 40 minutes for this section

Answer the question in a SEPARATE English Paper 1 Writing Booklet. Extra English Paper 1 Writing Booklets are available.

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

- express understanding of the journey in the context of your studies
 - organise, develop and express ideas using language appropriate to audience, purpose and context
-

Question 2 (15 marks)

A selection of students' imaginative writing will be included in the 2005 HSC edition of the CD-ROM, *The Journey*.

Compose a piece of writing to contribute to ONE of these sections:

- Journeys in Time
- or**
- Journeys of the Heart
- or**
- Journeys across Landscapes.

Section III

15 marks

Attempt ONE question from Questions 3–5

Allow about 40 minutes for this section

Answer the question in a SEPARATE English Paper 1 Writing Booklet. Extra English Paper 1 Writing Booklets are available.

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

- demonstrate understanding of the concept of the journey in the context of your study
 - analyse, explain and assess the ways the journey is represented in a variety of texts
 - organise, develop and express ideas using language appropriate to audience, purpose and context
-

Question 3 (15 marks)

Focus — Physical Journeys

‘The journey, not the arrival, matters.’

Discuss this statement, focusing on how composers of texts represent the concept of the journey.

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

The prescribed texts are:

- **Prose Fiction** – Mark Twain, *The Adventures of Huckleberry Finn*
- **Drama** – Michael Gow, *Away*
- **Poetry** – Peter Skrzynecki, *Immigrant Chronicle*
 - * *Immigrants at Central Station, 1951*
 - * *Feliks Skrzynecki*
 - * *Crossing the Red Sea*
 - * *Leaving home*
 - * *Migrant hostel*
 - * *A drive in the country*
 - * *Post card*
- **Nonfiction** – Jesse Martin, *Lionheart*
- **Film** – Phillip Noyce, *Rabbit-Proof Fence*

OR

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

- demonstrate understanding of the concept of the journey in the context of your study
 - analyse, explain and assess the ways the journey is represented in a variety of texts
 - organise, develop and express ideas using language appropriate to audience, purpose and context
-

Question 4 (15 marks)

Focus — Imaginative Journeys

‘The journey, not the arrival, matters.’

Discuss this statement, focusing on how composers of texts represent the concept of the journey.

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

The prescribed texts are:

- **Prose Fiction** – Orson Scott Card, *Ender’s Game*
- **Drama** – William Shakespeare, *The Tempest*
- **Poetry** – Samuel Taylor Coleridge, *Samuel Taylor Coleridge: The Complete Poems*
 - * *The Rime of the Ancient Mariner* (1834)
 - * *This Lime-Tree Bower My Prison*
 - * *Frost at Midnight*
 - * *Kubla Khan*
- **Nonfiction** – Melvyn Bragg, *On Giants’ Shoulders*
- **Film** – Robert Zemeckis, *Contact*

OR

Question 5 (15 marks)

Focus — Inner Journeys

‘The journey, not the arrival, matters.’

Discuss this statement, focusing on how composers of texts represent the concept of the journey.

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

The prescribed texts are:

- **Prose Fiction** – J. G. Ballard, *Empire of the Sun*
- **Drama** – Louis Nowra, *Così*
- **Poetry** – Ken Watson (ed.), *Imagined Corners*
 - * Sujata Bhatt, *The One Who Goes Away*
 - * Ivan Lalić, *Of Eurydice*
 - * Gwyneth Lewis, *Fax X*
 - * Mudrooroo, *A Righteous Day*
 - * János Pilinszky, *The French Prisoner*
 - * Vittorio Sereni, *A Dream*
 - * Xuan Quynh, *Worried Over the Days Past*
- **Nonfiction** – Sally Morgan, *My Place*
- **Film** – Roberto Benigni, *Life is Beautiful*

End of paper

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