



**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

**2004**

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.

---

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)

In what ways do composers use narrative to portray people, places and ideas in your texts?

In your response, refer to your prescribed text, and at least ONE other related 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*
- **Nonfiction** – Boori (Monty) Pryor, with Meme McDonald, *Maybe Tomorrow*
- **Media** – Les Hiddins, *Bush Tucker Man: Stories of Survival*
  - \* *Gold Fever*
  - \* *The Passionate Prussian*
  - \* *The Great Misadventure*
  - \* *Into the Vilest Country*

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

In what ways do composers use dialogue to portray people, places and ideas in your texts?

In your response, refer to your prescribed text, and at least ONE other related text of your own choosing.

The prescribed texts are:

- **Drama** – Jane Harrison, *Stolen*
- or**
- David Williamson, *The Club*
- **Poetry** – Bruce Dawe, *Sometimes Gladness, Collected Poems 1954–1997* (5th edition)
  - \* *Enter Without So Much as Knocking*
  - \* *Up the Wall*
  - \* *Weapons Training*
  - \* *Pleasant Sunday Afternoon*
  - \* *Big Jim*
  - \* *Bedroom Conversations*

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

In what ways do composers use image to portray people, places and ideas in your texts?

In your response, refer to your prescribed text, and at least ONE other related text of your own choosing.

The prescribed texts are:

- **Poetry** – Samuel Wagan Watson, *Itinerant Blues*
  - \* *the dusk sessions*
  - \* *kangaroo crossing*
  - \* *we're not truckin' around*
  - \* *abandoned factories*
  - \* *itinerant blue*
  - \* *jaded Olympic moments*
  - \* *the night train from Newcastle*
- **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.

---

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 4 — Prose Fiction (20 marks)

On the basis of the distinctive features of your prescribed text, argue for its inclusion in the ‘Top Prose Fiction’ list. **20**

The prescribed texts are:

- Robert Cormier, *We All Fall Down*

**or**

- Amin Maalouf, *Ports of Call*

**or**

- Jane Yolen, *Briar Rose*

### Question 5 — Drama (20 marks)

On the basis of the distinctive features of your prescribed text, argue for its inclusion in the ‘Top Drama’ list. **20**

The prescribed texts are:

- Katherine Thomson, *Navigating*

**or**

- John Misto, *The Shoe-Horn Sonata*

**or**

- William Shakespeare, *King Richard III*

**Question 6 — Poetry** (20 marks)

On the basis of the distinctive features of your prescribed text, argue for its inclusion in the ‘Top Poetry’ list. **20**

You must refer to at least TWO poems.

The prescribed texts are:

- Deb Westbury, *Mouth to Mouth*
  - \* *The Scribe’s Daughter*
  - \* *The prince*
  - \* *shells*
  - \* *coffee and rain*
  - \* *the persistence of memory*
  - \* *mouth to mouth*
  - \* *Dapto dressing up*

**or**

- Wilfred Owen, *War Poems and Others*
  - \* *The Send-Off*
  - \* *Anthem for Doomed Youth*
  - \* *Dulce Et Decorum Est*
  - \* *The Next War*
  - \* *The Last Laugh*
  - \* *Futility*

---

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 7 — Nonfiction, Film, Media or Multimedia** (20 marks) **Marks**

(a) **Nonfiction** — Jon Krakauer, *Into The Wild* **20**

On the basis of the distinctive features of your prescribed text, argue for its inclusion in the ‘Top Nonfiction’ list.

**OR**

(b) **Film** — Peter Weir, *Witness* **20**

On the basis of the distinctive features of your prescribed text, argue for its inclusion in the ‘Top Films’ list.

**OR**

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

On the basis of the distinctive features of your prescribed text, argue for its inclusion in the ‘Top Multimedia’ list.

The section of the site set for study is:

*1918 Australians in France: Contents and Feedback*

## 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.

---

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
- 

### **Question 8 — Elective 1: The Institution and Individual Experience (20 marks)**

You have been invited to give a presentation at a youth forum on institutions in our society.

What do the texts you have studied have to say about the positive and/or negative effects of institutions?

Deliver your findings by referring to your prescribed text and at least TWO other related texts of your own choosing.

The prescribed texts are:

- **Prose Fiction** – Scott Monk, *Raw*
- **Drama** – Tony Strachan, *State of Shock*
- **Nonfiction** – Stan Arneil, *One Man's War*

**Please turn over**

---

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
- 

**Question 9 — Elective 2: Ways of Living (20 marks)**

You have been invited to give a presentation at a youth forum on ways of living in our society.

What do the texts you have studied have to say about the possibilities and choices for different ways of living?

Deliver your findings by referring to your prescribed text and at least TWO other related texts of your own choosing.

The prescribed texts are:

- **Poetry**
  - Komninos, *Komninos by the Kupful*
    - \* *back to melbourne*
    - \* *kuranda, october 1992*
    - \* *hillston welcome*
    - \* *the girls*
    - \* *eat*
    - \* *at christmas*
    - \* *consumer rap*
- **Media**
  - Deb Cox, *SeaChange: Something Rich & Strange*  
(Series 1: Episode 1, *Something Rich and Strange*, and  
Episode 2, *Full Fathom Five*)
- **Multimedia**
  - Real Wild Child Consortium, *Real Wild Child*

**Question 10 — Elective 3: Into the World (20 marks)**

You have been invited to give a presentation at a youth forum on different pathways into the world.

What do the texts you have studied have to say about the new experiences which lead to growth and change?

Deliver your findings by referring to your prescribed text and at least TWO other related texts of your own choosing.

The prescribed texts are:

- **Drama**
  - Willy Russell, *Educating Rita*
- **Poetry**
  - Steven Herrick, *The Simple Gift*
- **Film**
  - Stephen Daldry, *Billy Elliot*

**End of paper**