

BOARD OF STUDIES
NEW SOUTH WALES

2006

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 2–6

25 marks

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

Section II Pages 7–8

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)

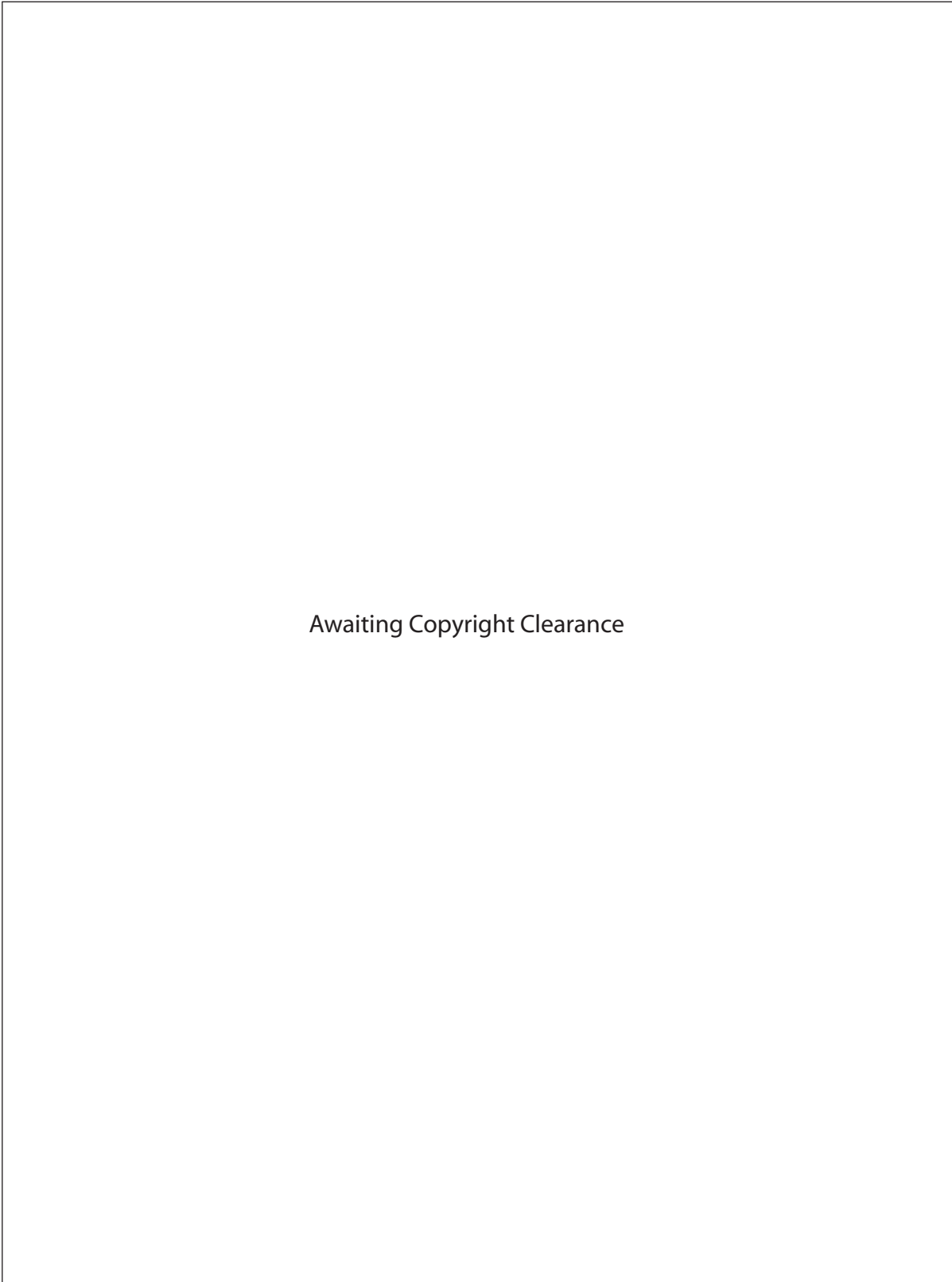
Examine **Texts one, two and three** carefully and then answer the questions on page 6.

Text one — Magazine article

Awaiting Copyright Clearance

Question 1 continues on page 3

Question 1 (continued)



Awaiting Copyright Clearance

Question 1 continues on page 4

Question 1 (continued)

Text two — Cartoon



Cartoon by Ron Tandberg from *Adolescence - A Guide For Parents* by Michael Carr, Gregg and Erin Shale, Finch Publishing, 2002

Question 1 continues on page 5

Question 1 (continued)

Text three — Poem

LAND

Oh white man
how can I make you understand
this love of land?
It has the touch of a child's fingertips
to a mother's lips.
Her loveliness is summer red,
pink fading gold,
as mother sun sinks to fold
herself in a cloak of night
embossed with the light
of stars from a black nation's dreamtime.

Jack Davis

Question 1 continues on page 6

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 — Magazine article	
(a) Name ONE thing that Mary Read’s company does.	1
(b) The writer says that Mary was searching for ‘a greater sense of purpose’, (lines 47–48). What does this phrase mean?	1
(c) Before starting Cambodia House, how did Mary Read help others? Give TWO examples.	2
(d) Explain how the development of Mary’s business reflected her personal journey.	3
Text two — Cartoon	
(e) Explain ONE idea about journeys presented in this cartoon.	2
(f) How do visual features and dialogue create humour in the cartoon?	2
Text three — Poem	
(g) What is the purpose of this poem?	1
(h) Identify and interpret ONE of the metaphors Jack Davis uses in the poem.	2
Texts one and three	
(i) Comment on and contrast the use of language in the magazine article <i>House Rules</i> and the poem <i>Land</i> .	3
Texts one, two and three	
(j) Journeys of cultural understanding are important in people’s lives.	8
In 200 words or less, write an article for your school magazine exploring this idea.	
Use ideas and information from AT LEAST TWO of the texts (Text one, Text two, Text three). You may also refer to your own experience.	

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
-

Question 2 (20 marks)

Explain how the texts you have studied communicate the idea that journeys are challenging.

In your answer, refer to your TWO prescribed texts and ONE text from the prescribed stimulus booklet, *Journeys*. You may refer to other related texts of your own choosing.

The prescribed texts are:

- **Prose Fiction** – Allan Baillie, *The China Coin*

or

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

or

- Peter Goldsworthy, *Maestro*

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

or

- Scott Rankin and Leah Purcell, *Box the Pony*

Question 2 continues on page 8

Question 2 (continued)

- **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*

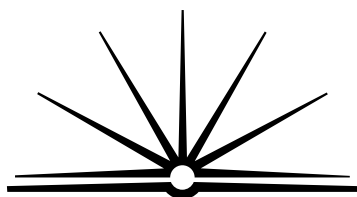
or

- 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*

- **Media**
 - William Fitzwater, *Through Australian Eyes*
 - * *China*
 - * *India*
 - * *Greece*

- **Film**
 - Phillip Noyce, *Rabbit-Proof Fence*

End of paper



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

2006

**HIGHER SCHOOL CERTIFICATE
EXAMINATION**

English (ESL)

Paper 2 — Modules

General Instructions

- Reading time – 5 minutes
- Working time – 1 hour
- Write using black or blue pen

Total marks – 40

Section I Pages 2–3

20 marks

- Attempt either Question 1 or Question 2
- Allow about 30 minutes for this section

Section II Pages 4–5

20 marks

- Attempt either Question 3 or Question 4
- Allow about 30 minutes for this section

Section I — Module A: Experience Through Language

20 marks

Attempt either Question 1 or Question 2

Allow about 30 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 or dialogue
 - organise, develop and express ideas using language appropriate to audience, purpose and form
-

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

(a) **Prose Fiction** – Amin Maalouf, *Ports of Call*

Explain how the structure and other elements of narrative are used in *Ports of Call* to create an engaging personal story.

OR

(b) **Poetry** – Steven Herrick, *The Simple Gift*

Explain how elements of narrative and poetic techniques enable the reader to connect emotionally with the characters in *The Simple Gift*.

OR

(c) **Nonfiction** – Carmel Bird (ed.), *The Stolen Children – Their Stories*

Explain how the personal stories told in *The Stolen Children – Their Stories* communicate a powerful message and influence perspectives.

OR

(d) **Film** – Giuseppe Tornatore, *Cinema Paradiso*

Explain how elements of narrative and film techniques are used to involve the viewer emotionally in *Cinema Paradiso*.

Question 2 — Elective 2: Dialogue (20 marks)

- (a) **Prose Fiction** – Maureen McCarthy, *In Between* series

Explain how dialogue is used to create realistic characters and believable relationships in the *In Between* series.

The stories in the prescribed text are:

- * *Fatima*
- * *Saret*
- * *Angie*
- * *Alex*

OR

- (b) **Drama** – Willy Russell, *Educating Rita*

Explain how dialogue is used in *Educating Rita* to communicate different attitudes about education and the choices people make in their lives.

OR

- (c) **Poetry** – Bruce Dawe, *Sometimes Gladness, Collected Poems 1954–1997*

Explain how different voices are created in Bruce Dawe’s poems to portray characters and communicate powerful messages.

The prescribed poems are:

- * *Enter Without So Much as Knocking*
- * *Up the Wall*
- * *Weapons Training*
- * *Pleasant Sunday Afternoon*
- * *Big Jim*
- * *Bedroom Conversations*

OR

- (d) **Film** – Baz Luhrmann, *Strictly Ballroom*

Explain how dialogue and film techniques are used in *Strictly Ballroom* to express ideas through humour.

Section II — Module B: Texts and Society

20 marks

Attempt either Question 3 or Question 4

Allow about 30 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:

- organise, develop and communicate information, ideas and attitudes
 - use language appropriate to audience, purpose and context
-

Question 3 — Elective 1: Living and Working in the Community (20 marks)

It is Water Awareness Week.

Write the script for a radio advertisement encouraging young people to use water wisely.

Use the stimulus material on page 5 to help you write your script.

OR

Question 4 — Elective 2: English for Study (20 marks)

It is Water Awareness Week.

Write a report for your school newsletter outlining the issues related to water use.

Use the stimulus material on page 5 to help you write your report.

Stimulus material

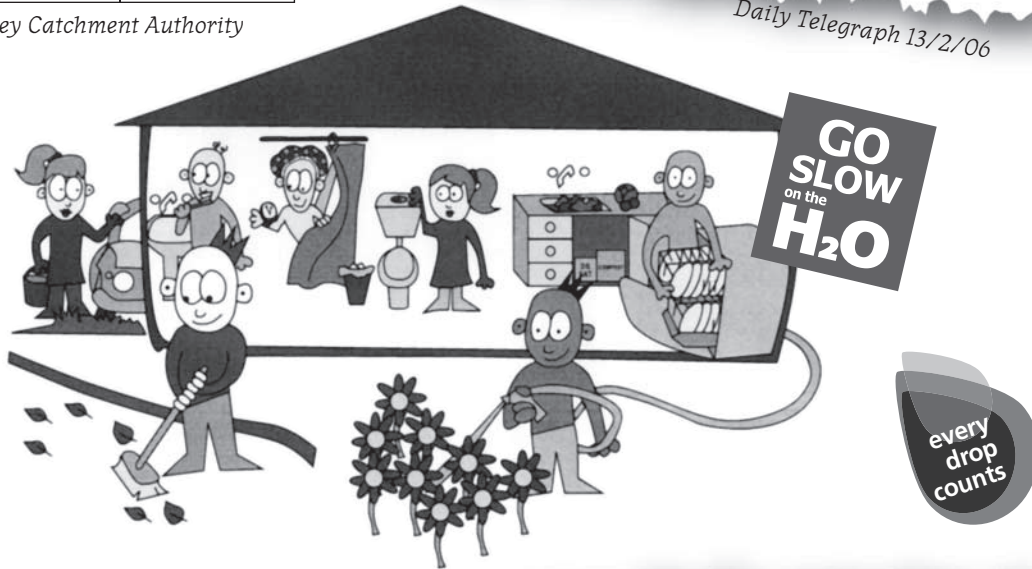
Water levels in our dams

Date	Capacity
1.7.2003	62.2%
26.4.2004	51.9%
27.10.2005	38.8%
20.1.2006	43.7%

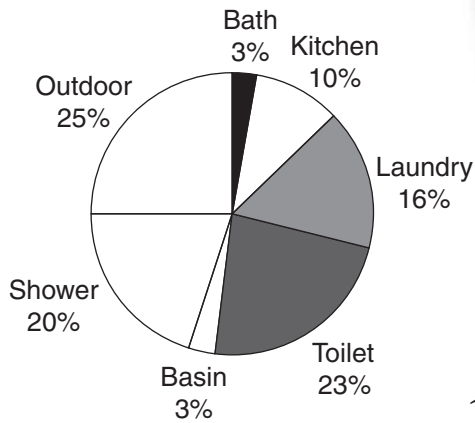
Sydney Catchment Authority

Drought tightens its grip
 ONE third of NSW is now in drought — a slight increase on last month — the latest official figures show.

Daily Telegraph 13/2/06



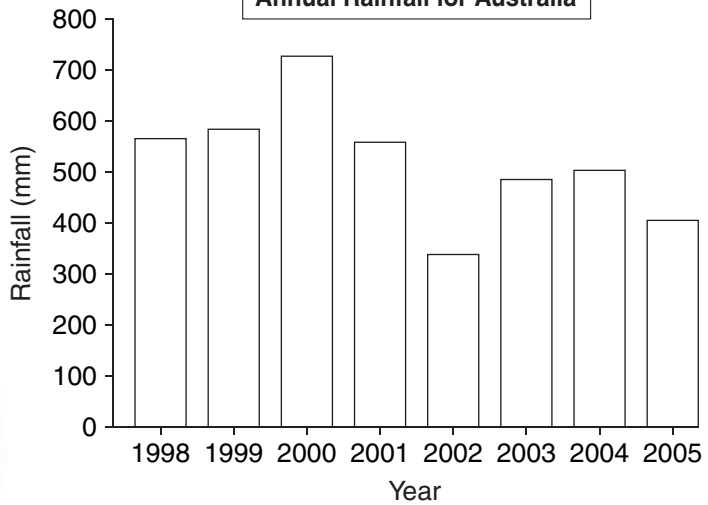
Where do we use water in our homes?



Sydney Water

‘While the recovery in the second half of the year is welcomed, the good rains in many areas are not enough to erase the long dry.’
Greg Hunt MP, Secretary to the Minister for the Environment

Annual Rainfall for Australia



Bureau of Meteorology

Breach of Water Restrictions FINE – \$220
Water Restriction Patrol 7 Days per week

End of paper

© Sydney Water

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Centre Number

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Student Number

2006
HIGHER SCHOOL CERTIFICATE
EXAMINATION

English (ESL)

Listening Paper

General Instructions

- Working time – 30 minutes including reading time and listening time
- Write using black or blue pen
- Write your Centre Number and Student Number at the top of this page

Total marks – 15

- Attempt Questions 1–5

Total marks – 15
Attempt Questions 1–5

Answer the questions in the spaces provided.

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

- demonstrate understanding of the relationship between language, text, audience and purpose
-

The Listening Task

You are about to hear an interview from the ABC radio program *The Conversation Hour*. The interviewer is Richard Fidler and he is talking to Kylie Kwong, who is a chef, restaurant-owner, author and television presenter.

Before you hear the recording you will have two minutes to read the questions printed in this paper.

As you are listening to the recording, follow the questions. You may write notes if you wish in the Candidate’s Notes spaces provided on pages 2–5. Anything you write in the Candidate’s Notes spaces will NOT be marked.

You will hear the recording, then the questions will be read aloud. You will hear the recording a SECOND time, and then you will be given time to write the answers.

You now have two minutes to read the questions.

Marks

Question 1 (1 mark)

Why did Kylie and her brothers make lots of friends at school?

1

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.....

CANDIDATE’S NOTES: *These notes will NOT be marked.*

Question 2 (2 marks)

According to Kylie, why is Chinese food so popular? Give TWO reasons.

2

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Question 3 (4 marks)

(a) Kylie says, ‘a perfect example is the famous Peking Duck dish’.

2

Why does Kylie use this example?

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(b) Explain why Kylie uses descriptive words and phrases when she talks about the dish. Give ONE example.

2

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Please turn over

CANDIDATE’S NOTES: *These notes will NOT be marked.*

Question 4 (3 marks)

What sort of person is Kylie's mother?

3

Identify TWO different ways Kylie communicates this to the listener.

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CANDIDATE'S NOTES: *These notes will NOT be marked.*

Question 5 (5 marks)

- (a) At the end of the interview, Richard thanks Kylie for being entertaining and informative. **1**

What is ANOTHER purpose of the interview?

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.....

- (b) Richard Fidler makes the interview seem like a friendly ‘conversation’. **4**

Analyse how he does this.

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End of paper

CANDIDATE’S NOTES: *These notes will NOT be marked.*

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