



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

**2008**

**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)

‘Telling a story is a way of creating a personal and emotional connection with an audience.’

How is this achieved in your prescribed text AND one other text of your own choosing?

The prescribed texts are:

- **Prose Fiction** – Amin Maalouf, *Ports of Call*
- **Poetry** – Steven Herrick, *The Simple Gift*
- **Nonfiction** – Carmel Bird (ed.), *The Stolen Children – Their Stories*
- **Film** – Giuseppe Tornatore, *Cinema Paradiso*

**OR**

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

‘Dialogue can be used to silence characters and at other times to give them a voice.’

How is this achieved in your prescribed text AND one other text of your own choosing?

The prescribed texts are:

- **Prose Fiction** – Maureen McCarthy, *In Between* series
  - \* *Fatima*
  - \* *Saret*
  - \* *Angie*
  - \* *Alex*
  
- **Drama** – Willy Russell, *Educating Rita*
  
- **Poetry** – Bruce Dawe, *Sometimes Gladness, Collected Poems 1954–1997*
  - \* *Enter Without So Much as Knocking*
  - \* *Up the Wall*
  - \* *Weapons Training*
  - \* *Pleasant Sunday Afternoon*
  - \* *Big Jim*
  - \* *Bedroom Conversations*
  
- **Film** – Baz Luhrmann, *Strictly Ballroom*

## 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)

You are the supervisor of a work experience student, Sam Smith, and have to conduct an interview to discuss the following work report.

Write the transcript of the interview. You should focus on providing clear advice to Sam on how to improve.

<b>Work Experience Report</b>			
<b>Name</b>	Sam Smith		
<b>Position</b>	Sales Assistant		
<b>Date</b>	18 October 2008		
	Satisfactory	Developing	Unsatisfactory
<b>Punctuality and attendance</b>	✓		
<b>Personal presentation</b>	✓		
<b>Ability to work with others</b> (cooperation, interpersonal skills, helpfulness)		✓	
<b>Communication with customers</b> (clarity, politeness, appropriate use of language)		✓	
<b>Application</b> (enthusiasm, interest, efforts to increase job knowledge)	✓		
<b>Safety</b> (consistently following workplace guidelines)			✓

OR

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

You are the Year 11 Adviser and have to conduct an interview to discuss the following end of term report with the student Jo Johnson.

Write the transcript of the interview. You should focus on providing clear advice to Jo on how to improve.

<b>End of Term Report Study Skills</b>				
<b>Name</b>	Jo Johnson			
<b>Year</b>	11			
<b>Date</b>	18 October 2008			
	<i>Excellent</i>	<i>Satisfactory</i>	<i>Developing</i>	<i>Unsatisfactory</i>
<b>Application to study</b>	✓			
<b>Organisation</b> (time management, summarising, note-taking)		✓		
<b>Academic language skills</b> (subject vocabulary, register, written expression)			✓	
<b>Essay writing</b> (paragraphing, organisation of ideas)				✓
<b>Research skills</b> (original work, referencing sources, plagiarism)			✓	

**End of paper**

BLANK PAGE

BLANK PAGE

BLANK PAGE