



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

2009

**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 2–5

20 marks

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

Section II Page 6

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 how Australian voices or visions in texts shape meaning and affect interpretation
 - organise, develop and express your ideas using language appropriate to audience, purpose and form
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Question 1 — Elective 1: Australian Voices (20 marks)

(a) **Prose Fiction** – J C Burke, *The Story of Tom Brennan*

How has J C Burke used features of narrative in *The Story of Tom Brennan* to communicate Australian voices?

OR

(b) **Drama** – Katherine Thomson, *Diving for Pearls*

How has Katherine Thomson used features of drama in *Diving for Pearls* to communicate Australian voices?

OR

(c) **Poetry** – Joanne Burns, *On a Clear Day*

How has Joanne Burns used forms and features of poetry in the selection of poems from *On a Clear Day* to communicate Australian voices?

The prescribed poems are:

- * *on a clear day*
- * *public places*
- * *echo*
- * *hegemonies*

OR

Question 1 continues on page 3

Question 1 (continued)

(d) **Poetry** – Komninos, *Komninos by the Kupful*

How has Komninos used forms and features of poetry in the selection of poems from *Komninos by the Kupful* to communicate Australian voices?

The prescribed poems are:

- * *back to melbourne*
- * *hillston welcome*
- * *cobar, july 1993*
- * *eat*
- * *noura from narooma*
- * *thomastown talk*

OR

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

How are forms and features of nonfiction writing used in *The Stolen Children – Their Stories* to communicate Australian voices?

OR

(f) **Film** – Rob Sitch, *The Castle*

How has Rob Sitch used features of film in *The Castle* to communicate Australian voices?

End of Question 1

Question 2 — Elective 2: Australian Visions (20 marks)

- (a) **Prose Fiction** – Peter Goldsworthy, *Maestro*

How has Peter Goldsworthy used features of narrative in *Maestro* to communicate Australian visions?

OR

- (b) **Drama** – John Misto, *The Shoe-Horn Sonata*

How has John Misto used features of drama in *The Shoe-Horn Sonata* to communicate Australian visions?

OR

- (c) **Poetry** – Douglas Stewart, *Selected Poems*

How has Douglas Stewart used forms and features of poetry in the *Selected Poems* to communicate Australian visions?

The prescribed poems are:

- * *Lady Feeding the Cats*
- * *Wombat*
- * *The Snow-Gum*
- * *Nesting Time*
- * *The Moths*
- * *The Fireflies*
- * *Waterlily*
- * *Cave Painting*
- * *The Tailor Fishermen*

OR

Question 2 continues on page 5

Question 2 (continued)

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

How has Baz Luhrmann used features of film in *Strictly Ballroom* to communicate Australian visions?

OR

(e) **Media** – Deb Cox, *Seachange*

How has Deb Cox used forms and features of a television series in *Seachange* to communicate Australian visions?

The prescribed episodes are:

* *Seachange*

Series 2: *Playing With Fire*

Not Such Great Expectations

Manna From Heaven

Law and Order

End of Question 2

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

You have been invited to a local council meeting as a student representative, to present your ideas and make recommendations on at least ONE of the following areas:

- developing more local services and facilities for young people
- promoting community harmony among young people
- creating opportunities for young people to learn about work and gain work skills.

Write the text of the speech you would give.

OR

Question 4 — Elective 2: Academic English (20 marks)

Write a reflective journal entry which answers the following question.

What have you learned about writing effectively for different subject areas in your study of this elective?

In your response, refer in detail to the language structures and features of TWO texts you have composed this year in different subjects.

End of paper

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Centre Number

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Student Number

2009
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 1–7

Total marks – 15
Attempt Questions 1–7

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 a radio program called *Have No Fear*. The presenter, Cinnamon Nippard, reports on a spider education course at the Taronga Zoo in Sydney.

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 in the Candidate’s Notes spaces provided on pages 2–4. 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.

Question 1 (1 mark)

What is *arachnophobia*? **1**

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Question 2 (2 marks)

What are TWO reasons given in the program for why people are afraid of huntsman spiders? **2**

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

Question 3 (2 marks)

According to psychologist Dr Lisa Phillips, people experience phobias in two ways. What are the two ways?

2

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Question 4 (3 marks)

The *Fearless* course at Taronga Zoo aims to help people overcome their fear of spiders. Explain the steps in the process they use.

3

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Question 5 (1 mark)

Tick the box that corresponds to the best answer.

1

Debora Ford talks about feeling ‘euphoria’ after she was able to handle a huntsman spider. What does she mean?

- (A) She felt relaxed.
- (B) She felt frightened.
- (C) She felt excited.
- (D) She felt cautious.

Please turn over

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

Question 6 (2 marks)

Explain how ONE feature of Debora Ford’s speaking style communicates her feelings.

2

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Question 7 (4 marks)

How effective is Cinammon Nippard as presenter of the radio program? Refer to different aspects of her role.

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End of paper

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