



BOARD OF STUDIES
NEW SOUTH WALES

2002

**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 Question 3
- 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 change 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 — Song Lyric

Copyright clearance has not yet
been received for this text
(the words of the song *Big Yellow Taxi*
by Joni Mitchell).

Question 1 continues on page 4

Question 1 (continued)

Text two — Cartoon



by Phil Somerville

Question 1 continues on page 5

Question 1 (continued)

Text three — Poem

*Cicadas** by Catherine Mack

After years of slow life among the tree roots,
not quite safe from the curved beak of the ibis**,
some signal, some brown vibration
sets you to stir,
surface through the leaf mould,
tune your hollow body
to the sounds of summer.
Too cramped still,
you heave head and limbs through split skin,
unfurl the laced air of your wings.
The heavy beat of your drone,
bone deep,
fills the dark shell of our skulls
with an insistent call
to live our day in the sun.

**cicada*: an insect that changes form during its life cycle

***ibis*: a large bird

Question 1 continues on page 6

Question 1 (continued)

Text four — Website

EARTHWATCH [Window Title]


File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites History

Address http://www.cyber24.com/nun1/5_129.nun

EARTHWATCH **24 HOURS in Cyberspace**

Net of the North ← PREVIOUS NEXT →


Canada's Inuit people get a tool to help forge their new land 

“In cyberspace, the Inuit have found a potent tool for telling the south what the north is all about.”

The Inuit people of Canada's far north endure a life of physical and cultural extremes. Scattered across the Arctic from western Greenland to the eastern tip of Siberia, they still hunt caribou, musk oxen, seals, and whales to put food on the table. But they also live in conventional housing, watch Seinfeld on television, and get around on snowmobiles. The collision between old and new has sometimes been disastrous, contributing to loss of traditions and the unravelling of clans and families. Now, as the Inuit regain control over ancestral lands, they are embracing computers and the Internet to help strengthen their community and build economic independence.


Internet engineer Rick Selleck has been crisscrossing the Canadian Arctic, by dogsled, to drop off NEC laptop computers, US Robotics modems, and email. He also hopes to bring the Inuits the latest wireless technology.

The kids of Sachs Harbour impressed Rick. “They've adapted [to computer technology] faster than any kids we've seen.” They love



sending messages to friends and families across the north. And with their new digital cameras, he says, “they can photograph their lifestyle . . . and transmit pictures to other kids all over the world to show how they live. They're using the Internet the way it should be used.”

The Inuit have a more lucrative use for cyberspace. In 1999, they took control of Nunavut, their name for the 600,000 square miles north and west of Hudson Bay. They hope to use the Net to cut middlemen out of some of their chief industries, notably tourism and the thriving native crafts trade. As illustrated by services like Nunanet and the Nunatsiq Daily News, the Internet also provides a forum for connecting a people spread across an immense area.

A Canadian adage says the Inuit have come from Stone Age to the Space Age in one generation. In cyberspace, the Inuit have found a potent tool for building new cultural bonds and for telling the south what the north is all about. 

Question 1 continues on page 7

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

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

	Marks
Question 1 (continued)	
Text one (song lyric)	
(a) (i) Identify ONE change mentioned in the song lyric.	1
(ii) Explain how TWO techniques are used to convey the ideas in the song.	2
Text two (cartoon)	
(b) How does the cartoonist represent his attitude to change?	2
Text three (poem)	
(c) Explain how a change in the natural world is communicated by the poet.	2
Text four (website)	
(d) How does the website represent the effects of change on the Inuit way of life?	3
Texts one, two, three and four	
(e) Which TWO of these four texts would you recommend for inclusion on a CD-ROM about change for HSC English students, entitled <i>Past, Present, Future</i> ?	5
Explain the reasons for your selection. You must make detailed reference to the TWO texts you have chosen.	

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

Question 2 (15 marks)

Compose a letter to either the

(a) Songwriter (**Text one**)

or

(b) Cartoonist (**Text two**)

or

(c) Poet (**Text three**)

or

(d) Website designer (**Text four**).

In your letter, respond briefly to some aspect of their text. Then, describe a related experience (either real or imagined), in which you reflect upon a change in a person, place or time.

Do not use your own name and address.

Section III

15 marks

Attempt Question 3

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

Question 3 (15 marks)

(a) **Focus — Changing Worlds**

Write a feature article for a special edition of a magazine. The magazine is called *New Worlds*. Your feature article should examine how composers use texts to explore concepts of Changing Worlds.

In your answer, you should refer to the ideas and techniques of your prescribed text, ONE text from the prescribed stimulus booklet *Changing*, and at least ONE other related text of your own choosing.

The prescribed texts are:

- **Prose Fiction** – Orson Scott Card, *Ender’s Game*
- **Drama** – Jack Davis, *The Dreamers*
- **Poetry** – Ken Watson (ed.), *Imagined Corners*
 - * Bei Dao, *Requiem*
 - * Sujata Bhatt, *The One Who Goes Away*
 - * Charles Causley, *Ballad of the Bread Man*
 - * Carol Ann Duffy, *Originally*
 - * Miroslav Holub, *Brief Thoughts on a Test-Tube*
 - * Vittorio Sereni, *A Dream*
- **Film** – George Lucas, *Star Wars – A New Hope* (Episode 4)
- **Nonfiction** – Melvyn Bragg, *On Giants’ Shoulders*

Or

Question 3 continues on page 10

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

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

Question 3 (continued)

(b) **Focus — Changing Perspective**

Write a feature article for a special edition of a magazine. The magazine is called *Different Perspectives*. Your feature article should examine how composers use texts to explore concepts of Changing Perspective.

In your answer, you should refer to the ideas and techniques of your prescribed text, ONE text from the prescribed stimulus booklet *Changing*, and at least ONE other related text of your own choosing.

The prescribed texts are:

- **Prose Fiction** – Melina Marchetta, *Looking for Alibrandi*
- **Drama** – Louis Nowra, *Così*
- **Poetry** – Peter Skrzynecki, *Immigrant Chronicle*
 - * *Feliks Skrzynecki*
 - * *10 Mary Street*
 - * *Migrant hostel*
 - * *Post card*
 - * *Kornelia Woloszczuk*
 - * *Crossing the Red Sea*
 - * *Chronic ward*
- **Film** – Rachel Perkins, *Radiance*
- **Nonfiction** – Carmel Bird (ed.), *The Stolen Children – Their Stories*

Or

Question 3 continues on page 11

Question 3 (continued)

(c) **Focus — Changing Self**

Write a feature article for a special edition of a magazine. The magazine is called *Developing Self*. Your feature article should examine how composers use texts to explore concepts of Changing Self.

In your answer, you should refer to the ideas and techniques of your prescribed text, ONE text from the prescribed stimulus booklet *Changing*, and at least ONE other related text of your own choosing.

The prescribed texts are:

- **Nonfiction** – Sally Morgan, *My Place*
- **Film** – Kenneth Branagh, *Much Ado About Nothing*
- **Drama** – Michael Gow, *Away*

or

- **Poetry**
 - John Guare, *Six Degrees of Separation*
 - Gwen Harwood, *Selected Poems*
 - * *The Glass Jar*
 - * *In the Park*
 - * *Prize-Giving*
 - * *Father and Child* (Parts I and II)
 - * *At Mornington*
 - * *Mother Who Gave Me Life*

End of paper

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