

STUDENT NUMBER

CENTRE NUMBER

HIGHER SCHOOL CERTIFICATE EXAMINATION

1998

CONTEMPORARY ENGLISH

2 UNIT

PAPER 1—READING AND WRITING

(50 Marks)

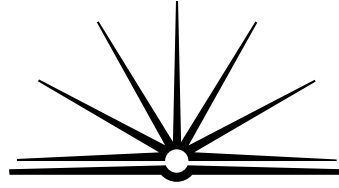
5 QUESTIONS

*Time allowed—Two hours
(Plus 10 minutes reading time)*

DIRECTIONS TO CANDIDATES

- Write your Student Number and Centre Number at the top right-hand corner of both this page and page 9.
- Attempt ALL FIVE questions.
 - Question 1 is worth 7 marks.
 - Question 2 is worth 10 marks.
 - Question 3 is worth 14 marks.
 - Question 4 is worth 6 marks.
 - Question 5 is worth 13 marks.
- Answer the questions in the spaces provided in the TWO examination booklets.
- Detach the Stimulus Booklet and use it to answer the questions.
- You may write planning notes on the unruled pages of this paper. Clearly cancel any work that you do not wish the markers to consider, by drawing a line through it.
- Before you begin to answer a question, take time to read through all parts of the question.

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BOARD OF STUDIES
NEW SOUTH WALES

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PAPER 1—READING AND WRITING

EXAMINATION BOOKLET 1

QUESTIONS 1, 2 AND 3

(31 Marks)

QUESTION 1. (7 marks)

Marks

Turn to page 3 of the Stimulus Booklet and read Item 1, 'THE MAGAZINE ABOUT LIFE IN YOUR TWENTIES'.

- (a) This is the cover of a new magazine. What is the intended audience for the magazine? **1**

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- (b) Explain how the following features are used to gain the attention of readers.

- (i) Words **2**

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- (ii) Images **2**

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- (iii) Layout **2**

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QUESTION 2. (10 marks)

Marks

Turn to page 4 of the Stimulus Booklet and read Item 2, ‘What Kids Want . . . ’.

- (a) Which response shows the biggest difference between girls and boys? **1**

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- (b) What methods are used in Item 2 to present information about what kids want? **2**

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- (c) In your opinion, what are the advantages OR the disadvantages of presenting information in this way? **2**

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Question 2 continues on page 6

QUESTION 3. (14 marks)

Marks

Turn to page 5 of the Stimulus Booklet and read Item 3, ‘Independence is a Family Affair’.

(a) List TWO difficulties that Clare experienced when she moved out of home. **2**

(i)

(ii)

(b) Describe TWO ways Clare’s parents helped her to become more adult. **2**

(i)

(ii)

(c) How did Clare’s relationship with her mother change after she moved out of home? **2**

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(d) Explain the significance of the title, ‘Independence is a Family Affair’. **2**

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Question 3 continues on page 8

QUESTION 3. (Continued)

Marks

(e) Imagine you are Clare's mother. Write TWO diary entries made by Clare's mother.

(i) On the day Clare moved out of home

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(ii) On the day before Clare moved back home after six months of living on her own

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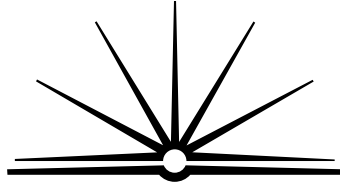
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ENGLISH****2 UNIT****PAPER 1—READING AND WRITING
(continued)****EXAMINATION BOOKLET 2****QUESTIONS 4 AND 5***(19 Marks)*



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

HIGHER SCHOOL CERTIFICATE EXAMINATION

1998

**CONTEMPORARY
ENGLISH**

2 UNIT

**PAPER 1—READING AND WRITING
STIMULUS BOOKLET**

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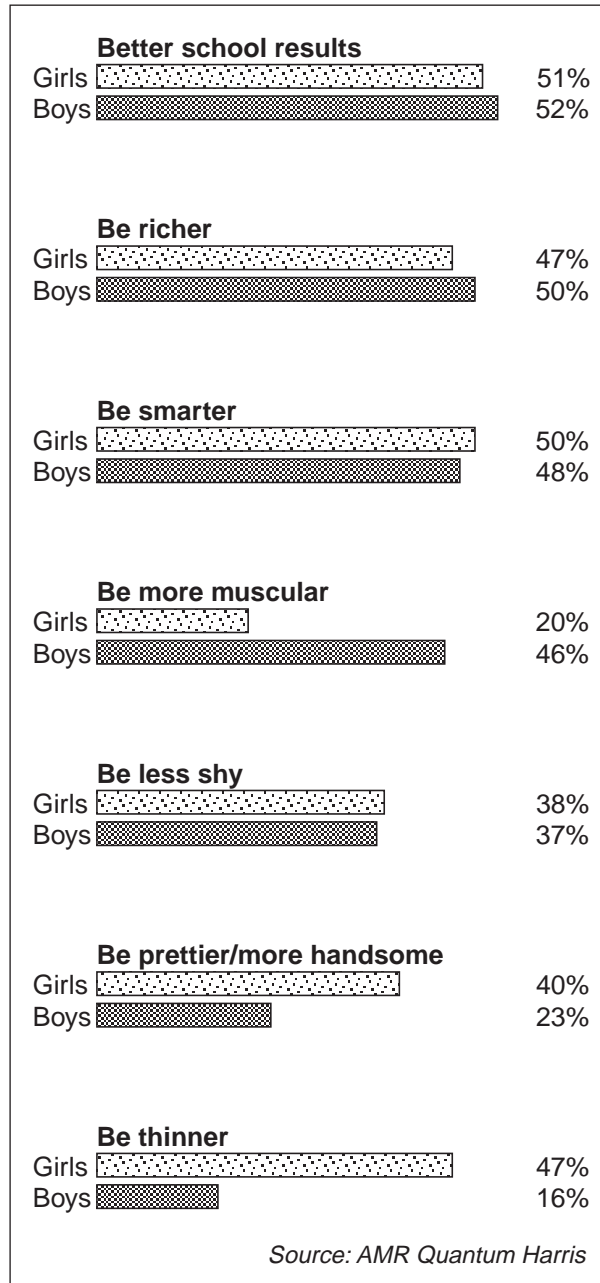
ITEM 1

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ITEM 2

WHAT KIDS WANT ...

A group aged 10–17 years was asked what they would like to change about themselves.



ITEM 3

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ITEM 4A

Books Open Windows to the World

BY EBONNIE FAGAN

Bellata? Where is Bellata? Well, look it up in a book. I live in this little isolated town. Poor me, stuck in the middle of the north-west plains of NSW. Away from everything. No McDonald's, Kentucky Fried, Hungry Jack's. How do I survive? What is my secret? Apologies to all trees but I must confess . . . it's all in books.

Books? Which ones? It's in all books—little, big, fat, skinny, new, old and all colours.

They sound like people. Well, they can be about people . . . I don't even need a magic looking glass. It's like looking out a window and being transported into a different world in a flash . . . as quick as opening the cover.

I'm doing a project on Wales and hey presto, I am looking through the window at the lush green countryside . . . just like a patchwork quilt. It's amazing! The only visa I needed to go to Wales was the ability to read. Thank goodness Mrs Howard, my Kinder/Year 1 teacher, taught me to read. Thanks to her I can go anywhere in the whole world whenever I like. Wow! Disneyland here I come!

Where do you want to go? How about Paris? Or maybe Bellata? I think Paris sounds more exciting (just a friendly suggestion). Sometimes you want to shut out the real world. When this happens you can look through a different window. Maybe fairy tales or science fiction. You can take on a different identity if you are sick of being you. You can escape into a make-believe world. Sounds great, doesn't it?

There are a couple of essential things you need to look through a window—(1) an ability to read, (2) great books, (3) a torch so you can read when you are supposed to be asleep . . .

We are learning German at school. We look through the window every week and go to Germany. German is a very interesting language. In some ways it is similar to English.

Reading books is just like going into a ticket office at a train station—Window (1) is for countries, Window (2) history, Window (3) animals, Window (4) the environment, Window (5) dictionaries . . . You must queue up and look through the window you want in the 'real world' section. There are other windows looking into many

different worlds. Some dark and cobwebby, others heading skywards and into the future.

So you see, my postal address may be Bellata, NSW, but that's just temporary because mostly I'm gazing through windows into other parts of the world. Sometimes mum gets quite upset when I get totally buried in a book. She thinks she has lost me forever. I get so engrossed I can't get out, but mostly a sniff of something nice like a freshly baked cake can revive me and bring me back through the window—reluctantly.

By looking through windows, I have learnt a lot about other people and their countries. One day I hope to get a different kind of visa so that I can visit these countries. Books teach, entertain and transform. Everyone loves a room with a view. Isn't it interesting to find out something new each day just by looking through a window into a book? What a magical experience. What a wonderful view. Come on, let's go and look through a window.

Ebonnie Fagan is an 11-year-old student at Bellata Public School.

'Books Open Windows', Ebonnie Fagan

ITEM 4B

Everyone Deserves a Fair Go

BY ANDREW PASCOE

‘A fair go for all’. What is a fair go for all? It is equality of opportunity regardless of circumstance, race, colour, creed or religion. A fair go for all has been the motto under which this nation has been created. Most Australians believe in it.

There are four truths that relate to everything in Australian society. They are: freedom of speech, freedom from fear, freedom from persecution and freedom from violence. Our nation has built its foundation on equality of opportunity. It does not matter if you are rich or poor, black, brown, yellow or white, you are entitled to the same respect and you are expected to treat others as you would want to be treated yourself. If you work hard enough and look after yourself you are expected to be rewarded accordingly. That is the objective, but are we getting the equal treatment that we deserve?

In many aspects we succeed and we can feel our society is working well. Some good examples of a fair go have been the creation of the Equal Opportunity Tribunal and the Anti-Discrimination Board. At our school we have a teacher to look after cases of bullying or racism. If a fight happens in the school yard then a conflict resolution program is

applied. Sometimes, however, we fall short and the equality of opportunity is being compromised.

It is a well-known fact to us living in the west that money runs out where the Sydney west starts. The west is an area where resources are stretched, high unemployment exists and jobs are scarce. Do you find equal opportunity when the image portrayed of a certain area is so negative? How many times does the media talk about the western suburbs as the ‘crime centre’ or the ‘unemployment bludging centre of Sydney’? Does this mean that everyone that lives there should be painted with the same brush? Of course everyone deserves to be judged on his or her own merits, but to achieve potential we all need to be given ‘a fair go’.

Finally, this is our country, this is our homeland in which we were and are nurtured and in which we live in peace. We have no interest in division, no interest in inequity and no interest in strife. Our interest is in peace, equality, freedom and ‘a fair go for all’.

Andrew Pascoe is a 10-year-old student at Smithfield West Public School.

Sydney Morning Herald, Now 7, 1997.

Please turn over for Item 5

ITEM 5

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