

BOARD OF STUDIES  
NEW SOUTH WALES

**2008**

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 2–5

**25 marks**

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

**Section II** Pages 6–7

**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

Examine **Texts one, two and three** carefully and then answer the questions in the Section I Question 1 Answer Booklet.

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In this section you will be assessed on how well you:

- demonstrate understanding of the ways language shapes and expresses perceptions
- 

**Text one — Magazine article**

Awaiting copyright

**Question 1 continues on page 3**

Question 1 (continued)

Awaiting copyright

**Question 1 continues on page 4**

Text two — Advertisement



# “I DIDN’T KNOW THAT TAKING HOLIDAY SNAPS WAS ILLEGAL IN SOME COUNTRIES.”

*When I wanted to know the local do’s and don’ts of this place or that, I used to ask my mates who’d been there. But no-one told me something as simple as photographing a government building could be against the law in some places!*

## Other Travellers’ Tales

Before heading off on holiday, John and his mates visited the Smartraveller website. They learnt that drinking in public was illegal in the country they were planning to visit. This saved them a possible fine or jail time.

## Things that seem innocent in our part of the world get you into trouble in other countries.

Make [smartraveller.gov.au](http://smartraveller.gov.au) part of your travel plans. It contains heaps of information to help you get the most out of your trip. Things like travel tips and insurance advice, passport and health information, travel advisories and helpful facts about local customs.



Australian Government

Department of Foreign Affairs and Trade

[smartraveller.gov.au](http://smartraveller.gov.au)

A must see destination

Question 1 continues on page 5

Question 1 (continued)

**Text three — Reflection (Autobiography)**

*A Journey of Self Discovery in Another Language* by Anna Gladkova

When I came to Australia I embraced the opportunity to immerse myself in English. However, living in an English-speaking environment made me understand that speaking good English and building successful communication entails much more than using the right grammar and vocabulary.

- 5 My new level of understanding English as well as my own identity developed through attending a university course on cross-cultural communication. As I learned about other cultures, their norms<sup>1</sup> and speech practices, I understood that there are no right or wrong ways of speaking – other norms are just different.

10 Some of my previous linguistic and communicative habits were quite easy to change. I learned to sound positive and to express my negative feelings as little as possible. Learning to tone down my manner of expression was more difficult. In my culture it is good to show one's emotional involvement in everything one does. The strong expressions I used sometimes met with silence or disapproving looks which would make me understand that I had said too much.

15 In my culture in a formal situation it is important to be reserved and ultra-polite. In a casual situation openness is the norm. The friendly style that seemed to characterise Australian culture made me assume that 'formalities' were no longer required. When wanting to show that I saw a person as a friend I would start dropping the unnecessary (at least for me then) English 'politeness' terms of 'would you' and  
20 'could you' and use a straight command and then realise that it was inappropriate. I once said to an Australian friend:

'Come here and look at it!'

He remained motionless and said: 'Never say things like this to people here unless they are close to you.'

25 'How close?' I enquired.

'Very close.'

Since the boundary between being close and very close seemed fairly unclear to me, I decided not to use a straight imperative again.

30 There are still some things about me that remain hard to explain to people of different cultural and linguistic backgrounds. One of them is the very simple issue of my name. The system of names in my culture is different from that of English. The choice of name is usually not up to the person, but rather to others with whom he or she interacts. When I ask my close friends here how I should introduce myself, they say: 'It is your choice and you have to decide.'

35 It seems to me that this act of choosing my name is symbolic of a change in my character prompted by the language and culture I live in now – I've gone from allowing others to name me and thus to show how they want to relate to me to deciding on a name for myself, a conscious personal choice which I have never made before.

<sup>1</sup> norms: 'normal' or accepted social behaviour

**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.

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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
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### Question 2 (20 marks)

Through journeys people develop new understandings of themselves and the world around them.

How effectively are these new understandings conveyed in the texts you have studied?

In your response, refer to your TWO prescribed texts and at least ONE other related text 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 7**

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*

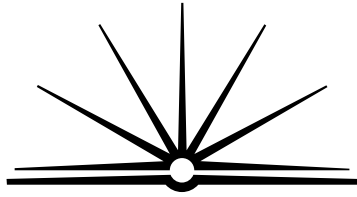
**or**

- 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**

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

**2008**

**HIGHER SCHOOL CERTIFICATE  
EXAMINATION**

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Centre Number

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Student Number

# English (ESL)

## Paper 1 — Language Study

### within an Area of Study

### Section I Question 1 Answer Booklet

#### **Instructions**

- Answer Question 1 in this answer booklet
- Write your Centre Number and Student Number at the top of this page

## Section I

25 marks

### Attempt Question 1

Allow about 50 minutes for this section

Read the texts on pages 2–5 of the question paper, then answer the corresponding questions in the spaces provided.

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In this section you will be assessed on how well you:

- demonstrate understanding of the ways language shapes and expresses perceptions
- 

**Marks**

### Question 1 (25 marks)

#### Text one — Magazine article

- (a) Identify TWO ways that students can benefit from attending the language class. **2**

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- (b) Provide TWO quotes from the article which communicate a positive attitude to the Refugee Language Program. **2**

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- (c) What does Jacob mean when he says, ‘*Even though the way is going to be long, life is always about journeys.*’ (lines 79–80)? **2**

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**Question 1 continues on page 3**

Question 1 (continued)

**Text two — Advertisement**

- (d) What is one purpose of this text? **1**

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- (e) Select ONE feature of the layout and explain its effect. **2**

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**Text three — Reflection (Autobiography)**

- (f) Why did Anna’s friend respond negatively when Anna said ‘*Come here and look at it!*’ (line 22)? **2**

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- (g) Explain some of the ways that Anna has changed as a result of her language learning journey. **3**

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**Question 1 continues on page 4**

Question 1 (continued)

**Texts one, two and three**

(h) Explain ONE idea about journeys that is the same in TWO of the texts. **4**

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**Question 1 continues on page 5**



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