



**2003**

**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 2–6

**15 marks**

- Attempt Question 1
- Allow about 40 minutes for this section

**Section II** Pages 8–9

**15 marks**

- Attempt Question 2
- Allow about 40 minutes for this section

**Section III** Pages 10–12

**15 marks**

- Attempt ONE question from Questions 3–5
- 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.

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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 and three** carefully and then answer the questions on page 6.

**Question 1 continues on page 3**

**Text one — Essay**

## The relative advantages of relearning my language

*Amy Choi*

I was never particularly kind to my grandfather. He was my mother's father, and he lived with us when I was a teenager. I remember him coming into the lounge room one night, and when he went to sit down, I said to my brother, 'I hope he doesn't sit down.' I didn't think my grandfather understood much English, but he understood enough, and as I watched, he straightened up again, and without a word, returned to his room. I was 12 years old.

My grandfather wrote poetry on great rolls of thin white paper with a paintbrush. He offered to read and explain his poems to me several times over the years, but I only let him do it once. I'd let my Chinese go by then, which made listening to him too much of an effort. Though I was raised speaking Chinese, it wasn't long before I lost my language skills. I spoke English all day at school, listened to English all night on the TV. I didn't see the point of speaking Chinese. We lived in Australia.

Monday to Friday, Grandad went to the city, dressed in a suit with a waistcoat, a hat, and carrying his walking stick. He would take the bus to the station, the train to the city, the tram to Little Bourke Street. On Mondays he'd be sitting at a large round table at Dragon Boat Restaurant with other old Chinese men. Tuesdays to Fridays, he was at the small square table by himself with a pot

of tea and the Chinese newspaper. I watched him leave in the morning and come back in the afternoon, as punctual and as purposeful as any school kid or office worker, for years.

At his funeral, my sadness was overshadowed by a sense of regret. I'd denied my grandfather the commonest of kindnesses. I was 16 years old.

I am now 26. A few weeks ago, during a family dinner at a Chinese restaurant, the waiter complimented my mum on the fact that I was speaking to her in Chinese. The waiter told Mum with a sigh that his own kids could barely string a sentence together in Chinese. Whenever I am stuck for a word, I ask her. Whenever I am with her, or relatives, or a waiter at a Chinese restaurant, or a sales assistant at a Chinese department store, I practise. I am constantly adding new words to my Chinese vocabulary, and memorising phrases I can throw into a conversation at will. It is an organic way of relearning a language. Textbooks and teachers are not necessary since I am only interested in mastering the spoken word. I am not interested in the written word or in the many elements of Chinese culture of which I am ignorant. I am not trying to 'discover my roots'. I am simply trying to ensure that the next time an elderly relative wants me to listen to them, I am not only willing, I am able.

Adapted from: *The Age*, 13 July 2002

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**Question 1 continues on page 4**

Question 1 (continued)

**Text two — Poem**

OBSERVATIONS IN THE YEAR 2001

How useful  
the bucket,  
the ladder,  
the little white lie.

How swift  
the rumour,  
the pointing  
of a finger,  
the departure  
of reason.

How brief  
the life of a fly,  
the life of a bubble,  
the times on this earth  
without war.

How beautiful  
the raindrop  
that is not  
part of a flood.  
How beautiful  
to hear  
the pleading  
of a bully.

How precious  
laughter,  
art,  
the shade of a tree.

How mysterious  
the brain,  
the soul,  
the house beyond  
this one of flesh.

How sudden  
the twist in a novel,  
the trapdoor opening,  
the return to  
sleeping alone.

How unwise  
to take for granted  
peace,  
income,  
love,  
the issue of  
your next breath.

PETER BAKOWSKI

Peter Bakowski, 'Observations in the Year 2001', in *Days That We Couldn't Rehearse*, Hale & Iremonger Pty Ltd, Sydney.

**Question 1 continues on page 5**

Question 1 (continued)

**Text three — Prose extract**

Once Torres Strait\* was open plains, then sea, bush, then sea again. It travelled north as far as the pole, pushed there by the great mass of the Australian continental crust. Up to the pole and back again, more than once. Fire flared up and out from vents deep in the ocean floor. A rim of volcanic islands cooled from molten rock. Ice Ages came and went, corals lived and died, taking nothing but light, air and water, growing from the accumulation of the past toward the light. Small coral cays\* appeared and disappeared, moving from one place to another along the reef, turning over on themselves, leaving a trail of beach rock as witness to their passage. Small powers built to large, rock was broken and tossed in air, ships were thrown on the reef, islands were on the move. From insubstantial wind, sweetly flowing water, has come all this.

In time the atoll\* on the continental shelf becomes a limestone hill rising above a grassy plain.

If you know what to look for you will see it, as you go down under the water, you will find stone axe heads and the points of spears, coral-encrusted.

All the islands in the world are wearing down and disappearing. New ones are thrown up from the ocean floor, but that process will not go on indefinitely. One day only the large land masses will be left. Islands tumble and turn, grow to the light, appear and disappear, continents move across the surface of the globe, nothing will be as it used to be.

Ancient philosophers believed that the stars were fixed to the surface of a crystal sphere which turned once daily around the Earth. Their universe was fixed. Our universe is open and expanding. Imagine the stars still on their crystal sphere, but the sphere is now the surface of a crystal balloon, inflating and expanding, moving ever further and further away from the Earth as centre. One by one the stars will fade and the Earth will be left, an island in the night.

Extract from: *The Stars May Leave the Sky*,  
ROSALEEN LOVE

\* Torres Strait     *the stretch of water between far north Queensland and Papua New Guinea*

\* Coral cays         *coral reefs*

\* Atoll                *a small coral island*

Love, Rosaleen, 'The Stars May Leave the Sky', in Cassandra Pybus (ed), 1994, *Columbus' Blindness and Other Essays*, University of Queensland Press, Brisbane. □

**Question 1 continues on page 6**

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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 — Essay**

- (a) (i) Describe ONE way in which Amy was unkind to her grandfather. **1**
- (ii) Explain how Amy's attitude to speaking Chinese changes. **2**

**Text two — Poem**

- (b) How does the poet represent his observations of the significance of change in the poem? **3**

**Text three — Prose extract**

- (c) (i) Identify ONE stage in the great physical transformations that have occurred to Torres Strait. **1**
- (ii) Analyse how the composer uses language in the last two paragraphs to convey her view of ongoing change. **3**

**Texts one, two and three**

- (d) Which TWO of these texts do you find the most effective in exploring concepts of change? **5**

Justify your answer by making detailed reference to the TWO texts you have selected.

**End of Question 1**

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**Please turn over**

## **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.

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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)**

You are entering a writing competition for young writers. The competition is called ‘Pictures of Change’.

Write a story about a picture of change.

Use ONE of the images on page 9 as the basis for the beginning or ending of your story. You may write from any point of view you choose.

**Question 2 continues on page 9**



Question 2 (continued)



PhotoDisc: International Sports Disc No. 27,  
Rock Climber; Outdoor Celebrations and Lifestyles  
Disc No. 63, Wedding; Nature, Wildlife and the  
Environment Disc No. 44, Bush Fires; Business  
and Industry Disk No. 1, Aeroplane. □

**End of Question 2**

## Section III

**15 marks**

**Attempt ONE question from Questions 3–5**

**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.

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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)

#### Focus — Changing Worlds

You have been invited to speak at the book launch of a new collection entitled *Representations of Change*.

In your speech, explain and assess the ways in which change is represented in the texts included in this collection.

In your answer, you should refer to 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 4 (15 marks)

##### Focus — Changing Perspective

You have been invited to speak at the book launch of a new collection entitled *Representations of Change*.

In your speech, explain and assess the ways in which change is represented in the texts included in this collection.

In your answer, you should refer to 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**

**Please turn over**

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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 5 (15 marks)

#### Focus — Changing Self

You have been invited to speak at the book launch of a new collection entitled *Representations of Change*.

In your speech, explain and assess the ways in which change is represented in the texts included in this collection.

In your answer, you should refer to 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**

- John Guare, *Six Degrees of Separation*
- **Poetry** – 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**