



NSW Education Standards Authority

**2021** HIGHER SCHOOL CERTIFICATE EXAMINATION

# English Standard

## Paper 2 — Modules

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**General  
Instructions**

- Reading time – 5 minutes
- Working time – 2 hours
- Write using black pen

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**Total marks:  
60**

**Section I – 20 marks** (pages 2–3)

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

**Section II – 20 marks** (pages 4–6)

- Attempt ONE question from Questions 2(a)–2(i)
- Allow about 40 minutes for this section

**Section III – 20 marks** (page 7)

- Attempt Question 3
- Allow about 40 minutes for this section

## Section I — Module A: Language, Identity and Culture

**20 marks**

**Attempt Question 1**

**Allow about 40 minutes for this section**

Answer the question in a writing booklet. Extra writing booklets are available.

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Your answer will be assessed on how well you:

- demonstrate understanding of how ideas about language, identity and culture are expressed through texts
  - demonstrate understanding of how language is used to shape meaning about individuals and/or cultural groups
  - organise, develop and express ideas using language appropriate to audience, purpose and form
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### **Question 1** (20 marks)

Analyse how language creates a sense of identity for individuals within a community in your prescribed text.

In your response, make detailed reference to your prescribed text.

The prescribed texts are listed on page 3.

**Question 1 continues on page 3**

Question 1 (continued)

The prescribed texts are:

- **Prose Fiction** – Henry Lawson, *The Penguin Henry Lawson Short Stories*
  - \* *The Drover's Wife*
  - \* *The Union Buries Its Dead*
  - \* *Shooting the Moon*
  - \* *Our Pipes*
  - \* *The Loaded Dog*
  
- Andrea Levy, *Small Island*
  
- **Poetry** – Adam Aitken, Kim Cheng Boey and Michelle Cahill (eds), *Contemporary Asian Australian Poets*

The prescribed poems are:

  - \* Merlinda Bobis, *This is where it begins*
  - \* Miriam Wei Wei Lo, *Home*
  - \* Ouyang Yu, *New Accents*
  - \* Vuong Pham, *Mother*
  - \* Jaya Savige, *Circular Breathing*
  - \* Maureen Ten (Ten Ch'in Ü), *Translucent Jade*
  
- Ali Cobby Eckermann, *Inside my Mother*

The prescribed poems are:

  - \* *Trance*
  - \* *Unearth*
  - \* *Oombulgarri*
  - \* *Eyes*
  - \* *Leaves*
  - \* *Key*
  
- **Drama** – Ray Lawler, *Summer of the Seventeenth Doll*
- George Bernard Shaw, *Pygmalion*
- Alana Valentine, *Shafana and Aunt Sarrinah*
  
- **Nonfiction** – Alice Pung, *Unpolished Gem*
  
- **Film** – Rachel Perkins, *One Night the Moon*
- Rob Sitch, *The Castle*
  
- **Media** – Janet Merewether, *Reindeer in my Saami Heart*

**End of Question 1**

## Section II — Module B: Close Study of Literature

**20 marks**

**Attempt ONE question from Questions 2 (a)–2 (i)**

**Allow about 40 minutes for this section**

Answer the question in a SEPARATE writing booklet. Extra writing booklets are available.

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Your answer will be assessed on how well you:

- demonstrate understanding of a text’s distinctive qualities and how these shape meaning
  - organise, develop and express ideas using language appropriate to audience, purpose and form
- 

### **Question 2 (a) — Prose Fiction – M T Anderson, *Feed* (20 marks)**

How does Anderson shape character and setting to create a personal and intellectual connection with the reader?

In your response, make detailed reference to your prescribed text.

**OR**

### **Question 2 (b) — Prose Fiction – Mark Haddon, *The Curious Incident of the Dog in the Night-time* (20 marks)**

How does Haddon shape character and setting to create a personal and intellectual connection with the reader?

In your response, make detailed reference to your prescribed text.

**OR**

**Question 2 (c) — Poetry – Robert Gray, *Coast Road* (20 marks)**

How does Gray portray people and places to create a personal and intellectual connection with the reader?

In your response, make detailed reference to your prescribed text.

The prescribed poems are:

- \* *Journey, the North Coast*
- \* *Flames and Dangling Wire*
- \* *Harbour Dusk*
- \* *Byron Bay: Winter*
- \* *Description of a Walk*
- \* *24 Poems*

**OR**

**Question 2 (d) — Poetry – Oodgeroo Noonuccal (20 marks)**

How does Noonuccal portray people and places to create a personal and intellectual connection with the reader?

In your response, make detailed reference to your prescribed text.

The prescribed poems are:

- \* *The Past*
- \* *China ... Woman*
- \* *Reed Flute Cave*
- \* *Entombed Warriors*
- \* *Visit to Sun Yat-Sen Memorial Hall*
- \* *Sunrise on Huampu River*
- \* *A Lake Within a Lake*

**OR**

**Question 2 (e) — Drama – Scott Rankin, *Namatjira* (20 marks)**

How does Rankin shape character and setting to create a personal and intellectual connection with the audience?

In your response, make detailed reference to your prescribed text.

**OR**

**Question 2 (f) — Drama – William Shakespeare, *A Midsummer Night's Dream* (20 marks)**

How does Shakespeare shape character and setting to create a personal and intellectual connection with the audience?

In your response, make detailed reference to your prescribed text.

**OR**

**Question 2 (g) — Nonfiction – Anna Funder, *Stasiland* (20 marks)**

How does Funder portray people and places to create a personal and intellectual connection with the reader?

In your response, make detailed reference to your prescribed text.

**OR**

**Question 2 (h) — Film – Peter Weir, *The Truman Show* (20 marks)**

How does Weir shape character and setting to create a personal and intellectual connection with the audience?

In your response, make detailed reference to your prescribed text.

**OR**

**Question 2 (i) — Media – Simon Nasht, *Frank Hurley: The Man Who Made History* (20 marks)**

How does Nasht shape character and setting to create a personal and intellectual connection with the audience?

In your response, make detailed reference to your prescribed text.

## Section III — Module C: The Craft of Writing

**20 marks**

**Attempt Question 3**

**Allow about 40 minutes for this section**

Answer the question in a SEPARATE writing booklet. Extra writing booklets are available.

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Your answer will be assessed on how well you:

- craft language to address the demands of the question
  - use language appropriate to audience, purpose and form to shape meaning
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**Question 3** (20 marks)

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- (a) Compose a piece of imaginative, discursive or persuasive writing that develops ONE idea about luck explored in the stimulus provided. **12**
- (b) Explain how the creative decisions that you made in part (a) were influenced by a prescribed text that you have studied. **8**

**End of paper**

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