

Student Number:.....



## Merewether High School

### 2019 Higher School Certificate Trial Examination English (Advanced)

### Paper 1

#### General Instructions

- Reading time – 10 minutes
- Working time – 1 hour and 30 minutes
- Write using black pen
- A Stimulus Booklet is provided with this paper

**Total marks:**  
**40**

#### **Section I - 20 marks**

##### **Pages 3 - 8**

- Attempt Questions 1-5
- **Complete all responses in this question booklet**
- Allow about 45 minutes for this section

#### **Section II – 20 marks**

##### **Page 9**

- Attempt Question 6
- **Complete your response in a separate writing booklet**
- Allow about 45 minutes for this section

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**Section I**

**20 marks**

**Attempt Questions 1-5**

**Allow about 45 minutes for this section**

Read the texts on Pages 3 – 7 of the Stimulus Booklet carefully and then answer the questions in the spaces provided.

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

- demonstrate understanding of human experiences in texts
  - analyse, explain and assess the ways human experiences are represented in texts
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**Question 1 (3 marks)**

**Text 1 – Memoir**

**(a)** Explain how Text 1 explores the impact of significant moments and experiences.


**Question 2** (3 marks)

**Text 2 – Opinion article**

**(b)** Explain how Text 2 invites the reader to reflect personally on their own experiences


**Question 3 (4 marks)**

**Text 3 – Cartoon**

**(c) How does Text 3 represent tensions between individual and collective experiences?**


**Question 4** (4 marks)

**Text 4 – Poem**

**(d)** Analyse how Text 4 uses language to evoke human qualities and emotions.


**Question 5** (6 marks)

**Text 1** and ONE text from **Text 2 – Text 4**

**(e)** Compare and contrast how Text 1 and ONE other text represent and provide insight into common elements of the human experience.






## **Section II**

**20 marks**

**Attempt Question 2**

**Allow about 45 minutes for this section**

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Your answer will be assessed on how well you:

- demonstrate understanding of human experiences in texts
  - analyse, explain and assess the ways human experiences are represented in texts
  - organise, develop and express ideas using language appropriate to audience, purpose and context
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### **Question 6 (20 marks)**

To what extent does the representation of individuals within your prescribed text reflect the anomalies, paradoxes and inconsistencies inherent in the human experience?

In your response, make detailed reference to ONE text from the prescribed list.

The prescribed texts are listed in the Stimulus Booklet.

**End of Paper**

Student Number:.....



## Merewether High School

### 2019 HIGHER SCHOOL CERTIFICATE TRIAL EXAMINATION English (Advanced)

Stimulus Booklet for Section I  
*and*  
List of prescribed texts for Section II

		Page
Section I	Text 1 – Memoir	3
	Text 2 – Opinion article	4-5
	Text 3 – Cartoon	6
	Text 4 – Poem	7
Section II	List of prescribed texts	8

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## Section I

### Text 1 – Memoir

Choosing a single Aha! moment is nearly impossible. I've been blessed with a life filled with wonderful experiences – and epiphanies. But there is one in particular that stands out in my mind.

Early in 1999, speculation was growing that I would enter the U.S. Senate race in New York. In fact, reading the newspaper or watching television, it seemed that the only person in the world not convinced I would run was me.

But there were so many things to consider. And so many obstacles. No First Lady had ever before sought public office. And I had never run for office myself. Sure, I'd campaigned all over the country, for my husband and for other candidates. But I was used to getting onstage and talking about the virtues of someone else. Would I be able to earn the trust of New Yorkers? Would I make a good candidate? Did I have what it takes?

It was an incredibly difficult decision, and I needed a push. Fortunately, I got one. In March of that year, I went to New York City to promote a documentary about women in sports. (Lucky for me, athletic ability was not required for entry to the event.) We gathered at a local school, joined by dozens of young women athletes, all of us assembled on a stage beneath a giant banner that read 'Dare to Compete', the title of the film. A young woman named Sofia Totti, the captain of the girls' basketball team at the school, introduced me.

And then something unexpected happened. As I approached the microphone to say a few words about the importance of giving girls every opportunity to grow and reach their potential, Sofia grabbed my hand and whispered in my ear: "Dare to compete, Mrs. Clinton," she said. "Dare to compete."

I was stunned – genuinely caught off guard. Late into that night, I was still thinking about what she'd said. I started to ask myself questions that had been lurking in the back of my mind for a long time. How can I give into my fears and fail to do something I have urged countless other women to do? Why am I so hesitant about taking on this challenge? Why aren't I thinking more seriously about it?

All of us struggle to be the best we can be. All of us wonder at times whether what lies ahead is too difficult or too challenging. In truth, sometimes our most fearsome competitor is our self, as we face our own doubts and fears on the way to reaching our potential.

Daring to compete isn't always easy. But Sofia, in her optimism and enthusiasm, in her spirit and drive, reminded me why it is so important. Soon after her challenge, I decided to risk being the best I could be and entered the race. Now, as a senator representing New York and fighting in Congress on the issues I care about, I can look back and say that the Aha! moment Sofia inspired was one of the most important of my life. Maybe next I'll dare to work on my jump shot.

–HILLARY RODHAM CLINTON

FORMER SECRETARY OF STATE OF THE UNITED STATES OF AMERICA

## **Text 2 – Opinion article**

### **The Death of Irony**

Before my earlier column of today went to press, I checked it with friends and editors: could an intelligent reader possibly construe it as anything other than irony? No, I was assured by everyone, that simply wasn't possible. Well I suppose I have to get used to the fact that life is a series of disappointments. As a string of outraged comments, posted online and by email, testify, quite a few of our readers are, to be polite, somewhat literal-minded.

Never mind that both the text and the sub-heading included the term "a modest proposal". Never mind that it refers in the first paragraph to the crime of being young in a public place. Never mind that I proposed imprisoning all children and putting them to work sewing mailsacks. Never mind that I suggested they could obtain vocational qualifications by being sent down the mines and up chimneys; none of this set the alarm bells ringing. If some people can't detect such warning signs, no wonder they fall prey so easily to the cranks and conspiracy theorists who populate cyberspace.

But more disturbing than the sense of irony failure is the ease with which the terms I used slipped past them. Throughout the piece I used an obvious device: I substituted the word "youth" for the words "crime" and "criminal". I discussed the epidemic of youth on our streets, the youthwave, the fight against youth, youth statistics, the incidence of youth and the youth class. My point was that these terms have become almost synonymous. We have demonised not just young criminals, but the entire generation to which they belong. The apparent invisibility of this substitution gives my point more weight than I hoped it possessed.

There has always been a degree of intergenerational suspicion and antagonism. One reader who wasn't fooled dug up a wonderful quote from Socrates: "Children today are tyrants. They contradict their parents, gobble their food, and tyrannize their teachers." It could have been published by the Daily Mail this morning. Every generation of adults appears to believe that the coincident generation of children is uniquely disgusting. We don't seem to learn from our own experience of adult prejudice, but instead take it out on the next generation as soon as we are old enough to disapprove of them.

Adults have always seen young people as troublesome and disrespectful. But two things distinguish the current climate. The first is the association we now make between youth and crime. Blair's government in particular criminalised behaviour which was formally seen as a social problem, not a legal one. The conflation reached the height of absurdity earlier this month with the publication of the British Crime Survey's first set of statistics on the victimisation of children. At first sight the figures were horrific: they showed that one in four children between 10 and 15 had been the victims of theft or violence – mostly by other children – over the past year.

But when you looked more closely you discovered that most of these “crimes” were incidents such as pushing and shoving, or one sibling breaking another's toy. This didn't prevent The Sun from reporting:

*A QUARTER of kids aged ten to 15 were victims of crime last year – mostly at school, shock figures show. More than 2.1million suffered violence, robbery or theft, putting them at greater risk than adults.*

The other distinguishing feature of these times is that the fear of young people in public places coincides with young people spending less time outdoors than they have ever done before. There appears to be a sharp disjunction between popular perceptions of children running wild in the streets, kicking footballs, shouting and being rowdy and offensive, and the reality of a young population which seldom sees the light of day. Perhaps it's because groups of teenagers are seldom seen outdoors – especially playing football in the street – that they attract so much public attention and disapproval on the rare occasions when they do venture out. We're just not used to it.

None of this is to suggest that groups of children cannot sometimes make other people's lives hell. But in the past we managed to deal with this without demonising an entire generation, without criminalising annoying but trivial behaviour and without using collective punishments like curfews, dispersal orders and acoustic deterrents. Previous generations of adults regarded young people as a nuisance they had to live with. We seem to regard them as a nuisance we don't have to live with.

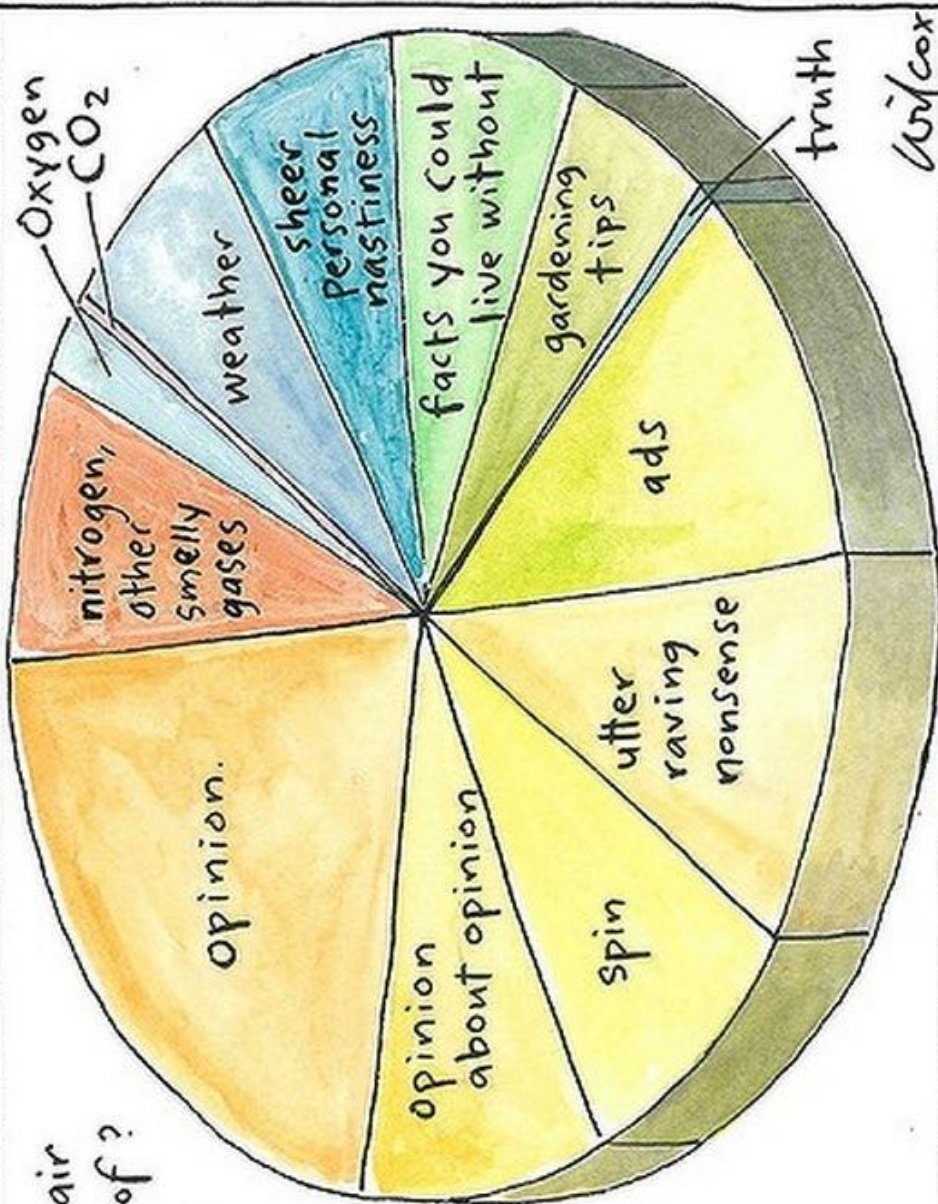
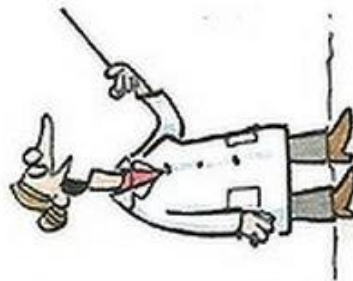
GEORGE MONBIOT

**Text 3 - Cartoon**

[Please turn paper sideways to view this text.]



What is the air really made of? This handy, scientific pie-chart clears up the big mystery.





## Text 4 – Poem

### Caged Bird

A free bird leaps  
on the back of the wind  
and floats downstream  
till the current ends  
and dips his wing  
in the orange sun rays  
and dares to claim the sky.

But a bird that stalks  
down his narrow cage  
can seldom see through  
his bars of rage  
his wings are clipped and  
his feet are tied  
so he opens his throat to sing.

The caged bird sings  
with a fearful trill  
of things unknown  
but longed for still  
and his tune is heard  
on the distant hill  
for the caged bird  
sings of freedom.

The free bird thinks of another breeze  
and the trade winds soft through the sighing trees  
and the fat worms waiting on a dawn bright lawn  
and he names the sky his own

But a caged bird stands on the grave of dreams  
his shadow shouts on a nightmare scream  
his wings are clipped and his feet are tied  
so he opens his throat to sing.

The caged bird sings  
with a fearful trill  
of things unknown  
but longed for still  
and his tune is heard  
on the distant hill  
for the caged bird  
sings of freedom.

–MAYA ANGELOU

## Section II

The prescribed texts for Section II are:

- **Prose Fiction** Anthony Doerr, *All the Light We Cannot See*  
Amanda Lohrey, *Vertigo*  
George Orwell, *Nineteen Eighty-Four*  
Favel Parrett, *Past the Shallows*
  
- **Poetry** Rosemary Dobson, *Rosemary Dobson Collected Poems*  
The prescribed poems are:
  - \* *Young Girl at a Window*
  - \* *Over the Hill*
  - \* *Summer's End*
  - \* *The Conversation*
  - \* *Cock Crow*
  - \* *Amy Caroline*
  - \* *Canberra Morning*  
Kenneth Slessor, *Selected Poems*  
The prescribed poems are:
  - \* *Wild Grapes*
  - \* *Gulliver*
  - \* *Out of Time*
  - \* *Vesper-Song of the Reverend Samuel Marsden*
  - \* *William Street*
  - \* *Beach Burial*
  
- **Drama** Jane Harrison, *Rainbow's End*, from Vivienne Cleven et al.,  
*Contemporary Indigenous Plays*  
Arthur Miller, *The Crucible*
  
- **Shakespearean Drama**  
William Shakespeare, *The Merchant of Venice*
  
- **Nonfiction** Tim Winton, *The Boy Behind the Curtain*
  - \* *Havoc: A Life in Accidents*
  - \* *Betsy*
  - \* *Twice on Sundays*
  - \* *The Wait and the Flow*
  - \* *In the Shadow of the Hospital*
  - \* *The Demon Shark*
  - \* *Barefoot in the Temple of Art*  
Malala Yousafzai and Christina Lamb, *I am Malala*
  
- **Film** Stephen Daldry, *Billy Elliot*
  
- **Media** Ivan O'Mahoney, *Go Back to Where You Came From, Series 1: Episodes 1,2,3* and *The Response*  
Lucy Walker, *Wasteland*

**End of Stimulus Booklet**