



Hurlstone Agricultural High School

2015

TRIAL HIGHER SCHOOL CERTIFICATE
EXAMINATION

English

Paper 2 - Modules

General Instructions

- Reading time - 10 minutes
- Working time - 2 hours
- Write using black or blue pen

Total Marks - 60

Section I Page 2

20 marks

- Attempt Question 1
- Allow 40 minutes for this section

Section II Page 3

20 marks

- Attempt Question 2
- Allow 40 minutes for this section

Section III Page 4

20 marks

- Attempt Question 3
- Allow 40 minutes for this section

Section I

Module A: Comparative Study of Text and Context

20 marks

Attempt Question 1

Allow about 40 minutes for this section

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

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

- discuss conclusions drawn through a comparison of intertextual perspectives relating to authority and revolution
 - demonstrate understanding of the relationships between texts and contexts using textual evidence
 - compose a comparison using language appropriate to audience, purpose and form
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Question 1 Elective 1 - Intertextual Connections (15 marks)

After comparing *Metropolis* and *1984* what conclusions have you drawn about their intertextual perspective relating to authority and revolution?

Prescribed Texts:

- Orwell, George, *Nineteen Eighty-Four*
and
- Lang, Fritz, *Metropolis*

Section II

Module B: Critical Study of Text

20 marks

Attempt Question 2

Allow about 40 minutes for this section

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

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

- explore how the narrative elements of a speech support the purpose and development of the speaker's ideals
 - demonstrate understanding of context, language, form and ideas using textual references
 - compose a discussion using language appropriate to audience, purpose and form
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Question 2 Speeches (15 marks)

How do the narrative elements of a speech support the rhetorical purpose and development of a speaker's ideals?

Section III

Module C: Representation and Text

20 marks

Attempt Question 2

Allow about 40 minutes for this section

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

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

- present an evaluation about how representations of political events and actions alter the way in which people perceive politics and political figures
 - evaluate representations and meaning in *Henry IV, Part 1* and ONE other related text using textual references
 - compose a response using language appropriate to audience, purpose and form
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Question 3 Elective - People and Politics (15 marks)

Evaluate how representation of political events and actions alter the way in which people perceive politics and political figures.

In your response refer you must refer to your prescribed text and at least ONE other text of your own choosing.

Prescribed Text:

Shakespeare, William, *Henry IV, Part 1*

End of Examination



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English

Paper 2 - Modules

MARKING GUIDELINES

Question 1

Criteria	Marks
<ul style="list-style-type: none"> • Skilfully discusses conclusions drawn through a comparison of intertextual perspectives relating to authority and revolution 	20
<ul style="list-style-type: none"> • Demonstrates skilfully an understanding of the relationships between texts and contexts using well-selected and detailed textual evidence 	18
<ul style="list-style-type: none"> • Composes an insightful comparison using language appropriate to audience, purpose and form 	17
<ul style="list-style-type: none"> • Effectively discusses conclusions drawn through a comparison of intertextual perspectives relating to authority and revolution 	16
<ul style="list-style-type: none"> • Demonstrates effectively an understanding of the relationships between texts and contexts using detailed textual evidence 	15
<ul style="list-style-type: none"> • Composes an effective comparison using language appropriate to audience, purpose and form 	14
<ul style="list-style-type: none"> • Discusses conclusions drawn through a comparison of intertextual perspectives relating to authority and revolution 	12
<ul style="list-style-type: none"> • Demonstrates an understanding of the relationships between texts and contexts using relevant textual evidence 	11
<ul style="list-style-type: none"> • Composes a sound comparison using language appropriate to audience, purpose and form 	10
<ul style="list-style-type: none"> • Explains some aspects of the intertextual connections about ideas in two texts 	8
<ul style="list-style-type: none"> • Demonstrates limited understanding of the relationships between texts and contexts 	7
<ul style="list-style-type: none"> • Composes a limited response 	6
<ul style="list-style-type: none"> • Describes aspects of the text using elementary knowledge 	5
<ul style="list-style-type: none"> • Attempts to describe aspects of the texts 	4
<ul style="list-style-type: none"> • Attempts to compose a response 	3
	2
	1
<ul style="list-style-type: none"> • Non-attempt, virtual non-attempt, non-serious attempt 	0

Question 2

Criteria	Marks
<ul style="list-style-type: none"> • Explores skilfully how the narrative elements of a speech support the purpose and development of the speaker's ideals 	20
<ul style="list-style-type: none"> • Demonstrates a well-informed understanding of context, language, form and ideas using well selected and detailed textual references 	19
<ul style="list-style-type: none"> • Composes a thoughtful discussion using language appropriate to audience, purpose and form 	18
<ul style="list-style-type: none"> • Explores effectively how the narrative elements of a speech support the purpose and development of the speaker's ideals 	17
<ul style="list-style-type: none"> • Demonstrates an informed understanding of context, language, form and ideas using well selected and detailed textual references 	16
<ul style="list-style-type: none"> • Composes an effective discussion using language appropriate to audience, purpose and form 	15
<ul style="list-style-type: none"> • Explores how the narrative elements of a speech support the purpose and development of the speaker's ideals 	14
<ul style="list-style-type: none"> • Demonstrates an understanding of context, language, form and ideas with some textual references 	13
<ul style="list-style-type: none"> • Composes a sound discussion using language appropriate to audience, purpose and form 	12
<ul style="list-style-type: none"> • Describes some textual reference aspects of the text 	11
<ul style="list-style-type: none"> • Makes limited reference to the text 	10
<ul style="list-style-type: none"> • Composes a limited response 	9
<ul style="list-style-type: none"> • Attempts to describe aspects of the speeches using elementary knowledge of the texts 	8
<ul style="list-style-type: none"> • Attempts to compose a response to the question 	7
	6
	5
	4
	3
	2
	1
<ul style="list-style-type: none"> • Non-attempt, virtual non-attempt, non-serious attempt 	0

Question 3: Elective - People and Politics

Criteria	Marks
<ul style="list-style-type: none"> • Presents a perceptive evaluation about how representations of political events and actions alter the way in which people perceive politics and political figures 	20
<ul style="list-style-type: none"> • Evaluates skilfully representations and meaning in <i>Henry IV, Part 1</i> and ONE other related text using well selected and detailed textual references 	19
<ul style="list-style-type: none"> • Composes a skilful response using language appropriate to audience, purpose and form 	18
<ul style="list-style-type: none"> • Presents a thoughtful evaluation about how representations of political events and actions alter the way in which people perceive politics and political figures 	17
<ul style="list-style-type: none"> • Evaluates effectively representations and meaning in <i>Henry IV, Part 1</i> and ONE other related text using well selected and detailed textual references 	16
<ul style="list-style-type: none"> • Composes an effective response using language appropriate to audience, purpose and form 	15
<ul style="list-style-type: none"> • Presents a discussion referencing how representations of political events and actions alter the way in which people perceive politics and political figures 	14
<ul style="list-style-type: none"> • Presents some evaluation of representations and meaning in <i>Henry IV, Part 1</i> and ONE other related text 	13
<ul style="list-style-type: none"> • Composes a sound response using language appropriate to audience, purpose and form 	12
<ul style="list-style-type: none"> • Presents a descriptive and limited response about people or politics 	11
<ul style="list-style-type: none"> • Describes some aspects of representations and meaning in <i>Henry IV, Part 1</i> and/or ONE other related text 	10
<ul style="list-style-type: none"> • Composes a limited response using language appropriate to audience, purpose and form 	9
<ul style="list-style-type: none"> • Attempts to describe aspects of the texts 	8
<ul style="list-style-type: none"> • Attempts to compose a response 	7
	6
	5
	4
	3
	2
	1
<ul style="list-style-type: none"> • Non-attempt, virtual non-attempt, non-serious attempt 	0

END OF MARKING GUIDELINES

This is a retyped version, the original version may differ in format.