



Killara
HIGH SCHOOL

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2019

**TRIAL HIGHER SCHOOL CERTIFICATE
EXAMINATION PAPER**

English (Advanced)

Paper 2 – Modules

General Instructions

- Reading time – 5 minutes
- Working time – 2 hours
- Write using black or blue pen
- Write your Student Number at the top of each booklet

Total Marks – 60

- Attempt Questions *1, 2 AND 3*
- All questions are of equal value
- Allow about 40 minutes for each section

Section I - Module A: Textual Conversations

20 marks

Attempt Question 1

Allow about 40 minutes for this section

Answer the question in a writing booklet.

Your answer will be assessed on how well you:

- Demonstrate understanding of how composers are influenced by another text's concepts and values
 - Evaluate the relationships between texts and contexts
 - Organise, develop and express ideas using language appropriate to audience, purpose and form
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Question 1 (20 marks)

By examining the resonances and dissonances between a pair of texts, responders are able to come to a better understanding and appreciation of both texts. Discuss with reference to the prescribed texts set for study.

The prescribed texts are:

- Sylvia Plath, *Ariel*

The prescribed poems are: *Daddy, Nick and the Candlestick, A Birthday Present, Lady Lazarus, Fever 103, The Arrival of the Bee Box*

and

- Ted Hughes, *Birthday Letters*

The prescribed poems are: *Fulbright Scholars, The Shot, A Picture of Otto, Fever, Red, The Bee God*

Section II - Module B: Critical Study of Texts

20 marks

Attempt Question 2

Allow about 40 minutes for this section

Answer **Question 2** in a SEPARATE writing booklet.

Your answer will be assessed on how well you:

- Demonstrate an informed understanding of the ideas expressed in the text
 - Evaluate the text's distinctive language and stylistic qualities
 - Organise, develop and express ideas using language appropriate to audience, purpose and form
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Question 2 (20 marks)

It is the distinctive qualities of texts, the expression of the aesthetic and imaginative aspects, which ensures textual integrity. With reference to the extract below, and the play as a whole, explain how your study of the prescribed text has informed your personal perspective.

KING HENRY IV

So shaken as we are, so wan with care,
Find we a time for frightened peace to pant
And breathe short-winded accents of new broils
To be commenced in strands afar remote.
No more the thirsty entrance of this soil
Shall daub her lips with her own children's blood;
Nor more shall trenching war channel her fields,
Nor bruise her flow'rets with the armed hoofs
Of hostile paces: those opposed eyes,
Which, like the meteors of a troubled heaven,
All of one nature, of one substance bred,
Did lately meet in the intestine shock
And furious close of civil butchery
Shall now, in mutual well-beseeming ranks,
March all one way and be no more opposed
Against acquaintance, kindred and allies:
The edge of war, like an ill-sheathed knife,
No more shall cut his master. Therefore, friends,
As far as to the sepulchre of Christ,
Whose soldier now, under whose blessed cross
We are impressed and engaged to fight,
Forthwith a power of English shall we levy;
Whose arms were moulded in their mothers' womb
To chase these pagans in those holy fields
Over whose acres walk'd those blessed feet
Which fourteen hundred years ago were nail'd
For our advantage on the bitter cross.

The prescribed text is:

Shakespearean Drama – William Shakespeare, *King Henry IV, Part 1*

Section III - Module C: The Craft of Writing

20 marks

Attempt Question 3 Part A and Part B

Allow about 40 minutes for this section

Answer **Question 3** in a SEPARATE writing booklet.

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 context to deliberately shape meaning
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Question 3 (20 marks)

“Everyone is a moon, and has a dark side which he never shows to anybody.”

Mark Twain

OR

“There is some kind of a sweet innocence in being human- in not having to be just happy or just sad- in the nature of being able to be both broken and whole, at the same time.”

C. JoyBell C.

Part A

Use ONE of the lines above as a stimulus for the opening of an imaginative, persuasive or discursive piece of writing that focuses on characterisation. In your piece of writing use ONE literary technique or stylistic device that you have explored through your study of a prescribed text in Module C.

(12 marks)

Part B

Explain how at least ONE of your prescribed texts from Module C has influenced your writing style in Part A. In your response, focus on ONE literary device or stylistic feature you have used in Part A.

(8 marks)

The prescribed texts for Module C are:

- **Prose Fiction:** - Colum McCann, *Thirteen Ways of Looking*
- **Non Fiction:** - George Orwell, *Politics and the English Language*
- **Poetry:** - Wallace Stevens, *Thirteen Ways of Looking at a Blackbird*

End of paper