

Georgia van der Graaf



Carinya

CHRISTIAN SCHOOL
From Christ and For Him

16/20

19/20

35/40

Advanced English

Trial HSC Examination 2020

Paper 1 - Common Module

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
- Answer all questions in this booklet in the space provided
- Additional writing booklets are available

Total Marks: 40 marks

Section I – 20 marks

- Attempt all questions
- Allow about 45 minutes for this section

Section II – 20 marks

- Attempt Question 6
- Allow about 45 minutes for this section

Section I

20 marks

Attempt all questions

Allow about 45 minutes for this section

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
-

Examine Texts 1, 2, 3, and 4 in the Stimulus Booklet carefully and then answer the questions below.

Question 1

Text 1 - Prose non-fiction

Explain how Text 1 evokes the experience of winter in the Illawarra (3 marks)

Through extensive sensory and sentient imagery, we can feel the experience of winter in the Illawarra - especially through the descriptions of "cold-rain-filled-clouds" and "lorikeets and nattle birds" - allowing us to feel as though we are physically and emotionally there. The allusion to the bible - "there is nothing new under the sun" encourages an understanding that the experience of the winter is the same every year, and the pathetic fallacy of the "clouds" evokes a sense of coziness - along with the words "hot chocolate" and "wooly socks". Altogether, this gives the audience a whole sense of the winter in Illawarra - as both the nature outside and family comfort & inside retreat, a personal feeling of belonging.

2

3

Question 2

Text 2 - Poetry

Analyse how Bruce Dawe explores the ways humans make sense of the world (5 marks)

Even from a "young" age, Dawe expresses that humans make sense of the world through contrasting ideas to gain a whole picture of life: such as "damn and dar" / "near and far" / "hungers and thirsts". The juxtaposition of these couplets reveal the complexity of the experiences humans face // even from childhood, as we try to discover the purpose of our existence amongst the world.

The tricolon "sun, the stars, the moon" shows the minuscule place of humans in the world. Rhetorical questions emphasize the questions that reveal themselves about life even from a young age - // but are often lost as we get older - ^{due to} the absence of rhetorical questions in the second stanza - until the very last line, when we face death. The irony // of the title 'strange' is that the poem itself is strange - // as the odd descriptions of "supermarkets of the universe" describe the uncertainty yet exciting concept of life.

The ~~so~~ disjointed rhyming couplets throughout the poem convey the experience of humans behind and emotions throughout life, as the extended metaphor of the poem for 'life' suggests the confusing and unreliability of one's human condition. 3

Question 3

Text 3 - Feature Article

How does Ella Ward use a parallel structure to connect her experiences to those of her great grandfather?
(3 marks)

The parallel experiences of Ella and her grandfather are firstly described through the idea that they ~~are~~ are both "were living through a collective trauma" - as the realisation that Ella is living out history just like her grandfather in WWI creates a sense of place in the world. In the medium of writing letters themselves, Ella creates a parallel to the experiences of her grandfather - as they both share a love for writing. "In the midst of the worst" they both remember that "little things are still important". For Ella, this is taking her project slowing during her isolation in her home during the pandemic and for her grandfather, it was writing ~~the~~ letters to his "Dear Prairie Lady". This shows that the human experience of loving family - even through chaos - is timeless.

Question 4

Text 4 - Flash Fiction

How does Jason Jackson show a relationship between a childhood episode and the narrator's personality?
(4 marks)

Through the childhood experience of standing at the top of the slope and taking a leap of courage, the narrator shows that his own personality has benefitted from the experience. Through the contrast in character from his brother "two years younger; but always more hardy" to him, who had to gather the courage to go down the slope - their behaviours are juxtaposed - displaying the truth that one's personal qualities ~~and~~ can bring out another's. Furthermore, Jason's personality has grown so that throughout life, when he is "lost in chaos" he can reflect back on his childhood to find courage for the present - knowing that these memories and personal experiences can "never be lost".

;

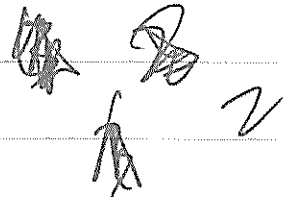
3

Question 5

Text 3 - Feature Article and Text 4 - Flash Fiction

To what extent is a personal response explored in the two texts? (5 marks)

To a great extent, a personal response is explored in both these texts, as they are both written in first person - using personal pronouns such as 'I' and 'we'. Moreover, a personal reflection takes place in both these texts, as the authors consider their place in the world - from being in isolation and exploring the past experiences of family to reflecting on the child experiences which helped Jason grow into the person he is today.



Section II

20 marks

Attempt Question 6

Allow about 45 minutes for this section

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

Question 6

To what extent does your prescribed text offer insights into human qualities?

In your response, you should extensively reference at least TWO characters in your prescribed text.

(20 marks)

Arthur Miller's 1952 dramatic tragedy 'The Crucible' extensively explores human motivations and behaviours in a distraught society - where mass hysteria and fear lead to a clear distinction in the qualities of different individuals. Based in the 17th century town, Salem, Massachusetts, the allegorical tale is a renunciation ^{of} for the 1950's American McCarthyism, the policy for sniffing out and condemning communists. This is similarly reflected in the play through the religious executions of 'witches' - displaying a chaotic society run by fear. ~~The characters~~ Through the characters' search for truth, power and honor, the human condition and experiences of displaying certain qualities is shown through their absence of integrity, the paradox of a religious society run

by ~~these~~ saturated by deceit and lies and the
~~extraordinary~~ extraordinary moral behaviours of few characters
that prove their qualities despite the chaos. *great*
intro.

The inconsistency of integrity displayed in the
characters' proves that under the pressure of their reputation
at risk, their ^{christian} qualities fail them. Reverend Parris,
who is the head of the church, is inconfident
in his christian behaviour as he tells the girls
"speak not of unnatural causes" out of fear of
being "foppiced" by the people. The metaphor of
him falling from his place of authority symbolises
his care for his reputation rather than showing
qualities of care for the people of his church. ✓
This shows the experience of being motivated by pride
admit a fallen community. ~~showing~~ Abigail, who
initially declares she "never sold myself [herself]" ✓
and that she is "a good girl!" "A proper girl!" - the
repetition of exclamation marks ^{showing} her urgency
to stay on the good side of authority. Despite this,
soon after she reveals the loss of integrity of her
character admitting she "danced with the devil"
in order to put her in a authoritative place to accuse
Elizabeth Proctor of witchcraft and be with her husband.
Thus, Abigail also displays little qualities when ~~she~~

Stake

power is at stake. John Proctor, who is ~~was~~ "respected... in Salem" and described as "even-tempered" is also revealed as having ~~an~~ inconsistent behaviors, as when Cheever comes to his house with a "warrant for [Elizabeth]" her proceeds to eventually "rip up the warrant" - the acting directors showing his contempt and anger towards the law. This shows that John Proctor's quality of being 'level-headed' is also contrasted - showing a lack of integrity. ✓ what insights have broadly are made?

Despite Salem being a "highly religious" town, the paradoxes in a Christian community are shown as people strive for power and authority rather than the qualities of love for one another. ✓ this is especially represented within the court. In this court, which aims to "melt down all concealment" / ironically does the opposite, as people are condemned through lies of witchcraft ~~satan~~ and suppress the truth of purity. In the same way, Danforth - who is the leader in the court - tells the "children this is a court" - the juxtaposition of 'children' and 'court' displaying their insignificance. ✓ Paradoxically, Danforth also believes "The voice of heaven speaks through the children" - the personification of heaven giving the

girls - especially Abigail - the ultimate power to condemn whoever they like. Miller uses connotative imagery of proctor / "not liking" the "smell of authority" in the court to further show the paradoxical filth + lies of a supposedly pure court. ~~That~~ Moreover - the authority of Abigail is described by Elizabeth to the extent that "where she walks, the crowd will part like the sea for Israel" - the appropriate biblical simile ~~display~~ conveying the amount of power Abigail has not just over the court, but also the people of Salem themselves. Thus, the paradoxes of the court and lies are shown through the absence of displayed qualities of the characters' - as 'Christian faith' is saturated by the lust for power and authority.

~~Therefore~~ Although the absence of human qualities is extensively shown throughout the text, to a small degree - the extraordinary moral behavior of a few of the characters - such as Rebecca Nurse, Giles and Elizabeth prove they are exceptions to the sinful nature of a morally confused society. Rebecca Nurse is "of high opinion" in Salem, the adjective 'high' revealing her 'moral superiority'.

Shows you
K & U
Great contrast

Despite the mass hysteria surrounding the fears of witchcraft, The Nurse constantly "Goes to God" in all things, thus conveying her consistent Quaker qualities. Even when everyone else fears "Betty" is haunted by dark magic, she tells them to "pray be calm" - offering a solace to everyone involved. Even unto death, Rebecca stays true to her beliefs repeatedly saying "[she] cannot, [she] cannot" "[damn] herself" as witchcraft allegations ~~is~~ are all "lies" - proving her moral qualities to the furthest extent.

Giles, "who did not give a hoot for public opinion" reveals his consistent moral qualities through his determination to clear his wife's name; trying to convince the court that they are "hearing lies, lies!" the reputation-detracting showing his urgency to free Martha despite the consequences. Giles ultimately conveys his consistent moral backbone as he is being stoned to death, requesting "more weight" - the pronoun "more" proving him to the court that his spirit will not be broken, maintaining his honour despite the pain of death.

link to broader insights

Elizabeth Proctor also shows these consistent

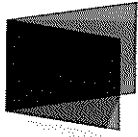
GERALD

qualities as though she discovers that John
Proctor committed adultery and had "known"
Abigail, she still fought for his honour when
in court telling them "my husband -- is a goodly
man". Further more; she puts the judgment of
her husband behind her and instead says
"let no one be your judge" - showing her ability
of forgiveness and quality of love for her
sinful husband.

Therefore, although the inconsistencies of many
character's qualities - and the deep paradoxes
of the ethics and deceit in the christian
community - 'The Crucible' by Miller also
displays the anomalies of people admit chaos
and fear. These characters show that although
most people are purely seeking for authority
power and reputation - there are still exceptions
to the prominence of the sinful human condition

An excellent essay!

19



NSW
EDUCATION
STANDARDS
AUTHORITY


Carinya
CHRISTIAN SCHOOL
From Christ and For Him

4263

Centre Number

Georgia vdb

Student Number

Write the question number and
prescribed text in the space provided

2 B

Question Number

Prescribed Text/s

T.S. Elliot Poetry

The Modernist poet, T.S. Elliot significantly uses experimental use of language devices and structure as a vital tool to convey the concepts of a lost society - especially in an early 20th-century context. ^{→ ones place in the physical &} Throughout his ^{figurative world.} compositions - such as The Love Song of J. Alfred Prufrock (1915), Preludes (1910) and The Hollow Men (1925) - the notions of a disjointed and ~~unfitted~~ ^{unfulfilled} society reflects the increasingly pessimistic world view of the early 1900s. During this time, when traditional forms of art were abandoned to better discover the ultimate meaning of life - ~~many~~ the mindset that everything is meaningless ~~is~~ was conceived. As a result, Romantic clichés were replaced with the birth of many Modernist writers, who, like Ezra Pound, were determined to "make it new". Consequently

the experimentation of language of the modernist age became prevalent, in order to emphasise the themes of one's time left on earth, the discontentment and dissatisfaction of individuals in a fragmented world and the death and decay of their surrounding physical and metaphorical environment. These modernist concepts are one's that still resonate even today, as we draw parallels in our search to discover the meaning of our existence.

The concept of one's time left on earth is repeatedly referenced in much of T.S. Elliott's work, as people of the modernist ~~people~~ period consider ~~how much~~ ~~time they have left~~ their existential value. This is especially portrayed through Elliott's use of motifs, allusions and repetition - language devices that were ~~the~~ increasingly experimented with during this period.

In The Love Song of J. Alfred Prufrock, the repetition of the lines "And there will be time", "There will be time, there will be time" reveal the increasing urgency reflected in many individuals' thoughts, as ~~as~~ they consider if there is enough time on earth to figure out the meaning of life. Moreover, the allusion to Ecclesiastes 3:1-8 "There will be time" reveals the experimental nature of this period, as writing

biblical references to emphasise the meaninglessness of one's life was a new concept to writers. This is further explored through the author who believes ironically there "will be time for ^{visions} decisions and reactions" - even though he cannot make up his mind about anything in the poem. In the end this motif of time is carried through as the author "grow[s] old, grow[s] old" and "near [s] the ends of [his] trousers rolled" - conveying the concept that as one matures we no longer care about appearances - such as people thinking "look, how his legs are thin". Instead, the aging process further reveals the author's pointless life, as he still refuses to discover the true meaning of life.

In 'Preludes', T.S. Eliot carries through the motif of time from "Six o'clock" to "four, five and six o'clock", the repetition of the time alluding to his other poems (such as *Phaedra's love* or *a lady's night*) and also the never-ending, cyclic nature of life. This concept resonates with the readers, as we realize our life repeats the same time over and over again, emphasising one's meaningless existence. The quadriple also reveals that "time resumes" throughout the daily life of

one living in the modernist time period, forcing them to question their existential value.

The notion of discontentment and dissatisfaction in a new world of isolated people is conveyed thoroughly through most T.S. Eliot poems. This is predominantly due to the fragmented society created by WWI urbanisation - extremely present through Eliot's experimental use of stream of consciousness / fragmented writing as well as various language devices. This is especially revealed through the absence of structure in *The Love Song of J. Alfred Prufrock* - as the sporadic ideas and stanzas represent a society lost and confused. Furthermore, rhetorical questions such as "How should I presume?" "do I dare eat a peach?" and "Do I dare disturb the universe" reiterate the sense of dissatisfaction and uneasiness as people attempt to solve the mystery of "the overwhelming question". Additionally, the use of rhetorical questions engages the audience as they are encouraged to think about these questions for themselves, as discontentment leads to the urgency of finding satisfaction. Similarly, lexical choices of "glimy scraps", "withered leaves", "broken pots"

throughout *Prelude* ignites sensory imagery for the readers, allowing them to better understand the overall feeling of the environment of the modernist world. These images create a feeling of underwhelm^{ness} as industrialization and the new materialistic world is not all that was promised - and instead is unsatisfactory for individuals. Furthermore, the personification of the "loney cup house that steams and stomps" is a projection of the emotions felt by many during this time in a fragmented world. Even as people attempt to get some rest from the unfulfillment, the dreams are filled with "many sordid images" / "of which their souls were constituted" conveying the unfulfillment of sleep itself, as their dreams are even tainted with the discontentment and hardship of life. The metaphor of "masquerades" portrays individuals' tendency to put on a facade every day as they attend "coffee stands" ironically hindering their sense of unfulfillment.

Prelude's fragmentation into four sections is symbolic of the experimental style writing of modernist poets, giving a sense of disjointed relationships of society. This retrieves a personal understanding for the audience as we consider the ways in which our

lives are similarly fragmented into sections of night, evening, day and morning, repeating inevitably whilst attempting to find purpose in the things we do daily.

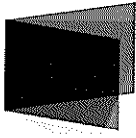
The notion ~~that~~ ^{of} the figurative and physical death and decay of the Modern world is extensively illustrated through metaphors and the motif of the "in between". This is largely a result of the pessimistic concepts of WWI relived and feared. In The Love Song of J. Alfred Prufrock, the motif of the "in between" is almost immediately regarded "through" the evening spread out against the sky like a patient etherized on a table" - succinctly reflecting the ideas of not night nor day and not death nor life. Thus the concept that the world is falling into an 'unnatural step' is shown, as people of the modernist period are neither disconnected from themselves or connected to society. This idea is further represented by the metaphor for death as "the eternal footman that hangs the coats / And snickers". This shows the author's fear of death and it's lurking ways - ~~to will it~~ death is inevitably waiting for his arrival and will be laughed at when he does - because his life isn't

means anything anyway.

The same notions of decay are revealed through Premises, as "stale beer" smelt from the night before lingers, as does the stench of one's meaningless life. Similarly the metaphor for sunset as ones "soul stretched across the sky" is juxtaposed as being "trampled beneath feet" - thus the metaphor for "God" is shown to be lost, and ignored beneath the persistence and urgency of people in everyday life.

'The Hollow Men' by Eliot explore the themes of death and decay thoroughly, from the title itself "Hollow men" - symbolising emptiness and thus the absence of life to the "dry voices" - which reveal the decay of meaning and loss of humanity. Furthermore the metaphors "rats coat" and "crowskin" allude to the idea of death + decay retrospectively - showing the danger of these "Hollow men" as their loss of humanity and emptiness is perceived as contagious. This is largely as a result of the fear of death ignited by WW1.





NSW
EDUCATION
STANDARDS
AUTHORITY


Carinya
CHRISTIAN SCHOOL
From Christ and For Him

4263

Centre Number

Georgina vdb

Student Number

Write the question number and
prescribed text in the space provided

2 B

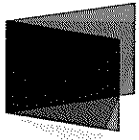
Question Number

Prescribed Text/s

T.S. Eliot continued.

Therefore through Eliot's use of experimental
language devices and forms - resulting from the
emerging modernist values - he is able to extensively
illustrate the ideas present during this time period.
In particular, the author is encouraged to
draw parallels in the themes experienced in the
early 1900s to now, such as one's time left on
earth, the discontentment of a broken and
fragmented society and the decay of
frequency and physical surrounds.

S/S



NSW
EDUCATION
STANDARDS
AUTHORITY


Carinya
CHRISTIAN SCHOOL
From Christ and For Him

4263

Centre Number

Georgia vab

Student Number

Write the question number and prescribed text in the space provided

01

Question Number

Prescribed Text/s

Hag-seed and The Tempest

~~Thesis~~ Thesis:

Margaret Atwood's 'Hag-seed' is reiterated through Shakespeare's well-^{→ Elizabethan} renowned play "The Tempest" for the ultimate purpose of revealing the dissonances and resonances that emphasize the integral values of certain themes in both texts. Thus, audiences today are able to relate the values that from centuries ago that resonate even today.
↳ during the Jacobean era.

Point 1:

The value of power and humanity's tendency to crave it is represented through Atwood's ^{revisited} character of Prospero to Felix.
→ Prospero uses his ^{metaphorical} "art" - magical powers - to make Caliban his "abhorred slave" - the adjective abhorred, meaning

his disgust and superiority for his servant. Ariel
is also described as his "humble servant" - similarly
revealing his power over the spirit.

- This same ~~rate~~ tendency for lust for power is
also shined through Atwood's character "Felix", who
uses childish connotations of "ready or not, here
I come" to exercise his authority over the
Pletcher Correctional Players.

Point 2:

A new appreciation for the integrity of texts is
represented through the name of ~~"The Tempest"~~^{"imprisonment"}
when
→ During the time of The Tempest was written
there were many ships that were sent out to
discover 'new land' → represented through
Prospero's "domain" - his "island". This, he ~~exercise~~
treated the creatures of the island such as "Caribbean"
as his "subject" - who refused to speak the "foreign
language" of Prospero, as it undermined his very
existence.

→ Felix "This is my exile, my prison, my measure"
↳ the tricolon and metaphorical language revealing
his place in the world + isolated in his cottage
as his metaphorical cell.

Point 3:

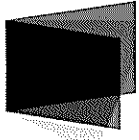
Integrity of text displayed through the concept that though the time + place of the story changes, the author's intention to create meaning through women did not!

→ "Your words would cure deafness" - Miranda "Tempest"

↳ Hyperbole - emphasizing her sarcastic behavior showing that she is not entirely subordinate + respectful of her father.

→ "Being a girl is the pits - trust me" - Miranda Anne-Marie "Hay-seed."

↳ Metaphor for being a woman is the lowest of the low, yet she still has respect from the Fletchere conventional prayers.



NSW
EDUCATION
STANDARDS
AUTHORITY


Carinya
CHRISTIAN SCHOOL
From Christ and For Him

4263

Centre Number

Georgina van der Graaf

Student Number

Write the question number and
prescribed text in the space provided

03

Question Number

Prescribed Text/s

Politics + the English Language, Picture a Woman

During my ~~compos~~ creative / imaginative composition in module C, I expanded on my knowledge of the ideas in Politics and the English Language to emphasise the idea that the English language has become "meaningless". Through the use of "pretentious diction" I have successfully recreated the idea that people no longer write to create a purpose, but rather for the sake of looking "intelligent". Despite this, ironically, the author in my piece has substituted her intelligence for "futile metaphors", "lack of precision" and "stereotypes of imagery." In doing so, I have further created a paradox by which the meaning I am trying to convey - that people have "legislated their own destruction" through allowing themselves to not even

understand the things that they write themselves.

As George Orwell describes, "lack of precision" in a person's writing only decreases their intelligence, as words such that can easily be "simplified" are thrown into a thesaurus and changed to one that doesn't regard the true meaning of what is attempting to be said.

Furthermore, through my study of picture a vacuum, my story reveals the coexistence of an ironic world, in which I have attempted to encourage the author to "picture" things that aren't able to be pictured, for example, a vacuum. Despite this, I have also incorporated snippets of hope - such as ~~the~~ symbols of light - ~~that~~ reflecting the rhetorical question "can you see that light in the distance?". This consequently encourages my reader to look past the disrupted flow of thoughts from the author's point of view and begin to question the true meaning of my crafted piece.

This hope - or "light" similarity signifies the hope that the meaningfulness of the English language is

able to be "reversed" - so that we as a society can better convey ~~the~~ thoughts and meanings in a more authentic way. This is seen by the end of my composition - that although ^{my} ~~the~~ ^{character's} ~~author's~~ surroundings are dull and foreboding, there is an opportunity to begin again in the next day, as Kate Tempest says, "the colours live deep in our bones" ~~just~~ that somewhere deep within us, we have the potential to change.

Furthermore, our loss of meaning ^{in our language} is attributed to our ~~the~~ focus of "politics" rather than the creative decisions of the individual. My character is met with thoughts of power and authority within her "books" - as she believes that by gaining power her language will improve. She is wrong.

Thus, our true artistic self must be suppressed when it comes to the English language - or so ~~one~~ ~~men~~ believes - as this is not the point of writing. Perhaps a rather pessimistic view of language, the author in my story blatantly refuses to follow ~~the~~ ~~man's~~ advice in politics and the English language - resulting in her unrequited bliss. So, we are faced with the consideration: is the loss of creativity worth

the name of objectivity? Yes, it is important
to write with "precision" and come to convey a
meaning - but is this all that the English language
was created for? This is the dilemma faced by
my character.

✓
perfect.