

Trial Examination 2022

## HSC Year 12 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 4–5)**

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

**SECTION III – 20 marks (page 6)**

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

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**SECTION I – MODULE A: LANGUAGE, IDENTITY AND CULTURE**

**20 marks**

**Attempt Question 1**

**Allow about 40 minutes for this section**

Answer the question on pages 2–8 of the Paper 2 Writing Booklet. Extra writing booklets are available.

Your answer will be assessed on how well you:

- demonstrate understanding of how language, identity and culture are expressed
- 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.

**Question 1** (20 marks)

Language can communicate thoughts that might otherwise be left unsaid.

To what extent is this statement true?

In your response, consider the cultural views presented in your prescribed text for Module A.

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(f)

Allow about 40 minutes for this section

Answer the question on pages 9–15 of the Paper 2 Writing Booklet. Extra writing booklets are available.

Your answers 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.

### Question 2(a) – Prose Fiction (20 marks)

Evaluate how effectively the prescribed text you studied in Module B challenges readers’ expectations.

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

The prescribed texts are:

- M T Anderson, *Feed*
- Mark Haddon, *The Curious Incident of the Dog in the Night-time*

OR

### Question 2(b) – Poetry (20 marks)

Evaluate how effectively the prescribed text you studied in Module B challenges readers’ expectations.

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

The prescribed texts are:

- Robert Gray, *Coast Road*
  - \* *Journey, The North Coast*
  - \* *Flames and Dangling Wire*
  - \* *Harbour Dusk*
  - \* *Byron Bay: Winter*
  - \* *Description of a Walk*
  - \* *24 Poems*
- Oodgeroo Noonuccal
  - \* *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(c) – Drama** (20 marks)

Evaluate how effectively the prescribed text you studied in Module B challenges audiences' expectations. In your response, make close reference to your prescribed text.

The prescribed texts are:

- Scott Rankin, *Namatjira* from *Namatjira & Ngapartji Ngapartji*
- William Shakespeare, *A Midsummer Night's Dream*

**OR**

**Question 2(d) – Nonfiction** (20 marks)

Evaluate how effectively the prescribed text you studied in Module B challenges readers' expectations. In your response, make close reference to your prescribed text.

The prescribed text is:

- Anna Funder, *Stasiland*

**OR**

**Question 2(e) – Film** (20 marks)

Evaluate how effectively the prescribed text you studied in Module B challenges audiences' expectations. In your response, make close reference to your prescribed text.

The prescribed text is:

- Peter Weir, *The Truman Show*

**OR**

**Question 2(f) – Media** (20 marks)

Evaluate how effectively the prescribed text you studied in Module B challenges audiences' expectations. In your response, make close reference to your prescribed text.

The prescribed text is:

- Simon Nasht, *Frank Hurley: The Man Who Made History*

**End of Question 2**

**SECTION III – MODULE C: THE CRAFT OF WRITING**

**20 marks**

**Attempt Question 3**

**Allow about 40 minutes for this section**

Answer the question on pages 16–22 of the Paper 2 Writing Booklet. Extra writing booklets are available.

Your answers will be assessed on how well you:

- craft language to address the demands of the question
- use language appropriate to audience, purpose, context and form to deliberately shape meaning.

**Question 3** (20 marks)



SYED F HASHEMI

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Hashemi, Syed F (2020), 'Cunningham State Park' on *Unsplash*. Accessed March 2022.  
<https://unsplash.com/photos/l2nWaDsSQug>.

- (a) Compose a piece of imaginative, discursive or reflective writing that is influenced by the stimulus above and ONE prescribed text that you studied in Module C. **15**
- (b) Justify how the provided stimulus and the chosen prescribed text inspired your response to part (a). **5**

**End of paper**



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# HSC Year 12 English Standard

**Paper 2 – Modules**

**Writing Booklet**

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**Instructions**

- Answer ALL sections
- Follow the instructions inside this booklet as to where you should write your answers
- If you need more space to answer the questions, you may ask for extra writing booklets
- Write using a black pen

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# HSC Year 12 English Standard

**Paper 2 – Modules**

**Marking Guidelines**

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**SECTION I – MODULE A: LANGUAGE, IDENTITY AND CULTURE****Question 1**

<b>Syllabus content</b>	<b>Syllabus outcomes</b>
Language, Identity and Culture	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8

<b>Criteria</b>	<b>Marks</b>
<p>The response is effective in:</p> <ul style="list-style-type: none"> <li>evaluating the extent to which the statement is true in relation to the prescribed text</li> <li>showing detailed and relevant knowledge of the text</li> <li>organising, developing and expressing ideas using language that is appropriate for the audience, purpose and form.</li> </ul>	17–20
<p>The response is competent in:</p> <ul style="list-style-type: none"> <li>evaluating the extent to which the statement is true in relation to the prescribed text</li> <li>showing relevant knowledge of the text</li> <li>organising, developing and expressing ideas using language that is appropriate for the audience, purpose and form.</li> </ul>	13–16
<p>The response is adequate in:</p> <ul style="list-style-type: none"> <li>explaining the extent to which the statement is true in relation to the prescribed text</li> <li>showing some knowledge of the text</li> <li>organising and expressing ideas using language that is appropriate for the audience, purpose and form.</li> </ul>	9–12
<p>The response is limited in:</p> <ul style="list-style-type: none"> <li>describing aspects of the prescribed text and referencing the statement and/or question</li> <li>showing knowledge of the text</li> <li>organising ideas.</li> </ul>	5–8
<p>The response attempts to:</p> <ul style="list-style-type: none"> <li>describe aspects of the prescribed text</li> <li>organise ideas in a basic manner.</li> </ul>	1–4

**SECTION II – MODULE B: CLOSE STUDY OF LITERATURE****Questions 2(a)–2(f)**

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
2(a)	20	Close Study of Literature – Prose Fiction	EN12–1, EN12–3, EN12–5, EN12–7, EN12–8
2(b)	20	Close Study of Literature – Poetry	EN12–1, EN12–3, EN12–5, EN12–7, EN12–8
2(c)	20	Close Study of Literature – Drama	EN12–1, EN12–3, EN12–5, EN12–7, EN12–8
2(d)	20	Close Study of Literature – Nonfiction	EN12–1, EN12–3, EN12–5, EN12–7, EN12–8
2(e)	20	Close Study of Literature – Film	EN12–1, EN12–3, EN12–5, EN12–7, EN12–8
2(f)	20	Close Study of Literature – Media	EN12–1, EN12–3, EN12–5, EN12–7, EN12–8

<b>Criteria</b>	<b>Marks</b>
The response is effective in: <ul style="list-style-type: none"> <li>evaluating how the prescribed text challenges readers' expectations</li> <li>showing detailed and relevant knowledge of the text</li> <li>organising, developing and expressing ideas using language that is appropriate for the audience, purpose and form.</li> </ul>	17–20
The response is competent in: <ul style="list-style-type: none"> <li>evaluating how the prescribed text challenges readers' expectations</li> <li>showing relevant knowledge of the text</li> <li>organising, developing and expressing ideas using language that is appropriate for the audience, purpose and form.</li> </ul>	13–16
The response is adequate in: <ul style="list-style-type: none"> <li>explaining how the prescribed text challenges readers' expectations</li> <li>showing some knowledge of the text</li> <li>organising and expressing ideas using language that is appropriate for the audience, purpose and form.</li> </ul>	9–12
The response is limited in: <ul style="list-style-type: none"> <li>describing aspects of the prescribed text</li> <li>showing knowledge of the text</li> <li>organising ideas.</li> </ul>	5–8
The response attempts to: <ul style="list-style-type: none"> <li>describe aspects of the prescribed text</li> <li>organise ideas in a basic manner.</li> </ul>	1–4

**SECTION III – MODULE C: THE CRAFT OF WRITING****Question 3(a)**

<b>Syllabus content</b>	<b>Syllabus outcomes</b>
The Craft of Writing	EN12-1, EN12-4, EN12-5

<b>Criteria</b>	<b>Marks</b>
<p>The response is effective in:</p> <ul style="list-style-type: none"> <li>being inspired by the stimulus and one prescribed text</li> <li>being a piece of engaging imaginative, discursive or reflective writing using a range of language devices or stylistic features</li> <li>showing control of language and structure that is appropriate for the audience, purpose, context and selected form.</li> </ul>	13–15
<p>The response is competent in:</p> <ul style="list-style-type: none"> <li>being inspired by the stimulus and one prescribed text</li> <li>being a piece of engaging imaginative, discursive or reflective writing using a range of language devices or stylistic features</li> <li>showing control of language and structure that is appropriate for the audience, purpose, context and selected form.</li> </ul>	10–12
<p>The response is adequate in:</p> <ul style="list-style-type: none"> <li>being inspired by the stimulus and one prescribed text</li> <li>being a piece of imaginative, discursive or reflective writing using some language devices or stylistic features</li> <li>showing control of language and structure that is appropriate for the audience, purpose, context and selected form.</li> </ul>	7–9
<p>The response is limited in:</p> <ul style="list-style-type: none"> <li>having some relevance to the stimulus and/or one prescribed text</li> <li>being a piece of writing using limited language devices or stylistic features</li> <li>showing control of language and structure.</li> </ul>	4–6
<p>The response attempts to:</p> <ul style="list-style-type: none"> <li>show composition of a piece of writing</li> <li>show a basic control of language and structure.</li> </ul>	1–3



**Question 3(b)**

<b>Syllabus content</b>	<b>Syllabus outcomes</b>
The Craft of Writing	EN12–1, EN12–3, EN12–4, EN12–5, EN12–9

<b>Criteria</b>	<b>Marks</b>
The response is effective in: <ul style="list-style-type: none"> <li>providing a detailed justification of how the stimulus and one prescribed text inspired their response to part (a)</li> <li>showing control of language.</li> </ul>	5
The response is competent in: <ul style="list-style-type: none"> <li>providing a clear justification of how the stimulus and one prescribed text inspired their response to part (a)</li> <li>showing control of language.</li> </ul>	4
The response is adequate in: <ul style="list-style-type: none"> <li>providing justification of how the stimulus and/or one prescribed text inspired their response to part (a)</li> <li>showing control of language.</li> </ul>	3
The response is limited in: <ul style="list-style-type: none"> <li>providing some relevant information about their response to part (a)</li> <li>showing control of language.</li> </ul>	2
The response attempts to: <ul style="list-style-type: none"> <li>provide limited information about their response to part (a)</li> <li>show a basic control of language.</li> </ul>	1