



Trial Examination 2023

HSC Year 12 English Standard

Paper 2 – Modules

General Instructions

- Reading time – 5 minutes
- Working time – 2 hours
- Write using black pen

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 4–6)

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

Section III – 20 marks (page 7)

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

Our culture heavily influences our identity; it shapes how we perceive and understand the world around us.

To what extent does your prescribed text support this statement?

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

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*
 - 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 Section I

SECTION II – MODULE B: CLOSE STUDY OF LITERATURE

20 marks

Attempt ONE question from Questions 2(a)–2(i)

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 answer will be assessed on how well you:

- demonstrate understanding of a text’s distinctive qualities and how they shape meaning
- organise, develop and express ideas using language appropriate to audience, purpose and form.

Question 2(a) — Prose Fiction – M T Anderson, *Feed* (20 marks)

How do the distinctive qualities of *Feed* shape its message about thought and action?

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

OR

Question 2(b) — Prose Fiction – Mark Haddon, *The Curious Incident of the Dog in the Night-time* (20 marks)

How do the distinctive qualities of *The Curious Incident of the Dog in the Night-time* shape its message about family and honesty?

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

OR

Question 2(c) — Poetry – Robert Gray, *Coast Road* (20 marks)

How do the distinctive qualities of *Coast Road* shape its message about personal experiences and naturalism?

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

The prescribed poems are:

- * *Journey, the North Coast*
- * *Flames and Dangling Wire*
- * *Harbour Dusk*
- * *Byron Bay: Winter*
- * *Description of a Walk*
- * *24 Poems*

OR

Question 2(d) — Poetry – Oodgeroo Noonuccal (20 marks)

How do the distinctive qualities of Noonuccal's poetry shape its message about cultural heritage and nature?

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

The prescribed poems are:

- * *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(e) — Drama – Scott Rankin, *Namatjira* (20 marks)

How do the distinctive qualities of *Namatjira* shape its message about relationships and cultural identity?

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

OR

Question 2(f) — Drama – William Shakespeare, *A Midsummer Night's Dream* (20 marks)

How do the distinctive qualities of *A Midsummer Night's Dream* shape its message about love and illusions?

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

OR

Question 2(g) — Nonfiction – Anna Funder, *Stasiland* (20 marks)

How do the distinctive qualities of *Stasiland* shape its message about remembering the past and storytelling?

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

OR

Question 2(h) — Film – Peter Weir, *The Truman Show* (20 marks)

How do the distinctive qualities of *The Truman Show* shape its message about freedom and seeking the truth?

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

OR

Question 2(i) — Media – Simon Nasht, *Frank Hurley: The Man Who Made History* (20 marks)

How do the distinctive qualities of *Frank Hurley: The Man Who Made History* shape its message about discovery and representation?

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

End of Section II

SECTION III – MODULE C: THE CRAFT OF WRITING

20 marks

Attempt Question 3

Allow about 40 minutes for this section

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

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.

Question 3 (20 marks)

Compose a piece of imaginative or discursive writing that is inspired by the stimulus provided.



M CIMEN

Cimen, M. (2022) *A Pathway in a Foggy Forest*, Pexels.
<https://www.pexels.com/photo/a-pathway-in-a-foggy-forest-14806002/>.

End of paper



Trial Examination 2023

HSC Year 12 English Standard

Paper 2 – Modules

Writing Booklet

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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Marking Guidelines

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

Syllabus content	Syllabus outcomes
Language, Identity and Culture	EN12–1, EN12–3, EN12–5, EN12–7, EN12–8

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

SECTION II – MODULE B: CLOSE STUDY OF LITERATURE**Question 2(a)–(i)**

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

Criteria	Marks
<p>The response is effective in:</p> <ul style="list-style-type: none"> evaluating how the distinctive qualities of the prescribed text shaped its message about the terms provided in the question demonstrating detailed and relevant knowledge of the prescribed text organising, developing and expressing ideas using language that is appropriate to audience, purpose and form. 	17–20
<p>The response is competent in:</p> <ul style="list-style-type: none"> evaluating how the distinctive qualities of the prescribed text shaped its message about the terms provided in the question demonstrating relevant knowledge of the prescribed text organising, developing and expressing ideas using language that is appropriate to audience, purpose and form. 	13–16
<p>The response is adequate in:</p> <ul style="list-style-type: none"> explaining how the distinctive qualities of the prescribed text shaped its message about the terms provided in the question demonstrating knowledge of the prescribed text organising and expressing ideas using language that is appropriate to audience, purpose and form. 	9–12
<p>The response is limited in:</p> <ul style="list-style-type: none"> describing aspects of the prescribed text with some relevance to the question demonstrating some knowledge of the prescribed text organising ideas. 	5–8
<p>The response attempts to:</p> <ul style="list-style-type: none"> describe aspects of the prescribed text organise ideas in a basic manner. 	1–4

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

Syllabus content	Syllabus outcomes
The Craft of Writing	EN12-1, EN12-3, EN12-4, EN12-5, EN12-9

Criteria	Marks
<p>The response is effective in:</p> <ul style="list-style-type: none"> • being an engaging piece of imaginative or discursive writing that is inspired by the stimulus • using a range of language devices or stylistic features • demonstrating control of language and structure that is appropriate to audience, purpose, context and selected form. 	17–20
<p>The response is competent in:</p> <ul style="list-style-type: none"> • being a developed piece of imaginative or discursive writing that is inspired by the stimulus • using a range of language devices or stylistic features • demonstrating control of language and structure that is appropriate to audience, purpose, context and selected form. 	13–16
<p>The response is adequate in:</p> <ul style="list-style-type: none"> • being a piece of imaginative or discursive writing that is inspired by the stimulus • using some language devices or stylistic features • demonstrating control of language and structure that is appropriate to audience, purpose, context and selected form. 	9–12
<p>The response is limited in:</p> <ul style="list-style-type: none"> • being a piece of imaginative or discursive writing that attempts to use the stimulus • using minimal language devices or stylistic features • demonstrating control of language and structure. 	5–8
<p>The response attempts to:</p> <ul style="list-style-type: none"> • compose a piece of writing with some relevance to the question • demonstrate a basic control of language and structure. 	1–4