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2023 TRIAL HIGHER SCHOOL CERTIFICATE

English Advanced Paper 1 - Texts and Human Experiences

(13)

General Instructions

- Reading time – 10 minutes
- Working time – 1 hour and 30 minutes
- Write using black pen
- A stimulus book is provided with this paper

Total Marks:
40

Section I – 20 marks (pages 2-7)

- Attempt Questions 1-5
- Allow about 45 minutes for this section

Section II – 20 marks (page 8)

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

Section I

20 marks

Attempt Questions 1–5

Allow about 45 minutes for this section

Read the texts on pages 2–7 of the Stimulus Booklet carefully and then answer the questions in the spaces provided. These spaces provide guidance for the expected length of response.

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

9.35

Question 1 (3 marks)

2

Text 1 — Painting and Text 2 — Painting

Compare what the paintings convey about learning.

The two paintings reflect two separate aspects of learning. The first painting 'A Scholar in his Study' by Thomas Wyck depicts an old man cloistered away in an unkempt, untidy room. The sky outside is vibrant yet he sits in his study reading instead of enjoying the world. The second painting conveys a sense of quiet ~~less~~ tranquility and ~~not~~ argues an entirely different perspective on learning. The 'Young woman' is able to learn

If you need additional space to answer Question 1 use the lines below.

about the past, ~~or~~ present, and future through the book in front of her. It can provide her with ~~a~~ guidance. The two perspectives clash.

Techniques.

Question 2 (3 marks)

9:42

Text 3 — Poem

Explain how Dunbar uses language techniques to convey the individual's experience within society.

Dunbar expresses the experience of the individual as inseparable from that of the collective. By using the collectives of "we", and "our" to describe the use of singular actions such as "Wear the mask", Dunbar makes the repeated motif of "We wear the mask" a sight metaphor for the unity of suffering soldiers. There is a building sense of injustice caused by the progressively added evidence upon the motif. ~~This indicates the~~ This indicates the persona's increasing discomfort with

2

If you need additional space to answer Question 2 use the lines below.

hiding "our cries" and "torn and bleeding hearts" for the sake of propaganda. ~~The~~ The individual becomes is unable to separate from the collective, yet desperately wants to as he has become disillusioned with war.

Question 3 (4 marks)

9:51

Text 4 — Opinion blog

How does Weng explore the role of creativity within the human experience?

Weng argues that creativity is caused by the human desire to connect with others, share the experiences that they have, and cement a legacy to be passed down after death.

~~She~~

~~She begins~~ They begin to explore the role by noting its early origins with its presents presence in "tragedy, hunters and gatherers". By doing so, she realises the importance creativity must hold ~~for~~ within the human experience, as ~~its~~

The writer then cites "Anne" and "Picasso" to support her proposition of creativity being used as a way to ~~go~~ ^{ing} immortalise the life of the individual.

2

If you need additional space to answer Question 3 use the lines below.

Finally, the author provides a personal anecdote to complete ~~to~~ their argument ~~by~~ by expanding the purpose of creativity within the human experience to the sharing of joy and valuable experience.

Question 4 (4 marks)

9:59

Text 5 — Prose fiction extract

Analyse how Pollard uses language to express the contradictory feelings of the speaker.

Pollard immediately creates a sense of internal conflict by alternating from positive emotion to negative emotion throughout each of the short paragraphs.

The most dramatic example of this can be observed in the fourth and 3rd paragraphs. The ~~as person~~ protagonist begins by ~~had~~ sharing his childish enthusiasm with time machines. However, the audience is blind sided by the final line "and stop it". By beginning with a ~~the~~ exploration of the universe creating a "grand-master-peice" he ~~sets up~~ establishes the contradictory nature of his feelings.

This final line is the repeated with variation at the end of the

If you need additional space to answer Question 4 use the lines below.

Final para paragraph with "... there is no stopping it". The protagonist realises that despite his desire to prevent the bad events of war from ever occurring, he cannot, as it would also prevent the life of his daughter.

Question 5 (6 marks)

Text 6 — Nonfiction extract

Evaluate how we are invited to consider failure as a paradox of human behaviour.

Dorothy Brander presents a "silly fable" as ~~a~~ metaphor for her argument. By comparing the nature of ~~the~~ human behaviour to an illogical drive away from a desired outcome, she invites the ^{reader} to look at ~~the~~ the failure of human behavior paradox of ~~a~~ failure analytically and without emotional attachment. She then speaks ~~to~~ to the audience in direct address in the line "That is nonsense! Yes, isn't it?" ⁴ The rhetorical question and definitive statement invites the audience to agree with her perspective of human failure as a paradox.

She Brander later addresses a counter argument of the perception of failure as "lethargy, inertia, a supine position". By acknowledging a potential flaw in her argument and addressing it, she demonstrates an ~~an~~ excellent ability to invite a skeptical audience to consider failure as a paradox of human behavior.

Question 5 continues on page 7

English Advanced

Paper 1 – Texts and Human Experiences

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
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Question 6 (20 marks)

Analyse how your prescribed text uses storytelling to prompt reflections on human behaviour and motivations.

The prescribed texts are listed on pages 9 and 10.

Please turn over

The prescribed texts for Section II are:

- **Prose Fiction**
 - Anthony Doerr, *All the Light We Cannot See*
 - Amanda Lohrey, *Vertigo*
 - George Orwell, *Nineteen Eighty-Four*
 - Favel Parrett, *Past the Shallows*

- **Poetry**
 - Rosemary Dobson, *Rosemary Dobson Collected*
The prescribed poems are:
 - * *Young Girl at a Window*
 - * *Over the Hill*
 - * *Summer's End*
 - * *The Conversation*
 - * *Cock Crow*
 - * *Amy Caroline*
 - * *Canberra Morning*
 - Kenneth Slessor, *Selected Poems*
The prescribed poems are:
 - * *Wild Grapes*
 - * *Gulliver*
 - * *Out of Time*
 - * *Vesper-Song of the Reverend Samuel Marsden*
 - * *William Street*
 - * *Beach Burial*

- **Drama**
 - Jane Harrison, *Rainbow's End*, from Vivienne Cleven et al., *Contemporary Indigenous Plays*
 - Arthur Miller, *The Crucible*

- **Shakespearean Drama**
 - William Shakespeare, *The Merchant of Venice*

Section II prescribed texts continue on page 10

Thologenises
Pologenisis

pothogenisis

Section II prescribed texts (continued)

- Nonfiction
 - Tim Winton, *The Boy Behind the Curtain*
 - * *Havoc: A Life in Accidents*
 - * *Betsy*
 - * *Twice on Sundays*
 - * *The Wait and the Flow*
 - * *In the Shadow of the Hospital*
 - * *The Demon Shark*
 - * *Barefoot in the Temple of Art*
 - Malala Yousafzai and Christina Lamb, *I am Malala*
- Film
 - Stephen Daldry, *Billy Elliot*
- Media
 - Ivan O’Mahoney
 - * *Go Back to Where You Came From*
 - Series 1: Episodes 1, 2 and 3
 - and
 - * *The Response*
 - Lucy Walker, *Waste Land*

End of paper