



KNOX GRAMMAR SCHOOL

English Advanced

Paper 2 Modules

General Instructions

Reading time – 5 minutes

Working time – 2 hours

Write using black pen

Total marks 60

Section I – 20 marks

Attempt Question 1

Allow about 40 minutes for this section

Section II – 20 marks

Attempt Question 2

Allow about 40 minutes for this section

Section III – 20 marks

Attempt Question 3

Allow about 40 minutes for this section

Section 1: Module A: Textual Conversations: *The Tempest* and *Hag-Seed*

20 marks

Attempt Question 1

Allow about 40 minutes for this section

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

Question 1

“The conversation between Atwood’s Hag-Seed and Shakespeare’s The Tempest illuminates the importance of integrity and compassion. By mirroring Shakespeare’s warnings about the consequences of revenge, Atwood conveys how in the uncertain times of the 21st century, Shakespeare’s humanist philosophy and his valuing of virtue over vengeance are even more pertinent.”

To what extent does the textual conversation between *The Tempest* and *Hag-Seed* affirm this view?

Criteria	Marks
<ul style="list-style-type: none">• Explains skilfully how composers are influenced by another text's style, concepts and values• Evaluates skilfully the relationship between texts and contexts using detailed textual references from the prescribed texts• Composes a perceptive, sustained response that engages with the statement using language appropriate to audience, purpose and form	17-20
<ul style="list-style-type: none">• Explains effectively how composers are influenced by another text's style, concepts and values• Evaluates effectively an understanding of the relationship between texts and contexts using detailed textual references from the prescribed texts• Composes a coherent, sustained response that engages with the statement using language appropriate to audience, purpose and form	13-16
<ul style="list-style-type: none">• Explains adequately how composers are influenced by another text's style, concepts and values• Explains adequately an understanding of the relationship between texts and contexts using some relevant textual references from the prescribed texts• Composes a sound response that makes some links to the statement using language appropriate to audience, purpose and form	9-12
<ul style="list-style-type: none">• Describes some aspects of how composers are influenced by another text's style, concepts and values• Demonstrates limited understanding of the relationship between texts and contexts• Composes a limited response	5-8
<ul style="list-style-type: none">• Attempts to describe some aspects of how composers are influenced by another text• Attempts to describe aspects of texts and context• Attempts to compose a response to the question	1-4

Section 2: Module B: Critical Study of TS Eliot

20 marks

Attempt Question 2

Allow about 40 minutes for this section

Question 2

In your answer you 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

“The ending of any text is designed to resonate with the reader. Eliot’s poetry is no exception. The final lines of the poems set for study act as a coda or final message that reflects Eliot’s main ideas.”

In your study of Eliot’s poetry, have you found this to be the case? Refer in your response to “Journey of the Magi” and at least ONE of his other poems and the importance of the final line and how it reflects the key ideas.

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates perceptive understanding of the importance of the final line and how it reflects the key ideas the prescribed text's distinctive features shape meaning• Demonstrates a skilful evaluation of context, language, form and ideas using well-selected and detailed analysis of textual references• Composes a perceptive argument using language appropriate to audience, purpose and form	17-20
<ul style="list-style-type: none">• Demonstrates thoughtful understanding of the importance of the final line and how it reflects the key ideas the prescribed text's distinctive features shape meaning• Demonstrates an effective evaluation of context, language, form and ideas using well-selected and detailed analysis of textual references• Composes a thoughtful argument using language appropriate to audience, purpose and form	13-16
<ul style="list-style-type: none">• Demonstrates sound understanding of the importance of the final line and how it reflects the key ideas the prescribed text's distinctive features shape meaning• Demonstrates a sound evaluation of context, language, form and ideas using well-selected and detailed analysis of textual references• Composes a sound argument using language appropriate to audience, purpose and form	9-12
<ul style="list-style-type: none">• Demonstrates limited understanding of the importance of the final line and may refer to the key ideas• Describes some limited aspects of context, language, form and ideas using some textual references• Composes a limited response	5-8
<ul style="list-style-type: none">• Attempts to describe the ending and/or the key ideas• Attempts to compose a response to the question	1-4

Module C: Craft of writing

20 marks

Attempt Question 3

Allow about 40 minutes for this section

Question 3

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

*“We are surrounded by places. We walk over and through them. We live in places, relate to others in them, die in them. Nothing we do is unplaced. How could it be otherwise?” (Edward S. Casey, *The Fate of Place: A Philosophical History*.)*

Part A: Many writers craft a powerful sense of place in their texts. Compose an excerpt from an imaginative or discursive response that conveys the importance of a place. The descriptions of place must link to a key concern or idea that you encountered in one of your prescribed MOD C texts. (10 marks)

Part B: Explain how your prescribed text shaped the ways that you represented the place and conveyed through place a key concern or idea. (10 marks)

Part A: Criteria	Marks
<ul style="list-style-type: none">• Represents skilfully a place for an imaginative or discursive piece of writing and conveys perceptively a key concern or idea evident in their prescribed text• Demonstrates skilful control of language and structure appropriate to audience, purpose, context and selected form	9-10
<ul style="list-style-type: none">• Composes effectively a place for an imaginative or discursive piece of writing and conveys thoughtfully a key concern or idea evident in their prescribed text• Demonstrates effective control of language and structure appropriate to audience, purpose, context and selected form	7-8
<ul style="list-style-type: none">• Composes soundly a setting for a place for an imaginative or discursive piece of writing and conveys soundly a key concern or idea evident in their prescribed text• Demonstrates sound control of language and structure appropriate to audience, purpose, context and selected form	5-6
<ul style="list-style-type: none">• Composes a piece of writing that attempts to respond to the question• Demonstrates variable control of language	3-4
<ul style="list-style-type: none">• Attempts to compose a piece of writing that has minimal relevance to the question• Demonstrates elementary control of language	1-2

Part B: Criteria	Marks
<ul style="list-style-type: none"> • Provides a perceptive explanation of how the prescribed text shaped the representation of place and the key concern or idea • Demonstrates skilful control of explanatory language 	9-10
<ul style="list-style-type: none"> • Provides a thoughtful explanation of how the prescribed text shaped the representation of place and the key concern or idea • Demonstrates effective control of explanatory language 	7-8
<ul style="list-style-type: none"> • Provides a sound explanation of how the prescribed text shaped the representation of place and the key concern or idea • Demonstrates sound control of explanatory language 	5-6
<ul style="list-style-type: none"> • Refers simplistically to how the prescribed text shaped the representation of place and the key concern or idea • Demonstrates limited control of explanatory language 	3-4
<ul style="list-style-type: none"> • Attempts to provide some explanation for their choices • Demonstrates elementary control of language 	1-2

End of paper