



NSW Education Standards Authority

**2024** HIGHER SCHOOL CERTIFICATE EXAMINATION

# 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** (pages 3–5)

- Attempt Question 1
- Allow about 40 minutes for this section

**Section II – 20 marks** (pages 6–7)

- Attempt Question 2
- Allow about 40 minutes for this section

**Section III – 20 marks** (page 8)

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

BLANK PAGE

## Section I — Module A: Textual Conversations

**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 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** (20 marks)

To what extent has your perspective of the earlier text determined your interpretation and appreciation of the later text?

In your response, make detailed reference to both of your prescribed texts.

The Module A prescribed texts are listed on pages 4–5.

The Module A prescribed texts are:

- **Shakespearean Drama and Film**

- William Shakespeare, *King Richard III*  
and
- Al Pacino, *Looking for Richard*

- **Prose Fiction and Film**

- Virginia Woolf, *Mrs Dalloway*  
and
- Stephen Daldry, *The Hours*

- **Prose Fiction and Prose Fiction**

- Albert Camus, *The Stranger*  
and
- Kamel Daoud, *The Meursault Investigation*

- **Poetry and Drama**

- John Donne, *John Donne: A Selection of His Poetry*

The prescribed poems are:

- \* *The Sunne Rising*
- \* *The Apparition*
- \* *A Valediction: forbidding mourning*
- \* *This is my playes last scene*
- \* *At the round earths imagin'd corners*
- \* *If poysonous mineralls*
- \* *Death be not proud*
- \* *Hymne to God my God, in my sicknesse*

and

- Margaret Edson, *W;t*

**Module A prescribed texts continue on page 5**

The Module A prescribed texts (continued)

- **Poetry and Film**

- John Keats, *The Complete Poems*

The prescribed poems are:

- \* *La Belle Dame sans Merci*
- \* *To Autumn*
- \* *Bright star! would I were steadfast as thou art*
- \* *Ode to a Nightingale*
- \* *Ode on a Grecian Urn*
- \* *When I have fears that I may cease to be*
- \* *The Eve of St Agnes, XXIII*

and

- Jane Campion, *Bright Star*

- **Poetry and Poetry**

- Sylvia Plath, *Ariel*

The prescribed poems are:

- \* *Daddy*
- \* *Nick and the Candlestick*
- \* *A Birthday Present*
- \* *Lady Lazarus*
- \* *Fever 103°*
- \* *The Arrival of the Bee Box*

and

- Ted Hughes, *Birthday Letters*

The prescribed poems are:

- \* *Fulbright Scholars*
- \* *The Shot*
- \* *A Picture of Otto*
- \* *Fever*
- \* *Red*
- \* *The Bee God*

- **Shakespearean Drama and Prose Fiction**

- William Shakespeare, *The Tempest*

and

- Margaret Atwood, *Hag-Seed*

**End of Section I**

## Section II — Module B: Critical Study of Literature

**20 marks**

**Attempt Question 2**

**Allow about 40 minutes for this section**

Answer the question on pages 10–16 of the Paper 2 Writing Booklet. Extra writing booklets are available.

---

Your answer 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 (20 marks)**

Evaluate how the artistry and integrity of your prescribed text has influenced your understanding of its literary value.

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

The Module B prescribed texts are listed on page 7.

The Module B prescribed texts are:

- **Prose Fiction**
  - Jane Austen, *Emma*
  - Charles Dickens, *Great Expectations*
  - Kazuo Ishiguro, *An Artist of the Floating World*
- **Poetry**
  - T S Eliot, *T S Eliot: Selected Poems*

The prescribed poems are:

    - \* *The Love Song of J Alfred Prufrock*
    - \* *Preludes*
    - \* *Rhapsody on a Windy Night*
    - \* *The Hollow Men*
    - \* *Journey of the Magi*
  - David Malouf, *Earth Hour*

The prescribed poems are:

    - \* *Aquarius*
    - \* *Radiance*
    - \* *Ladybird*
    - \* *A Recollection of Starlings: Rome '84*
    - \* *Eternal Moment at Poggia Madonna*
    - \* *Towards Midnight*
    - \* *Earth Hour*
    - \* *Aquarius II*
- **Drama**
  - Henrik Ibsen, *A Doll's House*
  - Dylan Thomas, *Under Milk Wood*
- **Nonfiction**
  - Edmund de Waal, *The Hare with Amber Eyes*
  - Vladimir Nabokov, *Speak, Memory*
- **Film**
  - George Clooney, *Good Night, and Good Luck*
- **Media**
  - Gillian Armstrong, *Unfolding Florence*
- **Shakespearean Drama**
  - William Shakespeare, *King Henry IV, Part 1*

**End of Section II**

**Please turn over**

## 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 18–24 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)

For all the benefits gained by time-saving inventions, there's much to be said for going back to basics ... So, could there be benefits to leading a life less convenient?

JESSICA POWELL  
*Worth the while*

Courtesy of Jessica Powell

Craft a discursive or persuasive piece of writing that incorporates the ideas in the stimulus above.

**End of paper**