



Marker Feedback:

Creative effective use of  
stimulus with a creative  
take on the extract. Your response  
develops Chubb's idea clearly through  
your piece with an internal + external  
context yet the Chubb's foundation and  
ending is very clear.

Reflection - Great use of  
structure and analysis of your  
piece.  
A well-developed insight  
into your context, purpose, meaning  
and Chubb's idea.  
Try to explore symbolism  
in greater depth + how explicitly  
this was inspired by your  
texts.

## Section 2: Analytical Writing

Name of Student: Steph N.

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates perceptive understanding of the question and module</li> <li>• Demonstrates a skillful evaluation of context, language, form and ideas using well-selected and detailed analysis of textual references</li> <li>• Composes a perceptive argument using language appropriate to audience, purpose and form</li> </ul>	21-25
<ul style="list-style-type: none"> <li>• Demonstrates an informed understanding of the question and module</li> <li>• Demonstrates an effective evaluation of context, language, form and ideas using well-selected analysis of textual references</li> <li>• Composes an effective argument using language appropriate to audience, purpose and form</li> </ul>	18 16-20
<ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of the question and module</li> <li>• Demonstrates an understanding of context, language, form and ideas using selected textual references</li> <li>• Composes a sound argument using language appropriate to audience, purpose and form</li> </ul>	11-15
<ul style="list-style-type: none"> <li>• Describes some aspects of the prescribed text</li> <li>• Demonstrates some understanding of context, language and form with limited textual references</li> <li>• Composes a limited response to the question</li> </ul>	6-10
<ul style="list-style-type: none"> <li>• Attempts to describe some aspects of the prescribed text</li> <li>• Attempts to compose a response to the question</li> </ul>	1-5

### Marker Feedback:

Your Analysis of the Double and Corolla  
 and textual evidence ~~is~~ is in depth and  
 sophisticated, yet there is not enough  
 explain of your own texts - Need  
 to balance evidence across texts.  
 \* Try to engage with the greater issue  
 explicitly - you explore the challenges and  
 attempt to show superiority of rules -  
 yet links need to be more in-depth  
 across all texts - and need to explore  
 the various understandings of how we act  
 shaped too







I drew the light closer to his face now a glistening, bright  
 sapphire. # There was the possibility of -trying to eradicate  
 him by burning his deep-ocean eyes and blond curly  
 locks that composed his not-so-innocent face. But I  
 wouldn't. The curiosity in me developed into something  
 more. I wanted to see those William Wilson live through  
 a life of torment I could place him on # a high  
 stone pedestal for all to watch as I, <sup>offer him as a</sup> sacrifice to King  
 Louis XVI and use the old torture method that would  
 be so effective. His <sup>well-</sup> built, <sup>muscular</sup> body would be mutilated  
 by ~~the~~ and his stomach cut open so that as his  
 intestines are pulled out, dogs are slowly chewing on  
 it. His sub.w. <sup>allow him to</sup> mind would express such a wretched  
 facial expression. The sweat, ~~tears~~ and blood.

contradiction?

Oh how I hate gore.

I drew back and decided to let the darkness blanket  
 him to a temporary safety as I planned to ~~still~~ watch  
 him live throughout more of his wretched life. I pushed my  
 gold locks back and strode to the door, ~~to~~ ~~was~~  
~~grin~~ unable to hide the vicious grin growing on my face.

\* \* \*

The choir ~~set~~ were singing "Halleluyah" as the priest opened  
 his welcoming arms ~~to~~ for the people, to ~~to~~ remind

them of the welcoming <sup>live</sup> Christ that would stop at nothing to help his people, through the good and eradicate the bad. I stared at the statue of Christ ~~the~~ glaring down at my statue as if I was less important and imperfect, judging every move.

"What a load of false hope," I muttered under my breath as I noticed silence occupy the church.

~~A~~ People slowly stood up one-by-one lining up in the aisle of the church to <sup>be</sup> offered a piece of bread that would somehow fill them with warmth and remove the <sup>years of</sup> starvation. There was nothing that I could believe in anymore but myself because I am perfect. I noticed the other William Wilson get up too <sup>with</sup> ~~that~~ ~~at~~ his arms <sup>crossed</sup> ~~at~~ ~~placed~~ on his chest, unable to receive the bread, still offering himself to 'God'. I chuckled quietly and got up as he did ~~was~~ in the aisle next to him and drew my arms out to the priest & left hand ~~at~~ cupped in my right as the ~~the~~ small biscuit ~~was~~ was placed in my <sup>hands</sup> ~~hand~~. I took my ~~the~~ right hand out of formation and took the bread into my mouth smirking however as I quickly glanced <sup>Serke Shuko</sup> over at him, I saw the bread being fed to him.

<sup>reverently</sup> I stomped my way down the <sup>left</sup> ~~right~~ aisle and he



strode down the night.

\* \* \*

There was no hesitation in the people of the Third Estate & when encountering the king, they all flocked and surrounded his un noble face and pleaded him to touch them in hopes of gaining holiness and ~~an~~ ~~er~~ ~~se~~ of illusion of curing a fake disease with the fake power of god. I watched the other William Wilson push his way through the crowd with his tall but ~~thin~~ <sup>lanky</sup> structure and watched his face grow with relief and happiness as he the King ~~brushed~~ <sup>barely scraped</sup> his head. I gave a good chuckle before I dared to murder him tonight.

\* \* \*

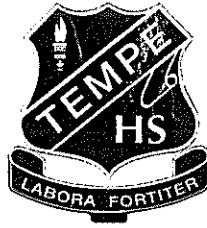
That night when everyone was sleeping, ~~and the star~~ I got out of bed, and with a light in my hand, I went quickly through the house to Wilson's room. The stars outside were singing, praising and celebrating at my noble deed. He was asleep. ~~then~~ I went to his bed and looked down at his face again taking the knife to his chest. Everything went black and my end was soon to come. *no! checked early!*

<sup>my extension of</sup>  
b) In ~~the~~ ~~the~~ ~~text~~ (short story extract) (Edgar Allan Poe) I have utilized the conception of the doppelgänger to reveal the anxieties and paranoia of ~~an~~ an individual facing the societal pressures by their society in

this in turn, ~~and~~ ~~where~~ in the French revolution of the 18th century and its evolution of the Enlightenment where the false hope and destruction of the church has caused down fall. ~~the~~ ~~the~~ Through the ~~structured~~ linear structure, gruesome and various characterisation and overarching purpose ~~of~~ to enforce the false hope provided on the citizens of France ~~and the causing~~ the <sup>development</sup> ~~evolution~~ at the Enlightenment, the <sup>short psychological thriller</sup> ~~story~~, ~~provides~~ <sup>thriller</sup> ~~thriller~~ "William Wilson," provides insight into ~~the~~ how composers create meaning and shapes their text through doppelgangers. This reflects the stylistic choices ~~of~~ <sup>that</sup> ~~of~~ Wild and Turgenev had used in their graphic novel "The Picture of Dorian Gray" and the intention of fear and loss in the aesthetic world ~~of~~ ~~the~~ in 18th century France.

~~the~~ ~~have~~ Through the short passages of events and its broken <sup>or</sup> <sup>short</sup> ~~up~~ structure ~~and~~ <sup>time</sup> leaps this allows for the characterisation of the narrator and provides ~~his~~ ~~stance~~ on the ~~the~~ notion of individualism in a world of false hope, ~~but~~. By breaking up ~~the~~ the occurrences ~~to~~ that he experiences in addition with the unreliable narrator in "like a cobra and take power" ~~the~~ the narrator ~~he~~ is offered with his interior voice ~~to~~ to manipulate his audience ~~to~~ order to believably that there is no ~~commitment~~ hope as a society and the rather as an individual which reflects the imbalance of power of the 3 states in France and the ~~the~~ inability for the

# Tempe High School



Student Name / Number Stephanie Nguyen

Course \_\_\_\_\_

Class Teacher \_\_\_\_\_

Date: \_\_\_\_\_

## 4 Page Book

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- Write the number of each question or part in the margin at the beginning of each answer
- Write using black or blue pen.
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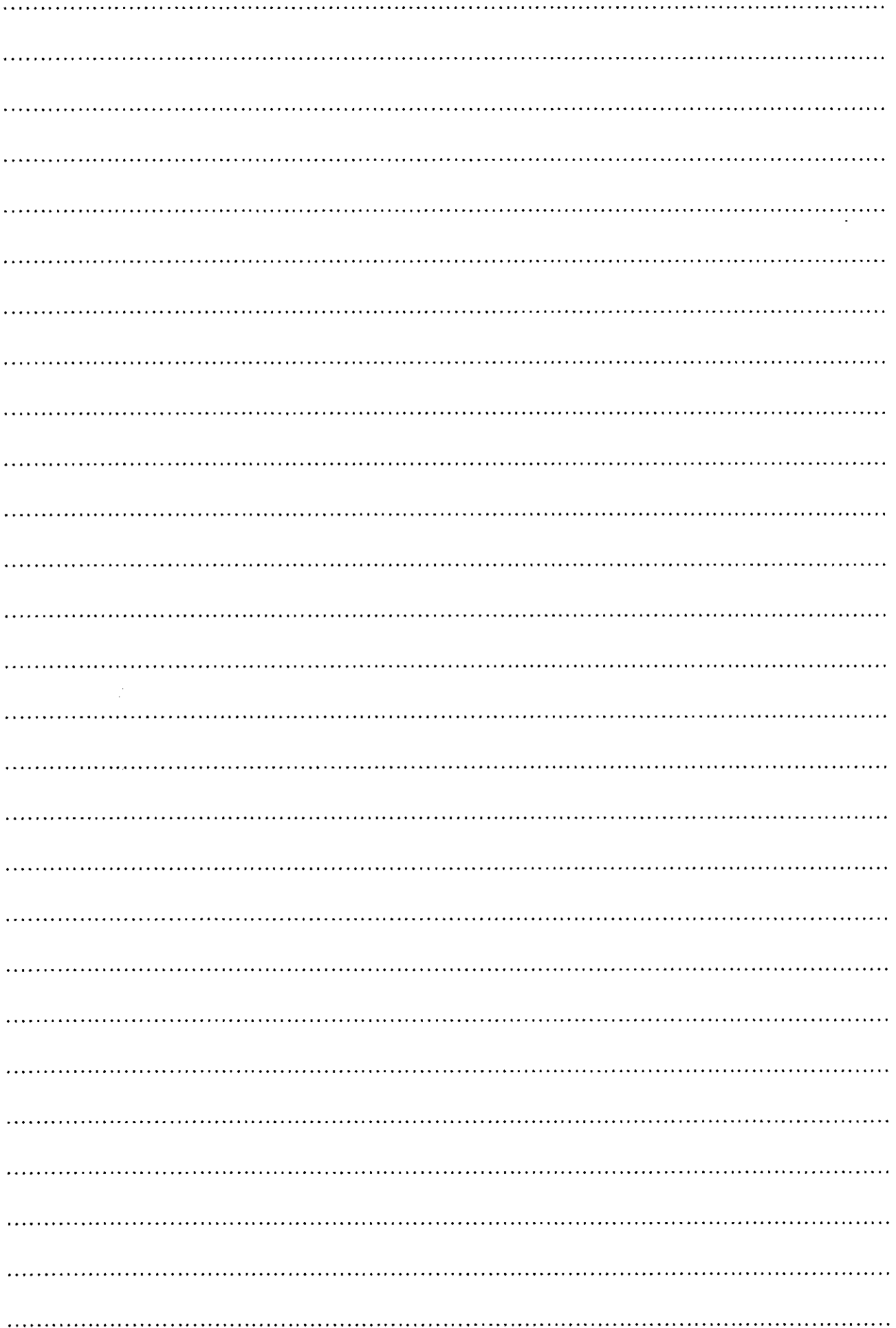
**EXAMINER'S USE ONLY**

QUESTION	MARK
<b>TOTAL</b>	



Third Estate to ~~venture~~ into notice that their number  
in fact can benefit them in power in order to override  
the ~~king~~ monarchial power of the King and the ~~Abbot~~  
first two estates. [The use of the Doppelgänger and  
the horrific ~~experience~~ with the perspective and kind actions  
that the narrator puts on him ~~allows~~ him allows the  
readers to understand the paranoia and anxiety created by  
~~having~~ the pressures of the ~~the~~ church into ~~the~~ false hope  
during a time of hopelessness and starvation, ~~or~~ <sup>18th century,</sup> ~~the~~  
French society. <sup>revengeful</sup> By creating the ~~best~~ narrative voice the  
narrator is depicted and can be understood as unreliable,  
allowing the notion of individuality and identity ~~to be~~  
a conception ~~of~~ that individuals struggle to cope  
with during ~~to~~ a hopeless ~~the~~ period. <sup>the omniscient narrator</sup>  
~~also allows the audience to see the~~ ~~understand~~ ~~the~~

By allowing the ~~met~~ purpose of "William Wilson" to  
reflect the ~~purpose~~ the helplessness of the Third Estate  
during a time where ~~the~~ power was unevenly divided by  
the monarchial system, it allows audiences to understand  
the overarching idea of the inability ~~to~~ find one's  
identity ~~and~~ ~~the~~ through the societal pressures of  
~~the~~ church hoping that the church will be the best  
solution to an issue. <sup>By</sup> Using text such as "The picture of  
Gray" to create ~~to~~ and ~~compose~~ new texts like "William  
Wilson" ~~the~~ authors present purpose and meaning through  
their own context such as the Enlightenment and the  
~~the~~ evolution to the French Revolution to understand the  
practices of the church. ✓



A series of 20 horizontal dotted lines for writing.









through the doppelgänger

B The societal challenges of perfectionism and <sup>and abuse</sup> misuse of power allow individuals to ~~pro~~ challenge their <sup>positions</sup> ~~places~~ in their society to find their <sup>own</sup> identity which <sup>can be</sup> ~~are~~ shaped by values of individualism. In the psychological thriller, graphic novel "The Picture of Dorian Gray", Oscar Wilde and Marko Tomicar portrays their protagonist Dorian Gray through ~~the~~ a tragic journey where ~~the~~ aestheticism and superficiality is valued ~~the~~ consequently to his tragic end, intrinsically the era of the French 18th century France and its <sup>conception</sup> ~~feeling~~ of ~~the~~ fear of change resulting in a loss of identity. ~~This is also~~ <sup>film</sup> Darren Aronofsky's psychological thriller, "Black Swan" presents his protagonist, Nina, who is initially ~~viewed~~ perceived by the audience as admirable for her artistic ability, even fully grown, to a fearful perception of ~~the~~ her portrayal of the world due to the artistic perfectionism that has shaped her <sup>values</sup> ~~identity~~ <sup>and?</sup> leading to a loss of identity. Similarly ~~the~~ Neil Gaiman's ~~horror~~ dark fantasy novel "Coraline" portrays his ~~the~~ protagonist as a fearful and afraid girl who struggles to find her identity in <sup>the post-modern</sup> ~~the~~ world where there is a ~~real~~ familial ~~and~~ mother that misuse of power <sup>taking her through</sup> ~~even~~ ~~travelling~~ ~~leading~~ a journey to find her identity. After nature, Tim Burton's ~~the~~ dark fantasy film "Alice in Wonderland" 2010, offers ~~at~~ a suppressed ~~in~~ independent female protagonist who ventures through a journey to ~~the~~ eventually rebel against the demands of ~~the~~ her mother to ~~the~~ find her

identity in the neo-Victorian Age. Ultimately, these texts allow composers to explore the <sup>challenges of</sup> ~~challenges~~ <sup>journeys</sup> shaped by an idealistic and individualistic society for individuals to find their own identity and position in their society.

Through challenges of the values of aestheticism and fear of loss ~~the~~ ~~in the 18th century era of France, the aestheticism and fear of loss~~ <sup>change</sup> had been prominent individuals

struggle to omit ~~the~~ and rebel against ~~these societies~~ the Catholic/Christian society <sup>taking them through a journey</sup> ~~hindering them~~ to expose <sup>their</sup> their own individual character. ~~Ultimately~~ In Wilde and Turgenev's "The Picture of Dorian Gray", their protagonist

Dorian Gray, ~~a~~ <sup>a</sup> born with aesthetic values eventually ~~banking his~~ <sup>basing his</sup> ~~identity~~ around a narcissistic and hedonistic view, ~~which~~ ~~is~~ unwilling to accept the plans presented by other individuals exposing the fear of change and the unwillingness of ~~the~~ ~~hope of~~ ~~obeying~~ ~~becoming~~ ~~the~~ religious reductionism. ~~the~~ ~~the~~ irony in "All influence is bad," prechadons the ill consequences of

living ~~to~~ ~~to~~ ~~nihilistically~~ and the unwillingness ~~to~~ ~~to~~ ~~expose~~ himself to others to ~~change~~ change. The dark lighting and metaphor in "You don't give your hand enough weight," also critiques the values that ~~the~~ Dorian believes in. ~~and the identity that~~ ~~that~~ ~~will~~ ~~constrain~~ ~~consequently~~ through his death, Dorian becomes ~~a~~ ~~he~~ reshapes his identity understanding that hedonism will never lead to eternal happiness and ~~he~~ through his catharsis ~~he~~ ~~he~~ becomes an

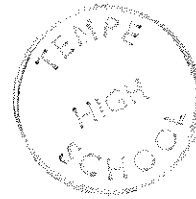
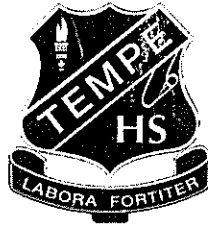
accepting individual. Also in Anonofsky's "Black Swan"  
Mina reveals the societal pressures of artistic perfection  
ultimately leading to her ~~hope~~ a transcendence and a  
release of ~~trap~~ purity and innocence through the  
direct gaze and close up after she kills her  
doppelganger. This ~~express~~ <sup>intensely builds on</sup> the identity and the  
chipping of an individual due to societal pressures  
of perfection ~~to~~ ultimately taking them through to  
forming doppelgangers in the face of perfection  
and eventually reaching a ~~the~~ cathartic transcendence  
to form an ~~entire~~ <sup>understanding of</sup> identity.

?  
not  
enough  
evidence  
of  
text

The matriarchal empowerment in the familial situation  
and shapes individuals through their ~~behaviour~~ <sup>behaviour</sup> to  
their mothers in the post-modern society, to a  
rebelling out of understanding of their position in  
In ~~the~~ Neil Gaiman's "Coraline," Coraline ~~sees~~ her  
mother as <sup>was</sup> ~~tries~~ to ~~frustrate~~ to suppress her  
emotions in the face of feeling ~~belittled~~ <sup>belittled</sup> to her  
mother. In "Coraline was bored... she was still  
bored and her mother wasn't yet home," the  
anaphora of "bored" and omniscient narrator  
allows audiences to understand the repression of  
~~emotions~~ of loneliness ~~to~~ without her mother presume  
stating it is ~~to~~ boredom due to the matriarchal  
power placed on her. Eventually she comes to an  
understanding of herself when she mentions that



# Tempe High School



Student Name / Number Stephanne Nguyen

Course \_\_\_\_\_

Class Teacher \_\_\_\_\_

Date: \_\_\_\_\_

## 4 Page Book

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marrying Humish and pulling her across as Hamish's father's apprentice in his company, shown through the close up which reveals her grin and the non-dramatic light-notes of the flute. Unmistakably through ~~the~~ ~~these~~ ~~post-modern~~ ~~text~~ and ~~Victorian~~ Neo-Victorian age the composers <sup>puts their characters through</sup> ~~the~~ challenges ~~that~~ created by the societal ~~at~~ pressures of perfectionism and matriarchal mind of power, ~~individuals~~ ~~can~~ ~~find~~ ~~their~~ ~~identity~~ ~~in~~ ~~the~~ to use these values to ~~shape~~ their ~~transcendence~~ and allow them to find their identity and position in their world.

Through perfectionism and ~~the~~ familial misuse of power, individuals are challenged by their society to question their own position and role to eventually ~~find~~ their transcendence ~~and~~ from these values to shaping their ~~own~~ identity, fulfilling their position in ~~the~~ society. In Wild and Tunney's psychological thriller

"The Picture of Dorian Gray," Dorian is portrayed as a self-centered narcissistic ~~of~~ character who represents the society that stems change in the French 18th century era of a developing Enlightenment, <sup>to</sup> exposing the ~~fragile~~ ~~core~~ ~~values~~ ~~of~~ ~~the~~ a narcissist and freedom to world. Additionally, "Black Swan" also uses Nina ~~as~~ as the ~~the~~ individual who ~~does~~ ~~not~~ <sup>transcends</sup> ~~is~~ ~~shaped~~ from the obsession with artistic perfection to shape <sup>her</sup> ~~their~~ identity. ~~Act~~ ~~also~~ Also,

"Coraline" and "Alice in Wonderland" 2010, offers the  
shaping of identity through the representation of  
antagonists as the matriarchal power who  
~~does not~~ pressures individuals to conform to the  
misuse of power ~~and~~ consequently the leads to the  
protagonists understanding of character and finding  
a place in their society through rebelling these powers.  
Through the challenges of perfection placed by society,  
the ~~the~~ individuals are ~~found~~ by ~~the~~ can find  
their place in society and ~~are~~ transcend from  
the pressures of the matriarch of child-like  
authoritative figure to ~~the~~ find their identity.







### Marker Feedback:

Create some attempts at sustaining the  
N.V. with some use of simile  
in N.V. Some characterization which  
was effective, yet inconsistent across both  
Chapters  
• Avoid clichés, overuse of  
dialogue and colloquialisms.

### Reflect

Good identification + explanation of  
your chaos for Dante -  
yet try to explore "values"  
in greater depth as well  
as focus on  
- Structure  
- Symbolism + language