



Student Number _____

ABBOTSLEIGH

2012

**TRIAL HIGHER
SCHOOL
CERTIFICATE
EXAMINATION**

**English (Advanced)
Paper 2 — Modules**

General Instructions

- Reading time – 5 minutes
- Working time – 2 hours
- Write using black or blue pen
- Write your student number on the cover of each booklet

Total marks – 60

Section I - Pages 2–5

20 marks

Attempt either Question 1 or Question 2
Allow about 40 minutes for this section

Section II - Pages 6–11

20 marks

Attempt ONE question from Questions 3–9
Allow about 40 minutes for this section

Section III - Pages 12–13

20 marks

Attempt either Question 10 or Question 11
Allow about 40 minutes for this section

This paper must not be removed from the examination room

Section 1 – Module A: Comparative Study of Texts and Context

20 marks

Attempt either Question 1 or Question 2

Allow about 40 minutes for this section

In your answer you will be assessed on how well you:

- demonstrate understanding of the meanings of a pair of texts when considered together
 - evaluate the relationships between texts and contexts
 - organise, develop and express ideas using language appropriate to audience, purpose and form
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Question 1 — Elective 1: Exploring Connections (20 marks)

(a) Shakespearean Drama and Film

Why do we explore the connections between a pair of texts?

Evaluate this question by discussing the connected ideas, contexts and values explored in both texts. In your response you must make detailed reference to your prescribed texts.

The prescribed texts are:

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

OR

Question 1 continues on page 3

Question 1 (continued)

(b) Prose Fiction and Poetry

Why do we explore the connections between a pair of texts ?

Evaluate this question by discussing the connected ideas, contexts and values explored in both texts. In your response you must make detailed reference to your prescribed texts.

The prescribed texts are:

– Patrick White, *The Aunt's Story* and

– Rosemary Dobson, *Selected Poems*

Young Girl at a Window

Chance Met

Landscape in Italy

Azay-Le-Rideau

The Rape of Europa

Romantic

Primitive Painters

OR

(c) Prose Fiction and Nonfiction

Why do we explore the connections between a pair of texts?

Evaluate this question by discussing the connected ideas, contexts and values explored in both texts. In your response you must make detailed reference to your prescribed texts.

The prescribed texts are:

Jane Austen, *Pride and Prejudice* and

Fay Weldon, *Letters to Alice on First Reading Jane Austen*

OR

Question 1 continues on page 4

In your answer you will be assessed on how well you:

- demonstrate understanding of the meanings of a pair of texts when considered together
 - evaluate the relationships between texts and contexts
 - organise, develop and express ideas using language appropriate to audience, purpose and form
-

Question 1 (continued)

(d) **Poetry and Drama**

Why do we explore the connections between a pair of texts?

Evaluate this question by discussing the connected ideas, contexts and values explored in both texts. In your response you must make detailed reference to your prescribed texts.

The prescribed texts are:

– John Donne, *Selected Poetry*

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

– Margaret Edson, *W;t*

End of Question 1

Question 2 — Elective 2: Texts in Time (20 marks)

(a) Prose Fiction and Film

Why do we explore the connections between a pair of texts?

Evaluate this question by discussing the ideas, contexts and values explored in both texts. In your response you must make detailed reference to your prescribed texts.

The prescribed texts are:

Mary Shelley, *Frankenstein* and

Ridley Scott, *Blade Runner (Director's Cut)* or *(Final Cut)*

OR

(b) Prose Fiction and Poetry

Why do we explore the connections between a pair of texts?

Evaluate this question by discussing the connected ideas, contexts and values explored in both texts. In your response you must make detailed reference to your prescribed texts.

The prescribed texts are:

- F Scott Fitzgerald, *The Great Gatsby* and
- Elizabeth Barrett Browning, *Aurora Leigh and Other Poems* Sonnets I, XIII, XIV, XXI, XXII, XXVIII, XXXII, XLIII

OR

(c) Drama and Nonfiction

Why do we explore the connections between a pair of texts?

Evaluate this question by discussing the connected ideas, contexts and values explored in both texts. In your response you must make detailed reference to your prescribed texts.

The prescribed texts are:

- Edward Albee, *Who's Afraid of Virginia Woolf* and
- Virginia Woolf, *A Room of One's Own*

Section II – Module B: Critical Study of Texts

20 marks

Attempt ONE question from Questions 3–9

Allow about 40 minutes for this section

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 language, content and construction
 - organise, develop and express ideas using language appropriate to audience, purpose and form
-

Question 3 — Shakespearean Drama – William Shakespeare, *Hamlet* (20 marks)

While Hamlet is central to the action, it is Shakespeare's dramatic treatment of other characters that is pivotal to an understanding of the play as a whole.

Discuss this statement making detailed reference to the play.

Question 4 — Prose Fiction (20 marks)

- (a) Michael Ondaatje, *In the Skin of a Lion*

Michael Ondaatje's In the Skin of a Lion explores the significance of honesty.

Discuss this statement making detailed reference to the novel.

OR

- (b) Tim Winton, *Cloudstreet*

Tim Winton's Cloudstreet explores the significance of hope.

Discuss this statement making detailed reference to the novel.

OR

- (c) Gail Jones, *Sixty Lights*

Gail Jones' Sixty Lights explores the significance of endurance.

Discuss this statement making detailed reference to the novel.

OR

- (d) Charlotte Brontë, *Jane Eyre*

Charlotte Brontë's Jane Eyre explores the significance of resilience.

Discuss this statement making detailed reference to the novel.

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 language, content and construction
 - organise, develop and express ideas using language appropriate to audience, purpose and form
-

Question 5 — Drama — Henrik Ibsen, *A Doll's House* (20 marks)

Henrik Ibsen's A Doll's House explores the significance of attachment.

Discuss this statement making detailed reference to the play.

Question 6 — Film — Orson Welles, *Citizen Kane* (20 marks)

Orson Welles' Citizen Kane explores the significance of perseverance.

Discuss this statement making detailed reference to the film.

Question 7 — Poetry (20 marks)

- (a) William Butler Yeats, *W B Yeats: Poems selected by Seamus Heaney*
W B Yeats' poetry explores the significance of desire.

Discuss this statement making detailed reference to the poems.

In your response, make detailed reference to at least TWO poems set for study.

The prescribed poems are:

- William Butler Yeats, *W B Yeats: Poems selected by Seamus Heaney*
An Irish Airman
When You Are Old
Among School Children
The Wild Swans at Coole
Leda and the Swan
The Second Coming
Easter 1916

OR

- (b) Gwen Harwood, *Selected Poems*

Gwen Harwood's poetry explores the world and our place in it.

Discuss this statement making detailed reference to the poems.

In your response, make detailed reference to at least TWO poems set for study.

- Gwen Harwood, *Selected Poems*
Father and Child (Parts I and II)
The Violets
At Mornington
A Valediction
Triste Triste
The Sharpness of Death
Mother Who Gave Me Life

OR

Question 7 continues on page 10

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 language, content and construction
 - organise, develop and express ideas using language appropriate to audience, purpose and form
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Question 7 (continued)

(c) Kenneth Slessor, *Selected Poems*

Kenneth Slessor's poetry explores the significance of remembrance.

Discuss this statement making detailed reference to the poems.

In your response, make detailed reference to at least TWO poems set for study.

The prescribed poems are:

- Kenneth Slessor, *Selected Poems*
 - Out of Time*
 - Five Bells*
 - Sleep*
 - Five Visions of Captain Cook*
 - Sensuality*
 - Elegy In A Botanical Garden*
 - Beach Burial*

End of Question 7

Question 8 — Nonfiction – Essays (20 marks)

George Orwell explores the ongoing importance of independent thought.

Discuss this statement making detailed reference to the essays.

In your response, make detailed reference to at least TWO essays.

The prescribed texts are:

– George Orwell – *George Orwell: Essays*

Why I Write

Notes on Nationalism

Good Bad Books

The Sporting Spirit

Politics and the English Language

Writers and Leviathan

Question 9 — Nonfiction – Speeches (20 marks)

The speeches you have studied reinforce the significance of justice.

Discuss this statement making detailed reference to the speeches.

In your response, make detailed reference to at least TWO speeches set for study.

The prescribed speeches are:

Margaret Atwood – *Spotty-Handed Villainesses*, 1994

Paul Keating – *Funeral Service of the Unknown Australian Soldier*, 1993

Noel Pearson – *An Australian History for Us All*, 1996

Aung San Suu Kyi – *Keynote Address at the Beijing World Conference on Women*, 1995

Faith Bandler – *Faith, Hope and Reconciliation*, 1999

William Deane – *It is Still Winter at Home*, 1999

Anwar Sadat – *Speech to the Israeli Knesset*, 1977

Section III – Module C: Representation and Text

20 marks

Attempt either Question 10 or Question 11

Allow about 40 minutes for this section

In your answer you will be assessed on how well you:

- evaluate and show understanding of the relationship between representation and meaning
 - organise, develop and express ideas using language appropriate to audience, purpose and form
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Question 10 — Elective 1: Conflicting Perspectives (20 marks)

By its very nature representation will create conflicting perspectives

To what extent have the texts you have studied in this module enhanced your understanding of this idea?

In your response, make detailed reference to your prescribed text and at least ONE other related text of your own choosing.

The prescribed texts are:

- **Shakespearean Drama** – William Shakespeare, *Julius Caesar*
- **Prose Fiction** – David Guterson, *Snow Falling on Cedars*
- **Drama** – Peter Whelan, *The Herbal Bed*
- **Film** – Barry Levinson, *Wag the Dog*

- **Poetry** – Ted Hughes, *Birthday Letters*
- *Fulbright Scholars*
- *The Shot*
- *The Minotaur*
- *Sam*
- *Your Paris*
- *Red*

- **Nonfiction** – Geoffrey Robertson, *The Justice Game*
- *The Trials of Oz*
- *Michael X on Death Row* **“The Romans in Britain”*
- *The Prisoner of Venda*
- *Show Trials*
- *Diana in the Dock: Does Privacy Matter?*
- *Afterword: The Justice Game*

OR

Question 11 — Elective 2: History and Memory (20 marks)

By its very nature representation will shape and alter our response to history and memory.

To what extent have the texts you have studied in this module enhanced your understanding of this idea?

In your response, make detailed reference to your prescribed text and at least ONE other related text of your own choosing.

The prescribed texts are:

- **Prose Fiction** – Maxine Hong Kingston, *The Woman Warrior: Memoirs of a Girlhood Among Ghosts*
– Peter Carey, *The True History of the Kelly Gang*
- **Film** – Stephen Frears, *The Queen*
- **Poetry** – Denise Levertov, *Selected Poems*
 - *Ways of Conquest*
 - *Don't You Hear That Whistle Blowin' . . .*
 - *In Thai Binh (Peace) Province*
 - *A Time Past*
 - *Libation*
 - *A Letter to Marek About a Photograph*
 - *The Pilots*
- **Nonfiction** – Mark Raphael Baker, *The Fiftieth Gate*
- **Multimedia** – Smithsonian National Museum of American History *September 11 website*, <http://americanhistory.si.edu/september11/>

End of paper