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Student Number



# English (Advanced)

## Paper 2 — Modules

### 2013

### TRIAL HIGHER SCHOOL CERTIFICATE EXAMINATION

#### General Instructions

- Reading time – 5 minutes
- Working time – 2 hours
- Write using blue or black pen
- Do not remove the examination paper from the room
- Start a new writing booklet to start each question

Total marks - 60

**Section I** Pages 2 – 4  
20 marks

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

**Section II** Pages 5 – 8  
20 marks

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

**Section III** Pages 9 – 10  
20 marks

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

## Section I – Module A: Comparative Study of Texts and Context

20 marks

Attempt either Question 1 or Question 2

Allow about 40 minutes for this section

Start your answer to this question in a new booklet.

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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

These texts both explore notions of unbridled ambition.

In what ways have the different contexts of each text shaped different representations of this idea?

In your response make detailed reference to both texts.

The prescribed texts are:

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

**OR**

#### (b) Prose Fiction and Poetry

These texts both explore notions of “perceptions of women”.

In what ways have the different contexts of each text shaped different representations of this idea?

In your response make detailed reference to both 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**

*Pride and Prejudice* and *Letters to Alice* both explore notions of “perceptions of women”.

In what ways have the different contexts of each text shaped different representations of this idea?

In your response make detailed reference to both texts.

The prescribed texts are:

- Jane Austen, *Pride and Prejudice* and
- Fay Weldon, *Letters to Alice on First Reading Jane Austen*

OR

(d) **Poetry and Drama**

These texts both explore notions of the “transformative power of art”.

In what ways have the different contexts of each text shaped different representations of this idea?

In your response make detailed reference to both texts.

The prescribed texts are:

- Margaret Edson, *W;t* and
- 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*

Please turn over for Elective 2 Question 2

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
- organize, develop and express ideas using language appropriate to audience, purpose and form

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

**(a) Prose Fiction and Film**

*Frankenstein* and *Blade Runner* both explore the fear of unchecked science.

In what ways have the different contexts of each text shaped different representations of this idea? In your response make detailed reference to both texts.

The prescribed texts are:

- Mary Shelley, *Frankenstein* and
- Ridley Scott, *Blade Runner (Director's Cut)*

**OR**

**(b) Prose Fiction and Poetry**

*The Great Gatsby* and Browning's poetry both explore notions of "the complexities of relationships".

In what ways have the different contexts of each text shaped different representations of this idea? In your response make detailed reference to both 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**

These texts both explore notions of "the complexities of relationships".

In what ways have the different contexts of each text shaped different representations of this idea? In your response make detailed reference to both 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

Start your answer to this question in a new booklet.

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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
  - organize, develop and express ideas using language appropriate to audience, purpose and form
- 

### Question 3 — William Shakespeare, *Hamlet* (20 marks)

A text is of enduring value because it explores challenging ideas that are central to humanity. Evaluate this statement in light of your understanding of the play.

Support your evaluation with a close analysis of the play.

### Question 4 — Prose Fiction (20 marks)

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

A text is of enduring value because it explores challenging ideas that are central to humanity. Evaluate this statement in light of your understanding of the text.

Support your evaluation with a close analysis of the text.

**OR**

(b) Gail Jones, *Sixty Lights*

A text is of enduring value because it explores challenging ideas that are central to humanity. Evaluate this statement in light of your understanding of the text.

Support your evaluation with a close analysis of the text.

**OR**

(c) Tim Winton, *Cloudstreet*

A text is of enduring value because it explores challenging ideas that are central to humanity. Evaluate this statement in light of your understanding of the text.

Support your evaluation with a close analysis of the text

**OR**

(d) Charlotte Bronte, *Jane Eyre*

A text is of enduring value because it explores challenging ideas that are central to humanity. Evaluate this statement in light of your understanding of the text.

Support your evaluation with a close analysis of the text.

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

A text is of enduring value because it explores challenging ideas that are central to humanity. Evaluate this statement in light of your understanding of the text.

Support your evaluation with a close analysis of the text.

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

A text is of enduring value because it explores challenging ideas that are central to humanity. Evaluate this statement in light of your understanding of the text.

Support your evaluation with a close analysis of the text.

**Question 7 — Poetry (20 marks)**

(a) Gwen Harwood

A text is of enduring value because it explores challenging ideas that are central to humanity. Evaluate this statement in light of your understanding of the text.

Support your evaluation with a close analysis of the text.

Base your reflections on a detailed examination of TWO or THREE of Harwood's poems from the prescribed list.

The prescribed poems are:

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

**OR**

Question 7 (continued)

(b) William Butler Yeats

A text is of enduring value because it explores challenging ideas that are central to humanity. Evaluate this statement in light of your understanding of the poems.

Support your evaluation with a close analysis of TWO or THREE of Yeats's poems from the prescribed list.

The prescribed poems are:

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

**OR**

(c) Kenneth Slessor

A text is of enduring value because it explores challenging ideas that are central to humanity. Evaluate this statement in light of your understanding of the text.

Support your evaluation with a close analysis of TWO or THREE poems of Slessor's from the prescribed list.

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*

**Question 8 — Nonfiction – Speeches (20 marks)**

A text is of enduring value because it explores challenging ideas that are central to humanity. Evaluate this statement in light of your understanding of the text.

Support your evaluation with a close analysis of TWO or THREE speeches.

The prescribed speeches are:

- \* Paul Keating – *Funeral Service of the Unknown Australian Soldier*, 1993
- \* Margaret Atwood – *Spotty-Handed Villainesses*, 1994
- \* Aung San Suu Kyi – Keynote Address at the Beijing World Conference on Women, 1995
- \* Noel Pearson – *An Australian history for us all*, 1996
- \* Faith Bandler – *Faith, Hope and Reconciliation*, 1999
- \* William Deane – *It is Still Winter at Home*, 1999
- \* Anwar Sadat – Speech to the Israeli Knesset, 1977

**Question 9 — Nonfiction – George Orwell, Essays (20 marks)**

A text is of enduring value because it explores challenging ideas that are central to humanity. Evaluate this statement in light of your understanding of the text.

Support your evaluation with a close analysis of TWO or THREE essays from the prescribed list.

The prescribed essays are:

- \* *Why I Write*
- \* *Notes on Nationalism*
- \* *Good Bad Books*
- \* *The Sporting Spirit*
- \* *Politics and the English Language*
- \* *Writers and Leviathan*



### Section III – Module C: Representation and Text

20 marks

Attempt either Question 10 or Question 11

Allow about 40 minutes for this section

Start your answer to this question in a new booklet.

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

- demonstrate understanding of and evaluate the relationship between representation and meaning
  - organise, develop and express ideas using language appropriate to audience, purpose and form
- 

#### Question 10 — Elective 1: Conflicting Perspectives (20 marks)

How is the representation of conflicting perspectives of an event, personality or situation an integral part of the texts you have studied?

In your response make close reference to your prescribed text and ONE other 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*

**Question 11 — Elective 3: History and Memory (20 marks)**

Explain the ways in which history and memory are different.

In your essay refer to your prescribed text and at least ONE other related texts of your own choosing.

The prescribed texts are:

- **Prose Fiction**
  - Peter Carey, *The True History of the Kelly Gang*
  - Maxine Hong Kingston, *The Woman Warrior: Memoirs of a Girlhood Among Ghosts*
- **Film**
  - Stephen Frears, *The Queen*
- **Nonfiction**
  - Mark Raphael Baker, *The Fiftieth Gate*
  - Smithsonian National Museum of American History September 11 website
- **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*

**END OF PAPER**