



Billings

JAMES RUSE AGRICULTURAL HIGH SCHOOL

**2010**

**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
- Hand up EACH SECTION in a SEPARATE BOOKLET
- Write your candidate number on each page
- Attempt ALL QUESTIONS
- Write the question at the top of the page

**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**

Page 5-9

**20 marks**

- Attempt ONE question from Questions 3-8
- Allow about 40 minutes for this section

#### **SECTION III**

Pages 10-11

**20 marks**

- Attempt ONE question from Questions 9-10
- 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

Answer the question in a SEPARATE writing booklet. Extra writing booklets are available.

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

- evaluate the relationships between texts and contexts
  - demonstrate an understanding of a pair of texts when considered together
  - 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) Shakespeare and Film

How has your understanding of *Richard III* been reshaped by the connections you have made with *Looking for Richard*?

Discuss with close reference to the contexts, values and language of each text.

The prescribed texts are:

- William Shakespeare, *King Richard III*
- Al Pacino, *Looking For Richard*

OR

#### (b) Prose Fiction and Poetry

How has your understanding of *The Aunt's Story* been reshaped by the connections you have made with *Rosemary Dobson's Poetry*?

Discuss with close reference to the contexts, values and language of each text.

The Prescribed texts are-

- Patrick White, *The Aunt's Story*
- Rosemary Dobson, *Selected Poems*  
*Young Girl At A Window*  
*Chance Met*  
*Landscape in Italy*  
*Azay-Le- Rideau*  
*The Rape At Europa*  
*Romantic*  
*Primitive Painters*

OR

**(c) Prose Fiction and Nonfiction**

How has your understanding of *Pride and Prejudice* been reshaped by the connections you have made with *Letters to Alice on First Reading Jane Austen*? Discuss with close reference to the contexts, values and language of each text.

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**

How has your understanding of *Donne's Poetry* been reshaped by the connections you have made with *W;t*? Discuss with close reference to the contexts, values and language of each text.

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

**End of Question 1**

**(a) Prose Fiction and Film**

“Times change but human values remain static.”

Discuss this statement with close reference to the context, values and language of both *Frankenstein* and *Blade Runner*.

The prescribed texts are:

- Mary Shelley, *Frankenstein*
- Ridley Scott, *Blade Runner – Director’s Cut*

**OR**

**(b) Prose Fiction and Poetry**

“Times change but human values remain static.”

Discuss this statement with close reference to the context, values and language of both *Elizabeth Barrett Browning’s Poetry* and *The Great Gatsby*.

The prescribed texts are:

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

**OR**

**(c) Drama and Non fiction**

“Times change but human values remain static.”

Discuss this statement with close reference to the context, values and language of both *Who’s Afraid of Virginia Woolf* and *A Room of One’s Own*

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 3-11

Allow about 40 minutes for this section

Answer the question in a SEPARATE writing booklet. Extra writing booklets are available.

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

- demonstrate 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 3 – William Shakespeare, *Hamlet*

(20 marks)

It has been suggested that a key aspect of *Hamlet's* enduring relevance to audiences is the play's examination of human flaws.

To what extent does your personal understanding concur with this view?

In your response you should critically analyse and evaluate the techniques, themes and structure of the play.

OR

### Question 4 – Prose Fiction

(20 marks)

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

It has been suggested that a key aspect of *In the Skin of a Lion's* enduring relevance to readers is the novel's examination of human flaws.

To what extent does your personal understanding concur with this view?

In your response you should critically analyse and evaluate the techniques, themes and structure of the novel.

OR

#### (b) Tim Winton, *Cloudstreet*

(20 marks)

It has been suggested that a key aspect of *Cloudstreet's* enduring relevance to readers is the novel's examination of human flaws.

To what extent does your personal understanding concur with this view?

In your response you should critically analyse and evaluate the techniques, themes and structure of the novel.

OR

(c) **Gail Jones, *Sixty Lights***

**(20 marks)**

It has been suggested that a key aspect of *Sixty Lights*' enduring relevance to readers is the novel's examination of human flaws.

To what extent does your personal understanding concur with this view?

In your response you should critically analyse and evaluate the techniques, themes and structure of the novel.

OR

(d) **Charlotte Bronte, *Jane Eyre***

**(20 marks)**

It has been suggested that a key aspect of *Jane Eyre*'s enduring relevance to readers is the novel's examination of human flaws.

To what extent does your personal understanding concur with this view?

In your response you should critically analyse and evaluate the techniques, themes and structure of the novel.

OR

**Question 5 – Drama – Henrik Ibsen, *A Doll's House***

**(20 marks)**

It has been suggested that a key aspect of *A Doll's House*'s enduring relevance to readers is the novel's examination of human flaws.

To what extent does your personal understanding concur with this view?

In your response you should critically analyse and evaluate the techniques, themes and structure of the novel.

OR

**Question 6 – Film, Orson Wells, *Citizen Kane***

**(20 marks)**

It has been suggested that a key aspect of *Citizen Kane*'s enduring relevance to viewers is the film's examination of human flaws.

To what extent does your personal understanding agree with this view?

In your response you should critically analyse and evaluate the techniques, themes and structure of the film.

OR

**Question 7 – Poetry (20 marks)**

**(a) Poetry – William Butler Yeats, Selected Poems**

It has been suggested that a key aspect of *Yeats*' enduring relevance to readers is his poetry's examination of human flaws.

To what extent does your personal understanding agree with this view?

In your response you should critically analyse and evaluate the techniques, themes and structure of the film.

**The Prescribed Poems are:**

-William Butler Yeats, Selected Poems

*An Irish Airman*

*When You Are Old*

*Among School Children*

*The Wilde Swans at Coole*

*Leda and The Swan*

*The Second Coming*

*Easter 1916*

**OR**

**(b) Poetry – Gwen Harwood, Selected Poems**

It has been suggested that a key aspect of *Harwood's* enduring relevance to readers is her poetry's examination of human flaws.

In your response you should critically analyse and evaluate the techniques, themes and structure of the poetry..

**The Prescribed Poems are:**

- Gwen Harwood, *Selected Poems*

*Father and Child (Parts I & II)*

*The Violets*

*At Mornington*

*A Valediction*

*Triste Triste*

*The Sharpness of Death*

*Mother Who Gave Me Life*

**OR**

**(c) Poetry – Kenneth Slessor, Selected poems**

It has been suggested that a key aspect of *Yeats*' enduring relevance to readers is his poetry's examination of human flaws.

To what extent does your personal understanding agree with this view?

In your response you should critically analyse and evaluate the techniques, themes and structure of the film

**The Prescribed Poems are:**

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

OR

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

It has been suggested that we value those speeches which examine the flaws in human societies.

To what extent does your personal understanding agree with this view?

In your response you should critically analyse and evaluate the techniques, themes and structure of at least two prescribed speeches.

**The Prescribed Speeches are:**

- Margaret Atwood - *Spotty – Handed Villainesses*, 1994
- Paul Keating - *Funeral Service Of the Unknown 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

OR



**(b) Nonfiction - George Orwell: Essays**

It has been suggested that we value those essays which examine the flaws in human societies. To what extent does your personal understanding agree with this view?

In your response you should critically analyse and evaluate the techniques, themes and structure of at least two prescribed speeches.

**The Prescribed Essays are:**

*Why I write*  
*Notes on Nationalism*  
*Good Bad Books*  
*The Sporting Spirit*  
*Politics and the English language*  
*Writers and Leviathan*

**End of Section**

## Section III – Module C: Representation and Text

**20 marks**

**Attempt ONE question from Questions 9 - 10**

**Allow about 40 minutes for this section**

**Answer the question in a SEPARATE writing booklet. Extra writing booklets are available.**

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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 9 – Elective 1: Conflicting Perspectives**

**(20 marks)**

How have the texts you have studied in this elective enhanced your understanding of the complexities of conflicting perspectives?

Refer to your prescribed text and TWO texts of your own choosing.

The prescribed texts are:

- Shakespeare** - 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 10 – Elective 2: History and Memory**

**(20 marks)**

How have the texts you have studied in this elective enhanced your understanding of the complexities of history and memory?

Refer to your prescribed text and TWO texts of your own choosing.

The Prescribed Texts are:

Prose Fiction	Maxine Hong Kingston, <i>The Woman Warrior: Memoirs of Girlhood Among Ghosts</i> Peter Carey, <i>The True History of Ned Kelly</i>
Film	Stephen Frears, <i>The Queen</i>
Poetry	Denise Levertov, <i>Selected Poems</i> <ul style="list-style-type: none"><li>• <i>Ways of Conquest</i></li><li>• <i>Don't You Hear That Whistle Blowin'...</i></li><li>• <i>In Thai Binh Province</i></li><li>• <i>A Time Past</i></li><li>• <i>Libation</i></li><li>• <i>A Letter to Marek About a Photograph</i></li><li>• <i>The Pilots</i></li></ul>
Nonfiction	Mark Raphael Baker, <i>The Fiftieth Gate</i> Smithsonian National Museum of American History September 11 website

**End of paper**