

Ms. Peng



**NORTH SYDNEY GIRLS HIGH SCHOOL  
HIGHER SCHOOL CERTIFICATE  
TRIAL EXAMINATION  
2013**

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

**General Instructions**

- Reading time – 5 minutes
- Working time – 2 hours
- Write using black or blue pen

**Total marks – 60**

**Section I: 20 marks**

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

**Section II: 20 marks**

- Attempt ONE question from Questions 3–5
- Allow about 40 minutes for this section

**Section III: 20 marks**

- Attempt Question 6
- 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 writing booklet. Extra writing booklets are available.  
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 — Elective 1: Exploring Connections (20 marks)

#### (a) Shakespearean Drama and Film

How has exploring the connections between Shakespeare and Pacino enhanced your understanding of the texts' values and contexts?

- Shakespeare, William, *King Richard III*, New Cambridge Shakespeare, Cambridge University Press, 1999,; or Cambridge School Shakespeare, 2006, **AND**
- Pacino, Al, *Looking for Richard*, Fox, 1996 (order through Bellbird Books, ph 02 8905 8690)

#### (b) Prose Fiction and Poetry

How has exploring the connections between White and Dobson enhanced your understanding of the texts' values and contexts?

- White, Patrick, *The Aunt's Story*, Vintage/Random House, 1994,; or 2008, **AND**
- Dobson, Rosemary, *Selected Poems*, Board of Studies website [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)  
'Young Girl at a Window', 'Chance Met', 'Landscape in Italy', 'Azay-Le-Rideau', 'The Rape of Europa', 'Romantic', 'Primitive Painters'

#### (c) Prose Fiction and Nonfiction

How has exploring the connections between Austen and Weldon enhanced your understanding of the texts' values and contexts?

- Austen, Jane, *Pride and Prejudice*, Penguin Red Classics, 2006, ISBN: 9780141028101 **AND**
- Weldon, Fay, *Letters to Alice on First Reading Jane Austen*, Sceptre/Hachette, 2008

Question 1 continues on page 3

## 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 writing booklet. Extra writing booklets are available.  
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 — Elective 1: Exploring Connections (20 marks) (Continued)

#### (d) Poetry and Drama

“I know all about life and death.”

With reference to the above quotation, discuss the ways in which Donne’s poetry and Edson’s play *W;t* each engage with the essential experiences of life and the meaning of death.

- Donne, John, *Selected Poetry*, Penguin Poetry Library, 1986.

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

**AND**

- Edson, Margaret, *W;t*, Nick Hern/Currency Press, 2000.

End of Question 1

## Section I — Module A: Comparative Study of Texts and Context (continued)

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

#### (a) Prose Fiction and Film

“Despite being created one hundred and sixty years apart, *Frankenstein* and *Blade Runner* are similar in the sense that both use acts of creation to explore the human condition.”

Discuss.

- Shelley, Mary, *Frankenstein*, Penguin Red Classics, 2006, **AND**
- Scott, Ridley, *Blade Runner (Director’s Cut)*, Warner Bros, 1982, or *Final Cut*, 2007.

OR

#### (b) Prose Fiction and Poetry

What have the two texts you have studied revealed about changing values and perspectives on what it means to be rich and aimless?

- Fitzgerald, F Scott, *The Great Gatsby*, Penguin Red Classics, 2006, **AND**
- Browning, Elizabeth Barrett, *Aurora Leigh and Other Poems*, Penguin Classics, 1995, Sonnets I, XIII, XIV, XXI, XXII, XXVIII, XXXII, XLIII

OR

#### (b) Drama and Nonfiction

What have the two texts you have studied revealed about changing values and perspectives on what it means to be tired, emotional and angry?

- Albee, Edward, *Who’s Afraid of Virginia Woolf*, Vintage/Random House, 2001, **AND**
- Woolf, Virginia, *A Room of One’s Own*, Penguin Classics, 2005,

End of Section I

## 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.

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
- 

### Question 1 - Shakespearean Drama

So shall you hear  
Of carnal, bloody, and unnatural acts,  
Of accidental judgments, casual slaughters,  
Of deaths put on by cunning and forced cause,  
And in this upshot, purposes mistook  
Fallen on th'inventors' heads.

(Act 5, Scene 2)

*Hamlet* tells the story of murder and its aftermath, but the play considers matters beyond this simple outline.

Discuss.

- Shakespeare, William, *Hamlet*, New Cambridge Shakespeare, Cambridge University Press, 2003,; or Cambridge School Shakespeare, 2006.

### Question 2 - Prose Fiction

To what extent has your personal response to your prescribed text been shaped by the enduring power of the ideas of the composer?

- Ondaatje, Michael, *In the Skin of a Lion*, Picador/Macmillan, 1988, ISBN: 9780330301831
- Winton, Tim, *Cloudstreet*, Penguin, 1998, ISBN: 9780140273984
- Jones, Gail, *Sixty Lights*, Vintage/Random House, 2005, ISBN: 9780099472032
- Bronte, Charlotte, *Jane Eyre*, Penguin Classics, 2006, ISBN: 9780141441146

Section II continues on next page

### Question 3 - Drama (d) or Film (f)

To what extent has your personal response to your prescribed text been shaped by the enduring power of the ideas of the composer?

- Ibsen, Henrik, *A Doll's House*, Cambridge University Press, 1995, ISBN: 9780521483421 (d)
- Welles, Orson, *Citizen Kane*, Warner Bros, 1941 (f)

### Question 4 - Poetry

Was it needless death after all?  
For England may keep faith  
For all that is done and said.  
We know their dream; enough  
To know they dreamed and are dead;  
And what if excess of love  
Bewildered them till they died?  
I write it out in a verse -  
MacDonagh and MacBride  
And Connolly and Pearse  
Now and in time to be,  
Wherever green is worn,  
Are changed, changed utterly:  
A terrible beauty is born.

In the poem 'Easter 1916', Yeats responds to a specific event, but his thinking in this and other poems considers questions and concerns well beyond a single event or moment in time.

Discuss the above statement with reference to 'Easter 1916' and ONE other poem set for study.

- Yeats, William Butler, *WB Yeats: Poems selected by Seamus Heaney*, Faber/Allen & Unwin, 2005, ISBN: 9780571222964

'An Irish Airman',  
'When You Are Old',  
'Among School Children',  
'The Wild Swans at Coole',  
'Leda and the Swan',  
'The Second Coming',  
'Easter 1916'

**Section II continues on next page**

## Section II — Module B: Critical Study of Texts (Continued)

20 marks

Attempt ONE question from Questions 3–5

Allow about 40 minutes for this section

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

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

- 
- demonstrate understanding of the ideas expressed in the text
  - evaluate the text's reception in different contexts
  - organise, develop and express ideas using language appropriate to audience, purpose and form
- 

### Question 5 – Nonfiction

To what extent has your personal response to your prescribed text been shaped by the enduring power of the ideas of the composer?

- Orwell, George, *George Orwell: Essays*, Penguin, 2000, 'Why I Write', 'Notes on Nationalism', 'Good Bad Books', 'The Sporting Spirit', 'Politics and the English Language', 'Writers and Leviathan'
- Speeches: Board of Studies website: [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)
  - 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

**End of Section II.**

## Section III — Module C: Representation and Text

20 marks.

Allow about 40 minutes for this section

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

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
- 

### Question 6 — Elective 1: Conflicting Perspectives (20 marks)

“The representation of conflicting perspectives in society can be enlivening and enriching.”

Discuss the above quotation in relation to TWO chapters of *The Justice Game* and ONE text of your own choosing.

The prescribed texts are:

#### Nonfiction

- Robertson, Geoffrey, *The Justice Game*, Vintage/Random House, 1998,  
‘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’

#### Shakespearean Drama

- Shakespeare, William, *Julius Caesar*, Cambridge University Press, New Cambridge Shakespeare,

OR

#### Prose Fiction

- Guterson, David, *Snow Falling on Cedars*, Bloomsbury/Allen & Unwin,

OR

#### Drama (d) or Film (f)

- Whelan, Peter, *The Herbal Bed*, Josef Weinberger/Hal Leonard Australia, 1996,



- Levinson, Barry, *Wag the Dog*, Roadshow, 1997 (f)

**OR**

**Poetry**

- Hughes, Ted, *Birthday Letters*, Faber/Allen & Unwin, 2005, ISBN: 9780571194735
- 'Fulbright Scholars', 'The Shot', 'The Minotaur', 'Sam', 'Your Paris', 'Red'

**End of paper**