



# St Ursula's College

K I N G S G R O V E

Student Number.....

2010

## 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 at the top of this page

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 - 9
- Allow about 40 minutes for this Section

#### Section III

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

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20 marks

Attempt EITHER Question 1 or Question 2

Allow about 40 minutes for this Section

Answer the question in a SEPARATE writing 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
  - organize, develop and express ideas using language appropriate to audience, purpose and form
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### Question 1 – Elective 1: Exploring Connections (20 marks)

Exploring connections allows for a deeper appreciation of the pairs of texts set for study.

To what extent is this made evident in the texts you have studied?

The prescribed texts are:

- Shakespearean Drama and Film – William Shakespeare, *King Richard III*

OR

- Prose Fiction and Poetry
  - 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 of Europa*
    - \* *Romantic*
    - \* *Primitive Painters*

OR

Question 1 continues on page 3

Question 1 (continued).

• Prose Fiction and Nonfiction

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

OR

• Poetry and Drama

- 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

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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
  - 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)**

Meaning is shaped through the distinctively visual.

How is this shown in your prescribed text and at least ONE other text of your own choosing?

The prescribed texts are:

- **Prose Fiction and Nonfiction**
  - Mary Shelley, *Frankenstein*
  - Ridley Scott, *Blade Runner (Director's Cut) or (Final Cut)*

**OR**

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

**OR**

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

## Section II – Module B: Critical Study of Texts

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**20 marks**

**Attempt ONE question from Questions 3 - 9**

**Allow about 40 minutes for this Section**

**Answer the question in a SEPARATE writing booklet**

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

- demonstrate and 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
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**Question 3 – Shakespearean Drama – William Shakespeare, *Hamlet* (20 marks)**

*Hamlet* is a valued text because it explores challenging audiences to see the good and bad in humanity.

Discuss this statement in light of your understanding of William Shakespeare's *Hamlet*.

In your response, make detailed reference to the play.

**Question 4 – Prose Fiction (20 marks)**

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

*In the Skin of a Lion* is a valued text because it challenges audiences to see the good and bad in humanity.

Discuss this statement in light of your understanding of Michael Ondaatje's *In the Skin of a Lion*.

In your response, make detailed reference to the novel.

OR

**Question 4 continues on page 6**

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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
  - organize, develop and express ideas using language appropriate to audience, purpose and form
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**Question 4 (continued)**

(b) Tim Winton, *Cloudstreet*

*Cloudstreet* is a valued text because it challenges audiences to see the good and bad in humanity.

Discuss this statement in light of your understanding of Tim Winton's *Cloudstreet*.

In your response, make detailed reference to the novel.

**OR**

(c) Gail Jones, *Sixty Lights*

*Sixty Lights* is a valued text because it challenges audiences to see the good and bad in humanity.

Discuss this statement in light of your understanding of Gail Jones' *Sixty Lights*.

In your response, make detailed reference to the novel.

**OR**

(d) Charlotte Bronte, *Jane Eyre*

*Jane Eyre* is a valued text because it challenges audiences to see the good and bad in humanity.

Discuss this statement in light of your understanding of Charlotte Bronte's *Jane Eyre*.

In your response, make detailed reference to the novel.

**End of Question 4**

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

*A Doll's House* is a valued text because it challenges audiences to see the good and bad in humanity.

Discuss this statement in light of your understanding of Henrik Ibsen's *A Doll's House*.

In your response, make detailed reference to the play.

**Question 6 – Film – Orson Wells, *Citizen Kane* (20 marks)**

*Citizen Kane* is a valued text because it challenges audiences to see the good and bad in humanity.

Discuss this statement in light of your understanding of Orson Welles' *Citizen Kane*.

In your response, make detailed reference to the film.

**Question 7 - Poetry (20 marks)**

*A Doll's House* is a valued text because it challenges audiences to see the good and bad in humanity.

Discuss this statement in light of your understanding of Henrik Ibsen's *A Doll's House*.

In your response, make detailed reference to the play.

**(a) William Butler Yeats, *W B Yeats: Poems selected by Seamus Heaney***

*Yeats' poems* are valued texts because they challenge audiences to see the good and bad in humanity.

Discuss this statement in light of your understanding of the poetry of W.B. Yeats.

In your answer, make detailed reference to THREE of the 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

Question 7 continues on page 8

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 7 (continued)

(b) Gwen Harwood, *Selected Poems*

Harwood's poems are valued texts because they challenge audiences to see more than one perspective.

Discuss this statement in light of your understanding of the poetry of Gwen Harwood.

In your answer, make detailed reference to THREE of the poems set for study.

The prescribed poems are:

- 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

(c) Kenneth Slessor, *Selected Poems*

Slessor's poems are valued texts because they challenge audiences to see more than one perspective.

Discuss this statement in light of your understanding of the poetry of Kenneth Slessor.

In your answer, make detailed reference to THREE of the 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)**

Orwell's essays are valued texts because they challenge audiences to see more than one perspective.

Discuss this statement in light of your understanding of the essays of George Orwell.

In your answer, make detailed reference to THREE of the essays set for study.

The prescribed poems are:

- \* *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 set for study are valued texts because they challenge audiences to see more than one perspective.

Discuss this statement in the light of your understanding of the prescribed speeches.

In your answer, make detailed reference to THREE of the 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

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20 marks

Attempt either Question 10 or Question 11

Allow about 40 minutes for this Section

Answer the question in a SEPARATE writing 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
  - organize, develop and express ideas using language appropriate to audience, purpose and form
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### Question 10 – Elective 1: Conflicting Perspectives (20 marks)

Internal and External conflict lie in the heart of great texts.

What conflicts are presented and how are they developed in your prescribed text and at least one other of your choosing.

In your answer, refer 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*

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

Inclusion and exclusion of facts have an impact on the way texts are understood by audiences

How effectively has your response been manipulated by the representation of such selection:

In your response, refer 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*

**OR**

- Peter Carey, *The True History of the Kelly Gang*
- **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 or Multimedia**
  - Mark Raphael Baker, *The Fiftieth Gate*

**OR**

- Smithsonian National Museum of American History
- September 11 website,  
<http://americanhistory.si.edu/september11/>

**End of paper**