



STUDENT NUMBER: \_\_\_\_\_

**STRATHFIELD GIRLS HIGH  
SCHOOL**

**2015**

**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
- Start a new writing booklet for each section

### Exam Requirements

- 1 Exam paper
- Writing booklets.

**You must not take this paper from the  
Examination room**

### Total marks – 60

**Section I** Pages 3 - 4

#### 20 marks

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

**Section II** Pages 5 – 6

#### 20 marks

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

**Section III** Page 7

#### 20 marks

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

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

**20 marks**

**Attempt ONE question from Questions 1 - 4**

**Allow about 40 minutes for this section**

Start a new booklet to answer this question. Write your student number, the section and question attempted on the front cover of the 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: Intertextual Connections (20 marks)

How does a deeper understanding of the connections between texts compel us into a network of textual relations?

In your response, make detailed reference to your prescribed texts.

#### Prescribed Texts:

##### Shakespearean Drama and Film

Shakespeare, William, *King Richard III*

Pacino, Al, *Looking for Richard*

##### Prose Fiction and Poetry

Tennyson, Alfred Lord ‘The Lady of Shalott’, ‘Tears, idle tears’, ‘In Memoriam A.H.H.’ – Cantos XVI, XVII, XVIII, XIX

Anderson, Jessica, *Tirra Lirra by the River*

##### Prose Fiction and Nonfiction

Austen, Jane, *Pride and Prejudice*

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

##### Poetry and Drama

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

Edson, Margaret, *W;t*

##### Prose Fiction and Film

Woolf, Virginia, *Mrs Dalloway*

Daldry, Stephen, *The Hours*

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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
- 

**Question 2 — Elective 2: Intertextual Perspectives (20 marks)**

In what ways does a comparative study highlight the shared values of two texts from different contexts?

In your response, make detailed reference to your prescribed texts.

**Prescribed Texts:**

**Prose Fiction and Poetry**

Fitzgerald, F Scott, *the Great Gatsby*

Browning, Elizabeth Barrett, *Aurora Leigh and Other Poems*, Sonnets I, XIII, XIV, XXI, XXII, XXVIII, XXXII, XLIII

**Prose Fiction and Film**

Orwell, George, *Nineteen Eighty-Four*

Lang, Fritz, *Metropolis*

**Shakespearean Drama and Nonfiction**

Shakespeare, *William Julius Caesar*

Machiavelli, Niccolo *The Prince*,

**Prose Fiction and Poetry**

Joyce, James, *Dubliners*

Heaney, Seamus ‘Digging’, ‘Blackberry-Picking’, ‘Mid-Term Break’, ‘The Given Note’, ‘The Strand at Lough Beg’, ‘Casualty’, ‘Granite Chip’, ‘Clearances III’

**End of Section I**

## 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 a new booklet to answer this question. Write your student number, the section and question attempted on the front cover of the 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
  - organise, 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)**

How does *Hamlet* reinforce the significance of relationships in achieving revenge?

In your response, make detailed reference to the play

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

How do the prescribed texts reinforce the significance of conflict in achieving resolutions?

In your response, make detailed reference to your prescribed text.

The prescribed texts are:

Brontë, Charlotte, *Jane Eyre*

Jones, Gail, *Sixty Lights*

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

Winton, Tim, *Cloudstreet*

### **Question 5— Drama - Chekhov, Anton, *The Seagull* (20 marks)**

How does *The Seagull* reinforce the significance of subtext in achieving dramatic effect?

In your response, make detailed reference to the play

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

How does *Citizen Kane* reinforce the significance of symbolism in achieving meaning?

In your response, make detailed reference to the film.

**Question 7— Poetry (20 marks)**

How do the prescribed poems reinforce the significance of context in achieving thematic unity?

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

The prescribed texts are:

Eliot, TS ‘The Love Song of J. Alfred Prufrock’, ‘Preludes’, ‘Rhapsody on a Windy Night’, ‘The Hollow Men’, ‘Journey of the Magi’

Rossetti, Christina ‘Goblin Market’, ‘After Death’, ‘Maude Clare’, ‘Light Love’, ‘L.E.L.’, ‘In an Artist’s Studio’

Yeats, William Butler ‘When You Are Old’, ‘The Wild Swans at Coole’, ‘An Irish Airman Foresees his Death’, ‘Easter 1916’, ‘The Second Coming’, ‘Leda and the Swan’, ‘Among School Children’

**Question 8 — Nonfiction – Essays Woolf, Virginia, *A Room of One’s Own & Three Guineas* (20 marks)**

How do the prescribed texts reinforce the significance of gender roles in achieving progress?

In your response, make detailed reference to your prescribed text.

**Question 9 — Nonfiction – Speeches (20 marks)**

How do the prescribed speeches reinforce the significance of unity in achieving equality?

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

The prescribed speeches are:

Anwar Sadat – Speech to the Israeli Knesset, 1977

Paul Keating – Redfern Speech, 1992

Margaret Atwood – ‘Spotty-Handed Villainesses’, 1994

Noel Pearson – ‘An Australian history for us all’, 1996

William Deane – ‘It is still winter at home’, 1999

Doris Lessing – ‘On not winning the Nobel Prize’, Nobel Lecture, 2007

Geraldine Brooks – ‘A Home in Fiction’, Boyer Lecture 4, 2011

**End of Section II**

## Section III — Module C: Representation and Text

20 marks

Attempt ONE question from Questions 11 - 12

Allow about 40 minutes for this section

Start a new booklet to answer this question. Write your student number, the section and question attempted on the front cover of the 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
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### Question 10 — Elective 1: Representing People and Politics (20 marks)

‘The representation of political acts gives us a better understanding of the ideas, events or situations present in a society.

To what extent does your study of *Representing People and Politics* support this statement?

In your response, make detailed reference to your prescribed text and ONE other related text of your own choosing. The prescribed texts are:

**Shakespearean Drama** - Shakespeare, William, *King Henry IV, Part 1*

**Prose Fiction** – Aldous Huxley, *Brave New World*

**Drama** – Arthur Miller, *The Crucible*

**Film** – Barry Levinson, *Wag the Dog*,

**Poetry** – WH Auden , ‘*O what is that sound which so thrills the ear*’, ‘*Spain*’, ‘*Epitaph on a Tyrant*’, ‘*In Memory of W.B. Yeats*’, ‘*September 1, 1939*’, ‘*The Unknown Citizen*’, ‘*The Shield of Achilles*’

**Nonfiction** – Henry Reynolds, *Why Weren’t We Told?*

### Question 11 — Elective 2: Representing People and Landscapes (20 marks)

The representation of people’s experience of particular landscapes can have a profound effect on both an individual and their society.

To what extent does your study of *Representing People and Landscapes* support this statement?

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

The prescribed texts are:

**Prose Fiction** -, Melissa Harrison, *Clay*

Colm Tóibín, *Brooklyn*

Patrick White, *The Tree of Man*

**Film** – Rolf de Heer, *Ten Canoes*

**Poetry** –Judith Wright, ‘*The Hawthorn Hedge*’, ‘*Brothers and Sisters*’, ‘*South of My Days*’, ‘*For New England*’, ‘*Flame-tree in a Quarry*’, ‘*Train Journey*’, ‘*Moving South*’

**Nonfiction** –, Alain de Botton, *The Art of Travel*

**End of Section III & End of Examination.**