

# SYDNEY BOYS HIGH SCHOOL 2015



## TRIAL EXAMINATION

### ENGLISH (ADVANCED) PAPER 2 – MODULES

#### General Instructions

- Reading time – 5 minutes
- Working time – 2 hours
- Write using blue or black pen
- Write your student number on the front cover of your writing booklet

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 3–7
- Allow about 40 minutes for this section

#### Section III

**20 marks**

- Attempt ONE question from Questions 8-9
- 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.

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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)**

‘A fundamental connection between these texts is conveyed through characters who struggle to make sense of the world they live in. This struggle inevitably tests their humanity’.

To what extent is this true of the prescribed texts set for study?

#### **(a) Shakespearean Drama and Film**

The prescribed texts are:

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

OR

#### **(b) Prose Fiction and Poetry**

The prescribed texts are:

Wolfe Virginia Mrs. Dalloway House, 1994 or 2008 **AND**

Stephen Daldry *The Hours*

OR

#### **(c) Prose Fiction and Nonfiction**

The prescribed texts are:

AUSTEN, Jane, *Pride and Prejudice*, Penguin Red Classics, 2006 **AND**

WELDON, Fay, *Letters to Alice on First Reading Jane Austen*, Sceptre/Hachette, 2008

OR

**(d) Poetry and Prose Fiction**

The prescribed texts are:

Tennyson, Alfred Lord

The lady of shallot, Tears, idle tears, In Memoriam A.H.H

AND

Anderson , Jessica, Tirra Lirra by the River

**(e) Poetry and Drama**

Donne John

The Sunne rising, The Apparition, a Valediction forbidding Mourning, The Relique, This is my Playes last Scene, At the round earths imagined Corners, If Poysonous Mineralls , Death be not Proud, Hymne to my God in my Sicknesse

AND

Edson Margaret Wit

– **Elective 2: Intertextual Perspectives** (20 marks)

**Question 2 Elective 2**

‘A fundamental connection between these texts is conveyed through characters who struggle to make sense of the world they live in. This struggle inevitably tests their humanity’.

To what extent is this true of the prescribed texts set for study?

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(a) **Shakespearean drama and nonfiction**

Shakespeare, William, *Julius Caesar*

AND

Machiavelli, Niccolo, *The Prince*

OR

(b) **Prose Fiction and Poetry**

The prescribed texts are:

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

(c) **Prose Fiction and Film**

The prescribed texts are

**Orwell, George, *Nineteen Eighty –Four***

AND

**Lang, Fritz, *Metropolis***

## 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 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 (20 marks)

At the core of the play is the conflict between good and evil.  
To what extent is this your assessment of the play?

The prescribed texts are:  
SHAKESPEARE, William, *Hamlet*, New Cambridge  
Shakespeare, Cambridge University Press, 2003; or  
**Cambridge School Shakespeare, 2006**

OR

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

‘A successful novel is an engaging blend of passionate ideas artfully expressed’.

Is this your view of your prescribed novel? Support your response through a close analysis of your text.

The prescribed texts are:

ONDAATJE, Michael, *In the Skin of a Lion*,  
Picador/Macmillan, 1988  
WINTON, Tim, *Cloudstreet*, Penguin, 1998  
JONES, Gail, *Sixty Lights*, Vintage/Random House,  
2005  
BRONTE, Charlotte, *Jane Eyre*, Penguin Classics,  
**2006**

OR

**Question 5 – Drama or Film (20 marks)**

‘Successful drama and film are an engaging blend of passionate ideas artfully expressed’.

Is this your view of the drama or film text studied? Support your response through a close analysis of your text.

The prescribed texts are:

Chekov, Anton, *The Seagull*  
University Press, 1995

**WELLES, Orson, *Citizen Kane*, Warner Bros, 1941**

OR

**Question 6 – Poetry (20 marks)**

‘Successful poetry is a persuasive blend of passionate ideas artfully expressed’.

Is this your view of your prescribed poetry text? Support your response through a close analysis of at least three poems from your selected text.

The prescribed texts are:

YEATS, William Butler, *W B Yeats: Poems selected*  
by *Seamus Heaney*, Faber/Allen & Unwin, 2005,  
*‘An Irish Airman’*, *‘When You Are Old’*, *‘Among*  
*School Children’*, *‘The Wild Swans at Coole’*, *‘Leda*  
*and the Swan’*, *‘The Second Coming’*, *‘Easter 1916’*

ELIOT T.S

The Love Song of J Alfred Prufrock, Preludes, Rhapsody on a Windy Night, The Hollow Men,  
Journey of the Magi

ROSETTI CHRISTINA

Goblin Market, After Death, Maude Clare, Light Love, L.E.L, In an Artists Studio

OR

**Question 7 – Nonfiction (20 marks)**

**Speeches**

‘A successful speech is a persuasive blend of passionate ideas artfully expressed’.

Is this your view of the prescribed speeches? Support your response through a close analysis of at least three speeches.

The prescribed speeches are:

Margaret Atwood – *‘Spotty-Handed Villainesses’*,  
1994

Paul Keating – *Redfern Speech, 1992*

Noel Pearson – *‘An Australian History for Us All’*,

1996

Doris Lessing On not Winning the nobel Prize 2007

William Deane – *'It is Still Winter at Home'*, 1999

**Anwar Sadat** – *Speech to the Israeli Knesset*, **Brooks** A Home in Fiction Boyer Lecture

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

**20 marks**

**Attempt ONE question from Questions 8-9**  
**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 8 – Elective 1: Representing People and Politics (20 marks)**

Representation is a deliberate act on the part of the composer.

How have the composers of your core text and at least one related text represented ideas about people and politics?

The prescribed texts are:

#### **Shakespearean Drama**

SHAKESPEARE, William,  
*King Henry VIII Part One*

#### **Prose Fiction**

Huxley Aldous  
*Brave New World*

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

Arthur Miller  
*The Crucible*

OR

LEVINSON, Barry, *Wag the Dog*, Roadshow, 1997 (f)

#### **Poetry**

AUDEN, WH

*Oh what is that sound that so thrills the Ear, Spain, Epitaph on a Tyrant, In Memory of WB Yeats, September 1, 1939, The Unknown Citizen, The Shield of Achilles*

#### **Nonfiction**

Henry Reynolds *Why Weren't We Told?*



**Question 9 – Elective 2: Representing People and Landscapes (20 marks)**

Representation is a deliberate act on the part of the composer.

How have the composers of your core text and at least one related text represented ideas about people and landscapes?

The prescribed texts are:

**Prose Fiction**

HARRISON, MELISSA, Clay

TOIBIN, COLM, Brooklyn

WHITE, PATRICK, The Tree of Man

**Film**

De HEER, ROLF Ten Canoes

**Poetry**

WRIGHT, JUDITH

The Hawthorn Hedge, Brothers and Sisters, South of my Days, For New England, Flame Tree in a Quarry, Train Journey, Moving South

**Nonfiction**

DE BOTTON, ALAIN The Art of Travel

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