

English (Advanced)

Paper 2 - Modules

General Instructions

- Reading time – 5 minutes
- Working time – 2 hours
- Write using black or blue pen only
- Write your candidate number in the space provided

Total Marks: 60

Section I

Pages 2-6

15 marks

- Attempt Question 1
- Allow about 40 minutes for this section

Section II

Pages 7-11

15 marks

- Attempt Question 2
- Allow about 40 minutes for this section

Section III

Pages 12-13

15 marks

- Attempt Question 3
- 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 on a new page or writing booklet, if provided.

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

To what extent does your comparative study of *King Richard III* and *Looking for Richard* demonstrate that the nature of truth is an important universal concern?

In your response make detailed reference to both texts.

The prescribed texts are:

- William Shakespeare, *King Richard III* and
- Al Pacino, *Looking for Richard*

OR

Question 1 continues on page 3

Question 1 (continued)

(b) Prose Fiction and Poetry

To what extent does your comparative study of *The Aunt's Story* and Rosemary Dobson's poems demonstrate that human relationships are an important universal concern?

In your response make detailed reference to both texts.

The prescribed texts are:

- Patrick White, *The Aunt's Story* and
- 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

(c) Prose Fiction and Nonfiction

To what extent does your comparative study of *Pride and Prejudice* and *Letters to Alice on First Reading Jane Austen* demonstrate that the conflict between an individual and society is an important universal concern?

In your response make detailed reference to both texts.

The prescribed texts are:

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

OR

Question 1 continues on page 4

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 (continued)

(d) **Poetry and Drama**

To what extent does your comparative study of *W;t* and John Donne's poetry demonstrate that human suffering is an important universal concern?

In your response make detailed reference to both texts.

The prescribed texts are:

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

End of Question 1

a) Prose Fiction and Film

How does the comparison of language* and ideas help us gain a heightened understanding of context and values in *Frankenstein* and *Blade Runner*?

In your response make detailed reference to both texts.

[*language: language forms and features including visual, dramatic, literary and poetic techniques]

The prescribed texts are:

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

OR

b) Prose Fiction and Poetry

How does the comparison of language* and ideas help us gain a heightened understanding of context and values in *The Great Gatsby* and Browning's poetry?

In your response make detailed references to both texts.

[*language: language forms and features including visual, dramatic, literary and poetic techniques]

The prescribed texts are:

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

OR

Question 2 continues on page 6

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 (continued)

c) Drama and Nonfiction

How does the comparison of language* and ideas help us gain a heightened understanding of context and values in *Who's Afraid of Virginia Woolf* and *A Room of One's Own*?

In your response make detailed references to both texts.

[*Language: language forms and features including visual, dramatic, literary and poetic techniques]

The prescribed texts are:

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

OR

In your response make detailed reference to the novel.

To what extent does this statement reflect your response to Lucy Strange and ONE other character in Gail Jones, *Sixty Lights*?

'Tension between an individual and society is what creates interest in a novel.'

(b) Gail Jones, *Sixty Lights*

OR

Discuss this statement, making detailed references to the play.

'A text of timeless appeal is marked by effective construction of characters to support its main ideas'

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

Question 4 – Prose Fiction (20 marks)

Discuss this statement, making detailed references to the play.

'A text of timeless appeal is marked by effective construction of characters to support its main ideas'

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

- 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

Answer the question on a new page or writing booklet, if provided.

Attempt ONE question from Questions 3 – 9
Allow about 40 minutes for this section

20 marks

Section II – Module B: Critical Study of Texts

STUDENT NUMBER/NAME:

(c) Tim Winton, *Cloudstreet*

'Tension between an individual and society is what creates interest in a novel.'

To what extent does this statement reflect your response to Sam Pickles and ONE other character in Tim Winton's *Cloudstreet*?

In your response make detailed reference to the novel.

OR

(d) Charlotte Brontë, *Jane Eyre*

'Tension between an individual and society is what creates interest in a novel.'

To what extent does this statement reflect your response to Jane Eyre and ONE other character in Charlotte Brontë's *Jane Eyre*?

In your response make detailed reference to the novel.

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

'Tension between an individual and society is what creates interest in drama.'

To what extent does this statement reflect your response to Nora Helmer in Henrik Ibsen's *A Doll's House*?

In your response make detailed reference to the play.

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

'Tension between an individual and society is what creates interest in a film.'

To what extent does this statement reflect your response to Charles Kane in Orson Welles' *Citizen Kane*?

In your response make detailed reference to the film.

Question 7 continues on page 10

OR

— William Butler Yeats, *W B Yeats: Poems selected by Seamus Heaney*

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

The prescribed poems are:

In your response make detailed reference to the poems.

To what extent does this statement reflect your response to *Easter 1916* and at least ONE other Yeats poem set for study?

'Tension between an individual and life experiences is what creates interest in the poetry of William Butler Yeats.'

(b) William Butler Yeats

OR

— Gwen Harwood, *Selected Poems*

- * *The Sharpness of Death*
- * *Triste Triste*
- * *At Mornington*
- * *A Valediction*
- * *Father and Child (Parts I and II)*
- * *The Violets*
- * *Mother Who Gave Me Life*

The prescribed poems are:

Discuss this statement, making detailed references to AT LEAST TWO poems.

'A text of timeless appeal is marked by effective construction of imagery to support its main ideas'

a) Gwen Harwood

Question 7 – Poetry (20 marks)

STUDENT NUMBER/NAME

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

Question 7 (continued)

(c) Kenneth Slessor

'Tension between an individual and life experiences is what creates interest in the poetry of Kenneth Slessor.'

To what extent does this statement reflect your response to *Beach Burial* and at least ONE other Slessor poem set for study?

In your response make detailed reference to the poems.

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*

Question 8 — Nonfiction – Speeches (20 marks)

'A text of timeless appeal is marked by effective construction of rhetoric to support its main ideas.'

Discuss this statement, making detailed reference to AT LEAST TWO speeches.

The prescribed speeches are:

- * Paul Keating – Funeral Service of the Unknown Australian Soldier, 1993
- * Margaret Atwood – *Spotty-Handed Villainesses*, 1994
- * Aung San Suu Kyi – Keynote Address at the Beijing World Conference on Women, 1995
- * Noel Pearson – *An Australian History for Us All*, 1996
- * Faith Bandler – *Faith, Hope and Reconciliation*, 1999
- * William Deane – *It is Still Winter at Home*, 1999
- * Anwar Sadat – Speech to the Israeli Knesset, 1977

Question 9 — Nonfiction – Essays (20 marks)

'It is the strong feeling an essayist has about a particular aspect of society that creates interest in an essay.'

To what extent does this statement reflect your response to George Orwell's essay, *The Sporting Spirit*, and ONE or TWO other essays set for study?

In your response make detailed reference to the essays.

The prescribed essays are:

- George Orwell – *George Orwell: Essays*
- * *Why I Write*
- * *Notes on Nationalism*
- * *Good Bad Books*
- * *The Sporting Spirit*
- * *Politics and the English Language*
- * *Writers and Leviathan*

STUDENT NUMBER/NAME:

Section III – Module C: Representation and Text**20 marks****Attempt either Question 10 or Question 11****Allow about 40 minutes for this section**

Answer the question on a new page or writing booklet, if provided.

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

Question 10 — Elective 1: Conflicting Perspectives (20 marks)

You have been asked to take part in a debate on the topic:

‘ that the existence of conflicting perspectives in society can only be enriching.’

Write a speech that you could use to argue FOR or AGAINST this statement.

In your speech support your argument with close reference to how ideas have been represented in your prescribed text and at least TWO other related texts 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*

Question 10 continues on page 13

END OF PAPER

- Poetry
 - Denise Levertov, *Selected Poems*
 - * *Ways of Conquest*
 - * *Don't You Hear That Whistle Blowing*, ...
 - * *In Thai Binh (Peace) Province*
 - * *A Time Past*
 - * *Libation*
 - * *A Letter to Marek About a Photograph*
 - * *The Pilots*
- Multimedia
 - Smithsonian National Museum of American History
September 11 website,
<http://americanhistory.si.edu/september11/>
- Nonfiction
 - Mark Raphael Baker, *The Fiftieth Gate*
- Film
 - Stephen Frears, *The Queen*
- Prose Fiction
 - Peter Carey, *The True History of the Kelly Gang*
 - Maxine Hong Kingston, *The Woman Warrior: Memoirs of a Girlhood Among Ghosts*

The prescribed texts are:

In your speech support your argument with close reference to how ideas have been represented in your prescribed text and at least TWO other related texts of your own choosing.

Write a speech that you could use to argue FOR or AGAINST this statement.

, that the personal dimension memory provides can only enrich history;

You have been asked to take part in a debate on the topic:

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

- 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*

STUDENT NUMBER/NAME: