



CATHOLIC SECONDARY SCHOOLS
ASSOCIATION OF NEW SOUTH WALES

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Centre Number

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Student Number

2010
TRIAL HIGHER SCHOOL CERTIFICATE
EXAMINATION

English (Advanced)

Paper 2 – Modules

Morning Session
Tuesday 3 August 2010

General Instructions

- Reading time – 5 minutes
- Working time – 2 hours
- Write using blue or black pen
- Write your Centre Number and Student Number at the top of this page

Total marks – 60

Section I Pages 2–4

20 marks

- Attempt EITHER Question 1 OR Question 2
- Allow about 40 minutes for this section

Section II Pages 5–9

20 marks

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

Section III Pages 10–11

20 marks

- Attempt EITHER Question 10 OR Question 11
- Allow about 40 minutes for this section

Allow about 40 minutes for this section

Answer the question in a SEPARATE writing booklet

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: Exploring Connections (20 marks)

Connections enrich understanding in 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*
 - Al Pacino, *Looking for Richard*

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

- organise, develop and express ideas using language appropriate to audience, purpose and form
-

Question 2 – Elective 2: Texts in Time (20 marks)

Past speaks to future in the pairs of texts set for study.

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

The prescribed texts are:

- **Prose Fiction and Film** – 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

20 marks

Attempt ONE question from Questions 3–9

Allow about 40 minutes for this section

Answer the question in a SEPARATE writing booklet

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

Hamlet is a valued text because it explores challenging ideas of love and rivalry.

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 explores challenging ideas of work and survival.

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

- organise, develop and express ideas using language appropriate to audience, purpose and form
-

Question 4 (continued)

- (b) Tim Winton, *Cloudstreet*

Cloudstreet is a valued text because it explores challenging ideas of resilience and healing.

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 explores challenging ideas of image and individual experience.

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 explores challenging ideas of integrity and passion.

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 explores challenging ideas of conformity and rebellion.

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 Welles, *Citizen Kane* (20 marks)

Citizen Kane is a valued text because it explores challenging ideas of power and vulnerability.

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

Yeats' poems are valued texts because they explore challenging ideas of longing and regret.

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

- organise, 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 explore challenging ideas of nostalgia and mortality.

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 explore challenging ideas of time and loss.

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 explore challenging ideas of provocation and oppression.

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 essays 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 explore challenging ideas of vision and experience.

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

Allow about 40 minutes for this section

Answer the question in a SEPARATE writing booklet

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: Conflicting Perspectives (20 marks)

Passionate convictions, articulating opposing views, are presented in texts you have studied.

How effectively has your response been manipulated by the representation of these views?

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)

Deliberate selection from recollection and fact is often represented in texts you have studied.

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*
- **Film**
 - Stephen Frears, *The Queen*
- **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

EXAMINERS

Pamela Nutt (Convenor)
Catherine Anderson
Nicole Archard
Darren Barker
Pauline Byrne
Lorna Ciesiolka
Marian Henry
Katherina Lathouras
Dougal Parsons
Alistair Symons

PLC Sydney, Croydon
St Patrick's College, Strathfield
Kincoppal-Rose Bay, School of the Sacred Heart
OLMC, Parramatta
Educational Consultant
Educational Consultant
Marist College, Pagewood
Knox Grammar School, Wahroonga
Tara Anglican School for Girls, North Parramatta
Mount St Joseph, Milperra