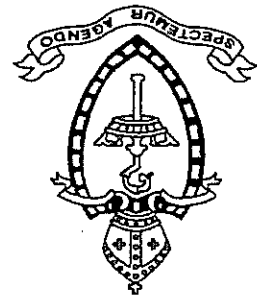


Newcastle Grammar School



2010
TRIAL HSC
EXAMINATION

English (Advanced) Paper 2 – Modules

General Instructions

- Reading time – 5 minutes
- Working time – 2 hours
- Write using blue or black pen
- Commence each question in a new writing booklet
- Write your examination number clearly on each booklet
- If you do not attempt a question please hand in an answer booklet with 'Not Attempted' clearly written on the front page
- Do not remove this question paper from the examination room

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– 8
20 marks

- Attempt one question from Questions 3 – 8
- Allow about 40 minutes for this section

Section III – Pages 9 – 10

- 20 marks
- Attempt ONE question from Questions 9-10
- Allow about 40 minutes for this section

Section I – Module A: Comparative Study of Texts and Contexts

20 marks

Attempt either Question 1 or Question 2

Allow about 40 minutes for this section

Answer the question in a separate writing booklet. Extra writing booklets are available.

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

How has a comparative study of Shakespeare's *King Richard III* and Pacino's *Looking for Richard* heightened your understanding of the significance and meaning of both texts?

The prescribed texts are:

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

OR

(b) Prose Fiction and Poetry

How has a comparative study of White's *The Aunt's Story* and Dobson's *Selected Poems* heightened your understanding of the significance and meaning of both texts?

The prescribed texts are:

- White, Patrick, *The Aunt's Story* and
- Dobson, Rosemary, *Selected Poems*
 - **Young Girl at a Window*
 - **Chance Met*
 - **Landscape in Italy*
 - **Azay-Le-Rideau*
 - **The Rape of Europa*
 - **Romantic*
 - **Primitive Painters*

Question 1 continues on page 3

Question 2 continues on page 4

– Shelley, Mary, *Frankenstein* and
– Scott, Ridley, *Blade Runner* Director's Cut

The prescribed texts are:

Evaluate this statement in the light of the pair of texts you have studied.

“Texts in Time” highlights the ways in which perspectives between texts may change even in fundamental human values.

(a) Prose Fiction and Film

(20 marks)

Question 2 — Elective 2: Texts in Time

– Edson, *W;I*

**The Sunne Rising* and

**The Relique*

**The Apparition*

**A Valediction: forbidding morning*

**Hymne to God my God, in my sickness*

**If poisonous minerals*

**At the earths imagin'd corners blow*

**This is my playes last scene*

**Death be not proud*

– Donne, *Selected Poetry*

The prescribed texts are:

How has a comparative study of Donne's *Selected Poetry* and Edson's *W;I* heightened your understanding of the significance and meaning of both texts?

(d) Poetry and Drama

OR

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

The prescribed texts are:

How has a comparative study of Austen's *Pride and Prejudice* and Weldon's *Letters to Alice on First Reading Jane Austen* heightened your understanding of the significance and meaning of both texts?

(c) Prose Fiction and Nonfiction

OR

OR

(b) Prose Fiction and Poetry

How has a comparative study of Fitzgerald's *The Great Gatsby* and Browning's *Aurora Leigh and Other Poems* heightened your understanding of the significance and meaning of both texts?

The prescribed texts are:

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

OR

(c) Drama and Nonfiction

How has a comparative study of Edward's *Who's Afraid of Virginia Woolf* and Woolf's *A Room of One's Own* heightened your understanding of the significance and meaning of both texts?

The prescribed texts are:

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

Paper 2, Section II is on page 5

Question 4 continues on page 6

OR

Evaluate this statement in a personal response.
 "A novel must be rich in textual integrity to be effective in conveying important ideas."

(b) Tim Winton, *Cloudstreet*

OR

Evaluate this statement in a personal response.
 "A novel must be rich in textual integrity to be effective in conveying important ideas."

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

Question 4 — Prose Fiction (20 marks)

Evaluate this statement in a personal response.
 "A play must be rich in textual integrity to be effective in conveying important ideas."

Question 3 — William Shakespeare, *Hamlet* (20 marks)

- 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

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

Answer the question in a SEPARATE writing booklet. Extra writing booklets are available.

20 marks
 Attempt ONE question from Questions 3–8
 Allow about 40 minutes for this section

Section II – Module B: Critical Study of Texts

Question 4 (continued)

(c) Gail Jones, *Sixty Lights*

“A novel must be rich in textual integrity to be effective in conveying important ideas.”

Evaluate this statement in a personal response.

(d) Bronte, Charlotte, *Jane Eyre*

“A novel must be rich in textual integrity to be effective in conveying important ideas.”

Evaluate this statement in a personal response.

Question 5 — Drama or Film (20 Marks)

(a) Drama- Henrik Ibsen, *A Doll's House*

“A play must be rich in textual integrity to be effective in conveying important ideas.”

Evaluate this statement in a personal response.

(b) Film – Orson Welles, *Citizen Kane*

“A film must be rich in textual integrity to be effective in conveying important ideas.”

Evaluate this statement in a personal response.

Question 6 — Poetry (20 marks)

“A poem must be rich in textual integrity to be effective in conveying important ideas.”

In your personal response, discuss this statement with reference to TWO of the prescribed poems.

The prescribed texts 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*

Question 6 continues on page 7

Question 2 continues on page 8

- * *The Sporting Spirit*
- * *Good Bad Books*
- * *Notes on Nationalism*
- * *Why I Write*
- George Orwell, *George Orwell: Essays*

The prescribed texts are:

In your personal response, discuss this statement with reference to TWO of the prescribed essays.

“An essay must be rich in textual integrity to be effective in conveying important ideas.”

Question 7 — Nonfiction — George Orwell, *George Orwell: Essays* (20 marks)

OR

- * *Beach Burial*
- * *Elegy In A Botanical Garden*
- * *Sensuality*
- * *Five Visions of Captain Cook*
- * *Sleep*
- * *Five Bells*
- * *Out of Time*
- Kenneth Slessor, *Selected Poems*

The prescribed texts are:

In your response, refer to THREE poems you have studied.

poems.

In your personal response, discuss this statement with reference to TWO of the prescribed

(c) “A poem must be rich in textual integrity to be effective in conveying important ideas.”

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

- Gwen Harwood, *Selected Poems: A New Edition*

The prescribed texts are:

poems.

In your personal response, discuss this statement with reference to TWO of the prescribed

(b) “A poem must be rich in textual integrity to be effective in conveying important ideas.”

- * *Politics and the English Language*
- * *Writers and Leviathan*

Question 8 — Nonfiction – Speeches (20 marks)

Significant speeches engage with deliberately chosen values in order to achieve a desired response in their audiences.

Discuss this statement in relation to at least TWO speeches from the prescribed text.

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
- * Deane, William- *Ecumenical Service for victims of the canyoning tragedy*, 1999
- * Anwar Sadat- *Speech to the Israeli Knesset*, 1977

is a channel

Paper 2 continues on page 9

Section III – Module C: Representation and Text

20 marks

Attempt ONE question from Questions 9-10
Allow about 40 minutes for this section

Answer the question in a SEPARATE writing booklet. Extra writing booklets are available.

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 9 — Elective 1: Conflicting Perspectives (20 marks)

Composers construct texts which inevitably create differing perspectives and manipulate meaning according to their own purposes.

Construct an argument in response to this statement which draws on your study of "Conflicting Perspectives."

In your answer you should refer to 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 2 continues on page 10

Wagner's Mark
Three perspectives on The Life of Plato by

Nonfiction – Geoffrey Robertson, *The Justice Game*

- * *The Trials of O*
- * *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 10 — Elective 2: History and Memory (20 marks)

“Representations of any historical event are affected by the ways the composer remembers them.”

Discuss this statement in reference to your prescribed text and at least TWO other related texts of your own choosing.

The prescribed texts are:

Prose Fiction

- Maxine Hong Kingston, *The Woman Warrior: Memoirs of a Girlhood Among Ghosts*
- Peter Carey, *The True History of the Kelly Gang*

Film

- Stephen Frees, *The Queen*

Poetry

- Denise Levertov, *Selected Poems*
- * *Ways of Conquest*
- * *Don't You Hear That Whistle Blowin'...*
- * *In Thai (Peace) Province*
- * *A Time Past*
- * *Libation*
- * *A Letter to Marek About a Photograph*
- * *The Pilots*

Nonfiction

- Mark Raphael Baker, *The Fiftieth Gate*

Multimedia

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- Smithsonian National Museum of American History September 11 Website

End of paper



2010

**Knox Grammar School
English (Standard)**

Trial HSC Examination Paper 2 - Modules

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Student Number

- Reading time – 5 minutes
- Working time – 2 hours
- Write using blue or black pen only

Subject Teachers

Mr Bluzmanis

Mrs Gupta
Mr Smith

- Section I – Pages 2 - 3
Total marks (20)
* Attempt ONE question from Questions 1 - 2
* Allow about 40 minutes for this section
- Section II – Page 4
Total marks (20)
* Attempt Question 3
* Allow about 40 minutes for this section
- Section III – Pages 5 - 6
Total marks (20)
* Attempt ONE question from Questions 4 - 5
* Allow about 40 minutes for this section

This paper MUST NOT be removed from the examination room

Number of Students in Course:

Number of Writing Booklets Per Student