

2010 English (Advanced)

Paper 2 – Modules

Asquith Girls High School Trial HSC Examination



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

General Instructions

Section III
Pages 6 - 7
Total marks (20)

- * Attempt ONE question from Questions 8 - 9
- * Allow 40 minutes for this section

Section II
Pages 3 - 5
Total marks (20)

- * Attempt ONE question from Questions 3 - 7
- * Allow 40 minutes for this section

Section I
Pages 1 - 2
Total marks (20)

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

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

Total Marks (20)

Attempt either Question 1 or Question 2

Allow about 40 minutes for this section

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
 - organize, develop and express ideas using language appropriate to audience, purpose and form
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Question 1 – Elective 1: Exploring Connections (20 marks)

How has your understanding of the values presented in the prescribed texts been developed through the exploration of the connections between the texts and their differing contexts?

In your response make detailed reference to your prescribed texts.

- **Shakespearean Drama and Film**

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

- **Prose Fiction and Poetry**

- 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

- **Prose Fiction and Nonfiction**

- Jane Austen, *Pride and Prejudice* and
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 Sunne
Rising; The Relique)* and

Margaret Edson, *W;t*

OR

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

“The most interesting aspect of studying texts written in different times is exploring the differences in values.”

Discuss this proposition in relation to both texts set for study.

The prescribed texts are:

- **Prose Fiction and Film** - Mary Shelley, *Frankenstein* and Ridley Scott, *Blade Runner (Director's Cut)*

or

- **Prose Fiction and Poetry** - 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

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

Section II – Module B: Critical Study of Texts

Total Marks (20)

Attempt ONE question from Questions 3 – 7

Allow about 40 minutes for this section

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, *Hamlet* (20 marks)

“A text has value if it creates opportunities for differing opinions, while maintaining its core values.”

Explore this notion in relation to your text set for study.

Question 4 – Prose Fiction (20 marks)

“A text has value if it creates opportunities for debate, while maintaining its core values.”

Explore this notion in relation to your text set for study.

The prescribed texts are:

- Michael Ondaatje, *In the Skin of a Lion*
- Charlotte Bronte, *Jane Eyre*
- Tim Winton, *Cloudstreet*
- Gail Jones, *Sixty Lights*

OR

Question 5 – Drama or Film (20 marks)

A valuable text has something to say and says it well.

How valid is this claim in relation to the text you have studied? In your response compare your evaluation with one other perspective.

The prescribed texts are:

- Henrik Ibsen, *A Doll's House*
- Orson Welles, *Citizen Kane*

OR

Question 6 – Poetry (20 marks)

A valuable text has something to say and says it well.

How valid is this claim in relation to the text you have studied? In your response compare your evaluation with one other perspective.

Explore this notion in relation to your text set for study.

The prescribed texts are:

- Gwen Harwood, *Selected Poems*
 - * *A Valadition*
 - * *Twiste. Twiste*
 - * *At Mornington*
 - * *The Sharpness of Death*
 - * *Father and Child (Parts I & II)*
 - * *The Violets*
 - * *Mother Who Gave Me Life*
- or
- William Butler Yeats, *W.B. Yeats: Poems selected by Seamus Heaney*
 - * *When You Are Old*
 - * *The Wild Swans at Coole*
 - * *Easter 1916*
 - * *An Irish Airman*
 - * *Among School Children*
 - * *Leda and the Swan*
 - * *The Second Coming*
- Kenneth Slessor, *Selected Poems*
 - * *Out of Time*
 - * *Five Bells*

- * *Sleep*
- * *Five Visions of Captain Cook*
- * *Sensuality*
- * *Elegy In A Botanical Garden*
- * *Beach Burial*

OR

Question 7 – Nonfiction

(20 marks)

“A text has value if it creates opportunities for change, while maintaining its core values.”

Explore this notion in relation to your text set for study.

- 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*

OR

- Speeches
 - * 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

Section III - Module C: Representation and Text

Total Marks (20)

Attempt ONE question from Questions 8 – 9

Allow about 40 minutes for this section

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

Elective 1: Conflicting Perspectives (20 marks)

Question 9 -

You are speaking to an audience of your peers. Compose a speech in which you discuss how the investigation of different arguments in your set text led you to a better understanding of how conflicting perspectives are represented by composers.

Refer closely to your prescribed texts and TWO related texts of your own choice.

The prescribed texts are:

- Shakespearean Drama - William Shakespeare, *Julius Caesar*
- Prose Fiction - David Guterson, *Snow Falling on Cedars*
- Drama or Film - Peter Whelan, *The Herbal Bed*
- Barry Levinson, *Wag the Dog*
- Poetry - Ted Hughes, *Birthday Letters*
- *Fulbright Scholars*
- *The Shot*
- *The Minotaur*
- *Sam*
- *Your Parts*
- *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*

OR

Question 9 – Elective 2: History and Memory (20 marks)

“In contrast to documented evidence, personal history or memory inevitably reflects a one-sided or biased view of history.”

Evaluate this proposition, referring to your prescribed text and at least TWO related texts of your own choosing.

- **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 Frears, *The Queen*
- **Poetry**
 - Denise Levertov, *Selected Poems*
 - * *Ways of Conquest*
 - * *Don't You Hear That Whistle Blow*
 - * *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*
 - Smithsonian National Museum of American History September 11 website, <http://americanhistory.si.edu/september11/> (mm)

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