Tasmanian Certificate of Education

ENGLISH STUDIES

Senior Secondary

Subject Code: ENS315109

External Assessment

2013

Time: Two Hours

On the basis of your performance in this examination, the examiners will provide results on each of the following criteria taken from the course statement:

Criterion 1  Demonstrate skill in interpretation of texts.

Criterion 3  Demonstrate understanding of how historical and cultural contexts influence, and are influenced by, texts.

Criterion 9  Clarify and articulate their own ideas, attitudes and values through reflection and critical engagement with texts.
2013 PRESCRIBED TEXT LIST

NOVEL:
Emma – Jane Austen
Tess of the D’Urbervilles – Thomas Hardy
Great Expectations – Charles Dickens
The Great Gatsby – Scott Fitzgerald
The Kite Runner – Khaled Hosseini
Wanting – Richard Flanagan
One Flew over the Cuckoo’s Nest – Ken Kesey
The Namesake – Jhumpa Lahiri
The Shipping News – A E Proulx
Gilead – Marilynne Robinson (2005)
The Tiger’s Wife – Tea Obreht (2011)
Traitor – Stephen Daisley (2011)
Brave New World – Aldous Huxley
Parrot and Olivier in America – Peter Carey

DRAMA:
Antigone – Sophocles
Hamlet, Othello, Julius Caesar – William Shakespeare
Accidental Death of an Anarchist – Dario Fo
Saint Joan – George Bernard Shaw
Bombshells – Joanna Murray-Smith
Bengal Tiger at the Baghdad Zoo – Rajiv Joseph
August: Osage County – Tracy Letts
Rosencrantz and Guildenstern are Dead – Tom Stoppard

POETS:
T. S. Eliot
Les Murray
Wilfred Owen
W. B. Yeats
Sarah Day
Jennifer Maiden
Carole Ann Duff

FILM:
Sophie Scholl – Marc Rothemund
Slumdog Millionaire – Danny Boyle & Loveleen Tandan
Shakespeare in Love – John Madden
Blade Runner (Director’s Cut) – Ridley Scott
Elizabeth – Shekhar Kapur
The King’s Speech – Tom Hooper (2010)
Clueless – Amy Heckerling (1997)

NON-FICTION:
The Life You Can Save – Peter Singer
If this is a Man – Primo Levi
The Ghost at the Wedding – Shirley Walker
A Room of One’s Own – Virginia Woolf

SHORT STORY:
The Thing Around Your Neck – Chimamanda Adichie
The Rip – Robert Drewe
The Illustrated Man – Ray Bradbury
Island – Alistair MacLeod
Dark Roots – Kate Kennedy (2006)
The Boat – Nam Le (2009)
CANDIDATE INSTRUCTIONS

You **MUST** ensure that you have addressed **ALL** of the externally assessed criteria on this examination paper.

There are **TWO** sections to this paper.

Answer **TWO** questions, **ONE** question from each section.

Answer each question in a separate answer booklet.

**DO NOT** write on the same unit in both Section A and Section B. (For example, you must **NOT** write on texts from the Changing Historical Contexts unit in both sections.)

You must **not** use your Independent Study text(s) as the basis for any answer.

You are reminded that handwriting, spelling and expression that make it difficult to read what you mean may adversely affect your assessment.

**All** written responses must be in **English**.
SECTION A – Core Questions

Answer ONE question from this section.

You must NOT write on the text(s) used for the Independent Study.

You must NOT write on the same text(s) as the text(s) selected for your Section B response.

Use a separate answer booklet for this section.

This section assesses Criteria 1 and 3.

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**Question 1 – Changing Historical Contexts**

(a) **Love**

<table>
<thead>
<tr>
<th>Poet</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Donne</td>
<td>‘The Sunne Rising’</td>
</tr>
<tr>
<td>ee Cummings</td>
<td>Sonnet ‘it may not always be so’</td>
</tr>
<tr>
<td>Ted Hughes</td>
<td>‘Your Paris’</td>
</tr>
<tr>
<td>John Keats</td>
<td>‘La Belle Dame sans Merci’</td>
</tr>
<tr>
<td>Elizabeth Browning</td>
<td>‘Sonnets from the Portuguese’ X111</td>
</tr>
<tr>
<td>Andrew Marvell</td>
<td>‘To His Coy Mistress’</td>
</tr>
<tr>
<td>Margaret Scott</td>
<td>‘In the Garden’</td>
</tr>
<tr>
<td>Gwen Harwood</td>
<td>‘Dichterliebe’</td>
</tr>
</tbody>
</table>

‘Love tends to enable rather than disempower.’

Discuss how this idea about love is explored in at least two poems from the list provided above, paying particular attention to the influence of different cultural and historical periods.

*OR*

(b) **Loss**

<table>
<thead>
<tr>
<th>Poet</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ben Jonson</td>
<td>‘On my First Son’</td>
</tr>
<tr>
<td>W.H. Auden</td>
<td>‘Stop all the clocks’</td>
</tr>
<tr>
<td>Wilfred Owen</td>
<td>‘Disabled’</td>
</tr>
<tr>
<td>Oodgeroo of the Tribe Noonuccal</td>
<td>‘Last of his Tribe’</td>
</tr>
<tr>
<td>William Wordsworth</td>
<td>‘Ode: Intimations of Immortality from Recollections of early Childhood’</td>
</tr>
<tr>
<td>Thomas Hardy</td>
<td>‘At Castle Boterel’</td>
</tr>
<tr>
<td>Sylvia Plath</td>
<td>‘Daddy’</td>
</tr>
<tr>
<td>Seamus Heaney</td>
<td>‘Death of a Naturalist’</td>
</tr>
</tbody>
</table>

‘Loss reminds people that they once had something of value.’

Discuss how this idea about loss is explored in at least two poems from the list provided above, paying particular attention to the influence of different cultural and historical periods.

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Section A continues opposite.
OR

(c) Journey

The most rewarding journeys are those made alone.

Discuss how this idea about journeys is explored in at least two poems from the list provided above, paying particular attention to the influence of different cultural and historical periods.

Question 2 – Paired Text Study

Your answer MUST include at least one text from the prescribed text list printed on page 2 of this exam paper.

How do the historical and cultural contexts of your paired texts account for the differences in the treatment of a common issue?

Question 3 – Single Text Study

Your answer MUST include one text from the prescribed text list printed on page 2 of this exam paper.

‘The ideas and concerns of a text connect the society of the author to that of the responder.’

How relevant is this statement to a single text or the work of one poet you have studied this year?
Answer ONE question from this section.

- Select an appropriate text form from the following list to answer the question: drama script; essay; feature article; panel discussion; radio interview; seminar transcript; speech. You should note that, regardless of which one of these forms you select, your response MUST demonstrate an understanding of the ideas, issues and complexities of meaning in the text.

- You MUST ALSO clearly demonstrate that you have expressed your own ideas, attitudes and values. If you choose a form other than an essay, you will need to write a very brief 15 to 20 word context statement at the beginning of your answer in which you identify the persona/character who is speaking for you.

Do NOT write on the same unit as in Section A.

You may use texts from your Application in this section.

Use a separate answer booklet for this section.

This section assesses Criteria 1 and 9.
Question 4

‘Life is matter of choice not chance.’

Referring to at least two texts or composers you have studied this year, construct a text which explores your view of the statement above.

Question 5

‘The past is a foreign country: they do things differently there.’

Referring to at least two texts or composers you have studied this year, construct a text which explores your view of the statement above.

Question 6

‘Hope is a fruitless tree.’

Referring to at least two texts or composers you have studied this year, construct a text which explores your view of the statement above.

Question 7

‘Different genres can generate different responses to a similar issue.’

Referring to at least two texts or composers you have studied this year, construct a text which explores your view of the statement above.

Question 8

‘Revenge promises much but delivers little.’

Referring to two characters from one or two texts that you have studied this year, construct a text which explores your view of the statement above.