



Victorian Certificate of Education 2004

ENGLISH Written examination

Friday 29 October 2004

Reading time: 9.00 am to 9.15 am (15 minutes)

Writing time: 9.15 am to 12.15 pm (3 hours)

TASK BOOK

<i>Section</i>	<i>Question</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>
1 Text response	Part 1	30	1
	Part 2	30	1
2 Writing task	Part 1	1	1
	Part 2	3	1

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, rulers and an English and/or bilingual printed dictionary.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or white out liquid/tape.
- No calculator is allowed in this examination.

Materials supplied

- Task book of 17 pages, including **Assessment criteria** on page 17.
- Three script books: a purple book, a beige book and a red book. All script books contain unruled (rough work only) pages for making notes, plans and drafts if required.

Instructions

- Write your **student number** on the front cover of each script book.
- This examination consists of Section 1 – Text response and Section 2 – Writing task. You must complete both sections.
- All answers must be written in English.

Section 1 – Text response

- Write your Part 1 answer in the **purple** script book and your Part 2 answer in the **beige** script book.
- For each answer, write the name of the text in the box provided on the **cover** of the script book.

Section 2 – Writing task

- Write both of your answers in the **red** script book.

At the end of the task

- Place all script books inside the front cover of one of the used script books.
- You may keep this task book.

Students are NOT permitted to bring mobile phones and/or any other electronic communication devices into the examination room.

SECTION 1 – Text response**Instructions for Section 1**

Section 1 consists of two parts – Part 1 and Part 2 – and is worth two-thirds of the total assessment for the examination.

Section 1 Part 1 and Section 1 Part 2 are equally weighted.

You must complete **one** response from Part 1 and **one** response from Part 2.

You must write on **either** two **different** print texts **or** on one print text and one non-print text in Section 1.

You must not write on the same text in Part 1 and Part 2.

You must not write on two non-print texts.

Both answers must be **analytic/expository** pieces of writing.

In each answer you should refer closely to the text.

For collections of poetry or short stories, **you may choose to write on several poems or short stories, or on one or two in very close detail, depending on what you think is appropriate.**

Your answers will be assessed according to the criteria set out on page 17 of this book.

Text List

1. *A Lesson Before Dying* Ernest J Gaines
2. *Border Crossing* Pat Barker
3. *Breaker Morant* non-print text
4. *Dispossessed* Philip Hodgins
5. *Dream Stuff* David Malouf
6. *First They Killed My Father* Loung Ung
7. *Gattaca* non-print text
8. *Girl with a Pearl Earring* Tracy Chevalier
9. *Hamlet* William Shakespeare
10. *I for Isobel* Amy Witting
11. *Jackson's Track* Daryl Tonkin and Carolyn Landon
12. *King Oedipus* Sophocles
13. *Night* Elie Wiesel
14. *No Great Mischief* Alistair MacLeod
15. *Short Stories* Henry Lawson
16. *Stolen* Jane Harrison
17. *Tess of the D'Urbervilles* Thomas Hardy
18. *The Age of Innocence* non-print text
19. *The Chant of Jimmie Blacksmith* Thomas Keneally
20. *The Freedom of the City* Brian Friel
21. *The Hunter* Julia Leigh
22. *The Penguin Book of First World War Poetry* John Silkin
23. *The Player* non-print text
24. *The Quiet American* Graham Greene
25. *The Things They Carried* Tim O'Brien
26. *The Third Man* non-print text
27. *The Wife of Martin Guerre* Janet Lewis
28. *The Year of Living Dangerously* Christopher Koch
29. *Things Fall Apart* Chinua Achebe
30. *Triage* Scott Anderson

Part 1**Instructions for Section 1 – Part 1**

Part 1 requires students to develop a sustained interpretative point of view about a text, supported by detailed analysis and reference to the text.

Do not write on the same text in Part 1 and Part 2.

Do not write on two non-print texts.

1. *A Lesson Before Dying*

“I never asked to be born.”

‘By the end of the text Jefferson has developed a sense of his own worth.’

Discuss.

2. *Border Crossing*

‘Danny manipulates people to do what he wants.’

Discuss.

3. *Breaker Morant*

Major Thompson says: “Yet there is no evidence to suggest that Lieutenant Morant has an intrinsically barbarous nature”.

Do you agree with Major Thompson?

4. *Dispossessed*

‘The loss of the farm is more significant to the characters than the loss of their relationships with each other.’

Discuss.

5. *Dream Stuff*

‘A key feature in these stories is the way in which characters try to understand what motivates other people.’

Discuss.

6. *First They Killed My Father*

“We live against each other, spying on one another for Pol Pot, hoping to win favors from Met Bong.”

How is Loung affected by this kind of life?

7. *Gattaca*

‘It is chance that enables Vincent to achieve his dream.’

To what extent do you agree?

8. *Girl with a Pearl Earring*

Griet’s mother says: “Working for them has turned your head . . . It’s made you forget who you are and where you come from”.

How accurate is this view of Griet?

Instructions for Section 1 – Part 1

Part 1 requires students to develop a sustained interpretative point of view about a text, supported by detailed analysis and reference to the text.

Do not write on the same text in Part 1 and Part 2.

Do not write on two non-print texts.

9. *Hamlet*

‘Chance, rather than Hamlet’s own actions, determines the course of this play.’

Discuss.

10. *I for Isobel*

Why does Isobel find it difficult to develop satisfying relationships with others?

11. *Jackson’s Track*

Speaking of the bush, Daryl says: “I had found comfort here . . . ”.

What does the bush mean to the characters in this text?

12. *King Oedipus*

Is there anything that relieves the darkness of the story of Oedipus in *King Oedipus*?

13. *Night*

“No better than Rabbi Eliahou’s son had I withstood the test.”

Does Elie judge himself too harshly in this text?

14. *No Great Mischief*

“Some people have more choice than others.”

‘The narrator, Alexander MacDonald, is never free to make his own choices in life.’

Discuss.

15. *Short Stories (Lawson)*

‘Lawson’s stories celebrate the ways in which individuals cope with the harshness of life.’

Discuss.

16. *Stolen*

‘*Stolen* presents fragments of lives. This approach reflects how the characters feel and how they see themselves.’

Do you agree?

17. *Tess of the D’Urbervilles*

‘Tess wins the reader’s sympathy because she is shown to be an inherently good person defeated by ill luck and selfishness.’

Discuss.

Part 1**Instructions for Section 1 – Part 1**

Part 1 requires students to develop a sustained interpretative point of view about a text, supported by detailed analysis and reference to the text.

Do not write on the same text in Part 1 and Part 2.

Do not write on two non-print texts.

18. *The Age of Innocence*

“ . . . there were moments when he felt as if he were being buried alive under his future.”

Does Archer ever take control of his future?

19. *The Chant of Jimmie Blacksmith*

‘Jimmie Blacksmith’s problem is not that he does not fit into white society, but that white society does not want him to fit in.’

Discuss.

20. *The Freedom of the City*

‘Because of Skinner’s ability to have fun in a crisis, our sympathies lie more with him than with Lily and Michael.’

Discuss.

21. *The Hunter*

‘M is more comfortable in the difficult environment of the plateau than he is in the odd but friendly Armstrong household.’

Discuss.

22. *The Penguin Book of First World War Poetry*

Is it only the darker side of human behaviour that is revealed in this collection?

23. *The Player*

What draws Griffin to June and away from Bonnie?

24. *The Quiet American*

‘Fowler presents himself as a selfish and uncaring man.’

Is this how the reader finally sees him?

25. *The Things They Carried*

“When you’re afraid, really afraid, you see things you never saw before.”

‘Fear affects the ways in which the characters in this text see their world.’

Discuss.

26. *The Third Man*

‘At the end of the film, Holly is a disillusioned but wiser man.’

Discuss.

Instructions for Section 1 – Part 1

Part 1 requires students to develop a sustained interpretative point of view about a text, supported by detailed analysis and reference to the text.

Do not write on the same text in Part 1 and Part 2.

Do not write on two non-print texts.

27. *The Wife of Martin Guerre*

“ . . . how can I deny the truth?”

‘Although Bertrande is well-intentioned, her actions bring misery to everyone.’

Discuss.

28. *The Year of Living Dangerously*

“He was a watcher, a watcher merely . . .”

Is this why Hamilton is so dissatisfied with life?

29. *Things Fall Apart*

Achebe tells us that Okonkwo’s whole life “was dominated by fear, the fear of failure and of weakness”.

Is this how you perceive Okonkwo’s life in the novel?

30. *Triage*

“Keep it separate, and you don’t feel a thing.”

How successful is Mark in following his own advice?

Part 2**Instructions for Section 1 – Part 2**

Part 2 requires a developed and sustained discussion that analyses the underlying social or cultural values embodied in a text.

Do not write on the same text in Part 1 and Part 2.

Do not write on two non-print texts.

1. *A Lesson Before Dying*

‘*A Lesson Before Dying* shows that education alone cannot overcome intolerance.’

Discuss.

2. *Border Crossing*

‘*Border Crossing* demonstrates that there are some crimes that society can never forget or forgive.’

Discuss.

3. *Breaker Morant*

‘This text suggests that in war those in power will do whatever suits them, regardless of what is just.’

Discuss.

4. *Dispossessed*

‘The text shows that it is despair and hardship that destroy relationships.’

Discuss.

5. *Dream Stuff*

‘In *Dream Stuff* the stories show the cost of the violence that underlies much Australian experience.’

Discuss.

6. *First They Killed My Father*

‘*First They Killed My Father* reveals how in times of upheaval it is one’s family that is most important.’

Discuss.

7. *Gattaca*

‘*Gattaca* challenges the wisdom of allowing genetic potential, measured at birth, to decide the future of an individual.’

Discuss.

8. *Girl with a Pearl Earring*

‘This text shows that no matter how difficult one’s circumstances in life, beauty can still be appreciated.’

Discuss.

Instructions for Section 1 – Part 2

Part 2 requires a developed and sustained discussion that analyses the underlying social or cultural values embodied in a text.

Do not write on the same text in Part 1 and Part 2.

Do not write on two non-print texts.

9. *Hamlet*

“This above all, to thine own self be true.”

‘*Hamlet* shows that integrity is the most important personal quality to have in a world in which people are often not what they seem.’

Discuss.

10. *I for Isobel*

‘*I for Isobel* illustrates that it is more important to value personal integrity than constantly to seek the acceptance of others.’

Discuss.

11. *Jackson’s Track*

Daryl says to Mavis: “I will live life the way I like”.

‘This text suggests that people should above all be true to themselves.’

Discuss.

12. *King Oedipus*

‘*King Oedipus* shows how people who are vain enough to think they have the answers to life struggle to understand the role that fate can have.’

Discuss.

13. *Night*

‘*Night* shows how beliefs may either be strengthened or shaken by the horrors that human beings can inflict on each other.’

Discuss.

14. *No Great Mischief*

‘*No Great Mischief* demonstrates that there will always be conflict between strong family ties and the values of the whole community.’

Discuss.

15. *Short Stories (Lawson)*

‘These stories suggest that the only way to give meaning to life is to care for one’s fellow human beings.’

Do you agree?

16. *Stolen*

‘*Stolen* shows how important it is for children to grow up with a sense of belonging.’

Discuss.

Part 2**Instructions for Section 1 – Part 2**

Part 2 requires a developed and sustained discussion that analyses the underlying social or cultural values embodied in a text.

Do not write on the same text in Part 1 and Part 2.

Do not write on two non-print texts.

17. *Tess of the D’Urbervilles*

‘This text shows that our lives are governed by fate, not by our own strength or weakness.’

Do you agree?

18. *The Age of Innocence*

“Does no-one here want to know the truth, Mr. Archer?”

‘*The Age of Innocence* shows that social appearances are more important than the truth.’

Discuss.

19. *The Chant of Jimmie Blacksmith*

‘*The Chant of Jimmie Blacksmith* illustrates that a loss of belief in society’s values leads to the loss of personal values.’

Discuss.

20. *The Freedom of the City*

‘*The Freedom of the City* shows that naivety in individuals does not always protect them against the cynicism of the powerful and ruthless.’

Discuss.

21. *The Hunter*

‘*The Hunter* illustrates that humans always seek to dominate nature by destructive means.’

Discuss.

22. *The Penguin Book of First World War Poetry*

‘The poems in Silkin’s anthology reveal the dangers of blind patriotism.’

Discuss.

23. *The Player*

‘*The Player* suggests that having status and power is more important than having ideals and integrity.’

Discuss.

24. *The Quiet American*

“ ‘Sooner or later,’ Heng said . . . ‘one has to take sides. If one is to remain human.’ ”

‘This text demonstrates that one must have principles, especially in times of crisis.’

Discuss.

Instructions for Section 1 – Part 2

Part 2 requires a developed and sustained discussion that analyses the underlying social or cultural values embodied in a text.

Do not write on the same text in Part 1 and Part 2.

Do not write on two non-print texts.

25. *The Things They Carried*

‘*The Things They Carried* illustrates that idealism can survive the brutality of war.’

Discuss.

26. *The Third Man*

‘*The Third Man* shows that in a time of deprivation, people will always exploit others.’

Discuss.

27. *The Wife of Martin Guerre*

‘*The Wife of Martin Guerre* demonstrates that communities value happiness more than honesty.’

Discuss.

28. *The Year of Living Dangerously*

“There are actions you can’t take back.”

‘This text shows that we must accept responsibility for our actions in life.’

Discuss.

29. *Things Fall Apart*

‘*Things Fall Apart* illustrates how important it is for society to have ways of dealing with conflicts and threats.’

Discuss.

30. *Triage*

‘*Triage* shows that in life we ought to focus on those things that we can control, rather than on those we cannot.’

Discuss.

This page is blank

SECTION 2 – Writing task

Instructions for Section 2

Section 2 consists of two parts, Part 1 and Part 2. Section 2 is worth one-third of the total assessment for the examination. Part 1 and Part 2 are equally weighted.

Carefully read the following material on the implications of the banning of mobile phones in schools and then complete both parts.

Part 1

Analysis of language use

Complete the following task.

In a coherently constructed piece of prose, analyse the ways in which language is used to present a point of view in **both** the principal's newsletter article **and** the parent's letter found on pages 14 and 15.

Part 2

Presentation of a point of view

Complete one of the following tasks. Draw on the task material on pages 14 to 16 as you think appropriate.

- a. Your class has been asked to write an essay for the annual school essay competition on the topic: 'We all learn best from experience, not through following rules such as the new rule banning mobile phones'. Write the **essay**.

OR

- b. The student newspaper has published a feature article entitled: 'School rules, such as the ban on mobile phones, do nothing to protect young people'. Write a **letter to the student newspaper** expressing your view on this issue.

OR

- c. Students have been invited to contribute feature articles to the school web site on the topic: 'Rules, such as the ban on mobile phones, benefit everyone'. Write a **feature article** expressing your view in response to this topic.

TASK MATERIAL

MOBILES IMMOBILISED

The principal of Metro High School has announced a complete ban on students bringing mobile phones to school.

Use only the material on these pages for Part 1 – Analysis of language use

Principal's message in the parent newsletter



Parent News Wednesday Metro High School 12 May 2004

Message from the Principal



Many of you will remember the article in last October's *Parent News* which described the problems caused by students bringing mobile phones to school. School Council discussed the issue again last night. It has been decided that **no student will be allowed to bring a mobile phone onto school property**. Any mobile phone brought to school will be removed from the student's possession. Naturally, the student will receive an automatic detention.

The key reasons that this decision has been made are as follows:

- Classes are being severely disrupted by students who insist on hiding mobile phones and bringing them into class.
- Obsessive text messaging in particular seems to be a pastime which distracts students from their work.
- There are concerns about security in tests and examinations. A number of distressing examples have occurred recently. Students have attempted to cheat using mobile phones. These, they claimed, were needed for 'emergencies'.
- So far this year no fewer than 37 students have claimed that phones have been stolen from lockers or bags. Others have been 'lost'.
- The introduction of phones with cameras has led to some particularly unsavoury incidents. No fewer than three times this year phones have been left on 'accidentally' in changing rooms.

This decision will not be popular with some people. Some will say that their rights are being violated. Every sensible person, however, will agree that the interests of the community must take precedence over the selfish desires of individuals. The values of this educational institution must be upheld. The focus of this school on education and responsibility must be preserved.

John Black
Principal
Metro High School

Use only the material on these pages for Part 1 – Analysis of language use

Letter from a parent in response to the principal's message

14 Stone Street
Metro
21 May 2004

Dear Mr Black

I was very upset when I first read about your blanket ban on students bringing mobile phones to school. I am still really upset. To outlaw the mobile phone is to deny students and parents the use of technology that has made our lives simpler and safer.

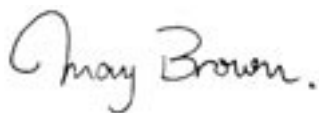
When we decided to buy a mobile phone for our daughter two years ago it made life so much easier for us. Both my husband and I are in the workforce and we can never be sure when we will arrive home from work. Our daughter travels by public transport which, as you know, is notoriously unreliable. She comes home at different times and we really need to know what time she will be leaving to come home each day. Furthermore, as you know, she has a medical condition which makes it important for her to be able to contact us during the day.

What's more, it seems to us, rules like this don't help educate our children. It is not good educational practice. Some students are misusing their phones so all students are to be penalised! When we adults break laws, we have to suffer the consequences. As responsible, mature citizens we've learned, perhaps through making mistakes, to act considerately. I'd have thought that self-discipline was the key to a truly harmonious community.

Furthermore, wouldn't it have been a good idea for students to play a role in setting the rules that they would then be more likely to keep? Schools should build true individual responsibility in students. Our community as a whole may benefit from this in the long run.

I can appreciate your irritation when students break rules, but please reconsider your decision.

Yours sincerely



May Brown
Parent

‘What we have to learn to do, we learn by doing.’
Aristotle, *Nicomachean Ethics*

‘Majority rule only works if you’re also considering individual rights. Because you can’t have five wolves and one sheep voting on what to have for supper.’
Larry Flynt

‘The rules for parents are three . . . Love, Limit, and Let them be.’
Elaine M Ward

‘School is an institution. Life in institutions is governed by certain rules, rules which may seem quite out of step with the surrounding society.’
Adapted from *The Little Red Schoolbook*

‘The liberty of the individual must be thus far limited: he must not make himself a nuisance to other people.’
JS Mill, *On Liberty*

‘Young people are always calling each other. It’s annoying having to listen to other people’s conversations. Mobiles always ring at inappropriate times with those silly tunes. Trains, restaurants, theatres – you can’t get away from them. Kids know everything about them, except how to turn them off. They need to learn some mobile manners.’
Bev (mother of two)

‘To be held to rigid rules of justice for the sake of others, develops the feelings and capacities which have the good of others for their object.’
JS Mill, *On Liberty*

‘Decisions should be based on consensus, not handed down from above.’

Assessment criteria

The examination will address all of the criteria. All students will be examined against each criterion.

Section 1 – Text response (Parts 1 and 2)

1. detailed knowledge and understanding of the set text chosen, demonstrated appropriately in response to the task
2. development in the writing of a coherent and effective structure in response to the task
3. control of expressive and effective language appropriate to the task

Section 2 – Writing task (Part 1)

4. awareness of how speakers and writers use language to present their point of view
5. control of expressive and effective language appropriate to the task

Section 2 – Writing task (Part 2)

6. ability to present a point of view which shows awareness of purpose, audience and form in shaping the piece of writing
7. knowledge and understanding of the material presented
8. control of expressive and effective language appropriate to the task