



CHEMOLOGY EDUCATION SERVICES

ENGLISH TRIAL EXAM 2009

Written examination

Total writing time: 3 hours

TASK BOOK

Section	Number of Questions	Number of Question to be answered	Marks
A. Text Response (Reading and responding)	20	1	20
B. Writing in Context (Creating and presenting)	4	1	20
C. Analysis of language use (Using language to persuade)	1	1	20

Directions to students

Materials

Task book of 14 pages, including **Assessment criteria** on page 14.

You may use an **English** and/or **bilingual** dictionary.

You must complete all **three sections** of the exam. You must **not** write on two film texts in the examination.

All written responses should be in English.

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CHEMOLOGY EDUCATION SERVICES

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Text List

1. **A Man for All Seasons** Robert Bolt
2. **Citizen Kane**
3. **Collected Stories** Beverley Farmer
4. **Don't Start Me Talking: Lyrics 1984-2004** Paul Kelly
5. **Generals Die in Bed** Charles Yale Harrison
6. **Great Short Works** Edgar Allan Poe
7. **Hard Times** Charles Dickens
8. **Home** Larissa Behrendt
9. **Inheritance** Hannie Rayson
10. **In the Lake of the Woods** Tim O'Brien
11. **Into Thin Air** Jon Krakauer
12. **Look Both Ways**
13. **Maestro** Peter Goldsworthy
14. **Nineteen Eighty-Four** George Orwell
15. **Of Love and Shadows** Isobel Allende
16. **Richard III** William Shakespeare
17. **Romulus, My Father** Raymond Gaita
18. **Selected Poems** Kenneth Slessor
19. **Sky Burial** Xinran
20. **The Kite Runner** Khaled Hosseini

SECTION A – Text Response (Reading and responding)

Instructions for Section A

Section A requires students to complete **one analytical/expository** piece of writing in response to **one** topic (either **i. or ii.**) on **one** selected text.

Indicate in the box on the first line of the script book whether you are answering **i. or ii.**

In your response you must develop a sustained discussion of **one** selected text from the Text list below.

Your response must be supported by close reference to and analysis of the selected 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 response will be assessed according to the criteria set out on page*** of this book.

Section A is worth one-third of the total assessment for the examination.

If you write on a film text in Section A, you must **not** write on a film text in Section B.

SECTION A

1. A Man for All Seasons.....Robert Bolt

i. “More is not only saintly but stubborn.”

Discuss.

OR

ii. “*A Man for All Seasons* suggests that society values conformity above individual freedom.”

Discuss.

2. Citizen Kane

i. “If I hadn’t been very rich, I might have been a really great man.”

What is it that limits Kane’s success?

OR

- ii. “*Citizen Kane* shows that it is unjust for great wealth to coexist with the miseries of the ‘underprivileged, underpaid, unfed’.”
Discuss.

3. Collected Stories Beverley Farmer

- i. “Farmer’s female characters lack a sense of security and belonging.”
Discuss.

OR

- ii. “Violence is an unavoidable reality in Farmer’s fictional world.”
Discuss.

4. Don’t Start Me Talking: Lyrics 1984-2004 Paul Kelly

- i. “Everything goes on just the same.”
In what ways do Paul Kelly’s lyrics explore the complexities of ordinary life?

OR

- ii. “For Paul Kelly there is no perfect world.”
Discuss.

5. Generals Die in Bed Charles Yale Harrison

- i. “There’s two kinds of people in this world – there’s those that like wars and those that fight them.”
Discuss.

OR

- ii. “*Generals Die in Bed* demonstrates that there is no lasting escape from the trauma of war.”
Discuss.

6. Great Short Works.....Edgar Allan Poe

i. "Poe demonstrates that obsession is more powerful than reason."
Discuss.

OR

ii. "There are moments when, even to the sober eye of Reason, the world of our sad Humanity may assume the semblance of a Hell."
In what ways does Poe represent the human world as hellish?

7. Hard Times Charles Dickens

i. "Both Sissy and Louisa learn their most important lessons outside the classroom."
Discuss

OR

ii. "*Hard Times* suggests that those who have power tend to abuse it."
Discuss.

8. Home.....Larissa Behrendt

i. "Candice is exposed to different versions of truth through her schooling and her family stories."
Discuss.

OR

ii. "*Home* explores the gap between the lives of those who have power and those who do not."
Discuss.

9. Inheritance..... Hannie Rayson

i. "It is in the way that they respond to Nugget that Rayson's characters reveal their values."

Discuss.

OR

ii. "The message of *Inheritance* is that life is not fair."
Discuss.

10. In the Lake of the Woods Tim O'Brien

i. "Power: that was the thing about magic."
What is John Wade's attitude to power?

OR

ii. "*In the Lake of the Woods* suggests that the truth is never simple."
Discuss.

11. Into Thin Air.....Jon Krakauer

i. "Mountaineering is for those who 'dare to face their dreams'."
Discuss.

OR

ii. "Jon Krakauer states that reaching the summit of Everest 'came at a terrible cost'."
Does *Into Thin Air* suggest that the cost was too great?

12. Look Both Ways

i. "Both the visual style and the multiple story lines of *Look Both Ways* ensure that viewers are exposed to a range of perspectives."
Discuss.

OR

ii. "*Look Both Ways* demonstrates that sharing hardships can bridge the distance between people."
Discuss.

13. MaestroPeter Goldsworthy

i. “Both Paul and Keller need to learn the lesson of self-forgiveness.”
Discuss.

OR

ii. “*Maestro* explores the power of the past over the present”.
Discuss.

14. Nineteen Eighty-Four.....George Orwell

i. “The terrible thing the Party had done was to persuade you that mere impulses, mere feelings were of no account.”
What role does Winston’s emotional life play in his rebellion against the Party?

OR

ii. “In *Nineteen Eighty-Four* people are ‘held apart by walls of hatred and lies’.”
Discuss.

15. Of Love and Shadows..... Isobel Allende

i. “Both Gustavo and Francisco are honourable men.”
Discuss.

OR

ii. “*Of Love and Shadows* demonstrates that courage can take many forms.”
Discuss.

16. Richard III..... William Shakespeare

i. “Richard III claims that ‘men are ruled by women’ but the play suggests that women are controlled by men.”
Discuss.

OR

- ii. "In the world of *Richard III* innocence is a disadvantage and cunning is an asset."
Discuss.

17. Romulus, My FatherRaymond Gaita

- i. "Raymond's view on life is shaped by both the strengths and the weaknesses of the adults around him."
Discuss.

OR

- ii. "*Romulus, My Father* explores the struggle to create order in the face of seeming chaos."
Discuss.

18. Selected Poems..... Kenneth Slessor

- i. "Slessor's poems explore both 'griefs and ecstasies'."
Discuss.

OR

- ii. "We do but rob a little time."
What attitudes to time are expressed in Slessor's poetry?

19. Sky Burial Xinran

- i. "Wen can endure hardship because she is sustained by an unshakeable sense of purpose."
Discuss.

OR

- ii. "*Sky Burial* demonstrates that it is necessary to live within a culture in order to understand it."
Discuss.

20. The Kite Runner..... Khaled Hosseini

i. “Like father, like son ... Baba and I were more alike than I’d ever known.”

How much does Amir’s character resemble Baba’s?

OR

i. “*The Kite Runner* suggests that it is not possible for individuals or cultures to erase their pasts.”

Discuss

END OF SECTION A

SECTION B – Writing in Context (Creating and presenting)

Instructions for Section B

Section B requires students to complete an extended written response. In your writing you must draw on ideas suggested by **one** of the following **four Contexts**.

Your writing must draw directly from **at least one** selected text for this **Context**, and be based on the ideas in the prompt.

Your response may be an expository, persuasive or imaginative piece of writing.

If you write on a selected film text in Section B, you must **not** write on a selected film text in Section A.

Section B is worth one-third of the total assessment for the examination.

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

Context 1 – The imaginative landscape

1. *Fly Away Peter*David Malouf
2. *Island* Alistair MacLeod
3. *Jindabyne*Director: Ray Lawrence
4. *The Poetry of Robert Frost* Robert Frost

Prompt

“Remembered or imagined landscapes can be as real to the mind as actual landscapes.”

Task

Complete an extended written response in expository, imaginative or persuasive style. Your writing must draw directly from **at least one** selected text for this Context and explore the idea that remembered or imagined landscapes can be as real to the mind as actual landscapes.

Context 2 – Whose reality?

5. *A Streetcar Named Desire*Tennessee Williams
6. *Enduring Love* Ian McEwan
7. *Eternal Sunshine of the Spotless Mind*Director: Michel Gondry
8. *The Shark Net*Robert Drewe

Prompt

“Intensely personal versions of reality cannot be shared”.

Task

Complete an extended written response in expository, imaginative or persuasive style. Your writing must draw directly from **at least one** selected text for this Context and explore the idea that intensely personal versions of reality cannot be shared.

Context 3 – Encountering conflict

9. *Omagh*Director: Pete Travis
10. *The Crucible* Arthur Miller
11. *The Line*Arch and Martin Flanagan
12. *The Secret River* Kate Grenville

Prompt

“It is characteristic of conflict to stretch back into the past and forward into the future.”

Task

Complete an extended written response in expository, imaginative or persuasive style. Your writing must draw directly from **at least one** selected text for this Context and explore the idea that it is characteristic of conflict to stretch back into the past and forward into the future.

Context 4 – Exploring issues of identity and belonging

13. *Bombshells*Joanna Murray-Smith
14. *Sometimes Gladness*.....Bruce Dawe
15. *The Catcher in the Rye*.....J. D Salinger
16. *Witness*Director: Peter Weir

Prompt

“Where the sense of personal identity is strong, the need to belong is weak.”

Task

Complete an extended written response in expository, imaginative or persuasive style. Your writing must draw directly from **at least one** selected text for this Context and explore the idea that where the sense of personal identity is strong, the need to belong is weak.

END OF SECTION B

SECTION C – Analysis of language use (Using language to persuade)

Instructions for Section C

Section C requires students to analyse the ways in which language and visual features are used to present a point of view.

Section C is worth one-third of the total assessment for the examination.

Read the opinion piece *** and then complete the task below.

Write your analysis as a coherently structured piece of prose.

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

TASK

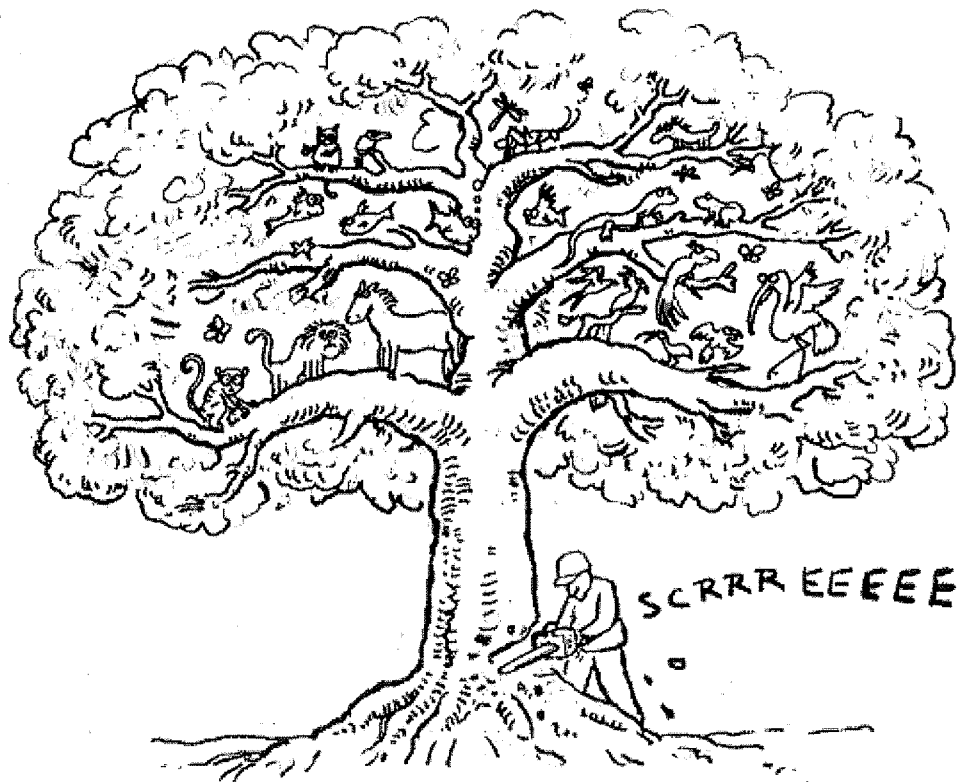
How is written and visual language used to persuade readers to share the point of view of the writer of *Barking up the Wrong Tree*?

Background information

This opinion piece, with the accompanying cartoon, was published on a website and on the Opinion page of a Melbourne newspaper.

It was written in response to the felling of an avenue of mature but storm-damaged elm trees in the suburb of Avonlea.

Council representatives have asserted that the elm trees constituted a threat to public safety. Environmental groups including Action Coalition for our Trees (ACT) have protested that the elms were not severely damaged and should have been preserved.



THE TREE OF LIFE

Barking up the Wrong Tree?

Trees are vital elements of our suburban spaces, writes Vanessa Swan.

Avonlea Council has recently announced new initiatives against vandalism. Those who spray-paint slogans or otherwise deface public buildings and private housing are to be subject to severe penalties in accordance with Council by-laws. Yet Avonlea Council apparently thinks nothing of felling an avenue of some twenty mature elm trees, a key landscape feature of Avonlea Centenary Park. Just who, we may ask, are the true vandals here?

The Council has claimed that the elms were severely damaged as a result of violent storms in the area and constituted “a threat to public safety”. We dispute this. A report from independent arborist Samuel Hawthorne confirms that, of the elms in question, some eight required tree surgery for the removal of damaged branches, but none of the trees was fundamentally unsound or incapable of recovery. “It’s a matter of maintenance”, Hawthorne commented, “the solution isn’t simply to cut them down. These trees are a hundred years old. They are of exceptional beauty and they cannot be replaced by new plantings. It would be thirty or forty years before any such plantings reached maturity. I am shocked by the unthinking and frankly irresponsible actions of the Council”.

We at ACT (Action Coalition for our Trees) are similarly saddened by what Avonlea Council has seen fit to do, but - unlike Samuel Hawthorne - we are not altogether shocked. All too often we have been called upon to witness the destruction of our natural heritage by those who are too naïve or too uncaring to understand the impact of what they do. The parks and green spaces of our cities and suburbs have been called their lungs. Not only do they contribute to the beauty of our surroundings, but they play a vital role - through their capacity to process carbon dioxide - in maintaining the health of our environment. It is impossible to overestimate their contribution to our physical and mental well-being. And if this is true of vegetation in general, how much may be said in favour of trees so long established that they have acquired landmark and heritage value?

We have to take a stand. The eco-terrorists in our midst have to learn that they cannot act with a cavalier disregard for the opinions of the community. Ask yourself: am I satisfied with a Council which acts without consulting me? Do I want my children and grandchildren to live without the natural resources which I took for granted? What do I want for my suburb?

The actions of ordinary, concerned citizens matter. Act (and contact ACT) now! Although we cannot save the elms which the Council has already felled, we can serve notice that – as a concerned body of citizens – we will tolerate no further encroachments on our shared heritage. We urge you to sign our online petition which can be accessed at act-for-the-future.com.au. Let your voice and your views be heard. Do not, through your silence, endorse the further abuse and desecration of the legacy of the past and the hope of the future. Stop the vandals now!

Vanessa Swan is an environmental activist and publicity officer for the Action Coalition for our Trees (ACT)

END OF SECTION C

Examination assessment criteria

The examination will address all the criteria. All student responses will be assessed against each criterion.

The extent to which the response is characterised by:

Section A – Text response (Reading and responding)

- detailed knowledge and understanding of the selected text, demonstrated appropriately in response to the topic
- development in the writing of a coherent and effective discussion in response to the task
- controlled use of expressive and effective language appropriate to the task

Section B – Writing in Context (Creating and presenting)

- understanding and effective exploration of the ideas, and/or arguments relevant to the prompt/stimulus material
- effective use of detail and ideas drawn from the selected text as appropriate to the task
- development in the writing of a coherent and effective structure in response to the task, showing an understanding of the relationship between purpose, form, language and audience
- controlled use of language appropriate to the purpose, form and audience

Section C – Language analysis (Using language to persuade)

- understanding of the ideas and points of view presented
- analysis of ways in which language and visual features are used to present a point of view and to persuade readers
- controlled and effective use of language appropriate to the task