

**Victorian Certificate of Education
2019****ENGLISH**
Written examination**Tuesday 28 May 2019****Reading time: 10.00 am to 10.15 am (15 minutes)****Writing time: 10.15 am to 1.15 pm (3 hours)****TASK BOOK**

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Marks</i>
A – Analytical interpretation of a text	5	1	20
B – Comparative analysis of texts	3	1	20
C – Argument and persuasive language	1	1	20
			Total 60

- Students are to write in blue or black pen.
- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners, 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 correction fluid/tape.
- No calculator is allowed in this examination.

Materials supplied

- Task book of 8 pages, including **assessment criteria** on page 8
- One answer book

Instructions

- Write your **student number** on the front cover of the answer book.
- Complete each section in the correct part of the answer book.
- If you choose to write on a multimodal text in Section A, you must not write on a text pair that includes a multimodal text in Section B.
- You may ask the supervisor for extra answer books.
- All written responses must be in English.

At the end of the examination

- Place all other used answer books inside the front cover of the first answer book.
- You may keep this task book.

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

SECTION A – Analytical interpretation of a text**Instructions for Section A**

Section A requires students to write an analytical interpretation of a selected text in response to **one** topic (either **i.** or **ii.**) on **one** text.

Your response should be supported by close reference to the selected text.

If your selected text is a collection of poetry or short stories, you may write on several poems or stories, or on **at least two** in close detail.

If you choose to write on a multimodal text in Section A, you must **not** write on a text pair that includes a multimodal text in Section B.

In the answer book, indicate which text you have chosen to write on and whether you have chosen to answer **i.** or **ii.**

Your response will be assessed according to the assessment criteria set out on page 8 of this book.

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

Text list

1. *Like a House on Fire* Cate Kennedy
2. *Medea* Euripides
3. *Persepolis: The Story of a Childhood*..... Marjane Satrapi
4. *Rear Window*..... directed by Alfred Hitchcock
5. *The White Tiger*..... Aravind Adiga

1. *Like a House on Fire* by Cate Kennedy

- i. "Oh, it wears us thin, marriage. It knocks the edges off us."
'The characters in Kennedy's stories derive little satisfaction from their relationships.'
Do you agree?

OR

- ii. 'The stories in *Like a House on Fire* explore the turbulence below the surface of everyday life.'
Discuss.

2. *Medea* by Euripides

- i. 'Jason is to blame for the events of the play.'
Do you agree?

OR

- ii. 'Euripides warns his audience of the dangers of ambition.'
Discuss.

3. *Persepolis: The Story of a Childhood* by Marjane Satrapi

- i. '*Persepolis: The Story of a Childhood* is not just Marji's story.'
Discuss.

OR

- ii. '*Persepolis: The Story of a Childhood* shows there is warmth and humour in a grim world.'
Discuss.

4. *Rear Window* directed by Alfred Hitchcock

- i. 'The women in the film are more admirable than the men.'
Do you agree?

OR

- ii. 'Hitchcock creates a world in which there is no privacy.'
Discuss.

5. *The White Tiger* by Aravind Adiga

- i. 'Balam refuses to accept poverty as his destiny.'
Discuss.

OR

- ii. 'There is little loyalty in the world of *The White Tiger*.'
Do you agree?

SECTION B – Comparative analysis of texts**Instructions for Section B**

Section B requires students to write a comparative analysis of a selected pair of texts in response to **one** topic (either **i.** or **ii.**) on **one** pair of texts.

Your response should analyse how the two texts present ideas and/or issues, and should be supported by close reference to both texts in the pair.

If you choose to write on a multimodal text in Section A, you must **not** write on a text pair that includes a multimodal text in Section B.

In the answer book, indicate which text pair you have chosen to write on and whether you have chosen to answer **i.** or **ii.**

Your response will be assessed according to the assessment criteria set out on page 8 of this book.

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

Pair 1 *Black Diggers* by Tom Wright and *The Longest Memory* by Fred D’Aguiar

- i.** Compare the concepts of slavery and service in the two texts.

OR

- ii.** “You dream about something you don’t know. Make your dreams here.” (*The Longest Memory*)
Compare how dreams and realities are explored in these two texts.

Pair 2 *Stasiland* by Anna Funder and *Nineteen Eighty-Four* by George Orwell

- i.** “The individual only has power in so far as he ceases to be an individual.” (*Nineteen Eighty-Four*)
Compare how the two texts explore the dangers of individuality.

OR

- ii.** ‘Truth is the first casualty.’
Compare how this statement is demonstrated by the regimes in *Stasiland* and *Nineteen Eighty-Four*.

Pair 3 *Tracks* by Robyn Davidson and *Into the Wild* directed by Sean Penn

- i.** Compare how isolation affects the protagonists of these two texts.

OR

- ii.** Compare the ways in which both texts examine the quest to conquer extreme physical and emotional challenges.

END OF SECTION B

SECTION C – Argument and persuasive language**Instructions for Section C**

Section C requires students to write an analysis of the ways in which argument and language are used to persuade others to share a point(s) of view.

Read the background information on this page and the material on pages 6 and 7, and write an analytical response to the task below.

For the purposes of this task, the term ‘language’ refers to written, spoken and visual language.

Your response will be assessed according to the assessment criteria set out on page 8 of this book.

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

Task

Write an analysis of the ways in which argument and written and visual language are used in the material on pages 6 and 7 to try to persuade others to share the points of view presented.

Background information

Delivering Down Under is a monthly electronic newsletter for leaders of the Australian road transport industry. Each edition features an opinion piece written by an industry manager. In this edition, Imogen O’Mara, a director of a national transport company, argues for bike lanes.

Gearing up for change

Paving the way for better roads for all

By Imogen O'Mara

Think about some of the biggest issues facing our nation: road congestion, health and safety, increased costs, and pollution. Now think about your current business priorities: putting more, and bigger, vehicles on our roads. It is not hard to see the contradiction between these vital issues and our priorities. Perhaps it is time to put the brakes on the profit-before-people mentality that gives our bank balances a boost at the expense of people today and future generations. As an industry, we could do more to offset the negative effects of our vehicles on the roads.

As captains of industry, we have a responsibility to be leaders not only of our businesses but also of the wider community in which we operate. People should remain our focus – whether they are employees or customers – and people need quicker, safer and cheaper ways of getting from A to B. People need bike lanes and they need lots of them. What do I mean by bike lanes? Dedicated lanes on main roads alongside cars, not lanes shared with parked cars or paths shared with joggers.



So, what do bike lanes have to do with the road transport industry? Why should we care? Our need to put more vehicles on the roads is adding to already frustrating levels of congestion. Our vehicles are getting clogged in traffic jams with people travelling short distances from home to school, to work or to the shops. The addition of safe, protected bike lanes along our roads would make it more convenient and comfortable for people to travel short distances by bike instead of by car. Over time, this would reduce the overall amount of congestion on the roads and make it easier for our drivers, too, to get to their destinations on time.

Given that we are responsible for most of the large vehicles on the road, we should do our bit to minimise other non-essential road travel. We could start by encouraging our own employees to ride their bicycles to work. What better way to fit in the recommended 30 minutes of moderate-intensity exercise each day than by riding to work? Having healthier employees would mean fewer sick days and, therefore, less productivity lost. It is a win-win proposition. However, without bike lanes we would be putting our staff in harm's way.

Currently, only the bravest of cyclists have the nerve to swerve around parked cars and compete for road space with vehicles. Our drivers frequently complain about cyclists suddenly popping up from their 'blind spot' and the effect of this on their nerves. However, forcing cyclists off the road and onto footpaths is illegal and puts pedestrians at risk. Surely we need to give the green light to bike lanes so that all road users can feel confident on our roads?

Bike lanes also have financial advantages. If you think rationally for a moment, you will realise how riders could benefit. Compared with cars, bicycles are cheaper to purchase and run. According to the Queensland Government, the cost of buying and maintaining a bicycle is around one per cent of the cost of buying and maintaining a car. So, people who switch from driving a car to riding a bicycle could avoid costly car registration, insurance and fuel, and would then have more disposable income with which to buy the goods we can provide with our trucks – thus boosting the economy.

The Australian Government would also benefit financially from bike lanes. Currently, the government spends an average of \$27 million each working day to maintain and improve our transport network. Vehicles cause more damage to roads than bicycles do, so having people switch from cars to bicycles could result in a road funding U-turn with less money needed to maintain roads and, therefore, more money left over for new bike lanes. Having more bike lanes could also save the government money on health services as bike lanes result in fewer injuries for cyclists and fewer collisions for motorists when they swerve into oncoming traffic to pass a cyclist.

And finally, bike lanes are better for the environment as they decrease the demand for petrol, a dwindling and expensive natural resource. Bike lanes promote a pollution-free transport option that uses minimal fossil fuels. This is exactly what we need in order to meet our carbon emission reduction targets and improve the quality of the air that we all breathe. This is something towards which we must all work.

So, the next time you discuss the needs of our industry with representatives of the government, remember the needs of other road users, especially cyclists. In the end, everyone benefits from bike lanes.

Assessment criteria

Section A will be assessed against the following criteria:

- knowledge and understanding of the text, and the ideas and issues it explores
- development of a coherent analysis in response to the topic
- use of textual evidence to support the interpretation
- control and effectiveness of language use, as appropriate to the task

Section B will be assessed against the following criteria:

- knowledge and understanding of both texts, and the ideas and issues they present
- discussion of meaningful connections, similarities or differences between the texts, in response to the topic
- use of textual evidence to support the comparative analysis
- control and effectiveness of language use, as appropriate to the task

Section C will be assessed against the following criteria:

- understanding of the argument(s) presented and point(s) of view expressed
- analysis of ways in which language and visual features are used to present an argument and to persuade
- control and effectiveness of language use, as appropriate to the task

Sources

Data (pp. 6 and 7): ‘Cycling benefits’, <www.tmr.qld.gov.au/Travel-and-transport/Cycling/Benefits.aspx>;
© The State of Queensland (Department of Transport and Main Roads) 2010–2018

Image (p. 6): City of Sydney, ‘Cycling strategy and action plan: For a more sustainable Sydney, 2018–2030’, draft, p. 9

END OF TASK BOOK

