

**Victorian Certificate of Education
2022****ENGLISH
Written examination****Tuesday 24 May 2022****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	3	1	20
B – Comparative analysis of texts	2	1	20
C – Argument and persuasive language	1	1	20
			Total 60

- 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. *Persepolis: The Story of a Childhood*..... Marjane Satrapi
3. *Station Eleven* Emily St John Mandel

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

- i. 'The relationships in these stories are broken, yet they endure.'
Discuss.

OR

- ii. 'The women in these stories are better at adapting to their situations than the men.'
To what extent do you agree?

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

- i. 'The power of *Persepolis: The Story of a Childhood* is that the reader sees what Marji cannot.'
Discuss.

OR

- ii. 'Marji grows up with a strong sense of justice.'
Discuss.

3. *Station Eleven* by Emily St John Mandel

- i. 'The characters in *Station Eleven* feel safest in a world of their imagination.'
Discuss.

OR

- ii. To what extent are the survivors afraid of unfamiliar people and places?

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 *The Crucible* by Arthur Miller and *The Dressmaker* by Rosalie Ham

- i.** ‘*The Crucible* and *The Dressmaker* examine the impact of isolation on communities.’
Compare how this idea is explored in the two texts.

OR

- ii.** Compare how *The Crucible* and *The Dressmaker* explore the effects of intolerance.

Pair 2 *The 7 Stages of Grieving* by Wesley Enoch and Deborah Mailman, and *The Longest Memory* by Fred D’Aguiar

- i.** Compare the extent to which the two texts suggest that injustice can never be forgiven.

OR

- ii.** Compare what the two texts reveal about the value of truth.

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

The website *Strapleton Community Voice* has a social media page for the exclusive use of residents of the town of Strapleton. Members use *Strapleton Community Voice* to share information and concerns about the local area. Daphne Lower is a member of the group and created the following post.

www.strapletoncommunityvoice.org
www.strapletoncommunityvoice.org/socialmedia

Strapleton Community Voice

Public group 11 727 followers


 Daphne Lower – 2 October at 11.35



I want to share with you a dilemma I encountered this morning as I was taking my usual stroll around our picturesque park and lovely lake area. I noticed a new sign near the water saying: DO NOT FEED THE BIRDS. Metres away from the new sign stood a man and two children busily feeding a flock of wild ducks, totally ignoring the very clear message not to do so.

What should I do, if anything? This is what went through my mind ...

When I was growing up, we often fed wild birds. My mum had a little wooden bird feeder hanging from a tree in our front yard. Every morning, she'd lower the rope attached to the bird feeder, place a sprinkling of seed inside and carefully hoist it back up. That bird feeder attracted all sorts of coloured parrots and we would watch them, in awe of their majesty. On family trips to the beach, we'd eat hot chips and throw some to the swarms of seagulls begging at our feet. Even on the few times we ventured overseas, we saw lots of people donating scraps of their lunch to pigeons or scattering bread for the ducks at the local park. Everybody, everywhere, fed wild birds back then. Today, millions of Australians continue to feed wild birds. So why do we do it?

It's easy to see why we do it. Feeding birds feels like an act of kindness and seems to be mutually beneficial. We help the birds survive and, in return, we get enjoyment, feeling as though we are giving back to our community and connecting with the world around us. Taking time to appreciate nature is a great way to improve psychological wellbeing. In our increasingly technology-saturated world, it's healthy to find ways to unplug, unwind and recharge. The duck-feeding dad probably worked pretty hard to coax his kids away from the TV in order to do something outdoors for a change.

Unfortunately, despite the immense health benefits that humans gain from feeding birds, the same can't be said for the birds! Yes, in some parts of the world, certain species of birds would not survive the long winter without humans lending a helping hand. But I wish more people understood that supplementary feeding, even though it might feel like an act of love and nurturing, is often the opposite. Giving wildlife the wrong food in the wrong amount isn't only unhelpful, it can be downright dangerous. This is the reason I am posting today.

www.strapletoncommunityvoice.org x +

www.strapletoncommunityvoice.org/socialmedia

I have read that wildlife experts agree that supplementary feeding creates an imbalance in nature that can have drastic consequences. It increases the numbers of some species and this, in turn, decreases those of other species. The rainbow lorikeet, for example, has taken great advantage of its good looks, so its numbers have soared due to supplementary feeding. Sadly, the rainbow lorikeet's population boom has caused numbers of the much plainer scaly-breasted lorikeet to plummet. Even the most well-intentioned bird lover can upset Mother Nature without meaning to do so. Left uneaten in damp conditions, seeds and bread rot, grow mould and introduce disease to the birds. The uneaten food also attracts pests such as rats, mice and cockroaches. The more food these pests get, the more they breed.

Feeding birds is unnecessary. Native birds will be healthy and happy if left to eat only their normal diet of insects, nectar, seed or fruit. Most people don't realise that bread – the most popular choice of food to give to wild birds – is actually one of the worst things to feed to wild birds because it contains high quantities of sugar and salt. But should we put Strapleton's ducks on a diet or ban bird feeding altogether? Perhaps the real problem is not so much that we are feeding wild birds, but rather that people don't understand how often, how much and what to feed them. Seeds, duck pellets, a sprinkle of oats or a small handful of peas or corn are acceptable options. If you must feed the birds in our neighbourhood, PLEASE try to do so as an occasional treat, not as an everyday occurrence. Think of it as giving them a healthy snack, not a five-course meal!

As I watched those kids and their dad endlessly lob carbs¹ into our beautiful, clean lake, the wild ducks scrambled over one another to fight for every doughy morsel that they could stuff their beaks with. I wrestled with my conscience. I didn't want to start a confrontation or accuse the dad and his kids of committing a crime against nature, but I desperately wanted to take them under my wing and politely explain a few choices that we can make to better care for our feathered friends. Hence my dilemma ...

What action would you have taken?



Click [here](#) to post your reply.

¹**carbs** – carbohydrates, found in many foods, such as bread, rice and potatoes

Assessment criteria

Section A will be assessed against the following criteria:

- knowledge and understanding of the text, and the ideas and values 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: [travellifestyle/Shutterstock.com](https://www.shutterstock.com) (p. 6); [Werner Weip-Olsen/CartoonStock.com](https://www.cartoonstock.com) (p. 7)

END OF TASK BOOK

