Neap

Trial Examination 2023

VCE English Units 3&4

Written Examination

Task Booklet

Student's Name: _____

Teacher's Name: _____

Section	*Number of questions*	*Number of questions to be answered*	*Marks*
A – Analytical interpretation of a text	20	1	20
B – Comparative analysis of texts	8	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 booklet of 13 pages, including **assessment criteria** on page 13

One answer booklet

Instructions

Write your **name** and your **teacher's name** in the space provided above on this page.

Complete each section in the correct part of the answer booklet.

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 booklets.

All written responses must be in English.

At the end of the examination

Place all other used answer booklets inside the front cover of the first answer booklet.

You may keep the task booklet.

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

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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 13 of this booklet.

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

Text list

1. *All the Light We Cannot See* . . . . . Anthony Doerr
2. *Bad Dreams and Other Stories* . . . . . Tessa Hadley
3. *Born a Crime* . . . . . Trevor Noah
4. *False Claims of Colonial Thieves* . . . . . Charmaine Papertalk Greene and John Kinsella
5. *Flames* . . . . . Robbie Arnott
6. *Go, Went, Gone* . . . . . Jenny Erpenbeck
7. *High Ground* . . . . . directed by Stephen Johnson
8. *Much Ado About Nothing* . . . . . William Shakespeare
9. *Nine Days* . . . . . Toni Jordan
10. *Pride and Prejudice* . . . . . Jane Austen
11. *Rainbow's End* . . . . . Jane Harrison
12. *Requiem for a Beast* . . . . . Matt Ottley
13. *Runaway* . . . . . Alice Munro
14. *Station Eleven* . . . . . Emily St. John Mandel
15. *Sunset Boulevard* . . . . . directed by Billy Wilder
16. *The Erratics* . . . . . Vicki Laveau-Harvie
17. *The Women of Troy* . . . . . Euripides
18. *Things Fall Apart* . . . . . Chinua Achebe
19. *We Have Always Lived in the Castle* . . . . . Shirley Jackson
20. *William Wordsworth: Poems Selected by Seamus Heaney* . . . . . William Wordsworth

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1. ***All the Light We Cannot See* by Anthony Doerr**

i. 'Doerr's novel suggests that war corrupts every facet of life.'

Do you agree?

OR

ii. "There are, he assures her, no such things as curses."

'In *All the Light We Cannot See*, Marie-Laure and Daniel LeBlanc are both primarily driven by optimism.'

Discuss.

2. ***Bad Dreams and Other Stories* by Tessa Hadley**

i. Discuss the depiction of cruelty in Tessa Hadley's *Bad Dreams and Other Stories.*

OR

ii. To what extent are the lives of the characters in Hadley's short stories dominated by a sense of discomfort?

3. ***Born a Crime* by Trevor Noah**

i. 'In *Born a Crime*, Trevor lacks the stability of a definitive identity.'

Discuss.

OR

ii. How does Noah's memoir convey the importance of strength and integrity?

4. ***False Claims of Colonial Thieves* by Charmaine Papertalk Greene and John Kinsella**

i. '*False Claims of Colonial Thieves* suggests that the enduring trauma of the past cannot be overcome or forgiven.'

Do you agree?

OR

ii. To what extent does Papertalk Greene and Kinsella's poetry celebrate what unites people?

5. ***Flames* by Robbie Arnott**

i. 'The characters in *Flames* are challenged by the lessons they learn.'

Discuss.

OR

ii. 'Arnott's novel is steeped in the beauty and dangers of nature.'

Discuss.

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6. ***Go, Went, Gone* by Jenny Erpenbeck**

i. "For much of his life, he's hoped in a tiny back corner of his soul that people from Africa mourn their dead less."

'Richard's journey shows readers that true empathy comes from understanding the lives of others.'

Discuss.

OR

ii. How does *Go, Went, Gone* depict the human desire to belong?

7. ***High Ground* directed by Stephen Johnson**

i. Discuss the importance of trust between the characters in *High Ground.*

OR

ii. How does Johnson's film portray the relationship between people and the Australian landscape?

8. ***Much Ado About Nothing* by William Shakespeare**

i. 'The relationship between Benedick and Beatrice in *Much Ado About Nothing* challenges the audience's views on the morality of deception.'

Do you agree?

OR

ii. How does Shakespeare explore the importance of communication in *Much Ado About Nothing*?

9. ***Nine Days* by Toni Jordan**

i. 'The repercussions of gender inequality can be seen in every generation of the Westaway women.'

Discuss.

OR

ii. "Maybe love is more like a coin: moving between people all around us, all the time, linking people within families and on the other side of the world, across oceans."

Discuss the depiction of love in Jordan's novel.

10. ***Pride and Prejudice* by Jane Austen**

i. 'Every example of love in *Pride and Prejudice* is fundamentally shallow and superficial.'

Do you agree?

OR

ii. "In her own past behaviour, there was a constant source of vexation and regret; and in the unhappy defects of her family, a subject of yet heavier chagrin."

'Elizabeth's family have a negative influence on her life and personal growth in *Pride and Prejudice*.'

To what extent do you agree?

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11. ***Rainbow's End* by Jane Harrison**

i. 'In *Rainbow's End*, the shared experience of adversity brings the characters closer together.'

To what extent do you agree?

OR

ii. How does Harrison explore the role of cultural pride in *Rainbow's End*?

12. ***Requiem for a Beast* by Matt Ottley**

i. Discuss the significance of fear in Ottley's *Requiem for a Beast.*

OR

ii. '*Requiem for a Beast* is about both discovering and recovering a sense of identity.'

Discuss.

13. ***Runaway* by Alice Munro**

i. To what extent do Munro's short stories depict marriage and domesticity as stifling experiences?

OR

ii. 'In Munro's stories, the characters' greatest suffering comes from failing to live up to their own expectations.'

Do you agree?

14. ***Station Eleven* by Emily St. John Mandel**

i. "What was lost in the collapse: almost everything, almost everyone, but there is still such beauty."

'In *Station Eleven*, we sympathise with Kirsten because of her sense of hope.'

Discuss.

OR

ii. How does Mandel explore a sense of past, present and future in *Station Eleven*?

15. ***Sunset Boulevard* directed by Billy Wilder**

i. 'Norma's vanity is harmful to herself and those around her.'

To what extent do you agree?

OR

ii. Discuss the depiction of manipulation and deceit in *Sunset Boulevard*.

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16. ***The Erratics* by Vicki Laveau-Harvie**

i. How does *The Erratics* convey a sense of estrangement within Vicki's family?

OR

ii. '*The Erratics* showcases how people can respond to and remember trauma in different ways.'
Discuss.

17. ***The Women of Troy* by Euripides**

i. 'The world of *The Women of Troy* is without any justice.'
Do you agree?

OR

ii. 'The women in Euripides' play are motivated more by their duty to others than to themselves.'
To what extent do you agree?

18. ***Things Fall Apart* by Chinua Achebe**

i. "The world has no end, and what is good among one people is an abomination with others."
How does culture inform the characters' perspectives about what is right and wrong in *Things Fall Apart*?

OR

ii. 'Achebe's novel reveals the dangers of alienation from community.'
Discuss.

19. ***We Have Always Lived in the Castle* by Shirley Jackson**

i. 'The greatest challenges the Blackwood sisters face come from within themselves, not from others.'
Do you agree?

OR

ii. How does Jackson depict Merricat's means of coping with trauma?

20. ***William Wordsworth: Poems selected by Seamus Heaney* by William Wordsworth**

i. Discuss the portrayal of solitude in Wordsworth's poetry.

OR

ii. 'Wordsworth's use of emotion in his poetry enables him to connect with readers.'
Discuss.

END OF SECTION A

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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 booklet, 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 13 of this booklet.

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

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Pair 1 ***The Hate Race*** **by Maxine Beneba Clarke and** ***Charlie's Country*** **directed by Rolf de Heer**

i. Compare how the two texts explore the idea of powerlessness.

OR

ii. 'Both *The Hate Race* and *Charlie's Country* showcase the damaging impact that racism has on individuals.'

Discuss.

Pair 2 ***The Queen*** **directed by Stephen Frears and** ***Ransom*** **by David Malouf**

i. Compare how the two texts explore the fear and uncertainty that result from change.

OR

ii. 'In *The Queen* and *Ransom*, the characters' lives are governed by powerful forces outside of their control.'

Compare the extent to which this is true in the two texts.

Pair 3 ***Things We Didn't See Coming*** **by Steven Amsterdam and** ***Never Let Me Go*** **by Kazuo Ishiguro**

i. 'The integrity of the human experience is about more than just survival.'

Compare how the two texts explore this idea.

OR

ii. Discuss the ways in which Amsterdam and Ishiguro portray destruction and disaster.

Pair 4 ***Reckoning*** **by Magda Szubanski and** ***Brooklyn*** **by Colm Tóibín**

i. Compare how the two texts explore the idea of resolving conflicts within oneself.

OR

ii. 'Both *Reckoning* and *Brooklyn* reveal the importance of having hope for the future whilst remembering the past.'

Compare the ways in which the two texts achieve this.

Pair 5 ***The Crucible*** **by Arthur Miller and** ***The Dressmaker*** **by Rosalie Ham**

i. 'The lives of the characters in *The Crucible* and *The Dressmaker* are dominated by selfishness and ignorance.'

Compare the extent to which this is true in the two texts.

OR

ii. 'The causes of tragedy are hard to define.'

Compare how the two texts examine this idea.

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Pair 6 ***Photograph 51*** **by Anna Ziegler and** ***My Brilliant Career*** **by Miles Franklin**

i. Compare how the two texts depict the notion of pride in one's accomplishments.

OR

ii. 'To achieve greatness, a person must make sacrifices.'

Compare the extent to which this idea is true for the two texts.

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

i. Compare how the two texts portray the conflict between individuality and group identity.

OR

ii. Compare how the two texts explore acts of defiance and resistance.

Pair 8 ***I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*** **by Malala Yousafzai with Christina Lamb and** ***Pride*** **directed by Matthew Warchus**

i. Compare how the two texts convey the challenges of overcoming ignorance.

OR

ii. 'To achieve social change, people must be both stubborn and brave.'

Compare the extent to which this idea is true for the two texts.

END OF SECTION B

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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 11 and 12, 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 13 of this booklet.

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 11 and 12 to try to persuade others to share the points of view presented.

Background information

On 20 March 2023, a landmark tree known as the Federation Elm was cut down by order of the Garrickville Council. On 24 March, Jennifer Erikson, spokesperson for the local environmental community group Greener in Garrickville (GIG), voiced her concern regarding the tree's removal in an online post on the *Garrickville Community Action* website. Her post was answered on 27 March by Councillor Paul Chang, a representative of the Garrickville Council. The *Garrickville Community Action* website is read by residents of Garrickville and the surrounding district.

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Growth or greed in Garrickville?

Posted by Jennifer Erikson on 24 March 2023

Friends,

By now, you will know what has befallen the magnificent Federation Elm, so familiar to us all in Garrickville, so intimately linked to our most cherished memories. Planted to mark the federation of the Australian colonies in January 1901 and growing to a height of over 20 towering metres, the Federation Elm has now been laid low. Even though it had seen more years than any of us, it is no more. Without adequate community consultation, council workers undertook the felling of the tree in an act of stealth and senseless vandalism a few brief days ago on 20 March.

I call upon you all to recognise this as an outrage. This beloved local landmark has graced our suburb from its earliest days. To think that more than 100 years of growth could be wiped out in a matter of hours is profoundly shocking.

As the world becomes more urbanised and we face the ever-accelerating challenge of climate change, it becomes more important than ever to plant new trees and protect the ones we already have. Even the Council admits that trees are vital to the health of Garrickville. Their own charter states that 'Trees help keep our ecosystem resilient, our city liveable and Garrickville's unique character and heritage intact.' If this is true of trees in general, then how much more powerfully true is it of the Federation Elm?

As one of the oldest and best-known specimens of the English Elm in Victoria, the Federation Elm was an iconic tree. For generations, it has been at the very heart of Garrickville's identity. Children have played beneath it. Weddings have been celebrated under its spreading canopy. Elderly people have sought its shade in the heat of summer. It has been inseparably entwined with the lives of everyone in this community.

As many of you know, those of us at GIG have been working for months to preserve the Federation Elm. We do not accept the flimsy claim that the tree was beyond saving, as this is merely a face-saving exercise on the part of the Council. They have acted selfishly and shamelessly, with no thought for the people of Garrickville. Where we saw the Federation Elm in terms of its beauty, its historical significance and its meaning in our lives, they saw only an obstacle to their ill-conceived plans for yet another housing development. As usual, they have shown no regard for the cultural, environmental or social values of Garrickville.

It's high time we held the Council to the standards they profess. If they value heritage, let them protect it. If they care about living things more than barren concrete, let them show it in their actions. If they are inadequate custodians of the best that Garrickville has to offer, then we must step into the shoes that they cannot fill.

The Federation Elm (2020)

Garrickville housing development (2022)

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It is too late now to save the Federation Elm, but we must redouble our efforts to ensure a greener, more sustainable future for Garrickville. If you are not yet a member of GIG, I urge you to join us. If you are a member, now is the time for concerted action. Don't be left thinking there is more you could have done. I warmly invite you all to the commemoration ceremony that is to take place at the site of the Federation Elm this coming Sunday at 12 pm. Let us gather together to share our memories of the Federation Elm and deepen our resolve to preserve the best of Garrickville's past as we work to shape its future.

Jennifer Erikson

Spokesperson for GIG

Reply from Councillor Paul Chang, Garrickville Council

Posted by Paul Chang on 27 March 2023

Garrickville Council recognises the significance of trees in both natural and built environments. We understand that concerns have been raised regarding the removal of the Federation Elm. However, it falls within the purview of the Council to implement decisions that reflect the long-term interests and future planning needs of Garrickville. It is a matter of achieving optimal balanced outcomes.

In accordance with best practice, the Council aims to abide at all times by the Tree Management Policy, which was put in place in 2020. This policy was crafted through consultation with the public and extensive deliberation at the executive level.

In line with the Tree Management Policy, an independent arborist was called in on 14 October 2022 to assess the health of the Federation Elm. It was found that the tree had suffered storm damage and, as a result, was deteriorating due to fungal decay. Every effort was made to sustain the tree for as long as possible but, as of 19 March 2023, it was confirmed that the decay and damage had proceeded too far and, consequently, the tree posed considerable safety risks. Upon receiving this confirmation, the Council approved the tree's removal. The arborist's full reports on the viability of the Federation Elm are available for inspection on the Council website.

The Council acknowledges that the removal of the Federation Elm is a matter of distress to numerous residents. We hope that the planting of more than 300 new trees throughout Garrickville's public parks (in this calendar year alone) will serve as ongoing evidence of our commitment to sustainable environmental practices.

If you have any ongoing concerns regarding this matter, please contact the Garrickville Council at: admin.garrickvillec@vic.gov.au

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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: Adapted from Thomas Wolter (2017). Accessed February 2023. https://pixabay.com/photos/tree-branch-treetop-branches-2454494/.

Adapted from Alan Stanton (2017). Accessed February 2023. https://commons.wikimedia.org/wiki/File:Rycroft_Way_(ex)_Green_-_2.jpg. Licensed under CC BY 2.0 Generic, https://creativecommons.org/licenses/by-sa/2.0/deed.en.

END OF TASK BOOKLET

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Trial Examination 2023

VCE English Units 3&4

Written Examination

Answer Booklet

Student's Name: _____

Teacher's Name: _____

Number of answer booklets used: ☐

Number of this answer booklet: ☐

Read these instructions carefully

1. Ensure that you have read all the information on the front cover of the task booklet.
2. Write your **name** and your **teacher's name** in the space provided above.
3. Complete each of the following sections in the correct part of this answer booklet:
   - Section A – Analytical interpretation of a text
   - Section B – Comparative analysis of texts
   - Section C – Argument and persuasive language
4. For Section A, indicate the text and topic you have selected.
   For Section B, indicate the text pair and topic you have selected.
   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.
5. Do not remove any pages from the answer booklet.
6. You may ask the supervisor for additional answer booklets. Complete all details on any additional answer booklets used.
7. Enclose any additional answer booklets inside the front cover of the first answer booklet used.

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SECTION A

ANALYTICAL INTERPRETATION OF A TEXT

Shade the box of the text you have selected.

- ☐ *All the Light We Cannot See*
- ☐ *Bad Dreams and Other Stories*
- ☐ *Born a Crime*
- ☐ *False Claims of Colonial Thieves*
- ☐ *Flames*
- ☐ *Go, Went, Gone*
- ☐ *High Ground*
- ☐ *Much Ado About Nothing*
- ☐ *Nine Days*
- ☐ *Pride and Prejudice*
- ☐ *Rainbow's End*
- ☐ *Requiem for a Beast*
- ☐ *Runaway*
- ☐ *Station Eleven*
- ☐ *Sunset Boulevard*
- ☐ *The Erratics*
- ☐ *The Women of Troy*
- ☐ *Things Fall Apart*
- ☐ *We Have Always Lived in the Castle*
- ☐ *William Wordsworth: Poems Selected by Seamus Heaney*

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Shade the box of the topic you have selected **i.** ☐ or **ii.** ☐

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SECTION B

COMPARATIVE ANALYSIS OF TEXTS

Shade the box of the text pair you have selected.

☐ **Pair 1** *The Hate Race*
Charlie's Country

☐ **Pair 2** *The Queen*
Ransom

☐ **Pair 3** *Things We Didn't See Coming*
Never Let Me Go

☐ **Pair 4** *Reckoning*
Brooklyn

☐ **Pair 5** *The Crucible*
The Dressmaker

☐ **Pair 6** *Photograph 51*
My Brilliant Career

☐ **Pair 7** *The 7 Stages of Grieving*
The Longest Memory

☐ **Pair 8** *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*
Pride

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Shade the box of the topic you have selected **i.** ☐ or **ii.** ☐

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SECTION C

ARGUMENT AND PERSUASIVE LANGUAGE

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