

2017 VCE EAL Trial Examination Sample Answers



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- Teachers and students are reminded that for the purposes of school requirements and external assessments, students must submit work that is clearly their own.

SECTION A – Listening to texts

TEXT 1

Question 1 (10 marks)

a. ANSWER – Taxi Driver (1)

b. ANSWER – A fellow Sudanese migrant of Ibrahim's; a defence lawyer who has been named New South Wales Australian of the Year. (2)

c. ANSWER – Ibrahim was never considered a child; he was a soldier from seven years old. He sang war songs instead of children's songs. He played with guns not toys. (2)

d. ANSWER – Freedom from fear. (1)

e. ANSWER – By remembering that all non-Indigenous Australians share an immigrant part allows all Australians to better relate to and empathise with new arrivals by seeing their experience as a shared experience. (2)

f. ANSWER – Ibrahim lists many reasons, but a prominent one is freedom from fear; the access to education; being free to speak one's mind; the beauty of the place and people with its pleasant lifestyle ... for being all the things he did not have in Sudan as a child. (2)

TEXT 2

Question 2 (10 marks)

a. ANSWER – The increased numbers of obese children has led to a rise in childhood diabetes. (1)

b. ANSWER – It is given as medication for Type 2 diabetes (1)

c. ANSWER – Broccoli contains a chemical called sulforaphane which seems to reduce blood sugar levels. (1)

d. ANSWER – Sulforaphane lowered blood glucose by ten percent. (1)

e. ANSWER – He noticed after patients had surgery designed to interrupt the digestion process, the patient lost weight, as would be expected, because of the reduced amount of calories being absorbed by the body. But as well as losing weight, the sugar levels went back to normal too. This suggested that the pancreas had gone from not working to working again through reducing the amount of calories in the body. Therefore, significantly reducing the amount of calories people with diabetes ate had the same effect of allowing the pancreas to balance sugar levels again. (3)

f. ANSWER – Patients would have to eat an unrealistic amount of broccoli every day to get enough sulforaphane (about 5 kg/day) (1)

g. ANSWER – Diabetes is a major cause of blindness, kidney failure, heart attacks, stroke and lower limb amputation. It can lead to an early death. (2)

END OF SECTION A – ANSWERS

SECTION C – Argument and persuasive language

Question 1 (10 marks)

a. ANSWER – through their constant exposure to violence and sadness. (1)

b. ANSWER – An indigenous person may have been confronted with the voice of a beloved, deceased family member. This could trigger unnecessary hurt and offence. (2)

c. ANSWER – The chorus ‘we are all on drugs’ being repeated over and over without the context of the rest of the song might appear to promote drug use. (2)

d. ANSWER – The example of the young characters in Shakespeare’s Romeo and Juliet to tell lies and commit suicide is considered an unhealthy example for teenagers. Penny’s use of the term ‘impressionable minds’ suggests that young people are easily influenced and might see something positive in Romeo and Juliet’s behavior that they might want to imitate. (3)

e. ANSWER – By saying “Nobody who actually cared for kids’ wellbeing could oppose it” the suggestion is that disagreeing with trigger warnings is evidence that someone does not care for kids, and even though George Avon is not directly referred to, he is clearly implied with being someone who evidently ‘does not care for kids’. (2)

SECTION C – Argument and persuasive language

Question 2 (10 marks)

Controversy surrounding the use of trigger warnings has recently gained momentum in Australian society. George Avon dismisses the need for trigger warnings, arguing that reality and truth are necessary instead.

Avon uses an authoritative tone to add weight to his stance that adults, particularly parents, should not ‘shield’ children ‘from what is real’. Avon assumes a position of certainty and thus encourages his parent audience to view him as an intelligent and reasoned adult with a valid perspective.

Avon’s speech is supported by the visual appearing on screen of his cartoon, which acts to reinforce his contention in juxtaposition of Penny’s viewpoint. Avon uses repetition of ‘scary’ and ‘keep out’ with sarcasm to highlight to the audience the flaws he deems in Penny’s arguments. The cartoon is also repeatedly connected to his own speech through the repeated use of ‘danger’ as something that he encourages the audience to identify as exaggerated and unreasonable in Penny’s argument. This attack on Penny’s contention is highlighted through the title of ‘Robert Penny’s Modern Secondary School’ across the bottom of the cartoon. Avon forcefully argues that trigger warnings applied by adults have the potential to damage teenagers. He shows this through the character appearing to head towards the door (that leads to ‘reality’). Avon encourages the audience to question what adults shield children from and strengthens his belief that ‘teens should recognise how “their words and actions affect others.” This, according to Avon, could not happen with trigger warnings.

Avon emphasizes the need to expose the truth to teenagers. He makes historical references in an attempt to encourage the audience to consider their own educational experiences, linking this to how their morality was developed. He refers to Hitler as an alliterative ‘despicable dictator’ who committed ‘atrocities’ to position the parents to examine how teenagers’ understanding can be lessened by trigger warnings.

Avon counters Penny’s attitudes to education by suggesting that ‘progress’ can only be made through revealing the ‘ugly underbelly’ of society. Using a logical and reasoned tone, Avon implores the audience to see the long-term benefits of exposing children to the reality even when it ‘includes scary stuff’.

Avon’s final statements that adults should ‘guide and not censor learning’ characterizes the whole of Penny’s position as one of being a censor rather than guide to learning. It also highlights how adults have a ‘duty’ to be truthful with their children and prepare them for the future.

Avon’s argument assumes that anxieties about children being harmed by being exposed to unpleasant material is false. It presents a logical approach to why trigger warnings are a bad idea, and also lampoons Penny’s views as both ludicrous and extreme. Perhaps the most compelling reasoning is that teenagers will not be able to recognize any lessons from history, and so might be led to repeat the same mistakes. This premise suggests a harsher and more likely reality than the one presented by Penny for using trigger warnings.

End of sample answers for the 2017 Kilbaha VCE EAL Trial Examination

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