



## Victorian Certificate of Education 2002

# General Achievement Test

Thursday 13 June 2002

Reading time: 10.00 am to 10.15 am (15 minutes)

Writing time: 10.15 am to 1.15 pm (3 hours)

## QUESTION BOOK

### Structure of book

| <i>Type of question</i>   | <i>Number of questions to be answered</i> | <i>Suggested times (minutes)</i> | <i>Suggested time allocation</i> |
|---------------------------|-------------------------------------------|----------------------------------|----------------------------------|
| Writing Task 1            | 1                                         | 30                               | 10.15 – 10.45                    |
| Writing Task 2            | 1                                         | 30                               | 10.45 – 11.15                    |
| Multiple-choice questions | 70                                        | 120                              | 11.15 – 1.15                     |

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners, rulers, and an English and/or bilingual dictionary.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or white out liquid/tape.
- No calculator is allowed in this examination.

### Materials supplied

- Question book of 36 pages.
- Answer sheet for multiple-choice questions.
- Script book for **both** Writing Task 1 and Writing Task 2.

### Instructions

- Write your **student number** on the script book.
- Check that your **name** and **student number** as printed on your answer sheet for multiple-choice questions are correct, **and** sign your name in the space provided to verify this.
- Follow the times suggested for each task.
- You may complete tasks in any order and you may return to any task at any time.
- Do not waste time on one particular multiple-choice question. If you find a question very difficult, return to it later.
- Answer all questions.
- All written responses must be in English.

### At the end of the test

- Place the answer sheet for multiple-choice questions inside the front cover of the script book.
- You may keep this question book.

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

**WRITING TASK 1**

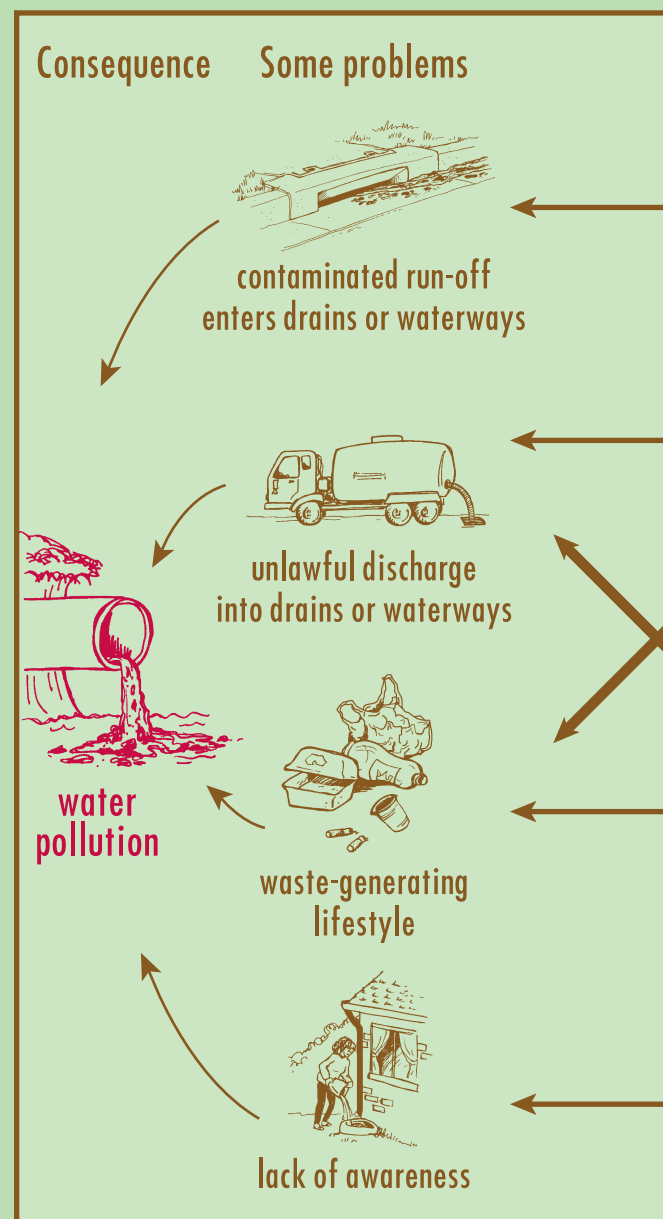
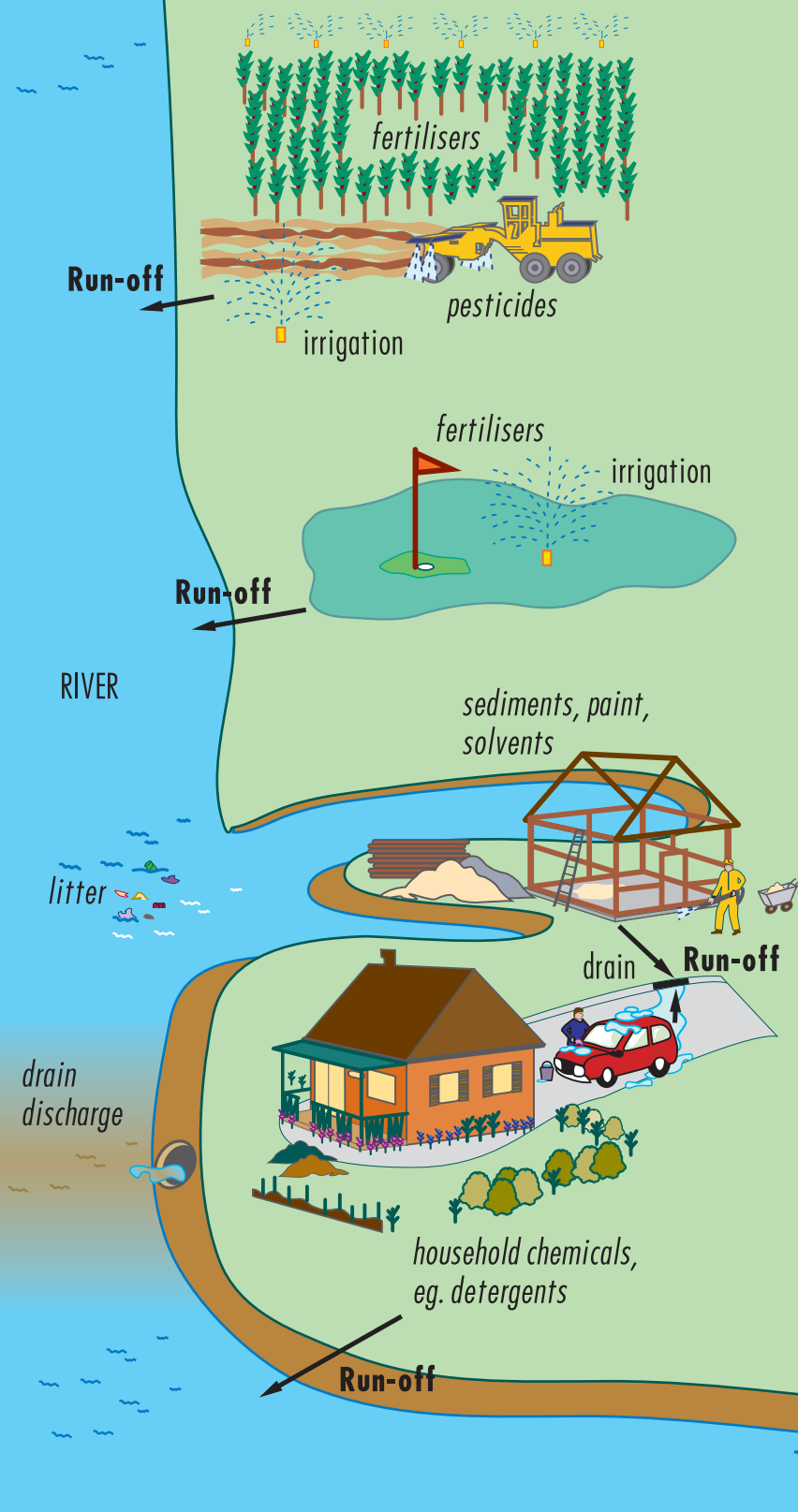
*To be answered in the script book in pen, not pencil.  
You are advised to allocate 30 minutes to this task.*

Consider the information on these two pages.

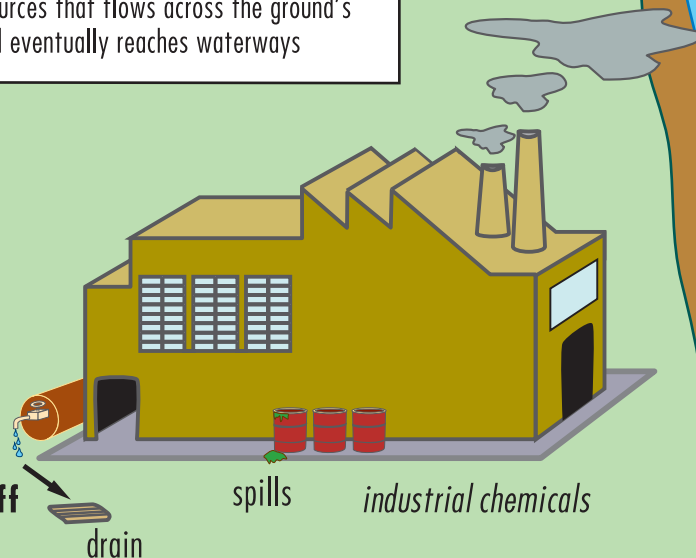
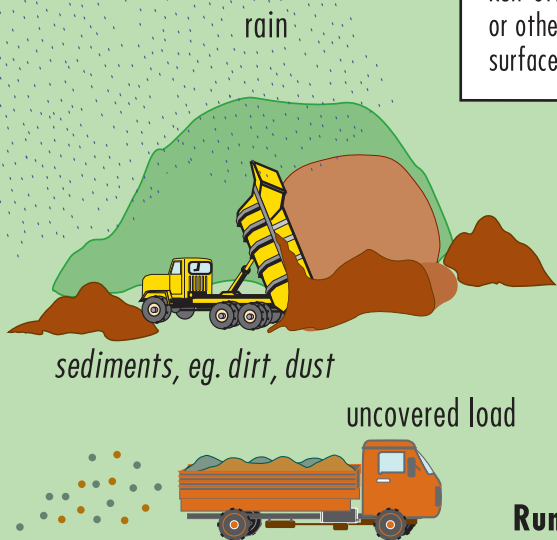
Develop a piece of writing presenting the major ideas in the material.

Your piece will be judged on:

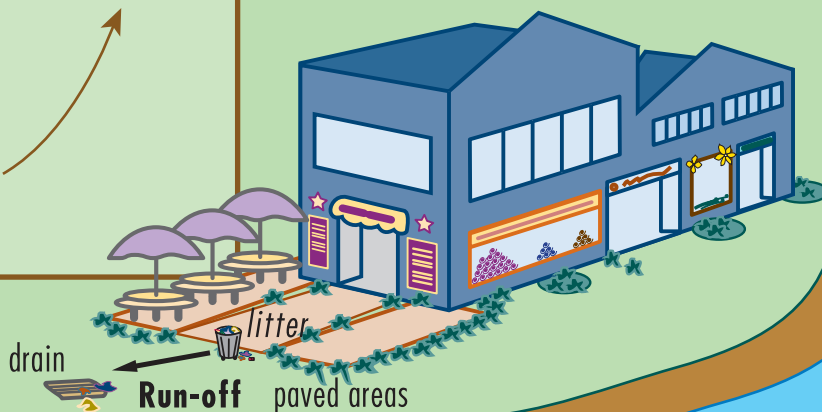
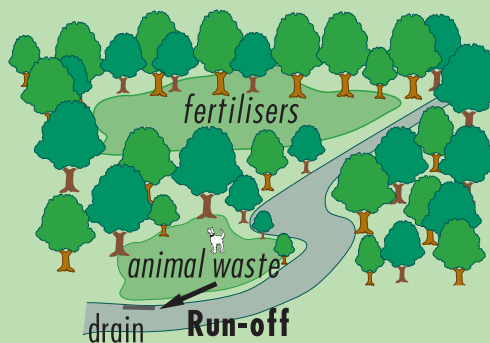
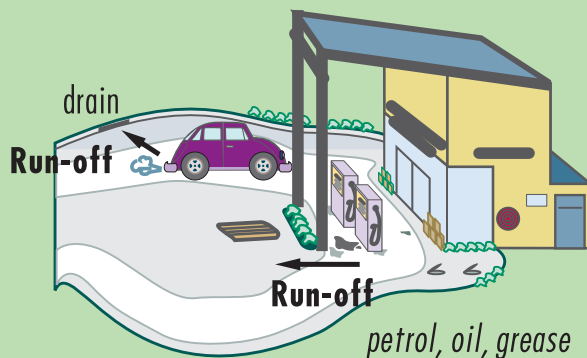
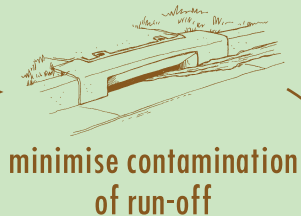
- how well you organise and present your understanding of the material; and
- how clearly you express yourself.



Run-off: portion of water from rainfall, irrigation or other sources that flows across the ground's surface and eventually reaches waterways



### Some responses    Consequence



drain discharge

sediments: may harm plants and animals, affect water flow, contain toxic metals

litter

RIVER

**WRITING TASK 2***To be answered in the Script Book in pen, not pencil.**You are advised to allocate 30 minutes to this task.*

Consider the statements below.

Develop a piece of writing presenting your view of one or more of the statements.

Your piece of writing will be judged on:

- the quality of what you say about the issue, regardless of the point of view you express; and
- how effectively you express yourself.

Our current lives are too safe and protected. We need the stimulation of a challenge and we need to take risks.

Those who choose to put themselves at risk in dangerous activities must accept the consequences of their choices. The community cannot take responsibility or accept costs for the harm they do to themselves.

It is the adventurers and the risk-takers who inspire the rest of us to make more of our lives.

It is those who are unimaginative and insensitive who need danger and adventure because they cannot see the drama and heroism of everyday life.

All advances, whether technological or psychological, begin when someone takes a risk.

There is real adventure in helping the victims of famine and war. Doing something worthwhile is much better than the cheap thrills of extreme sports.

## MULTIPLE-CHOICE QUESTIONS

*To be answered on the Answer Sheet for  
Multiple-Choice Questions.*

*You are advised to allocate 2 hours to this task.*

Choose the response that is **correct** or that **best answers the question**, and shade the square on the answer sheet for multiple-choice questions according to the instructions on that sheet.

A correct answer is worth 1 mark, an incorrect answer is worth 0 marks. No marks will be given if more than one answer is shown for any question. Marks will **not** be deducted for incorrect answers.

## UNIT 1

## Question 1



The point of this cartoon is to suggest that women and men

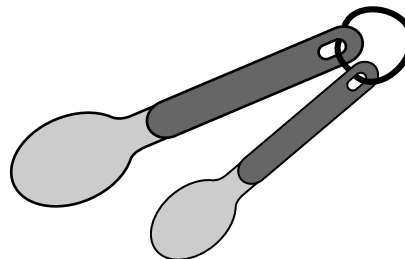
- A are able to ignore each other.
- B are able to work co-operatively.
- C both support and are themselves supported.
- D both manipulate and are themselves manipulated.

## UNIT 2

### Questions 2–4

Monica has only two kitchen measuring spoons. These are described in the box below.

| Measuring Spoon        | Volume    |
|------------------------|-----------|
| $\frac{1}{4}$ teaspoon | = 1.25 mL |
| 1 tablespoon           | = 20 mL   |



### Question 2

According to a recipe, Monica needs to measure out exactly 4.0 mL of vanilla essence into a bowl.

How many times will she need to fill the  $\frac{1}{4}$  teaspoon and empty it into the bowl?

- |                                                   |                                                                                |
|---------------------------------------------------|--------------------------------------------------------------------------------|
| <p><b>A</b> twice</p> <p><b>B</b> three times</p> | <p><b>C</b> four times</p> <p><b>D</b> She cannot measure 4.0 mL this way.</p> |
|---------------------------------------------------|--------------------------------------------------------------------------------|

### Question 3

For a recipe, Monica needs to measure 30 mL. She could do this using 1 tablespoon and

- |                                                                                                                           |                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <p><b>A</b> <math>2 \times \frac{1}{4}</math> teaspoons.</p> <p><b>B</b> <math>4 \times \frac{1}{4}</math> teaspoons.</p> | <p><b>C</b> <math>8 \times \frac{1}{4}</math> teaspoons.</p> <p><b>D</b> <math>16 \times \frac{1}{4}</math> teaspoons.</p> |
|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|

### Question 4

$\frac{3}{4}$  tablespoon =

- |                                                            |                                                            |
|------------------------------------------------------------|------------------------------------------------------------|
| <p><b>A</b> 15 teaspoons</p> <p><b>B</b> 7.5 teaspoons</p> | <p><b>C</b> 3.75 teaspoons</p> <p><b>D</b> 3 teaspoons</p> |
|------------------------------------------------------------|------------------------------------------------------------|

**UNIT 3****Questions 5–9**

The statements below (Questions 5 to 9) are from a debate for and against the topic that:

***Prison sentences and prisons should be harsher.***

For each of the statements (Questions 5 to 9) you are to choose from the alternatives **A–D** the one that most appropriately describes the relationship of the statement to the topic of the debate.

The statement

- A** is most likely part of the case **for** the topic.
- B** is most likely part of the case **against** the topic.
- C** could possibly be part of the case **for or against** the topic.
- D** is **not relevant** to either the case for or against the topic.

**Question 5**

Men commit more serious crime than women.

**Question 6**

Punishment can embitter criminals.

**Question 7**

Priority should be given to the deterrence of crime when sentencing criminals.

**Question 8**

Penalties and prison conditions indicate what a society values.

**Question 9**

Priority in the legal system should be given to the prevention of crime.