



Victorian Certificate of Education 2005

ENGLISH (ESL) Written examination

Friday 28 October 2005

Reading time: 9.00 am to 9.15 am (15 minutes)

Writing time: 9.15 am to 12.15 pm (3 hours)

TASK BOOK

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Marks</i>
1 Text response	30	1	30
2 Writing task – Part 1	1	1	10
– Part 2	1	1	10
– Part 3	1	1	10
			Total 60

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, 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 white out liquid/tape.
- No calculator is allowed in this examination.

Materials supplied

- Task book of 14 pages, including **Assessment criteria** on page 14.
- Two script books: a grey book and a blue book. All script books contain unruled (rough work only) pages for making notes, plans and drafts if you wish.

Instructions

- Write your **student number** on the front cover of each script book.
- This examination consists of Section 1 – Text response and Section 2 – Writing task. You must complete both sections.
- All answers must be written in English.

Section 1 – Text response

- Write your answer in the **grey** script book.
- Write the name of the text in the box provided on the **cover** of the script book. Indicate the question part you have chosen by ticking the appropriate box on the first ruled page of the script book.

Section 2 – Writing task

- Write all three answers in the **blue** script book.

At the end of the task

- Place the grey script book inside the front cover of the blue script 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 1 – Text response**Instructions for Section 1**

You must complete **one** piece of writing in response to **one** question (either **i.** or **ii.**) on **one** text.

Your answer must be an **analytical/expository** piece of writing.

In your answer you should refer closely to the text.

For collections of poetry or short stories, **you may choose to write on several poems or short stories, or on one or two in very close detail, depending on what you think is appropriate.**

Your answer will be assessed according to the criteria set out on page 14 of this book.

Section 1 is worth half of the total assessment for the examination.

Text List

1. *A Lesson Before Dying* Ernest J Gaines
2. *A View from the Bridge* Arthur Miller
3. *Border Crossing* Pat Barker
4. *Breaker Morant* non-print text
5. *Dispossessed* Philip Hodgins
6. *First They Killed My Father* Loung Ung
7. *Gattaca* non-print text
8. *Girl with a Pearl Earring* Tracy Chevalier
9. *Hamlet* William Shakespeare
10. *I for Isobel* Amy Witting
11. *If This is a Man* Primo Levi
12. *I'm Not Scared* Niccolo Ammaniti
13. *King Oedipus* Sophocles
14. *Lantana* non-print text
15. *Minimum of Two* Tim Winton
16. *No Great Mischief* Alistair MacLeod
17. *Romulus, My Father* Raimond Gaita
18. *Short Stories* Henry Lawson
19. *Stolen* Jane Harrison
20. *Tess of the D'Urbervilles* Thomas Hardy
21. *The Age of Innocence* non-print text
22. *The Chant of Jimmie Blacksmith* Thomas Keneally
23. *The Curious Incident of the Dog in the Night-time* Mark Haddon
24. *The Hunter* Julia Leigh
25. *The Penguin Book of First World War Poetry* John Silkin
26. *The Plague* Albert Camus
27. *The Quiet American* Graham Greene
28. *The Stories of Tobias Wolff* Tobias Wolff
29. *The Third Man* non-print text
30. *The Wife of Martin Guerre* Janet Lewis

1. *A Lesson Before Dying*

- i. Grant says: "I wish I could just run away from this place".
'Grant Wiggins and Jefferson were both trapped.'
Discuss.

OR

- ii. 'The characters in *A Lesson Before Dying* cope with discrimination because they have something to believe in and something to hope for.'
Discuss.

2. *A View from the Bridge*

- i. 'Although Eddie is a good man his weaknesses destroy him.'
Discuss.

OR

- ii. 'Marco and Eddie do not understand why they lose the respect of others.'
Discuss.

3. *Border Crossing*

- i. "You see the real question is: can people change?"
Does *Border Crossing* show that people can change?

OR

- ii. 'Those who have responsibility for protecting society must never abuse that responsibility.'
Discuss.

4. *Breaker Morant*

- i. 'In *Breaker Morant* viewers are disturbed not only by the violence of the war but also by the lack of fairness in the court martial.'
How does the film-maker achieve this?

OR

- ii. '*Breaker Morant* shows characters who always act out of fear and self-interest, rather than discipline and order.'
Discuss.

5. *Dispossessed*

- i. "... his father still sat in the driver's seat."
'Max is the main cause of Len and Liz's problems.'
Discuss.

OR

- ii. 'In this text the characters' lack of respect for others destroys relationships.'
Discuss.

6. *First They Killed My Father*

- i. ‘Loung Ung tells a story of extremes – of great cruelty but also of strength and love.’
Discuss.

OR

- ii. ‘In order to survive, the characters in this text have to change their values.’
Discuss.

7. *Gattaca*

- i. ‘The film shows Vincent’s weaknesses as well as his strengths.’
Discuss.

OR

- ii. ‘In the futuristic world of *Gattaca* the characters do not know whom they can trust. This makes it difficult for them to maintain relationships with family and others.’
Discuss.

8. *Girl with a Pearl Earring*

- i. “ ‘Thank you for reminding me of how helpless I am,’ . . .”
Does the text actually show Griet to be helpless?

OR

- ii. ‘In *Girl with a Pearl Earring* the characters’ decisions are influenced by money rather than social class.’
Discuss.

9. *Hamlet*

- i. ‘Fortinbras, Laertes and Hamlet all want revenge but choose to take it in very different ways.’
Discuss.

OR

- ii. ‘Hamlet is basically a good man who acts foolishly because of the corrupt people around him.’
Discuss.

10. *I for Isobel*

- i. “You built a wall around yourself and too late you found yourself walled in.”
Does Isobel create her own unhappiness?

OR

- ii. ‘In *I for Isobel* the characters’ values are established more through their interaction with others than by their childhood experiences.’
Discuss.

11. *If This is a Man*

- i. “. . . I managed not to forget that I myself was a man.”
How does Primo Levi keep his humanity?

OR

- ii. ‘In order to survive in the camp, the prisoners must change their ideas about what is right and what is wrong.’
Discuss.

12. *I’m Not Scared*

- i. ‘Michele’s parents think of him only as a child. They do not realise how aware he is of what is happening around him.’
Discuss.

OR

- ii. ‘In *I’m Not Scared* the world appears to be evil but not all of the characters behave badly.’
Discuss.

13. *King Oedipus*

- i. Does the play show Oedipus to be a good man?

OR

- ii. ‘The characters in this play show dignity and courage in impossible situations.’
Discuss.

14. *Lantana*

- i. ‘This film is a study of choices – poor choices made by people in crisis.’
Discuss.

OR

- ii. ‘In *Lantana*, relationships are difficult because people cannot communicate honestly with each other.’
Discuss.

15. *Minimum of Two*

- i. ‘The characters in *Minimum of Two* are lonely people who struggle to establish or to maintain close relationships with others.’
Discuss.

OR

- ii. ‘In *Minimum of Two* people’s views about what is important in life are formed by their past. However, events that happen in the present cause these views to change.’
Discuss.

16. *No Great Mischief*

- i. The narrator, Alexander MacDonald, claims that *No Great Mischief* “. . . is a story of lives which turned out differently than was intended”.
Do you agree with his claim?

OR

- ii. ‘The characters in *No Great Mischief* cope better with troubles because they know how to enjoy life.’
Discuss.

17. *Romulus, My Father*

- i. ‘The friendship between Romulus and Hora had more influence on Raimond’s life than the absence of his mother.’
Discuss.

OR

- ii. ‘The people in *Romulus, My Father* have a strong belief in work. For them, this is the most important thing in the development of character.’
Discuss.

18. *Short Stories (Lawson)*

- i. ‘The men and women in Lawson’s stories struggle to overcome the troubles in their lives but are certain to fail.’
Discuss.

OR

- ii. ‘In these stories, courage and humour help the characters to cope with life in a difficult environment.’
Discuss.

19. *Stolen*

- i. ‘Although the characters in *Stolen* try to take control of their lives, the play shows that it is inevitable that they will fail to achieve that control.’
Discuss.

OR

- ii. ‘In the play *Stolen*, lack of understanding of the characters’ needs has destructive consequences.’
Discuss.

20. *Tess of the D’Urbervilles*

- i. ‘Angel Clare, more than any other character, is responsible for Tess’s tragedy.’
Do you agree?

OR

- ii. ‘In *Tess of the D’Urbervilles* Tess discovers that the values she learned in early life have not prepared her for life as an adult.’
Discuss.

21. *The Age of Innocence*

- i. 'May was innocent but the world in which she lived was not innocent.'
Discuss.

OR

- ii. 'The characters in this text do not realise how much their lives are controlled by society.'
Discuss.

22. *The Chant of Jimmie Blacksmith*

- i. Does Jimmie's view of himself change as a result of the events in this text?

OR

- ii. '*The Chant of Jimmie Blacksmith* shows the problems that can arise for everyone when the values of one cultural group are forced upon another cultural group.'
Discuss.

23. *The Curious Incident of the Dog in the Night-time*

- i. 'Because the story is narrated from Christopher's limited viewpoint, we learn little about other characters.'
Do you agree?

OR

- ii. 'For the characters in *The Curious Incident of the Dog in the Night-time*, to tell the truth is not always the best thing to do.'
Discuss.

24. *The Hunter*

- i. 'M struggles with himself as much as he struggles with the bush environment.'
Discuss.

OR

- ii. '*The Hunter* shows that the pursuit of scientific achievement always involves some loss for the natural environment.'
Discuss.

25. *The Penguin Book of First World War Poetry*

- i. 'This text reminds us that the horrors of war continue for those who survive.'
Discuss.

OR

- ii. 'This text shows that the war tested people's belief in others.'
Discuss.

26. *The Plague*

- i. 'Paneloux and Rieux respond to the plague in different ways. Neither is more effective than the other.'
Discuss.

OR

- ii. 'In *The Plague* the narrator shows us that there are more things to admire in people than to despise.'
Discuss.

27. *The Quiet American*

- i. "Was I so different from Pyle . . ." Fowler wondered.
Are Fowler and Pyle very different people?

OR

- ii. 'In *The Quiet American* powerful characters cannot be trusted to look after the welfare of the less powerful characters.'
Discuss.

28. *The Stories of Tobias Wolff*

- i. 'These stories are about people who have difficulty relating to others.'
Discuss.

OR

- ii. 'These stories show that life is aimless without clear values and priorities.'
Discuss.

29. *The Third Man*

- i. Does *The Third Man* show Holly Martins to be a good friend to Harry Lime?

OR

- ii. 'Harry profits from post-war corruption yet his friends remain loyal to him.'
Discuss.

30. *The Wife of Martin Guerre*

- i. 'In *The Wife of Martin Guerre* the main reason for everyone's suffering is that Martin selfishly leaves his family.'
Discuss.

OR

- ii. 'In *The Wife of Martin Guerre* the legal and religious institutions cannot satisfactorily solve the problems of the characters.'
Discuss.

SECTION 2 – Writing task**Instructions for Section 2**

Section 2 consists of **three** parts.

Parts 1, 2 and 3 are equally weighted.

Section 2 is worth half of the total assessment for the examination.

Carefully read the following material on **technology and communication** and then complete **all three** parts.

Part 1

Write a note-form summary of the *Saturday Reflection* found on **page 11**.

Your response must be in **note form**. Do not use complete sentences.

Part 2

The writer of the article *The Right Messages* found on **page 12** attempts to persuade the magazine readers that handwritten letters communicate better than electronic messages.

Find **five** examples of different persuasive language use in the article.

Write out each example. Explain how each example works to persuade the readers.

Part 3

Have modern technologies improved communication between people?

Write a letter to the editor of the magazine that published *The Right Messages* article, expressing your point of view on the topic.

You may draw on any or all of the task material on **pages 11–13**.

Use only the material on this page for Part 1, the **note-form** summary.

The following is an article from a weekend newspaper.

Saturday Reflection

I had coffee with a friend last Wednesday. We started to talk about the way new technologies have changed our lives.

We talked about all those parents who have kids travelling overseas. Instead of having to wait weeks for a letter or receiving an expensive reverse charge phone call, they can now stay in touch by cheap, regular emails that the kids can receive on their mobile phones.

We talked about some of the other ways that technology has changed the way we live. Some people have difficulty finding friendship or partners locally and, by using the net, have developed relationships with people who live in other countries. These aren't just stories in magazines but people I know. There's Sarah who married an Englishman—found him on the net. They got to know each other through long daily emails. She visited him and his family, and he visited hers. Now they live in Melbourne. And there's Kate with her lovely American—same story. And my brother's friend, a country boy—he met his wife on the net too.

Technology can also help the lonely, the disabled and those getting older who need new friendships and relationships. The net is good because people can get to know each other through shared interests, and not just by physical attraction.

Technology has broken through the isolation of country living. Country people can make many more friends, research the solution to a problem, and study online or read electronic books in libraries.

Then there are the cheap tickets to fly interstate or overseas. You can find your accommodation in places like Paris, Tuscany or Thailand. Maybe you can just buy a cheap ticket for your local cinema. Perhaps not everyone can see the benefits of technology, but, used with caution, it can change our lives.

Use only the material on this page for Part 2, the **persuasive language use** question.

The following is an article which appeared in a popular magazine.

The Right Messages...



Email and text messaging are fast and efficient, but nothing is as good as receiving a long letter from a good friend in the mail or, even better, an anonymous love letter on Valentine's Day . . .

*Roses are red, violets are blue
If you SMS me this Valentine's Day
Consider us through!*



Imagine it's Valentine's Day. Your partner has just emailed you a brief and impersonal e-card saying 'I luv U'. How sweet, you think. Just as you're about to show it to a colleague, you notice her opening a thick, red envelope. Inside there are fragrant rose petals and a handwritten letter. It's from her boyfriend and, when she has read it, her face is as red as the envelope and she's smiling. Your e-card is dull and unromantic by comparison.

'A handwritten note is like dining by candlelight instead of turning on the lights,' says handwriting expert, Margaret Shepherd. And she's correct. Isn't it better to make a gift instead of buying one? Isn't it better to enjoy a walk rather than always hopping into the car?

Unless you can't read or you have a heart of stone, there's nothing like receiving a letter in the mail, especially for important occasions. It tells you that someone has taken the time in their busy life to write a letter, find a post office, buy a stamp and send it. This extraordinary effort tells you how much they care.

Sadly, over the past ten years, letter-writing has been replaced by faster, more efficient and inexpensive alternatives. This always results in less effective communication. Every caring adult should be concerned, like Dr Bob Montgomery, Director of Communication for the Australian Psychological Society.

'When it comes to making a relationship work well, good communication is essential,' he says. We'd all agree that an impermanent SMS cannot compare with a precious letter that can be read, read again, and carefully stored forever.

Letters are also much more personal than emails for important events in life such as offering sympathy when someone dies, or when someone loses a job or when a marriage breaks up. Letters are the only way to express real appreciation (for an expensive wedding gift, for example) and can help friendships grow, just like fertiliser on a garden. Who hasn't been disappointed to find that a long email from a so-called friend has also been CCed* to 23 others?

Letter-writing can also be more sincere than buying a card. 'Too often we rely on commercial writers to write the thoughts for us,' says Dr Montgomery. 'But writing your own message can mean much more than using a message someone else has written.'

* copied and sent



More material about messages ...

Letter from poet John Keats to his fiancée
Fanny Brawne, March 1820

Sweetest Fanny,

*You fear^{1.}, sometimes,
I do not love you so
much as you wish?
My dear Girl, I love you
ever and ever and
without reserve...^{2.}
When you pass'd my
window home
yesterday, I was fill'd
with as much admiration
as if I had then
seen you for the first
time...*

1. worry
2. limit



Due to copyright restriction,
this material is not supplied.

* I feel very happy

Assessment criteria

The examination will address all of the criteria. All students will be examined against each criterion.

Section 1 – Text response

1. detailed knowledge and understanding of the set text chosen, demonstrated appropriately in response to the task
2. development in the writing of a coherent and effective structure in response to the task
3. control of expressive and effective language appropriate to the task

Section 2 – Writing task

Part 1 Clarity and accuracy in note taking

4. understanding of the demands of the task
5. knowledge and control of the material presented
6. control of the mechanics of the English language to sustain meaningful note-form

Part 2 Understanding of language use in argument and presentation of an issue

7. understanding of the demands of the task
8. knowledge and control of the material presented
9. control of the mechanics of the English language to support meaning

Part 3 Ability to present a point of view on the issue

10. understanding of the demands of the task
11. knowledge and control of the material presented
12. the effectiveness and appropriateness of the writing in response to the specific task
13. control of the mechanics of the English language to support meaning