

Victorian Certificate of Education
2017

ENGLISH AS AN ADDITIONAL LANGUAGE
(EAL)

Written examination

Thursday 1 June 2017

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 – Text response	4	1	40
B – Writing in Context	3	1	30
C – Analysis of language use	2	2	30
			Total 100

- Students are to write in blue or black pen.
- 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 10 pages, including **examination assessment criteria** on page 10.
- One answer book.

Instructions

- Write your **student number** on the front cover of the answer book.
- Complete each of the following in the answer book.
 - Section A: Text response
 - Section B: Writing in Context
 - Section C: Analysis of language use
- Each section should be completed in the correct part of the answer book.
- All written responses must be in English.
- If you write on a multimodal text in Section A, you must not write on a multimodal text in Section B.
- You may ask the supervisor for extra answer books.

At the end of the task

- 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 – Text response**Instructions for Section A**

Section A requires students to complete **one** analytical/expository piece of writing in response to **one** topic (either **i.** or **ii.**) on **one** selected text.

In the answer book, indicate the text selected and whether you are answering **i.** or **ii.**

In your response, you must refer closely to **one** selected text from the Text list below.

If you write on a multimodal text in Section A, you must **not** write on a multimodal text in Section B.

Your response will be assessed according to the criteria set out on page 10 of this book.

Section A is worth 40 marks.

Text list

1. *All About Eve* Directed by Joseph L Mankiewicz
2. *I for Isobel*..... Amy Witting
3. *In the Country of Men*..... Hisham Matar
4. *This Boy's Life*..... Tobias Wolff

1. ***All About Eve* directed by Joseph L Mankiewicz**

- i. To what extent is Eve in control of her life?

OR

- ii. 'In *All About Eve*, it is the relationships between men and women that most interest the viewer.'
Discuss.

2. ***I for Isobel* by Amy Witting**

- i. 'Isobel never overcomes the damage that was done to her in childhood.'
Discuss.

OR

- ii. "You couldn't make yourself safe, no matter how you tried."
'There is little safety for any of the characters in *I for Isobel*.'
Discuss.

3. ***In the Country of Men* by Hisham Matar**

- i. 'It is difficult to feel sympathy for Suleiman throughout the novel.'
Discuss.

OR

- ii. To what extent are Suleiman's parents able to protect him from harm?

4. ***This Boy's Life* by Tobias Wolff**

- i. 'Throughout *This Boy's Life*, Toby tries to become a better person.'
Do you agree?

OR

- ii. 'The people in *This Boy's Life* deceive themselves as well as others.'
Discuss.

SECTION B – Writing in Context**Instructions for Section B**

Section B requires students to complete an extended written response.

In the answer book, indicate the Context and write the title of the text you have selected.

In your writing, you must draw on ideas suggested by **one** of the **three** Contexts.

Your writing must draw directly from the selected text you have studied for this Context and be based on the ideas in the prompt.

Your response may be an expository, imaginative or persuasive piece of writing.

If you write on a multimodal text in Section A, you must **not** write on a multimodal text in Section B.

Your response will be assessed according to the criteria set out on page 10 of this book.

Section B is worth 30 marks.

Context 1 – Whose reality?

Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity Katherine Boo

Death of a Salesman Arthur Miller

Foe JM Coetzee

Wag the Dog Directed by Barry Levinson

Prompt

‘Our realities are defined by the times we live in.’

Task

Complete an extended written response in expository, imaginative or persuasive style. Your writing must draw directly from the selected text that you have studied for this Context and explore the idea that **‘our realities are defined by the times we live in’**.

OR

Context 2 – Encountering conflict

A Separation..... Directed by Asghar Farhadi

Every Man in this Village is a Liar Megan Stack

Life of Galileo Bertolt Brecht

The Lieutenant Kate Grenville

Prompt

‘We encounter conflict when others attempt to control us.’

Task

Complete an extended written response in expository, imaginative or persuasive style. Your writing must draw directly from the selected text that you have studied for this Context and explore the idea that ‘we encounter conflict when others attempt to control us’.

OR

Context 3 – Exploring issues of identity and belonging

Invictus..... Directed by Clint Eastwood

Summer of the Seventeenth Doll Ray Lawler

The Mind of a Thief..... Patti Miller

Wild Cat Falling..... Mudrooroo

Prompt

‘We need the support of others to be truly ourselves.’

Task

Complete an extended written response in expository, imaginative or persuasive style. Your writing must draw directly from the selected text that you have studied for this Context and explore the idea that ‘we need the support of others to be truly ourselves’.

**END OF SECTION B
TURN OVER**

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SECTION C – Analysis of language use**Instructions for Section C**

Section C consists of **two** parts.

Parts 1 and 2 are equally weighted.

Carefully read the material on pages 8 and 9 and then complete **both** parts 1 and 2.

Your response will be assessed according to the criteria set out on page 10 of this book.

Section C is worth 30 marks.

TASK**Part 1**

Write a note-form summary of George Grey's **and** Sue Mitford's speeches found on pages 8 and 9.

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

Part 2

Write a piece of prose that explains how language and visual features have been used by the speakers to attempt to persuade the audience about **three** of the main points of the material on pages 8 and 9.

Background information

A public meeting was held for people interested in the environmental issue of how to achieve a sustainable balance between our enjoyment of the natural world and protection of the environment. Various interest groups were represented in the audience.

The slide below, a public notice at the entrance to a national park, was displayed on a screen as the first speaker, George Grey, rose to speak.



Good evening, ladies and gentlemen.

The other day I received an email that included a beautiful picture of the Earth, our beautiful little blue planet. This picture pleased me very much. But it started me thinking about other aspects of our world – the green ones. Of course I'm thinking about the natural wonders of water and mountains, trees and animals, brilliant birds and wildflowers. In order to appreciate these fully you need to travel among them, lie on the soil, listen to the sounds and swim in clean rivers and lakes.

Unfortunately, there are so many regulations these days, like the ones on the screen behind me, that it is getting very difficult to do this. You can go for a walk in the forest – but you can't take your dog with you, even if it is very obedient and well controlled. You can explore as far as you like by walking but you can't go by horse because horses can cause environmental damage. Even camping to look at the stars has to be in a camping ground.

I am not exaggerating here. People want to enjoy the streams, waterfalls, cliffs or rocks of the natural world but their enjoyment is reduced by so many regulations, prohibitions and possible fines. We are all being treated as potential criminals, polluters and owners of aggressive pets. Some balance is needed here – horses and dogs can be friends to the environment as well as to humans. There is no point in preserving nature's beauties if we, and future generations, are never allowed to experience them or to look at them. If such rules had existed in the past, then countries would never have been explored and our scientific knowledge of the world would be very limited.

Even a day at the beach is no longer the pleasure it should be. The cost of parking keeps going up and there are signs everywhere listing the things you can't do. Of course safety is a concern but I am beginning to feel, as are many others, that there are too many limits on what we can do. If we can't have some relaxation and excitement in our lives we may as well just stay at home and be safe but bored.

Life is for living and the glories of nature were given to us for that purpose. Please allow us to enjoy them! If we are constantly checking to make sure we are obeying all the rules and regulations, then there will be no enjoyment, no fun, only stress.

Many thanks for your attention.

A member of the audience rose to speak in response and held up the image below.



My name is Sue Mitford and I must tell you, George Grey, that you are wrong. Very wrong. The regulations that you dislike are there to preserve the natural world. This is extremely important. If you go to an art gallery you don't handle the works with sticky fingers, do you? No, the attendants make sure you don't get close to the art. If you go to a concert you are expected to be quiet and listen. If you were noisy you would be asked to leave. You don't take your mother's most precious drinking glasses on a picnic in the park! You keep them for the next generation to enjoy. The natural world is the same. We must treat it with deep respect so that a baby born today – and *her* grandchildren – can enjoy it too.

Your own dog might be obedient but many dogs are not so well trained. One horse might not cause much damage but a large number of them would certainly do a lot of damage to fragile flowers. And not all campers take away their rubbish!

Our beautiful rivers, mountains, beaches and trees are ours to protect, not to spoil or damage. To achieve this a few sensible restrictions are necessary. Why don't we just trust the experts and follow their guidelines so that our natural world will flourish?

Let us enjoy this.

Examination assessment criteria

The examination will address all the criteria. Student responses will be assessed against the following criteria:

Section A – Text response

- detailed knowledge and understanding of the selected text, demonstrated appropriately in response to the task
- development in the writing of a coherent and effective structure in response to the task
- control in the use of expressive and effective language appropriate to the task

Section B – Writing in Context

- understanding of the ideas and/or arguments relevant to the prompt/stimulus material
- effective use of detail from the selected text as appropriate to the task
- development in the writing of a coherent and effective structure in response to the task, and appropriate to the purpose, form and audience
- control in the use of language appropriate to the purpose, form and audience

Section C – Analysis of language use

- understanding of the ideas and points of view in the material presented
- analysis of ways in which language and visual features are used to present a point of view and to persuade readers
- control of the mechanics of the English language to support meaning

Sources

Page 8, from left: Top row: NirdalArt/Shutterstock.com, NirdalArt/Shutterstock.com, Alexey Pushkin/Shutterstock.com;
Middle row: Butterfly Hunter/Shutterstock.com, petch one/Shutterstock.com, petch one/Shutterstock.com

Page 9: Dani Lennon (photographer) in Carol Booth, ‘Biophilia: False hope or unrealised promise?’, *Wildlife Australia*, Autumn 2015, vol. 52 no. 1, p. 41

