



Victorian Certificate of Education 2005

ENGLISH

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 – Part 1	30	1	20
– Part 2	30	1	20
2 Writing task – Part 1	1	1	10
– Part 2	3	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 16 pages, including **Assessment criteria** on page 16.
- Three script books: a purple book, a beige book and a red book. All script books contain unruled (rough work only) pages for making notes, plans and drafts if required.

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 Part 1 answer in the **purple** script book and your Part 2 answer in the **beige** script book.
- For each answer, write the name of the text in the box provided on the **cover** of the script book.

Section 2 – Writing task

- Write both of your answers in the **red** script book.

At the end of the task

- Place all script books inside the front cover of one of the used script books.
- 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**

Section 1 consists of two parts – Part 1 and Part 2.

Section 1 is worth two-thirds of the total assessment for the examination.

You must complete **one** response from Part 1 and **one** response from Part 2.

You must write on **either** two **different** print texts **or** on one print text and one non-print text in Section 1.

You must not write on the same text in Part 1 and Part 2.

You must not write on two non-print texts.

Both answers must be **analytical/expository** pieces of writing.

In each 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 answers will be assessed according to the criteria set out on page 16 of this book.

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

Part 1**Instructions for Section 1 – Part 1**

Part 1 requires students to develop a sustained interpretative point of view about a text, supported by detailed analysis and reference to the text.

Do not write on the same text in Part 1 and Part 2.

Do not write on two non-print texts.

1. *A Lesson Before Dying*

‘Grant Wiggins and Jefferson were both imprisoned.’

Discuss.

2. *A View from the Bridge*

‘In Eddie we see how human frailty can destroy a fundamentally decent man.’

Discuss.

3. *Border Crossing*

“You see the real question is: can people change?”

Does *Border Crossing* show that people can change?

4. *Breaker Morant*

‘In *Breaker Morant* viewers are challenged 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?

5. *Dispossessed*

“ . . . his father still sat in the driver’s seat.”

‘Max is the main cause of Len and Liz’s problems.’

Discuss.

6. *First They Killed My Father*

‘Loung Ung tells a story of extremes – of atrocities but also of strength and love.’

Discuss.

7. *Gattaca*

‘The film shows not only Vincent’s vulnerability but also his strength.’

Discuss.

8. *Girl with a Pearl Earring*

“ ‘Thank you for reminding me of how helpless I am,’ . . . ”

Does the text show Griet to be helpless?

9. *Hamlet*

‘Fortinbras, Laertes and Hamlet all seek revenge but pursue it in very different ways.’

Discuss.

Instructions for Section 1 – Part 1

Part 1 requires students to develop a sustained interpretative point of view about a text, supported by detailed analysis and reference to the text.

Do not write on the same text in Part 1 and Part 2.

Do not write on two non-print texts.

10. *I for Isobel*

“You built a wall around yourself and too late you found yourself walled in.”

Does Isobel create her own unhappiness?

11. *If This is a Man*

“... I managed not to forget that I myself was a man.”

How does Primo Levi retain his humanity?

12. *I'm Not Scared*

‘Michele’s parents see him only as a child and underestimate how perceptive and sensitive he is.’

Discuss.

13. *King Oedipus*

Does the play show Oedipus to be a good man?

14. *Lantana*

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

Discuss.

15. *Minimum of Two*

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

Discuss.

16. *No Great Mischief*

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?

17. *Romulus, My Father*

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

Discuss.

18. *Short Stories (Lawson)*

‘The men and women in Lawson’s stories are doomed to fail as they struggle to overcome the harshness of their lives.’

Discuss.

Part 1**Instructions for Section 1 – Part 1**

Part 1 requires students to develop a sustained interpretative point of view about a text, supported by detailed analysis and reference to the text.

Do not write on the same text in Part 1 and Part 2.

Do not write on two non-print texts.

19. *Stolen*

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

Discuss.

20. *Tess of the D’Urbervilles*

‘Angel Clare, more than any other character, is responsible for Tess’s tragedy.’

Do you agree?

21. *The Age of Innocence*

‘May was naïve in a world of intrigue.’

Was she?

22. *The Chant of Jimmie Blacksmith*

Jimmie asserts: “. . . I ain’t a savage”.

Does the text support Jimmie’s self-assessment?

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

‘Because the story is narrated from Christopher’s point of view, we learn little about other characters.’

Do you agree?

24. *The Hunter*

‘M struggles with himself as much as he struggles with the bush environment.’

Discuss.

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

‘This anthology reminds us that to survive war does not necessarily bring relief from its horrors.’

Discuss.

26. *The Plague*

‘Paneloux and Rieux deal with the plague in different ways. Neither is more effective than the other.’

Discuss.

27. *The Quiet American*

“Was I so different from Pyle . . .” Fowler wondered.

Are Fowler and Pyle very different people?

Instructions for Section 1 – Part 1

Part 1 requires students to develop a sustained interpretative point of view about a text, supported by detailed analysis and reference to the text.

Do not write on the same text in Part 1 and Part 2.

Do not write on two non-print texts.

28. *The Stories of Tobias Wolff*

‘These stories are about people who have difficulty connecting with others.’

Discuss.

29. *The Third Man*

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

30. *The Wife of Martin Guerre*

‘Martin’s selfish desertion of his family, not Arnaud’s deception, is the main cause of everyone’s suffering.’

Discuss.

Part 2**Instructions for Section 1 – Part 2**

Part 2 requires a developed and sustained discussion that analyses the underlying social or cultural values embodied in a text.

Do not write on the same text in Part 1 and Part 2.

Do not write on two non-print texts.

1. *A Lesson Before Dying*

‘*A Lesson Before Dying* shows that to endure discrimination, people need to have something to believe in and something to hope for.’

Discuss.

2. *A View from the Bridge*

‘*A View from the Bridge* shows us that the respect of others is essential in our lives.’

Discuss.

3. *Border Crossing*

‘*Border Crossing* shows that those who have been given the responsibility to protect society must never abuse that trust by bending rules.’

Discuss.

4. *Breaker Morant*

‘*Breaker Morant* shows us that in times of war people’s actions are always governed by fear and self-interest, rather than by discipline and order.’

Discuss.

5. *Dispossessed*

‘This text shows that a lack of respect for others erodes relationships.’

Discuss.

6. *First They Killed My Father*

‘This text shows that in order to develop the resilience needed to survive, people must be prepared to abandon their values.’

Discuss.

7. *Gattaca*

‘*Gattaca* demonstrates that it is better for a society to value the imperfect individual than to seek genetic excellence.’

Discuss.

8. *Girl with a Pearl Earring*

‘This text shows that it is money rather than social class that influences the decisions we make.’

Discuss.

Instructions for Section 1 – Part 2

Part 2 requires a developed and sustained discussion that analyses the underlying social or cultural values embodied in a text.

Do not write on the same text in Part 1 and Part 2.

Do not write on two non-print texts.

9. *Hamlet*

‘The play *Hamlet* demonstrates that the only way to succeed in a corrupt world is to adopt its values.’

Discuss.

10. *I for Isobel*

‘*I for Isobel* suggests that people’s values develop more through interaction with others than through childhood experiences.’

Discuss.

11. *If This is a Man*

‘This text suggests that in order to survive in an immoral world, people must abandon their own morals.’

Discuss.

12. *I’m Not Scared*

‘*I’m Not Scared* reminds us that not everyone will submit to the pressure of evil.’

Discuss.

13. *King Oedipus*

‘This play shows that when faced with impossible circumstances, we can still show dignity and courage.’

Discuss.

14. *Lantana*

‘*Lantana* shows that to communicate honestly is difficult, even for people who love each other.’

Discuss.

15. *Minimum of Two*

‘*Minimum of Two* shows that although people’s values are powerfully shaped by the past, those values are constantly tested by present challenges.’

Discuss.

16. *No Great Mischief*

‘*No Great Mischief* suggests that the ability to enjoy life enables people to be more resilient in times of adversity.’

Discuss.

Part 2**Instructions for Section 1 – Part 2**

Part 2 requires a developed and sustained discussion that analyses the underlying social or cultural values embodied in a text.

Do not write on the same text in Part 1 and Part 2.

Do not write on two non-print texts.

17. *Romulus, My Father*

‘*Romulus, My Father* illustrates the belief that it is work that shapes character.’

Discuss.

18. *Short Stories (Lawson)*

‘These stories show us that the challenges of life cannot be successfully faced without courage and optimism.’

Discuss.

19. *Stolen*

‘*Stolen* shows that failure to understand the needs of people from different backgrounds has destructive consequences.’

Discuss.

20. *Tess of the D’Urbervilles*

‘*Tess of the D’Urbervilles* demonstrates that the values learned early in life do not equip people for life as adults.’

Discuss.

21. *The Age of Innocence*

‘This text shows that society will always subtly control the individual.’

Discuss.

22. *The Chant of Jimmie Blacksmith*

‘*The Chant of Jimmie Blacksmith* suggests that the values of one cultural group should not be forced upon another cultural group.’

Discuss.

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

‘This text demonstrates that telling the truth is not always the right thing to do.’

Discuss.

24. *The Hunter*

‘*The Hunter* shows that the pursuit of scientific achievement is always at the expense of the natural environment.’

Discuss.

Instructions for Section 1 – Part 2

Part 2 requires a developed and sustained discussion that analyses the underlying social or cultural values embodied in a text.

Do not write on the same text in Part 1 and Part 2.

Do not write on two non-print texts.

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

‘*The Penguin Book of First World War Poetry* shows that in times of war people’s belief in others is tested.’

Discuss.

26. *The Plague*

‘This text shows that in times of catastrophe we learn that there are more things to admire in people than to despise.’

Discuss.

27. *The Quiet American*

‘*The Quiet American* demonstrates that in dangerous times the powerful will sacrifice the powerless to advance their own causes.’

Discuss.

28. *The Stories of Tobias Wolff*

‘These stories show how aimless life is without clear values and priorities.’

Discuss.

29. *The Third Man*

‘*The Third Man* shows us that loyalty to those we love is not always admirable.’

Discuss.

30. *The Wife of Martin Guerre*

‘This text shows that legal and religious institutions cannot be relied on to solve moral dilemmas in a satisfactory way.’

Discuss.

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

Section 2 consists of two parts, Part 1 and Part 2.

Section 2 is worth one-third of the total assessment for the examination.

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

Does technology enhance communication?**Part 1*****Analysis of language use***

Complete the following task.

In a coherently constructed piece of prose, analyse the ways in which language is used to present a point of view in the magazine article *The Write Stuff* found on **page 14**.

Part 2***Presentation of a point of view***

Complete **one** of the following tasks. Draw on the task material provided on pages 14 and 15 as you think appropriate.

- a. You are to speak at a public forum on the topic ‘To Connect is not to Communicate’.
Write a speech expressing your point of view on this topic.

OR

- b. It has been predicted that all communication in the future will be electronic.
Write an essay to be published in the magazine ‘Communication Tomorrow’ expressing your view on whether electronic communication will lead to enhanced communication.

OR

- c. **Write a letter to the editor of the magazine** which published *The Write Stuff* article expressing your point of view on whether technology enhances communication.
(The task material commences on the next page.)

Use only the material on this page for Part 1 – Analysis of language use

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

The Write Stuff ...



Email and text messaging may be fast and efficient, but nothing really beats 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!*



Picture this: it's Valentine's Day and your partner has just emailed through an e-card complete with dancing sheep and the words 'I luv ewe'. How sweet, you think. Just as you're about to show it off to a colleague, you notice her opening a thick, red envelope that sprinkles fragrant rose petals as she releases a handwritten letter. It's a note from her boyfriend and, by the time she's put it down, she's blushing pink, leaving your e-card somewhat pale by comparison.

'A handwritten note is like dining by candlelight instead of flicking on the lights,' says calligrapher Margaret Shepherd. And she's spot on. Isn't it better to make a gift instead of buying one? Isn't it better to enjoy a stroll rather than hopping into a car?

Unless you're illiterate or have a heart of stone, there's nothing quite like receiving a letter in the mail, especially for important occasions. It tells you that someone has put their hurried existence on hold long enough to write a letter, find a post office, buy a stamp and send it. In this era of instant gratification, that kind of effort really stands out.

If the social forecasters are to be believed, today we're not only too impatient to write letters, we can't even be bothered to sit down and read one. Instead we want everything pronto and have little time for one-to-one interaction—we're doing more of our banking, bill paying, gift buying and grocery shopping online and, as for information, we want it faster, shorter and sooner.

Information overload is largely to blame for our need for speed. According to lifestyle strategist Ian Hutchinson, we're now subjected to 20 million advertising messages before we hit 20. Add to that emails, text messages and voice mails, and it's no surprise that generation Y finds letter writing so passé.

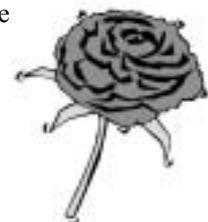
Over the past decade, however, rapid leaps in technology have seen the written letter replaced by faster, more efficient and inexpensive alternatives. The result, in many cases, is an abbreviation of real communication and this is what worries social commentators such as Dr Bob Montgomery, Director of Communication for the Australian Psychological Society.

'The current generation has taken to SMSing in droves,' he says. 'These guys are the most visually literate generation... but they've got the attention span of a gnat. I don't think it's useful in the long run, as it's not good for approaching many tasks and a lot of relationships.' When it comes to making a relationship work well, good communication is essential, he says. 'But if all you're sending is a brief SMS, it has rather less impact than saying, "Hey, I've spent half the day thinking about you."'

You don't need an excuse to put pen to paper, but there are times when it's the best option. 'You've got time to think about what you want to say and you can polish up how you're saying it. It slows down the pace of the interaction and invites a more considered response,' says Dr Montgomery.

Letters are also an intimate, though non-intrusive, way to offer condolences for the death of a loved one, a job loss or the breakdown of a marriage (although preferably not your own—'Dear John' letters are taboo!). They're also perfect for expressing real appreciation (for that pricey wedding gift, for example) and can be like fertiliser to a friendship. Hands up who hasn't been disappointed to find a lengthy email from a friend has also been CCed to 23 others.

It's often said that love letters are the most re-read and regretted, but they need not be. When done right, they can take a relationship to the next level. The key is to be sincere. 'We're relying increasingly on commercial writers to state the sentiment for us,' Dr Montgomery says. 'But writing your own message can carry more clout than "Roses are red, violets are blue..."'



The following column was published in a weekend newspaper.

Saturday Reflection

I had coffee with a friend last Wednesday. Usually cheerful, capable and relaxed, on Wednesday my friend was shaking with rage after a frustrating session on the phone with one of those computer-generated voices offering a limited range of options and no help.

I was surprised to find from my response to his anti-technology rant that I was no longer the technophobe I once was. Instead of murmuring supportive agreement, I found myself thinking of the ways computer technology has revolutionised human contact for the better.

Think of all those parents who have kids travelling overseas. Instead of weeks of waiting anxiously for that reassuring letter or the fantastically expensive reverse charge phone call, they can now stay in touch via cheap, regular emails that the kids can receive on their mobile phones.

Others, who for one reason or another experience difficulty in finding friendship or partners locally, may find friendship, love, even marriage on the net. Many of the relationships develop between people who live in different countries. These aren't just stories in magazines but people I know. Sarah, who married her Englishman . . . found him on the net, got to know him through long daily emails, visited him and his family, and he hers. This was followed by a year there and now a life together here. Or Kate with her lovely American—same story. And that friend of my brother, a country boy . . . he met his wife on the net too.

It's a boon for the lonely, the housebound, the disabled and for those getting on a bit who find themselves alone needing new friendships and relationships. It works because people get to know each other not through physical attraction but through shared interests.

Technology has broken through the isolation of country living. Country people can make a broader range of friends, research the solution to a problem, study online, and read electronic books in libraries like Project Gutenberg.

Then there are the cheap tickets to fly interstate or overseas. Find your accommodation in Paris, Tuscany or Thailand. Maybe just buy a cheap ticket for your local cinema. Perhaps it's not all good but, with a sensible dose of caution, it is amazing.

C.M.

Sweetest Fanny,

*You fear, sometimes,
I do not love you so
much as you wish?
My dear Girl, I love you
ever and ever and
without reserve...
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...*

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



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this material is not supplied.

**END OF SECTION 2
TURN OVER**

Assessment criteria

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

Section 1 – Text response (Parts 1 and 2)

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)

4. awareness of how speakers and writers use language to present their point of view
5. control of expressive and effective language appropriate to the task

Section 2 – Writing task (Part 2)

6. ability to present a point of view which shows awareness of purpose, audience and form in shaping the piece of writing
7. knowledge and understanding of the material presented
8. control of expressive and effective language appropriate to the task

END OF TASK BOOK