

VCE English 2018

Written examination – May/June

Examination specifications

Overall conditions

The examination will be sat at a time and date to be set annually by the Victorian Curriculum and Assessment Authority (VCAA). VCAA examination rules will apply. Details of these rules are published annually in the *VCE and VCAL Administrative Handbook*.

There will be 15 minutes reading time and 3 hours writing time.

The examination will be marked by a panel appointed by the VCAA.

The examination will contribute 50 per cent to the study score.

Content

The *VCE English and English as an Additional Language Study Design 2017–2020* (Units 3 and 4) is the document for the development of the examination. Outcomes 1 and 2 in Units 3 and 4 will be examined.

All of the key knowledge and key skills that underpin Outcomes 1 and 2 in Units 3 and 4 are examinable.

Format

The examination will be in the form of a task book. Students will write their responses in an answer book.

The examination will consist of three sections.

Section A – Analytical interpretation of a text

Students will be required to write an analytical interpretation of **one** of the two texts studied from List 1 of the VCE English and English as an Additional Language (EAL) Text List modified for the Northern Hemisphere Timetable (NHT) for the year in question. There will be two topics for each of the four texts in List 1 for Unit 3, Area of study 1. Students will be required to write a response to **one** topic on **one** text.

Student responses should be supported by close reference to the text. If the selected text is a collection of poetry or short stories, students may write on several poems or stories, or on at least two in close detail. The response will be assessed according to the assessment criteria specified below. Section A will be worth a total of 20 marks, which is one-third of the examination.

Section B – Comparative analysis of texts

Students will be required to write a detailed comparative analysis of **one** pair of texts studied from List 2 of the VCE English and English as an Additional Language (EAL) Text List modified for NHT for the year in question. There will be two topics for each of the two pairs of texts in List 2 for Unit 4, Area of study 1. Students will be required to write a response to **one** topic on **one** pair of texts.

Student responses should be supported by close reference to both texts in the pair, and the ideas and issues they present. The comparison may consider connections, similarities, differences or a combination of these. If one of the texts in the selected pair is a collection of poetry or short stories, students may refer to several items in the collection, or closely analyse one or two items in the collection, depending on what is being compared. The response will be assessed according to the assessment criteria specified below. Section B will be worth a total of 20 marks, which is one-third of the examination.

Section C – Argument and persuasive language

Students will be required to write an analysis of how argument and language are used in an unseen text(s) to persuade others to share the point(s) of view expressed. For the purposes of this task, 'language' refers to written, spoken and visual language. Students will not be required to evaluate the relative merits of arguments or the effectiveness of the use of persuasive language in any text(s). The response will be assessed according to the assessment criteria specified below. Section C will be worth a total of 20 marks, which is one-third of the examination.

If students write on a multimodal text for Section A, they **must not** write on a text pair that includes a multimodal text in Section B. A multimodal text may be, for example, a film or graphic novel. A multimodal text may be chosen from **either** List 1 **or** List 2 of the VCE English and English as an Additional Language (EAL) Text List, but not from both.

The total marks for the examination will be 60.

Criteria

Section A will be assessed against the following criteria:

- knowledge and understanding of the text, and the ideas and issues it explores
- development of a coherent analysis in response to the topic
- use of textual evidence to support the interpretation
- control and effectiveness of language use, as appropriate to the task

Section B will be assessed against the following criteria:

- knowledge and understanding of both texts, and the ideas and issues they present
- discussion of meaningful connections, similarities or differences between the texts, in response to the topic
- use of textual evidence to support the comparative analysis
- control and effectiveness of language use, as appropriate to the task

Section C will be assessed against the following criteria:

- understanding of the argument(s) presented and point(s) of view expressed
- analysis of ways in which language and visual features are used to present an argument and to persuade
- control and effectiveness of language use, as appropriate to the task

Approved materials and equipment

- Normal stationery requirements (pens, pencils, highlighters, erasers, sharpeners and rulers)
- A printed English and/or bilingual dictionary

Relevant references

The following publications should be referred to in relation to the VCE English (NHT) examination:

- *VCE English and English as an Additional Language Study Design 2017–2020* (Units 3 and 4)
- *VCE English and English as an Additional Language – Advice for teachers 2017–2020* (includes assessment advice)
- VCE English and English as an Additional Language (EAL) Text List modified for NHT (published annually)
- *Assessment criteria and expected qualities*
- *VCAA Bulletin*

Advice

The examination for VCE English (NHT) will be prepared according to the examination specifications above. The examination will conform to these specifications and will test a representative sample of the key knowledge and key skills from Outcomes 1 and 2 in Units 3 and 4.

Students should use command/task words, other instructional information within questions and corresponding mark allocations to guide their responses.

A sample examination is published to demonstrate the format of the examination.

The VCAA does not provide answers to sample examinations.

Victorian Certificate of Education
Year

ENGLISH
Written examination

Day Date

Reading time: *.*.* to *.*.* (15 minutes)

Writing time: *.*.* to *.*.* (3 hours)

TASK BOOK

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Marks</i>
A – Analytical interpretation of a text	4	1	20
B – Comparative analysis of texts	2	1	20
C – Argument and persuasive language	1	1	20
			Total 60

- 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 **assessment criteria** on page 10
- One answer book

Instructions

- Write your **student number** on the front cover of the answer book.
- Complete each section in the correct part of the answer book.
- If you choose to write on a multimodal text in Section A, you must not write on a text pair that includes a multimodal text in Section B.
- You may ask the supervisor for extra answer books.
- All written responses must be in English.

At the end of the examination

- 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 – Analytical interpretation of a text**Instructions for Section A**

Section A requires students to write an analytical interpretation of a selected text in response to **one** topic (either **i.** or **ii.**) on **one** text.

Your response should be supported by close reference to the selected text.

If your selected text is a collection of poetry or short stories, you may write on several poems or stories, or on **at least two** in close detail.

If you choose to write on a multimodal text in Section A, you must **not** write on a text pair that includes a multimodal text in Section B.

In the answer book, indicate which text you have chosen to write on and whether you have chosen to answer **i.** or **ii.**

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

Section A is worth one-third of the total marks for the examination.

Text list

1. *All About Eve* directed by Joseph L Mankiewicz
2. *Island: Collected Stories*..... Alistair MacLeod
3. *Medea* Euripides
4. *The White Tiger*..... Aravind Adiga

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

- i. 'In *All About Eve*, Margo ultimately triumphs over Eve.'
To what extent do you agree?

OR

- ii. '*All About Eve* is all about appearances.'
Discuss.

2. *Island: Collected Stories* by Alistair MacLeod

- i. 'In these stories, MacLeod explores how people are affected by the loss of a way of life.'
Discuss.

OR

- ii. 'Clan and family ties dominate the lives of the characters in these stories.'
Discuss.

3. *Medea* by Euripides

- i. '*Medea* is about extremes of human emotion.'
Discuss.

OR

- ii. Is Medea an innocent victim?

4. *The White Tiger* by Aravind Adiga

- i. 'Although Balram becomes increasingly corrupt, the reader does not lose sympathy for him.'
Discuss.

OR

- ii. "... India is two countries in one ..."
How is this concept explored in *The White Tiger*?

SECTION B – Comparative analysis of texts**Instructions for Section B**

Section B requires students to write a comparative analysis of a selected pair of texts in response to **one** topic (either **i.** or **ii.**) on **one** pair of texts.

Your response should analyse how the two texts present ideas and/or issues, and should be supported by close reference to both texts in the pair.

If you choose to write on a multimodal text in Section A, you must **not** write on a text pair that includes a multimodal text in Section B.

In the answer book, indicate which text pair you have chosen to write on and whether you have chosen to answer **i.** or **ii.**

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

Section B is worth one-third of the total marks for the examination.

Pair 1 *Invictus* directed by Clint Eastwood and *Ransom* by David Malouf

- i. ‘The power of hope to bring change is limitless.’
Compare the way the two texts explore this idea.

OR

- ii. “Look, he wants to shout, I am still here, but the *I* is different.” (*Ransom*)
Compare the way the two texts explore the idea that people can change.

Pair 2 *Black Diggers* by Tom Wright and *The Longest Memory* by Fred D’Aguiar

- i. ‘The black diggers and Whitechapel receive the treatment inflicted on them by the white men with a mixture of acceptance and rebellion.’
Compare how the truth of this statement is conveyed in the two texts.

OR

- ii. “Memory is pain trying to resurrect itself.” (*The Longest Memory*)
“That’s the thing, the bits left behind, they’ll come out, they must.” (*Black Diggers*)
Using these quotations as a starting point for a comparison between *Black Diggers* and *The Longest Memory*, analyse how, in the texts, memory is simultaneously inescapable and unbearable.

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SECTION C – Argument and persuasive language

Instructions for Section C

Section C requires students to write an analysis of the ways in which argument and language are used to persuade others to share a point(s) of view.

Read the background information on this page and the material on pages 8 and 9, and write an analytical response to the task below.

For the purposes of this task, the term ‘language’ refers to written, spoken and visual language.

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

Section C will be worth one-third of the total marks for the examination.

Task

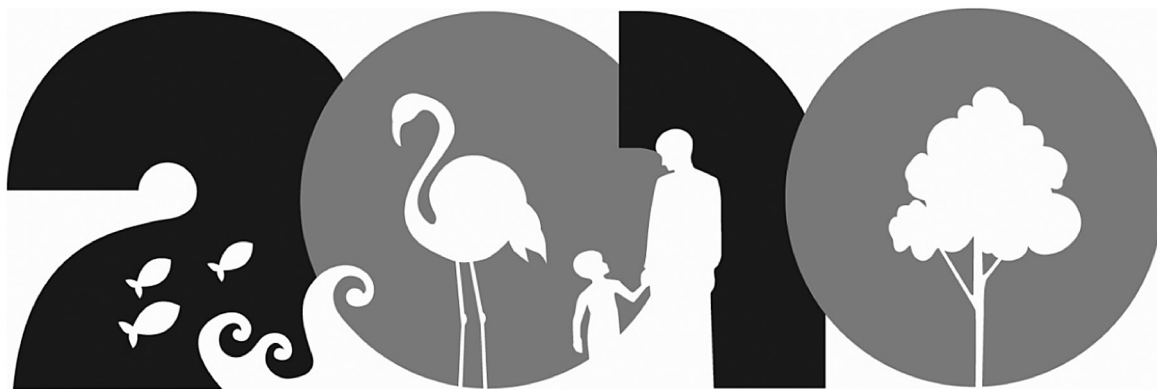
Write an analysis of the ways in which argument and written and visual language are used in the material on pages 8 and 9 to try to persuade others to share the point of view presented.

Background information

Biodiversity is the term used to describe life on Earth – the variety of living things, the places they inhabit and the interactions between them.

The following is a transcript of the keynote speech given by Professor Chris Lee at the International Biodiversity Conference 2010 held in Nagoya, Japan, from 25 to 27 October.

In 2000, a commitment was made to achieve ‘a significant reduction in the rate of biodiversity loss as a contribution to poverty alleviation and to the benefit of all life on Earth’ by 2010. The purpose of this Nagoya conference was to review the progress made towards achieving the target and to look beyond 2010.



International Biodiversity Conference

TAKING STOCK

Opening slide of the speaker's presentation

Fellow delegates,

I would like you all to close your eyes for a moment and reflect on this image. A lush jungle housing a variety of interesting flora and fauna on the banks of a clear river. Now, in an instant, change that picture in your head to scorched earth, native fish killed off and a distinct saline smell coming from the bank. The forest is gone and a recent gooey mudslide has covered the area, making everything take on a sepia tinge. As the brown sun bakes the earth, the mud turns to hard, cracked ground and the few remaining trees become barren sticks helplessly groping for life. Hauntingly, there is no sound. The frogs are gone, the beetles are gone and the birds are gone.

Each year, my colleagues, we are moving increasingly towards an uninhabitable Earth. This year holds vital significance to our world. 2010 has been declared the International Year of Biodiversity. A leading scientist has stated: 'The time is now to address the problems facing mankind. It is imperative that the people of the world understand the value of biodiversity in our lives. We can wait no longer. We must take action in 2010 to safeguard the variety of life on Earth: biodiversity, before it is too late.'

But isn't this something we have all heard before? Weren't many of you present in 2000 at our last major conference? What meaningful projects have we put in place since then?

Ten years ago – in April 2000 – most of our countries made collective commitments to achieve a significant reduction in the rate of biodiversity loss. Over the next two days we will be reviewing our progress in this area. Honestly, how well have we done?

One may justly ask: how far have we really come in our commitment to achieve a significant reduction in the rate of biodiversity loss? How much have we contributed to poverty alleviation and to ensure the preservation of life on Earth? For, perhaps idealistically, this is *exactly* what we set out to do.

Over the last one hundred years, we have lost 35% of mangroves, 40% of forests and 50% of wetlands. Not due to natural disaster or as some deniers claim, natural world change, but to our own reckless actions. Species are being lost at a rate that is estimated to be up to 100 times the natural rate of extinction. Of the International Union for Conservation of Nature Red List, 38% of species are threatened and 804 already extinct. It is too late for them! We will never see them again. I cannot help

but worry, is it too late for the noble tiger, the athletic cheetah or the human-like orangutan? Each of these sits precariously on the endangered species list.

In truth, for the first time since the dinosaurs disappeared, animals and plants are being driven towards extinction faster than new species can evolve. We are in the grip of a species extinction being driven by the destruction of natural habitats, hunting, the spread of alien predators, disease and climate change. Reversing this negative trend is not only possible, but essential to human wellbeing.

But everyone in this lecture theatre knows this. We are, in truth, the most educated generation of any to date. We have no excuse for inaction. Clearly it is our lack of unity and genuine commitment to action that have led us to this grim situation. For too long our approach has been haphazard. Wonderful words, glossy brochures, inspiring documentaries are no substitute for real action.

It is one thing to mouth platitudes in the comfort of an air-conditioned and sumptuously catered conference hall and quite another to produce concrete results. A free-range zoo here, a national park there; little more than faint promises at conferences such as ours. A talk-fest of targets.

What have WE – what have YOU and YOUR country – ACTUALLY done since 2000 to contribute to the achievement of our goals? What will YOU do to make a difference now that time is running out?

Some in this room have already suffered the human costs of biodiversity loss. And it is not only environmental degradation, new and more rampant illnesses, deepening poverty and a continuing pattern of inequitable and untenable growth on a global scale. Healthy ecosystems are vital to regulating the global climate. Poor rural communities depend on biodiversity for health and nutrition, for crop development, and as a safety net when faced with climate variability and natural disasters. Indeed, the poor are particularly vulnerable because they are directly dependent on biodiversity for their very survival, yet they are not in a position to do anything about it.

WE are the leaders in the area of biodiversity. WE know what damage our lifestyle is doing to our world. And WE need to be part of the solution. The time for talk is over: now, truly, is the time for serious action. We must reinforce this message to those in power: to the politicians, to the corporate leaders, even to the everyday householder. Together we can help preserve a lush world full of interesting and rare creatures.

Thank you.



Closing slide of the speaker's presentation

Assessment criteria

Section A will be assessed against the following criteria:

- knowledge and understanding of the text, and the ideas and issues it explores
- development of a coherent analysis in response to the topic
- use of textual evidence to support the interpretation
- control and effectiveness of language use, as appropriate to the task

Section B will be assessed against the following criteria:

- knowledge and understanding of both texts, and the ideas and issues they present
- discussion of meaningful connections, similarities or differences between the texts, in response to the topic
- use of textual evidence to support the comparative analysis
- control and effectiveness of language use, as appropriate to the task

Section C will be assessed against the following criteria:

- understanding of the argument(s) presented and point(s) of view expressed
- analysis of ways in which language and visual features are used to present an argument and to persuade
- control and effectiveness of language use, as appropriate to the task

Sources: International Union for Conservation of Nature, www.iucn.org/content/new-logo-2010-international-year-biodiversity (p. 8), Dmitry Melnikov/Shutterstock.com (p. 9)

END OF TASK BOOK

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

Victorian Certificate of Education

ENGLISH

May 2018

ANSWER BOOK

STUDENT NUMBER
(figures)

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(letter)

Number of
answer books used:

Number of this
answer book:

Read these instructions carefully

1. Ensure that you have read all the information on the front cover of the task book.
2. Write your student number in the space provided above.
3. Write in blue or black pen.
4. Complete each of the following sections in the correct part of this answer book:
 - Section A: Analytical interpretation of a text
 - Section B: Comparative analysis of texts
 - Section C: Argument and persuasive language
5. For Section A, indicate the text and topic you have selected.
For Section B, indicate the text pair and topic you have selected.
If you choose to write on a multimodal text in Section A, you must **not** write on a text pair that includes a multimodal text in Section B.
6. Do not remove any pages from the answer book.
7. You may ask the supervisor for additional answer books. Complete all details on any additional answer books used.
8. Enclose any additional answer books inside the front cover of the first answer book used.

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DO NOT WRITE IN THIS AREA

SECTION A
Analytical interpretation of a text

Shade the box of the text you have selected.

- All About Eve
- Island: Collected Stories
- Medea
- The White Tiger

DO NOT WRITE IN THIS AREA

Rough work only

This page will not be assessed

DO NOT WRITE IN THIS AREA

SECTION A

BLUE OR
BLACK PEN
ONLY

SECTION A ONLY

DO NOT WRITE IN THIS AREA

SECTION A

BLUE OR
BLACK PEN
ONLY

SECTION A ONLY

DO NOT WRITE IN THIS AREA

SECTION A

BLUE OR
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ONLY

SECTION A ONLY

DO NOT WRITE IN THIS AREA

Rough work only

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DO NOT WRITE IN THIS AREA

SECTION B

Comparative analysis of texts

Shade the box of the text you have selected.

Pair 1 Invictus
 Ransom

Pair 2 Black Diggers
 The Longest Memory

SECTION B

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ONLY

SECTION B ONLY

DO NOT WRITE IN THIS AREA

SECTION B

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SECTION B

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SECTION B ONLY

DO NOT WRITE IN THIS AREA

SECTION C

Rough work only

This page will not be assessed

DO NOT WRITE IN THIS AREA

SECTION C

BLUE OR
BLACK PEN
ONLY

Lined writing area for Section C.

SECTION C ONLY

DO NOT WRITE IN THIS AREA

SECTION C

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ONLY

DO NOT WRITE IN THIS AREA

SECTION C ONLY

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SECTION C ONLY

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SECTION C – LAST PAGE

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SECTION C ONLY

DO NOT WRITE IN THIS AREA

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