



Victorian Certificate of Education 2004

ENGLISH (ESL) Written examination

Friday 29 October 2004

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>Percentage of marks</i>
1 Text response	30	1	50
2 Writing task	3	3	50

- 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 electronic communication 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 **analytic/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 50% of the total assessment for the examination.

Text List

1. *A Lesson Before Dying* Ernest J Gaines
2. *Border Crossing* Pat Barker
3. *Breaker Morant*
4. *Dispossessed* Philip Hodgins
5. *Dream Stuff* David Malouf
6. *First They Killed My Father* Loung Ung
7. *Gattaca*
8. *Girl with a Pearl Earring* Tracy Chevalier
9. *Hamlet* William Shakespeare
10. *I for Isobel* Amy Witting
11. *Jackson's Track* Daryl Tonkin and Carolyn Landon
12. *King Oedipus* Sophocles
13. *Night* Elie Wiesel
14. *No Great Mischief* Alistair MacLeod
15. *Short Stories* Henry Lawson
16. *Stolen* Jane Harrison
17. *Tess of the D'Urbervilles* Thomas Hardy
18. *The Age of Innocence*
19. *The Chant of Jimmie Blacksmith* Thomas Keneally
20. *The Freedom of the City* Brian Friel
21. *The Hunter* Julia Leigh
22. *The Penguin Book of First World War Poetry* John Silkin
23. *The Player*
24. *The Quiet American* Graham Greene
25. *The Things They Carried* Tim O'Brien
26. *The Third Man*
27. *The Wife of Martin Guerre* Janet Lewis
28. *The Year of Living Dangerously* Christopher Koch
29. *Things Fall Apart* Chinua Achebe
30. *Triage* Scott Anderson

1. *A Lesson Before Dying*

- i. "I never asked to be born."

'By the end of the text Jefferson realises that his life has value.'

Discuss.

OR

- ii. 'In *A Lesson Before Dying* education is not enough to overcome intolerance.'

Discuss.

2. *Border Crossing*

- i. How does Danny make people do what he wants?

OR

- ii. 'In *Border Crossing* other characters find it impossible to forget or forgive Danny's crime.'

Discuss.

3. *Breaker Morant*

- i. Major Thompson claims that Lieutenant Morant is not a cruel man.

Do you agree with Major Thompson?

OR

- ii. 'In *Breaker Morant* those in power do what they like regardless of what is just.'

Discuss.

4. *Dispossessed*

- i. 'For the characters in *Dispossessed*, the loss of the farm is more significant than the loss of their relationships with each other.'

Discuss.

OR

- ii. 'As the house and car fall into disrepair, Len is the only character who remains hopeful about their future.'

Do you agree?

5. *Dream Stuff*

- i. 'An important part of these stories is the way the characters try to understand what motivates other people.'

Discuss.

OR

- ii. 'The stories in *Dream Stuff* show that violence has a significant impact on the lives of many of the characters.'

Discuss.

6. ***First They Killed My Father***

- i. “We live against each other, spying on one another for Pol Pot, hoping to win favors from Met Bong.”
How is Loung affected by this kind of life?

OR

- ii. ‘It is only through strong family ties that any members of the Ung family survive the war.’
Discuss.

7. ***Gattaca***

- i. ‘Vincent’s life is based on lies but the audience admires his determination to achieve his goals.’
Discuss.

OR

- ii. In *Gattaca*, are the characters empowered or enslaved by the way technology is used?

8. ***Girl with a Pearl Earring***

- i. Griet’s mother says: “Working for them has turned your head . . . It’s made you forget who you are and where you come from”.
How accurate is this view of Griet?

OR

- ii. ‘In *Girl with a Pearl Earring*, the characters can still appreciate beauty, despite their difficult lives.’
Discuss.

9. ***Hamlet***

- i. “This above all, to thine own self be true.”
Do any of the characters in this play behave with personal integrity?

OR

- ii. ‘Chance, rather than Hamlet’s own actions, determines what happens in this play.’
Discuss.

10. ***I for Isobel***

- i. Why does Isobel find it difficult to develop satisfying relationships with others?

OR

- ii. ‘Isobel must free herself from her past in order to live in the present.’
Discuss.

11. ***Jackson’s Track***

- i. What does the bush mean to the characters in this text?

OR

- ii. Daryl says to Mavis: “I will live life the way I like”.
Were any of the characters able to live their lives as they wished?

12. *King Oedipus*

- i. To what extent is Oedipus responsible for what happens to him?

OR

- ii. 'For Oedipus, knowing the truth causes more problems than it solves.'
Discuss.

13. *Night*

- i. 'In many ways Chlomo is more courageous than Elie.'
Do you agree?

OR

- ii. 'In *Night*, people's beliefs are either strengthened or weakened by the cruel ways people treat each other.'
Discuss.

14. *No Great Mischief*

- i. "Some people have more choice than others."
'The narrator, Alexander MacDonald, never has the freedom to make his own choices in life.'
Discuss.

OR

- ii. 'For the MacDonalds, loyalty to the family is more important than belonging to the community.'
Discuss.

15. *Short Stories (Lawson)*

- i. 'Lawson's stories celebrate the ways in which individuals cope with the harshness of life in the bush.'
Discuss.

OR

- ii. 'In Lawson's stories life is difficult for the characters. They find satisfaction only by caring for others.'
Discuss.

16. *Stolen*

- i. 'The main characters in *Stolen* have had similar experiences, but they deal with the past in different ways.'
Discuss.

OR

- ii. 'In *Stolen*, the characters are powerless because they have had their childhood stolen from them.'
Discuss.

17. *Tess of the D'Urbervilles*

- i. 'Tess contributes significantly to her own downfall.'
Do you agree?

OR

- ii. 'In this text, Alec is as much a victim as Tess.'
Do you agree?

18. *The Age of Innocence*

- i. "... there were moments when he felt as if he were being buried alive under his future."
Does Archer ever take control of his future?

OR

- ii. "Does no-one here want to know the truth, Mr. Archer?"
'In *The Age of Innocence* the characters value social appearances more than the truth.'
Discuss.

19. *The Chant of Jimmie Blacksmith*

- i. 'The problem for Jimmie Blacksmith is that white society does not want him to fit in.'
Do you agree?

OR

- ii. 'Jimmie commits terrible acts of brutality, but he has many admirable qualities.'
Discuss.

20. *The Freedom of the City*

- i. 'Because Skinner is able to have fun in a crisis, we relate more easily to him than to Lily and Michael.'
Discuss.

OR

- ii. Michael suggests that everyone has a right to justice and fair play.
What prevents Michael, Skinner and Lily from receiving justice and fair play?

21. *The Hunter*

- i. 'In *The Hunter* the pursuit of the tiger is motivated more by personal gain than by scientific advancement.'
Do you agree?

OR

- ii. 'M is more comfortable in the difficult environment of the plateau than he is in the odd but friendly Armstrong household.'
Discuss.

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

- i. 'The poems in this anthology show that war is ugly, not glorious.'
Discuss.

OR

- ii. 'We see only the worst side of human behaviour in this collection.'
Discuss.

23. *The Player*

- i. What attracts Griffin to June and away from Bonnie?

OR

- ii. 'In *The Player* having status and power is more important to the characters than having ideals and integrity.'
Discuss.

24. *The Quiet American*

- i. Is Fowler simply a selfish and uncaring man?

OR

- ii. "'Sooner or later,' Heng said . . . 'one has to take sides'."
'In *The Quiet American* the characters struggle to decide who is right and who is wrong.'
Discuss.

25. *The Things They Carried*

- i. 'In *The Things They Carried* fear has a great effect on the ways characters behave.'
Discuss.

OR

- ii. 'In *The Things They Carried*, despite the brutality of war, the characters remain idealistic.'
Discuss.

26. *The Third Man*

- i. 'Holly is a disappointed but wiser man at the end of the film.'
Discuss.

OR

- ii. Is human suffering less important than making money in *The Third Man*?

27. *The Wife of Martin Guerre*

- i. "... how can I deny the truth?"
 'Although Bertrande has good intentions, her actions bring misery to everyone.'
 Discuss.

OR

- ii. Does the community in *The Wife of Martin Guerre* value happiness more than honesty?

28. *The Year of Living Dangerously*

- i. "He was a watcher, a watcher merely . . ."
 Is this why Hamilton is so dissatisfied with life?

OR

- ii. "There are actions you can't take back."
 Do the characters in *The Year of Living Dangerously* ever take responsibility for their own actions?

29. *Things Fall Apart*

- i. Okonkwo's whole life "was dominated by fear, the fear of failure and of weakness".
 Is this true in the novel?

OR

- ii. "I fear for you young people because you do not understand how strong is the bond of kinship."
 Does belonging to the clan always protect the characters in *Things Fall Apart*?

30. *Triage*

- i. "Keep it separate, and you don't feel a thing."
 How successful is Mark in taking his own advice?

OR

- ii. 'The characters in *Triage* have difficulties because they focus too much on things they cannot control.'
 Discuss.

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

Section 2 consists of **three** parts.

Section 2 is worth 50% of the total assessment for the examination.

Parts 1, 2 and 3 are equally weighted.

Carefully read the following material on the banning of mobile phones in schools and then complete **all three** parts.

TASK

Complete **all three** parts.

Part 1

Write a note-form summary of the principal's message about banning mobile phones (page 11).

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

Part 2

The **letter** from May Brown, a parent at Metro High School, attempts to persuade the principal to reconsider the ban on mobile phones.

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

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

Part 3

Should mobile phones be banned at your school?

The student newspaper is planning to publish a series of articles about this issue.

Write an **article** for this newspaper giving your views about the ban on mobile phones.

TASK MATERIAL**NO MORE MOBILES**

The principal of Metro High School has announced a complete ban on students bringing mobile phones to school.

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

Principal's message in the parent newsletter



Parent News Wednesday 12 May 2004 Metro High School

Message from the Principal



Last October the *Parent News* described the problems caused by students bringing mobile phones to school. School Council discussed the issue again last night. It has been decided that **no student will be allowed to bring a mobile phone onto school property**. Any mobile phone brought to school will be taken from the student. It will be returned after school but the student will receive an automatic detention.

There are many reasons for this decision. Classes are being severely disrupted because students hide mobile phones and bring them into class. When in class, continual text messaging distracts students from their work. There are even concerns about security in tests and examinations. A number of distressing examples have occurred recently. Students have attempted to cheat using mobile phones. They claimed the phones were needed for 'emergencies'.

Mobile phones are expensive to buy and have become a security risk. The school can't be responsible for lost or stolen phones. So far this year at least 37 students have claimed that phones have been stolen from lockers or bags. Others have been 'lost'.

The introduction of phones with cameras has led to some serious problems with privacy. At least three times this year phones have been left on 'accidentally' in changing rooms. While the school is able to prevent computer access to inappropriate sites, teachers cannot be expected to prevent mobile phones being misused in changing rooms.

This decision will not be popular with some people. Some people will say that their rights are being taken away. Every sensible person, however, will agree that the interests of the community must come before the selfish desires of individuals. The values of this educational institution must be upheld. The focus of this school on education and responsibility must be maintained.

John Black
Principal
Metro High School

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

Letter from a parent in response to the principal's message

14 Stone Street
Metro
21 May 2004

Dear Mr Black

I was very upset when I first read of your total ban on students bringing mobile phones to school. I am still really upset. To outlaw the mobile phone is to stop students and their parents from using technology that has made their lives simpler and safer.

When we, like many parents, decided to buy a mobile phone for our daughter two years ago, it made life so much easier for us. Both my husband and I work long hours and we can never be sure when we will arrive home. Our daughter travels by public transport which, as you know, is extremely unreliable. She comes home at different times and we worry about what time she will be home each day. Furthermore, as you know, she has a medical condition which makes it important for her to be able to contact us during the day.

How do rules like this help educate our children? From your many years of experience you must know it is not good educational practice. Some students are misusing their phones so all students are to be penalised! When we adults break laws we must suffer the consequences. As responsible, mature citizens we have learned, perhaps through making mistakes, to act considerately. Will banning mobile phones help students to develop these admirable qualities?

Furthermore, wouldn't it have been a good idea for students to play a role in setting the rules that they would then be more likely to keep? Schools should build true individual responsibility in students. Our community as a whole may benefit from this in the long run.

I can appreciate your irritation when students break rules, but please reconsider your decision.

Yours sincerely



May Brown
Parent

The local newspaper asked shoppers at the Metro Shopping Centre to give their views about young people's use of mobile phones and the school's ban on mobile phones.

Mobile manners

'Young people are always calling each other. It's annoying having to listen to other people's conversations. In trains, restaurants, classrooms, theatres – you can't get away from it. They need to learn some mobile manners.'

(Bev, mother of two)

Text Messages

'SMS is great. You can always connect with friends. As soon as something happens, you know. You can be flexible about planning to go out, to change your arrangements. You feel closer to your friends because you always know what's going on.'

(Chris, Year 8 student)

The School Ban

'It's not fair. I don't know why school banned our mobiles. We should be able to keep them but turn them off in class.'

(Meg, Year 10 student)

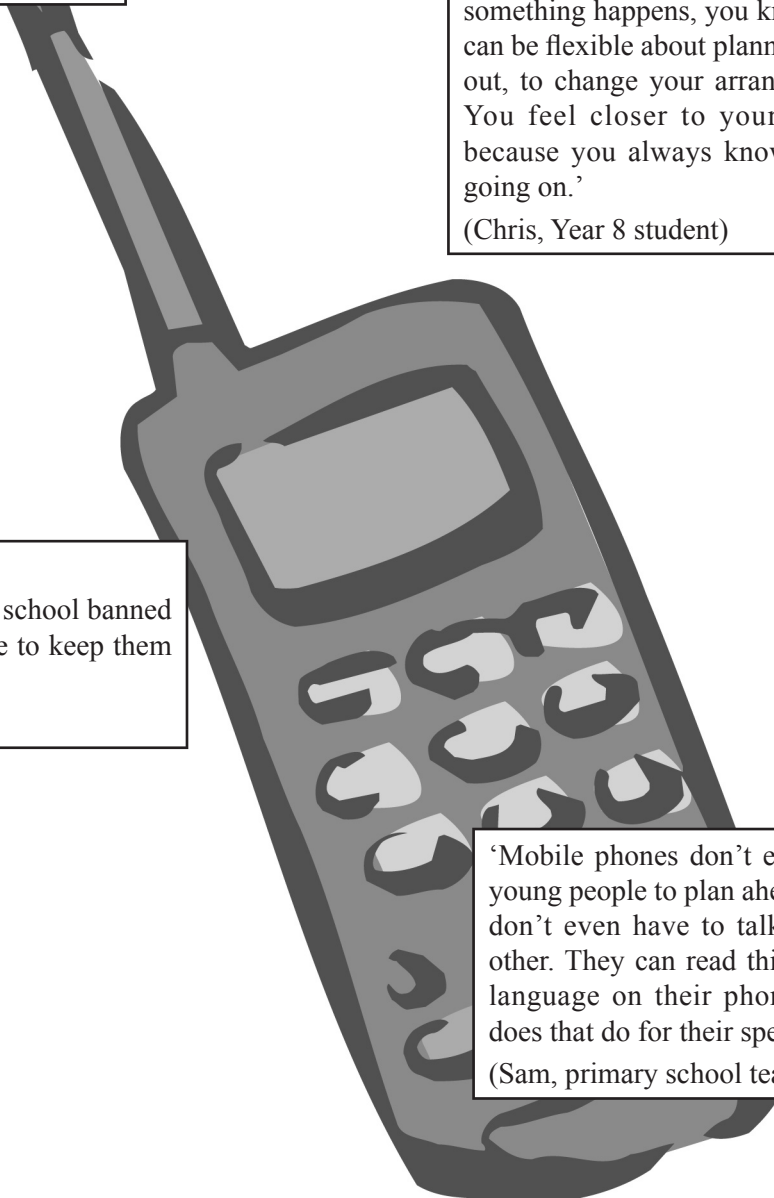
'Mobile phones don't encourage young people to plan ahead. They don't even have to talk to each other. They can read this strange language on their phone. What does that do for their spelling?'

(Sam, primary school teacher)

Image

'Mobiles are "must haves" for young people. They really need them. The fancier the phone, the happier they are. They're "emotional beings" who need "quality time" on their mobiles even at school.'

(Kim, pharmacist)



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