

**Victorian Certificate of Education
2021**

ENGLISH
Written examination

Tuesday 25 May 2021

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 – Analytical interpretation of a text	2	1	20
B – Comparative analysis of texts	1	1	20
C – Argument and persuasive language	1	1	20
			Total 60

- 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 8 pages, including **assessment criteria** on page 8
- 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 8 of this book.

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

Text list

1. *Like a House on Fire* Cate Kennedy
2. *Persepolis: The Story of a Childhood*..... Marjane Satrapi

1. ***Like a House on Fire* by Cate Kennedy**

- i. 'The experience of loss is central to Kennedy's stories.'
Discuss.

OR

- ii. 'No-one's life is perfect.'
How is this idea explored in *Like a House on Fire*?

2. ***Persepolis: The Story of a Childhood* by Marjane Satrapi**

- i. 'The use of a child's voice in *Persepolis: The Story of a Childhood* heightens the tension for readers.'
Do you agree?

OR

- ii. 'The characters in *Persepolis: The Story of a Childhood* struggle with expressing their beliefs while keeping safe.'
Discuss.

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 8 of this book.

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

Pair 1 *The 7 Stages of Grieving* by Wesley Enoch and Deborah Mailman and *The Longest Memory* by Fred D’Aguiar

- i.** Compare the ways in which the two texts explore grief.

OR

- ii.** “Don’t tell me we don’t fight most of our lives.” (*The 7 Stages of Grieving*)
“The human spirit is passive in some but nature shows us that it is rebellious in most.”
(*The Longest Memory*)
Compare the ways in which the two texts explore the battle for rights.

END OF SECTION B

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 6 and 7, 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 8 of this book.

Section C is 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 6 and 7 to try to persuade others to share the point of view presented.

Background information

The following is an article written by Arlo Manne, a lifestyle coach. As a lifestyle coach, he helps his clients to improve their day-to-day lives. The article was published in *Business for the Future*, a magazine about the culture of work in our society. Arlo Manne also works as a university lecturer in human resources management.

WHERE IS THE BALANCE?

Arlo Manne



As a lifestyle coach with many years of experience, and now also as a university lecturer in the area of human resources management, I have seen the impact that modern management culture and practices can have on people. The many important executives and managers whom I have coached seem to be successful, but they tell me that they feel trapped in a cycle of increasing workload, long hours and unrealistic expectations. In our conversations, many say that their success in business is accompanied by a strong sense of failure.

Why this sense of failure? This question is the focus of my research and I have some answers. For too long, too many national and multinational companies have made too big a deal about working insane hours. I have heard executives and managers proudly claim that working 70–80-hour weeks is a badge of honour and the secret of their success. Unfortunately, as a society, we have convinced ourselves that working longer hours means that we can be more successful, more powerful and more productive. Worst of all, workers who work long hours are sometimes seen as more valuable to the company, so the practice of working long hours is reinforced as desirable!

I have worked with people who feel exploited by their employer. They work many hours outside the normal working week – all unpaid. They sleep with their phone within easy reach. They respond to emails at all hours of the night. Unfortunately, this scenario is increasingly becoming normal.

But is this the work culture that we want in our society? Is this a healthy way to live?

It is time to rethink our culture of work and to question the working ‘myths’. In the 21st century, success lies not in working longer hours but in providing time and encouragement for workers to find the work–life balance that suits them. I define work–life balance as the way in which we divide our time between work, family and leisure activities. In fact, work–life balance would be more accurately described as ‘work–leisure balance’. We all need time for leisure in our lives. While my coaching work demonstrates that this is especially true for executives and managers, we must all seek to balance our work time and our leisure time.

Do not get me wrong. This is not about the energy and thought we put into our work. It is okay to be passionate about work. My job is an important part of my life, but life is not just about the job I do. It is important that our life has more than only work in it. It is important to find those things that get us to step off the treadmill, that recharge and energise us, that give us something to look forward to outside work. This could be a hobby: playing a musical instrument, joining a theatre group, taking sewing lessons, learning a language, gardening – the list is endless. This could be something we do as a family or with friends, or even something we do alone.



Needing time in our lives for leisure activities is neither a sign of weakness nor of failure. It is all about balance. This is not just my opinion. My research, and that of others, is clear. Many experts have identified the benefits of participation in leisure activities on psychological wellbeing and health. Scientists have found that when people are engaged in leisure, they experience a more positive mood, an increased interest in things around them, a decrease in stress and a lower heart rate. Many studies have shown that taking time for leisure even helps people to organise their time more efficiently and to get more done!

Some of the more progressive, forward-thinking businesses have adopted policies that encourage this healthier, more balanced work life, using strategies such as flexible work hours, paid time for learning in non-work-related areas and options for longer holidays. Some companies are even moving to a shorter working week because they recognise the benefits for their workers' wellbeing and, ultimately, for their business. Companies in Finland, New Zealand, Sweden, Japan and the United Kingdom have already successfully trialled and implemented a shorter working week and have experienced increased efficiency and fewer sick days.

Balance is important. Finding the balance between work and leisure is not always easy but if, as individuals, as businesses and as a society, we can find this balance, then the benefits will richly reward us.

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: Andrey_Popov/Shutterstock.com (p. 6); Elnur/Shutterstock.com (p. 7)

END OF TASK BOOK

