



Victorian Certificate of Education 2002

ENGLISH (ESL) Written examination

Friday 1 November 2002

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 Choice of Emily Dickinson's Verse* Emily Dickinson
2. *Angela's Ashes* Frank McCourt
3. *Cabaret*
4. *Cat's Eye* Margaret Atwood
5. *Dead Letter Office*
6. *Dream Stuff* David Malouf
7. *Falling* Anne Provoost
8. *First They Killed My Father* Loung Ung
9. *Frontier*
10. *Girl With a Pearl Earring* Tracy Chevalier
11. *Going Home* Archie Weller
12. *Great Expectations* Charles Dickens
13. *Medea* Euripides
14. *Night* Elie Wiesel
15. *No Great Mischief* Alistair MacLeod
16. *One True Thing* Anna Quindlen
17. *Only the Heart* Brian Caswell and David Phu An Chiem
18. *Othello* William Shakespeare
19. *Shakespeare in Love*
20. *Sometimes Gladness* Bruce Dawe
21. *Stolen* Jane Harrison
22. *The Brush-Off* Shane Maloney
23. *The Divine Wind* Garry Disher
24. *The Freedom of the City* Brian Friel
25. *The Outsider* Albert Camus
26. *The Player*
27. *The Things They Carried* Tim O'Brien
28. *The Year of Living Dangerously* Christopher Koch
29. *Things Fall Apart* Chinua Achebe
30. *Triage* Scott Anderson

1. A Choice of Emily Dickinson's Verse

- i. 'Dickinson's poems focus on the "interior life" but do not ignore the outside world.'
Discuss.

or

- ii. 'This poetry suggests that people should accept the world as it is and not try to explain it.'
Discuss.

2. Angela's Ashes

- i. Frank describes the 'church' as "our refuge, our strength".
Is this description of the 'church' shown to be true for the McCourt family?

or

- ii. 'Angela's Ashes demonstrates that family circumstances, not strength of character, determine what happens in people's lives.'
Discuss.

3. Cabaret

- i. "Don't you see what is happening in Germany today?" Natalia asks Fritz.
Why do some characters in the film *Cabaret* seem to ignore the growing threat around them?

or

- ii. 'In *Cabaret* we see that the political and social pressures destroy relationships.'
Discuss.

4. Cat's Eye

- i. What does Elaine's art exhibition teach her about herself and the past?

or

- ii. 'Cat's Eye is the story of Elaine's struggle to be in control of her life.'
Discuss.

5. Dead Letter Office

- i. The past means a lot to Frank and Alice.
Do they help each other to move into the future?

or

- ii. 'Many of the characters in *Dead Letter Office* cannot solve their problems because they lack the courage to take risks.'
Discuss.

6. *Dream Stuff*

- i. ‘Malouf’s stories are about the pain, not the joy of life.’

Discuss.

or

- ii. ‘In Malouf’s stories, children’s lives are greatly affected by the selfishness of adults.’

Discuss.

7. *Falling*

- i. Why can Benoît so easily manipulate Lucas?

or

- ii. “All people’s lives revolve around fear.”

Are Caitlin’s words true for the characters in the text?

8. *First They Killed My Father*

- i. According to Loung Ung, “Pa is everything a good father could be”.

‘It is her continuing belief in Pa that helps Loung to survive.’

Discuss.

or

- ii. ‘In *First They Killed My Father*, members of the Loung family lose control of their lives.’

Discuss.

9. *Frontier*

- i. What makes *Frontier* such a powerful documentary about the “forgotten war” against the indigenous people of Australia?

or

- ii. ‘In *Frontier*, conflicts arise because people are afraid and do not understand each other’s cultures.’

Discuss.

10. *Girl With a Pearl Earring*

- i. What does Griet learn about herself from working at Vermeer’s house?

or

- ii. ‘In *Girl With a Pearl Earring*, poverty alone determines what the characters are able to achieve in their lives.’

Discuss.

11. *Going Home*

- i. “All along, he had been no one.”

‘Most characters in these stories are unsuccessful in their struggle to be “someone”.’

Discuss.

or

- ii. ‘Many of the young people in these stories experience both pride and pain in their aboriginal culture.’

Discuss.

12. *Great Expectations*

- i. ‘Pip behaves badly, but we continue to sympathise with him.’

Discuss.

or

- ii. ‘*Great Expectations* shows that human beings need both to love and be loved.’

Discuss.

13. *Medea*

- i. ‘In *Medea*, no character has any admirable or heroic qualities.’

Discuss.

or

- ii. ‘Although there is a lot of cruelty in the play, the characters are motivated by love.’

Discuss.

14. *Night*

- i. ‘At the start of the text, Elie holds strong religious beliefs. By the end of the story, he has lost his strong beliefs.’

Why?

or

- ii. ‘In *Night*, the instinct to survive is stronger than any other force within people.’

Discuss.

15. *No Great Mischief*

- i. Is the MacDonalds’ loyalty to each other shown to be a strength or a weakness?

or

- ii. ‘In *No Great Mischief* the characters’ lives are strongly influenced by the past.’

Discuss.

16. *One True Thing*

- i. George Gulden says Ellen has no heart.

Is this shown to be true in the text?

or

- ii. 'In *One True Thing* the Gulden family is united by suffering.'

Do you agree?

17. *Only the Heart*

- i. 'Despite many difficulties, the Vo family successfully achieves its dreams.'

Discuss.

or

- ii. 'In *Only the Heart* the family successfully integrates into Australian society because they share strong values.'

Discuss.

18. *Othello*

- i. Iago says: "The Moor is of a free and open nature".

Is this why Iago is able to deceive Othello so easily?

or

- ii. 'In *Othello* good people allow themselves to become victims of evil.'

Discuss.

19. *Shakespeare in Love*

- i. 'In *Shakespeare in Love* people use the imaginary world of the theatre for their own purposes.'

Discuss.

or

- ii. 'In *Shakespeare in Love* Will is more interested in falling in love than writing plays.'

Discuss.

20. *Sometimes Gladness*

- i. 'Bruce Dawe's poems are good at showing the emptiness and frustration of many people's lives.'

Discuss.

or

- ii. 'Bruce Dawe's poetry presents a negative view of the values of Australian society.'

Do you agree?

21. *Stolen*

- i. The playwright, Jane Harrison, claims: “*Stolen* is not about blame, it is about understanding and acceptance”.

Does the play support this statement?

or

- ii. ‘In *Stolen* characters’ attitudes are shaped by the quality of their childhood experiences.’

Discuss.

22. *The Brush-Off*

- i. “I was . . . ear-mangled and behind schedule.”

Is Murray Whelan ever in control of his life?

or

- ii. ‘In *The Brush-Off* greed always leads the characters to desperate actions.’

Discuss.

23. *The Divine Wind*

- i. ‘The characters in this story never learn to live with their disappointments.’

Discuss.

or

- ii. ‘*The Divine Wind* shows how difficult it is for communities to accept cultural differences.’

Discuss.

24. *The Freedom of the City*

- i. “. . . it’s a very unfair world,” says Lily.

‘*The Freedom of the City* shows what is unfair through the experiences of Michael, Lily and Skinner.’

Discuss.

or

- ii. ‘In *The Freedom of the City* prejudice stops the truth being told.’

Discuss.

25. *The Outsider*

- i. ‘Meursault is not punished for killing the Arab. He is punished for his lack of feelings for others.’

Discuss.

or

- ii. Why is Meursault the ‘outsider’?

26. *The Player*

- i. 'Griffin Mill is a killer, a liar and a cheat, yet the audience is on his side.'

Do you agree?

or

- ii. 'In *The Player* the characters prefer illusion to reality.'

Discuss.

27. *The Things They Carried*

- i. 'In *The Things They Carried* the characters have different ways of coping with horror and death.'

Discuss.

or

- ii. "When a man died, there had to be blame."

'In these stories there is often no-one to blame.'

Do you agree?

28. *The Year of Living Dangerously*

- i. Why does Billy feel that his heroes have failed him?

or

- ii. *The Year of Living Dangerously* describes a politically and socially unstable world.

How do the characters attempt to control their lives in that world?

29. *Things Fall Apart*

- i. 'Okonkwo believes strongly in traditional ideas. Holding on to them destroys him.'

Discuss.

or

- ii. 'In *Things Fall Apart* the characters are able to deal with the familiar but not with change.'

Discuss.

30. *Triage*

- i. Joaquin suggests that sometimes people have to "guess" what is the right thing to do.

Is this true for the characters in the novel?

or

- ii. '*Triage* shows us that the survivors of trauma often suffer just because they do survive.'

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 about non-attendance at school and then complete all **three** parts of the task.

TASK

Complete all **three** parts.

Part 1

Write a note form summary of **both** items from the news reports about truancy (page 11).

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

Part 2

The **speech** given by Tom Frost, a parent at the School Council meeting (page 12), attempts to persuade the people at the meeting to be more sympathetic to students who stay away from school.

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

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

Part 3

How should truancy be managed at your school?

The School Council is considering this issue. Students have been invited to give their opinions about the best way to manage truancy.

Write a **letter** to the president of the School Council expressing your views.

TASK MATERIAL

The following is an extract from the report of Ms Smith, Principal of Anyton Secondary College, to the Annual General Meeting of the School Council:

. . . I now turn to a more worrying matter. I have been very concerned this year at the rising level of absenteeism of students in Years 8–10. The law states that all children up to 15 years of age must attend school. How can students learn if they are not in class? You have all seen newspaper articles suggesting we should be very strict with children who are regularly absent from school without permission. Some have suggested that truants found on the streets be held by the police. I would prefer the school to deal with the problem without involving outside agencies such as the police. So I urge School Council to plan strategies to put an end to truancy in Anyton Secondary College.



Use the material in the box below for Part 1, the **note form** summary.

The following items are adapted from news reports about truancy.

British Police Get Tough on Truants

In Britain new legislation will try to solve the problems caused by truancy. Police will have new powers to support the government's campaign to reduce truancy amongst school children. If children are absent without permission, police will be able to take them back to school. Police will not be allowed to arrest these students. However, the police will look after the children until they are returned to the care of teachers.

New powers will also be given to the courts. The courts will be able to force parents to take children to school. Parents who do not comply will have to attend parenting classes.

The new legislation aims to reduce children's involvement in street crime.

Alarming Truancy Rates in Victoria

In Victorian schools absenteeism is the highest it has ever been. Some students in Year 9 and Year 10 are absent on average one day in every two weeks. The problem is so serious that some school councils have asked police to transport children to school and to patrol shopping centres and train stations to collect them.

In Western Australia, a new police program has been successful in keeping students at school and reducing juvenile crime. Part of the program is that police officers build relationships with the students and their families to encourage them to stay at school.

A spokesperson from the Education Department said the State Government was spending \$56 million on student support and student welfare. He hopes that absenteeism will decline as a result of school welfare officers helping truant children and their families.

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

This is a speech given by a parent, Tom Frost, at the School Council meeting:

“ I think that the principal, Ms Smith, is overreacting to media reports about truancy. I’ve got three kids here. I’m not sure they need to be chained to their desks all day, seven days a week, looking at the blackboard. Is it so bad to stay away from school? After all, most of us have missed school without getting into much trouble, haven’t we? In our house, we call these days off ‘mental health days’.

There may be good reasons why kids don’t go to school sometimes. School isn’t always the safe, happy place that adults like to think it is. When my daughter was picked on in Year 8, she was so stressed she needed time away from school. I can see from your nods that some of you have had this experience too. There’s lots of evidence that children learn things in other places as well as school. There’s all this rubbish talked about ‘independent and flexible learning’, but when kids show some independence to learn away from school they are called truants.

Schools are meant to educate kids. They’re not childcare centres nor part of the prison system. Anxious shopkeepers think every school age kid is a shoplifter and want them kept off the streets. But kids are their future customers.

Let’s face it, school can be just plain boring! You hear all these things about drop-in centres, and buddies, big sister programs, peer support and other schemes. Can’t we try some of these ideas rather than endlessly picking on students?

”



May 8 2002

Dear Ms Smith,

I am writing as a parent in response to the issues raised concerning school attendance at the Annual General Meeting of School Council last night. My research as a consultant shows that school absenteeism is a complex issue that will not be solved by a punitive model of discipline. An attempt must be made to understand the reasons for absenteeism.

Most students who do not attend school regularly are shown by the research to be extremely unhappy in the school environment. In Victoria up to 10 percent of students require support and special assistance to maintain regular attendance at school. Education Department data shows that absenteeism is most common among boys in Years 9 and 10 and is often linked to other problem behaviour at home and school.

Given these facts, it is important that our school involves the whole community as well as the individual student in solving this problem. For example, some students will benefit if they have opportunities for alternative curriculum options and positive community service experiences. Other students may enjoy school more if they improve their organisational skills. Teachers can help them to do this.

Finally, I would be happy to be part of a working group to investigate how our school community could work together to implement some of these initiatives.

Yours sincerely,

Rosemary Collins

Director, Key Educational Consultants

and

Mother of Fiona (Year 8)

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