

Victorian Certificate of Education
2014

ENGLISH AS AN ADDITIONAL LANGUAGE
(EAL)

Written examination

Wednesday 29 October 2014

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>
A – Text response	20	1	40
B – Writing in Context	4	1	30
C – Analysis of language use	2	2	30
			Total 100

- 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 white out liquid/tape.
- No calculator is allowed in this examination.

Materials supplied

- Task book of 14 pages, including **Examination assessment criteria** on page 14.
- One answer book.

Instructions

- Write your student number on the front cover of the answer book.
- Complete each of the following in the answer book:
 - Section A: Text response
 - Section B: Writing in Context
 - Section C: Analysis of language use
- Each section should be completed in the correct part of the answer book.
- All written responses must be in English.
- If you write on a multimodal text in Section A, you must not write on a multimodal text in Section B.
- You may ask the supervisor for extra answer books.

At the end of the task

- Enclose any extra 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 – Text response**Instructions for Section A**

Section A requires students to complete **one** analytical/expository piece of writing in response to **one** topic (either **i.** or **ii.**) on **one** selected text.

In the answer book, indicate the text selected and whether you are answering **i.** or **ii.**

In your response, you must refer closely to **one** selected text from the Text list below.

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.**

If you write on a multimodal text in Section A, you must **not** write on a multimodal text in Section B.

Your response will be assessed according to the criteria set out on page 14 of this book.

Section A is worth 40 marks.

Text list

1. *A Christmas Carol* Charles Dickens
2. *All About Eve* Directed by Joseph L Mankiewicz
3. *Brooklyn* Colm Tóibín
4. *Cat's Eye* Margaret Atwood
5. *Cloudstreet* Tim Winton
6. *Henry IV, Part I* William Shakespeare
7. *In the Country of Men* Hisham Matar
8. *Mabo* Directed by Rachel Perkins
9. *No Sugar* Jack Davis
10. *Ransom* David Malouf
11. *Selected Poems* Gwen Harwood
12. *Stasiland* Anna Funder
13. *The Complete Maus* Art Spiegelman
14. *The Reluctant Fundamentalist* Mohsin Hamid
15. *The Thing Around Your Neck* Chimamanda Ngozi Adichie
16. *The War Poems* Wilfred Owen
17. *This Boy's Life* Tobias Wolff
18. *Twelve Angry Men* Reginald Rose
19. *Will You Please Be Quiet, Please?* Raymond Carver
20. *Wuthering Heights* Emily Brontë

1. *A Christmas Carol* by Charles Dickens

- i. 'An important theme in *A Christmas Carol* is that actions have lasting consequences.'
Discuss.

OR

- ii. Scrooge's fiancée once told him: "You fear the world too much".
To what extent has fear influenced Scrooge's life?

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

- i. 'It is the way Eve pursues her ambition that leads us to dislike her.'
Do you agree?

OR

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

3. *Brooklyn* by Colm Tóibín

- i. 'For the characters in the novel *Brooklyn*, duty is more important than individual freedom.'
Discuss.

OR

- ii. 'Eilis is more fulfilled in her life in Brooklyn than in Enniscorthy.'
Do you agree?

4. *Cat's Eye* by Margaret Atwood

- i. 'Elaine's experience as an outsider contributes to her success as an artist.'
Discuss.

OR

- ii. 'The relationship between Cordelia and Elaine is destructive to both of them.'
Discuss.

5. *Cloudstreet* by Tim Winton

- i. 'Number One Cloud Street is more than just a house.'
Discuss.

OR

- ii. 'It is their acceptance of whatever life brings that helps the characters in *Cloudstreet* to go on living and growing.'
Do you agree?

6. *Henry IV, Part I* by William Shakespeare

- i. '*Henry IV, Part I* is about the need for society to appear ordered while it is actually in disorder.'
Discuss.

OR

- ii. 'Hal must reject the life Falstaff offers even though it has many attractions.'
Discuss.

7. *In the Country of Men* by Hisham Matar

- i. 'In this novel, the characters are all affected by betrayal.'
Discuss.

OR

- ii. 'The most important relationship for Suleiman is between him and his mother.'
Do you agree?

8. *Mabo* directed by Rachel Perkins

- i. '*Mabo* is a film about pride.'
Discuss.

OR

- ii. 'In the film *Mabo*, the land plays such an important role that it is like a character.'
Discuss.

9. *No Sugar* by Jack Davis

- i. 'In *No Sugar*, the bonds of family and community are necessary for the characters to survive.'
Discuss.

OR

- ii. '*No Sugar* is about the misuse of power.'
Discuss.

10. *Ransom* by David Malouf

- i. 'The idea of ransom is central to this novella.'
Discuss.

OR

- ii. 'In *Ransom*, the characters show heroism in different ways.'
Discuss.

11. *Selected Poems* by Gwen Harwood

- i. “Nothing can correspond / to my wonder at the world.” (‘Sparrows’)
 ‘Harwood’s poems reveal an extraordinary awareness of nature.’
 Discuss.

OR

- ii. ‘In her poetry Harwood explores a wide range of human experiences.’
 Discuss.

12. *Stasiland* by Anna Funder

- i. ‘*Stasiland* shows that victims of the Stasi have never fully recovered from what they suffered in the past.’
 Discuss.

OR

- ii. ‘Many kinds of fear are evident in Funder’s story of her experiences in the former East German state.’
 Discuss.

13. *The Complete Maus* by Art Spiegelman

- i. ‘Spiegelman’s graphic novel offers deep insight into the horror of what Vladek and others suffered.’
 Discuss.

OR

- ii. ‘For the character Art, creating this text is his way of understanding his father’s experience.’
 Discuss.

14. *The Reluctant Fundamentalist* by Mohsin Hamid

- i. ‘Changez realises that if he stays in America he may gain wealth but will lose his sense of who he is.’
 Discuss.

OR

- ii. ‘Hamid’s approach to presenting the story means that readers are able to interpret it in very different ways.’
 Discuss.

15. *The Thing Around Your Neck* by Chimamanda Ngozi Adichie

- i. ‘The characters in these stories have a strong desire for their lives to be transformed.’
 Discuss.

OR

- ii. ‘In these stories people struggle to overcome the effects of violence and loss.’
 Discuss.

16. *The War Poems* by Wilfred Owen

- i. How do Owen's poems show the tragedy of war?

OR

- ii. 'These poems reveal that the soldiers struggle to cope with what they see and what they have to do.'

Discuss.

17. *This Boy's Life* by Tobias Wolff

- i. 'The reader feels that Toby and his mother will never be able to improve their lives.'

Do you agree?

OR

- ii. '*This Boy's Life* is not only about hardship; it is also about determination to succeed.'

Discuss.

18. *Twelve Angry Men* by Reginald Rose

- i. 'Self-interest strongly influences the behaviour of many of the characters in the play.'

Discuss.

OR

- ii. 'The play shows that intolerance and aggression happen both inside and outside the jury room.'

Discuss.

19. *Will You Please Be Quiet, Please?* by Raymond Carver

- i. "My life is going to change. I feel it."

'Carver writes about the turning points in people's lives.'

Discuss.

OR

- ii. 'Carver's stories are full of unresolved tensions but there are also moments of closeness.'

Discuss.

20. *Wuthering Heights* by Emily Brontë

- i. 'The characters in this novel are motivated by a mixture of powerful emotions.'

Discuss.

OR

- ii. 'Cathy Earnshaw causes as much suffering as Heathcliff does.'

Do you agree?

SECTION B – Writing in Context**Instructions for Section B**

Section B requires students to complete an extended written response.

In the answer book, indicate the Context and write the title of the text you have selected.

In your writing, you must draw on ideas suggested by **one** of the **four** Contexts.

Your writing must draw directly from the selected text you have studied for this Context and be based on the ideas in the prompt.

Your response may be an expository, imaginative or persuasive piece of writing.

If you write on a multimodal text in Section A, you must **not** write on a multimodal text in Section B.

Your response will be assessed according to the criteria set out on page 14 of this book.

Section B is worth 30 marks.

Context 1 – The imaginative landscape

Night Street Kristel Thornell

One Night the Moon.....Directed by Rachel Perkins

Peripheral Light – Selected and New Poems.....John Kinsella

The View from Castle Rock Alice Munro

Prompt

‘Imagination shapes our response to the landscape.’

Task

Complete an extended written response in expository, imaginative or persuasive style. Your writing must draw directly from the selected text that you have studied for this Context and explore the idea that **‘imagination shapes our response to the landscape’**.

OR

Context 2 – Whose reality?

Death of a Salesman Arthur Miller

Spies Michael Frayn

The Lot: In Words..... Michael Leunig

Wag the Dog.....Directed by Barry Levinson

Prompt

‘Misrepresenting reality can have serious consequences.’

Task

Complete an extended written response in expository, imaginative or persuasive style. Your writing must draw directly from the selected text that you have studied for this Context and explore the idea that **‘misrepresenting reality can have serious consequences’**.

OR

Context 3 – Encountering conflict

Every Man in this Village is a Liar Megan Stack

Life of Galileo Bertolt Brecht

Paradise Road..... Directed by Bruce Beresford

The Quiet American Graham Greene

Prompt

‘Conflict causes harm to both the powerful and the powerless.’

Task

Complete an extended written response in expository, imaginative or persuasive style. Your writing must draw directly from the selected text that you have studied for this Context and explore the idea that **‘conflict causes harm to both the powerful and the powerless’**.

OR

Context 4 – Exploring issues of identity and belonging

Skin..... Directed by Anthony Fabian

Summer of the Seventeenth Doll Ray Lawler

The Member of the Wedding Carson McCullers

The Mind of a Thief..... Patti Miller

Prompt

‘Discovering who we are and where we belong can be challenging.’

Task

Complete an extended written response in expository, imaginative or persuasive style. Your writing must draw directly from the selected text that you have studied for this Context and explore the idea that **‘discovering who we are and where we belong can be challenging’**.

**END OF SECTION B
TURN OVER**

THIS PAGE IS BLANK

SECTION C – Analysis of language use**Instructions for Section C**

Section C consists of **two** parts.

Parts 1 and 2 are equally weighted.

Carefully read the material on pages 12 and 13 and then complete **both** parts 1 and 2.

Your response will be assessed according to the criteria set out on page 14 of this book.

Section C is worth 30 marks.

TASK**Part 1**

Write a note-form summary of the article ‘**Exploring our dreams**’ found on pages 12 and 13.

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

Part 2

Write a piece of prose that explains how language and visual features have been used to attempt to persuade the readers about **three** of the main points in any part of the material on pages 12 and 13. You may choose points in ‘**Exploring our dreams**’ or ‘**Off the planet**’ or both.

Background information

Yvette Yergon writes for a newspaper. Recently she viewed an exhibition on space exploration presented by an international group of thinkers known as *Kolombus-21*. Her article ‘Exploring our dreams’ presents her response to the exhibition.

The letter to the editor titled ‘Off the planet’ was sent to the newspaper after the article was published. It gives the views of one reader.

Use **only** the article 'Exploring our dreams' for your note-form summary.

Exploring our dreams

Yvette Yergon

Space is not as far away as it seems. If you live in Victoria, you are closer to space than you are to Canberra. Space is only about 160 kilometres straight up. I've been thinking about space exploration this week after I had the pleasure of visiting an exhibition presented by an international group known as *Kolombus-21*. This is a group of influential thinkers who have been encouraging governments across the world to work together on space exploration in the twenty-first century.

After looking at the displays in the exhibition I was reminded of how inspiring exploration can be. It seems to be in human nature to dream about what's beyond the world we know. Setting out to explore the unknown is the biggest thing we do. After all, the great fifteenth-century explorer Christopher Columbus set off in a wooden ship, powered only by the wind, with only his own skill and courage and the stars to guide him. That's pretty inspiring.



Six centuries later, most of us rightly admire the bravery of astronauts who have taken the risk of exploring beyond Earth.

But space exploration costs a lot of money. Governments need reasons other than the thrill of discovery if they are going to spend the huge amounts of money needed to continue exploring in space. Perhaps there's a new mining boom waiting to happen in space, with people looking for more of the minerals we already know and maybe some we haven't dreamed of yet.

Evidently there are almost unlimited mineral resources out there in space, waiting to be claimed, and nobody owns them. The United Nations was surprised recently when a company tried to claim ownership of an asteroid. There aren't any laws

about property ownership in space. It is easy to understand why people might be interested in these lifeless rocks. Recently scientists reported on an asteroid that contains about 10,000 tons of gold and even more platinum, to the value of about a trillion dollars. Unfortunately it is about 32 million kilometres away, but that doesn't seem to stop people dreaming.

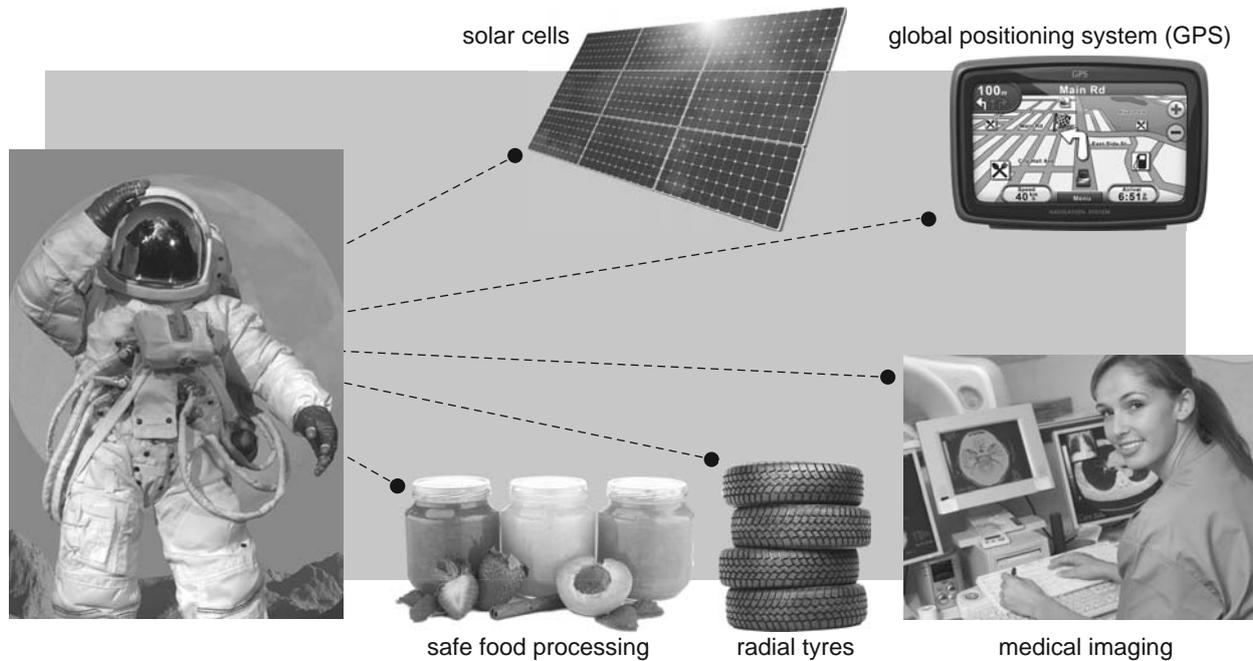
One day such dreams might come true. This exhibition helped me to realise that it is important to search for new answers to our problems to protect the future of life on Earth. That means taking risks and meeting the unexpected.

Columbus certainly met the unexpected. He expected to sail through to India but bumped into North and South America instead.

And of course good things can come out of exploring the unknown. Many countries have spent a lot on space exploration and plenty of products we use today were developed from research associated with space programs. These benefits could not have been predicted at the time of this investment in space exploration.

Kolombus-21 values international cooperation. Space exploration used to be more competitive than

cooperative. That wasn't very helpful. Now we have an international space station supported by 15 nations, so now is the time to explore further and turn the unknown into useful knowledge. There's a strong view that it's time to inspire the next generation of scientists. Every government knows we've got to do this, just as we've got to invest in the next generation of technology. That's where the answers to the world's big problems are going to come from.



The tour guide explained that the group's name, *Kolombus-21*, was chosen to honour Columbus but also because it means 'dove', the international symbol of peace. I can see the point. Future space exploration must be done for the whole planet and for peaceful purposes. Perhaps with big dreamers like *Kolombus-21* working towards this goal we can be confident that it will happen in this way.

This letter to the editor was sent to the newspaper after the article was published.

Off the planet

Yvette Yergon seems to think we can solve the big problems of the world, such as hunger, disease and the environment, by leaving Earth and finding somewhere better. She wants governments to spend trillions of dollars based on this false belief.

Wake up, Yvette! When did governments or kings or emperors ever spend money on exploring for peaceful purposes or the good of the world? Columbus's ships were driven by greed as well as wind. People's dreams were of more and more

wealth. Nothing seems to have changed. Today's challenge is to make sure that the precious planet we call home doesn't become like a lifeless asteroid.

You know what I find truly inspiring? The idea of getting all the governments in the world to agree to keep working together on our problems on Earth, one by one, until they are solved. This might be only a dream now – but it's a dream worth pursuing.

Peter Laikis

Examination assessment criteria

The examination will address all the criteria. Student responses will be assessed against the following criteria:

Section A – Text response

- detailed knowledge and understanding of the selected text, demonstrated appropriately in response to the task
- development in the writing of a coherent and effective structure in response to the task
- control in the use of expressive and effective language appropriate to the task

Section B – Writing in Context

- understanding of the ideas and/or arguments relevant to the prompt/stimulus material
- effective use of detail from the selected text as appropriate to the task
- development in the writing of a coherent and effective structure in response to the task, and appropriate to the purpose, form and audience
- control in the use of language appropriate to the purpose, form and audience

Section C – Analysis of language use

- understanding of the ideas and points of view in the material presented
- analysis of ways in which language and visual features are used to present a point of view and to persuade readers
- control of the mechanics of the English language to support meaning

Sources: page 12: BVA/Shutterstock.com; page 13 (clockwise from far left): eddtoro/Shutterstock.com, Best3d/Shutterstock.com, 3d brained/Shutterstock.com, Monkey Business Images/Shutterstock.com, Dmitry Kalinovsky/Shutterstock.com, margouillat photo/Shutterstock.com