

# ENGLISH

## Written examination Trial Paper 2011

### TASK BOOK

Reading time: 15 minutes  
Writing time: 3 hours

A – Text response (Reading and responding) 1 response	20 marks
B – Writing in Context (Creating and presenting) 1 response	20 marks
C – Analysis of language use (Using language to persuade) 1 response	20 marks
Total	60 marks

- Students may bring an English or bilingual printed dictionary
- Stationery allowed: Pens, pencils, highlighters, erasers, rulers
- NO blank paper, white out or calculators are allowed in the examination room
- **NO** mobile telephones and other electronic devices
- This task book is 12 pages including front cover and two blank pages
- This examination includes three sections. You must answer all sections.
- All answers need to be written in English
- You may not write on two film texts in the examination
- Section A – Text response – Write the name of your selected text at the top of your answer page
- Section B – Writing in Context – Write your Context and the name of your selected text at the top of your answer page

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Schools are referred to VCAA English Assessment criteria as per Assessment Handbook

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## SECTION A – Text response (Reading and responding)

### 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.

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

### Text list

1. A Christmas Carol ..... Charles Dickens
2. A Farewell to Arms..... Ernest Hemingway
3. A Human Pattern – Selected Poems..... Judith Wright
4. Bypass: the story of a road.....Michael McGirr
5. Così.....Louis Nowra
6. Dear America: Letters Home from Vietnam.....Bernard Edelman
7. Dreams From my Father.....Barack Obama
8. Great Short Works..... Edgar Allan Poe
9. Interpreter of Maladies .....Jhumpa Lahiri
10. Life of Pi.....Yann Martell
11. Maestro..... Peter Goldsworthy
12. On the Waterfront.....Director: Elia Kazan
13. Ransom..... David Malouf
14. Richard III..... William Shakespeare
15. Selected Poems ..... Kenneth Slessor
16. The Old Man Who Read Love Stories.....Director: Rolf de Heer
17. The Reluctant Fundamentalist.....Moshin Hamid
18. Things We Didn't See Coming.....Steven Amsterdam
19. Twelve Angry Men.....Reginald Rose
20. Year of Wonders..... Geraldine Brooks

**1. *A Christmas Carol***

- i. Scrooge learns that a selfish life is a wasted life. Discuss.

**OR**

- ii. In transforming his life, Scrooge opens up his heart to love and everyone benefits, including himself. Discuss.

**2. *A Farewell to Arms***

- i. Although a war novel, Hemingway's choice to have a passionate love affair dominate the text, emphasizes that war is the opposite of life-giving. Discuss.

**OR**

- ii. Hemingway uses Henry as the anti hero along with other dispassionate characters to challenge the so called heroism of war. Discuss.

**3. *A Human Pattern: Selected Poems***

- i. Wright's poetry reminds us of the interconnectedness of all life within the patterns of nature. Discuss.

**OR**

- ii. Nature and landscape are not only appreciated for their own sake, but also used as a mirror in Wright's poems. Discuss.

**4. *Bypass : the story of a road***

- i. The Hume is always the same road yet the journeys along it celebrate the uniqueness and diversity of life. Discuss.

**OR**

- ii. Despite the humour, McGirr shows us that the journey of life is filled with hardship and tragedy. Discuss.

**5. *Cosi***

- i. In staging 'Cosi', much was gained – or was it all just a diversion? Discuss.

**OR**

- ii. In the end it is the so called 'normal' people who prove to be the weakest characters in 'Cosi'. Discuss.

**6. *Dear America: Letters Home from Vietnam***

- i. The text 'Dear America' is constructed in such a way as to highlight that the Vietnam War was a wasteful massacre. Discuss.

**OR**

- ii. Given the grim conditions and the lives of the soldiers in Vietnam, we see the power of love and belonging to others in 'Dear America'. Discuss.

**7. *Dreams from my Father***

- i. An individual born into two ethnic cultures will never find a sense of belonging to society. Discuss.

**OR**

- ii. 'Dreams From my Father' emphasizes the pain caused by an absent father for a young boy and man. Discuss.

**8. *Great Short Works (Edgar Allan Poe)***

- i. There are many types of 'madness' in Poe's stories, suggesting the fragility and vulnerability of the human mind. Discuss.

**OR**

- ii. In Poe's stories, evil is a manifestation of sickness – a depravity of sorts. Discuss.

**9. *Interpreter of Maladies***

- i. It must be something in human nature that drives us to target the 'outsiders' in our communities. Discuss.

**OR**

- ii. 'Interpreter of Maladies' reminds us that in our differences we find our greatest gifts as well as challenges. Discuss.

**10. *Life of Pi***

- i. Richard Parker, tiger, is the central driving force in 'Life of Pi'. Discuss.

**OR**

- ii. It takes adversity and great struggles to realise our true strength and worth. Discuss.

**11. *Maestro***

- i. Some of us carry our past pain with us every day and the burden is almost unbearable. Discuss.

**OR**

- ii. Both the ‘maestro’ and Paul manipulate and use music in their lives but fail to appreciate its inherent worth and beauty. Discuss.

**12. *On the Waterfront***

- i. It is through his relationship with Edie that Terry is transformed into a reluctant hero. Discuss.

**OR**

- ii. There are no winners or heroes in ‘On the Waterfront.’ Discuss.

**13. *Ransom***

- i. ‘Ransom’ suggests that even in times of war one’s honour must be maintained. Discuss.

**OR**

- ii. In ‘Ransom’ Malouf explores the destructive powers of unexpressed grief and guilt. Discuss.

**14. *Richard III***

- i. Ultimately, it is his formidable gift with words and speech that enables Richard III to go so far. Discuss.

**OR**

- ii. “...I myself/ Find in myself no pity to myself” (V.III.203-204) Richard III seems very aware of his behaviour and motivations, but does he really know what he wants? Discuss.

**15. *Selected Poems (Kenneth Slessor)***

- i. It seems that Kenneth Slessor was never able to come to terms with the reality of death as many of his poems grieve the limitations of life. Discuss.

**OR**

- ii. The artist and the creative process are celebrated and honoured in Slessor’s poetry. Discuss.

**16. *The Old Man Who Read Love Stories***

- i. According to the Mayor, ‘everyone has his price...’ This is the great tragedy of the film, that the only things that matter are material gains. Discuss.

**OR**

- ii. Antonio loves to read love stories because ‘the sentences sometimes make me forget the barbarity of man.’ Discuss.

**17. *The Reluctant Fundamentalist***

- i. Nothing is as it seems in ‘The Reluctant Fundamentalist’.  
Discuss.

**OR**

- ii. ‘The Reluctant Fundamentalist’ is pervaded by an uneasy atmosphere of tension, fear and anxiety. Discuss.

**18. *Things We Didn’t See Coming***

- i. Amsterdam’s eerie dystopian world suggests a bleak outlook for humanity.  
Discuss.

**OR**

- ii. It is the similarities to our own society that make ‘Things We Didn’t See Coming’ so frightening. Discuss.

**19. *Twelve Angry Men***

- i. ‘Twelve Angry Men’ was set in the Summer of 1956, however its’ key focus on the importance and integrity of justice is timeless.  
Discuss.

**OR**

- ii. ‘Twelve Angry Men’ is a powerful exploration of the fallibility of man and the essentials of group dynamics in society. Discuss.

**20. *Year of Wonders***

- i. Despite its title, there is no wonder in the novel ‘The Year of Wonders’.  
Discuss.

**OR**

- ii. In times of fear and conflict, those who do not conform become the first targets.  
Discuss.

END OF SECTION A

## SECTION B – Writing in Context (Creating and presenting)

### Instructions for Section B

Section B requires you to complete a written response.

In your writing, you must draw on ideas suggested by **one** of the **four** Contexts. Your writing must draw directly from **at least one** selected text that you have studied for this Context and be based on the ideas in the prompt.

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

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

### Context 1 – The imaginative landscape

1. *Tirra Lirra by the River*..... Jessica Anderson
2. *Island* ..... Alistair MacLeod
3. *One Night the Moon*..... Director: Rachel Perkins
4. *The Poetry of Robert Frost* ..... Robert Frost

#### Prompt

**‘We see ourselves mirrored in the landscape around us.’**

#### Task

Complete an extended written response in expository, imaginative or persuasive style. Your writing must draw directly from **at least one** selected text for this Context and explore the idea that **‘We see ourselves mirrored in the landscape around us.’**

OR

### Context 2 – Whose reality?

1. *A Streetcar Named Desire* ..... Tennessee Williams
2. *Spies* ..... Michael Frayne
3. *The Player* ..... Director: Robert Altman
4. *The Shark Net* ..... Robert Drewe

#### Prompt

**‘Reality does not exist, we merely create it.’**

#### Task

Complete an extended written response in expository, imaginative or persuasive style. Your writing must draw directly from **at least one** selected text for this Context and explore the idea that **‘Reality does not exist, we merely create it.’**

OR



### Context 3 – Encountering conflict

1. *Paradise Road*..... Director: Bruce Beresford
2. *The Crucible* ..... Arthur Miller
3. *The Rugmaker of Mazar-e-Sharif* ..... R. Hillman and N. Mazari
4. *The Secret River* ..... Kate Grenville

#### Prompt

**‘As long as we see only differences, we will create conflict.’**

#### Task

Complete an extended written response in expository, imaginative or persuasive style. Your writing must draw directly from **at least one** selected text for this Context and explore the idea that **‘As long as we see only differences, we will create conflict.’**

OR

### Context 4 – Exploring issues of identity and belonging

1. *Growing up Asian in Australia*.....Alice Pung
2. *Sometimes Gladness*.....Bruce Dawe
3. *The Member of the Wedding* ..... Carson McCullers
4. *Witness* ..... Director: Peter Weir

#### Prompt

**‘Growing up into our identity is never easy and always a compromise.’**

#### Task

Complete an extended written response in expository, imaginative or persuasive style. Your writing must draw directly from **at least one** selected text for this Context and explore the idea that **‘Growing up into our identity is never easy and always a compromise.’**

## SECTION C – Analysis of language use (Using language to persuade)

### Instructions for Section C

Section C requires you to analyse the ways in which language and visual features are used to present a point of view.

Read the opinion piece ***ONLINE DANGERS!*** and then complete the task below.

Write your analysis as an essay.

### TASK

How is written language used to attempt to persuade readers to share the point of view of the writer of ***ONLINE DANGERS?***

### Background information

The following article appeared in ***COMMUNITY NEWS*** a weekly bulletin sent home to all families at Community College.

# Community NEWS



*from the Principal's Desk...*

ONLINE  
DANGERS!

A number of staff have expressed serious concerns over the recent media coverage of issues related to youth and their careless use of technology. We intend to be very proactive in addressing your children regarding these issues and we hope that you will do the same thing and support us. Teenagers are very vulnerable to peer and media pressure. Whether we like it or not, they may involve themselves in activities that seem harmless enough but within the wider community, take on a more severe dimension. I am referring to 'sexting' which is where some of our students may be taking digital photographs posing provocatively and posting them on various chat sites. Many students think this is harmless fun and they are just posing like celebrities and models, but there can be serious consequences. Once these images are out on the internet, they can be used and copied without permission leading to cyber bullying, unwanted sexual attention, public embarrassment and more. Various governments have set up help lines regarding this topic. It is an offence for anyone to take sexual photographs of young people. The best thing you can do is actively involve yourself in the technology your children are using, even asking them to show you how to use it! More and more parents are using MySpace and Face Book as well as Twitter just so they understand what they are and don't feel so confused by the technology.

Children and teenagers need to be warned about the wider context of their behaviours, including the reality of predators, the consequences of behaviours and exactly how they may use their mobile telephones and computers. Remember that you as parents have every right to supervise and monitor their use of technology. None of us are perfect parents and vigilance is the key. Recently I was shocked to discover that one of our girls had been harmlessly communicating with a friend of a friend – a male -and they had exchanged mobile numbers. Upon closer inspection, and reading the communications from him, we believe that this young woman was being 'groomed' by a predator. Signs of this included a seemingly caring and understanding adult tone (not a teenager); attempts at discrediting the girls' parents and encouraging rebellion; inviting secrecy/confidentiality and so on. This is a reality that may be facing any number of children and teenagers at any time, including your own. Are your children safe? I urge those of you who hold the safety of your child at heart to take control of the internet usage at home. Remember that the human brain does not reach maturity until the age of 21, which explains many of the dangerous risks young people take in life.

Another area of concern is the material that students are accessing via YouTube and other sites. After careful consideration, the College has decided to indefinitely ban YouTube and similar sites, as they are filled with foul language, sexual content, crude videos and blatant bullying. There are many video clips that encourage highly dangerous and daring practises, seen as 'practical jokes'. Furthermore, we do not want our students wasting their time watching vulgar video clips of obscene songs and celebrities. Whilst there have been some complaints from students, we trust you will support us in this ban as they are not missing out on anything remotely positive or educational.

Mrs. Josephine Watson, Principal.



## Are YOUR Children Safe? Responsible Parents...

- ✓ Limit the time their children use the Internet/Mobile
- ✓ Monitor and observe frequently
- ✓ Talk about technology - its uses and abuses
- ✓ Observe changing or erratic behaviour in their children
- ✓ Always check/ telephone parents of friends regarding outings and sleepovers
- ✓ Remember – teenagers lie to adults all the time!

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