**Victorian Certificate of Education
2018**

ENGLISH
Written examination

Tuesday 29 May 2018

Reading time: 10.00 am to 10.15 am (15 minutes)
Writing time: 10.15 am to 1.15 pm (3 hours)

TASK BOOK

Section	Number of questions	Number of questions to be answered	Marks
A – Analytical interpretation of a text	4	1	20
B – Comparative analysis of texts	2	1	20
C – Argument and persuasive language	1	1	20
			Total 60

- 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 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. *All About Eve* ....directed by Joseph L Mankiewicz
2. *Island: Collected Stories* .... Alistair MacLeod
3. *Medea* .... Euripides
4. *The White Tiger* .... Aravind Adiga

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

   i.   Margo refers to Eve as "Little Miss Evil".
      Is this a fair description of Eve?

OR

   ii. '*All About Eve* appears to have a happy ending.'
       Discuss.

2. *Island: Collected Stories* **by Alistair MacLeod**

   i.   To what extent do memories influence the characters' lives in these stories?

OR

   ii. How do the characters in these stories respond to the difficult choices they have to make?

3. *Medea* **by Euripides**

   i.   '*Medea* is a play about betrayal.'
      Discuss.

OR

   ii. 'Euripides's character Medea acts only out of self-interest.'
       To what extent do you agree?

4. *The White Tiger* **by Aravind Adiga**

   i.   'Family is one of the main reasons why people are trapped in the rooster coop.'
      Do you agree?

OR

   ii. 'Balram may be the hero of his story but he is also a villain.'
       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 *Invictus* **directed by Clint Eastwood and** *Ransom* **by David Malouf**

    i. "The past is the past. We look to the future now." (*Invictus*)
       Compare how *Invictus* and *Ransom* examine the influence of the past on the future.

<div align="center">OR</div>

    ii. Compare what these two texts suggest about the use of power.

Pair 2 *Black Diggers* **by Tom Wright and** *The Longest Memory* **by Fred D'Aguiar**

    i. 'Those who are treated cruelly can still find in themselves a capacity for love and compassion.'
       Compare how these two texts examine this idea.

<div align="center">OR</div>

    ii. "That morning I faced the world for the first time as a nobody, nameless." (*The Longest Memory*)
       Ern asks: "Does it have to be my real name?" (*Black Diggers*)
       Compare what these two texts suggest about the importance of names.

<div align="right">END OF SECTION B</div>

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 will be 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 points of view presented.

Background information

Following many news articles concerning robots and their potential to change the world, a national daily newspaper explored the issue of robots and artificial intelligence (AI) and the impact on society in a feature article. A letter in response to the article appeared in the newspaper the following day.
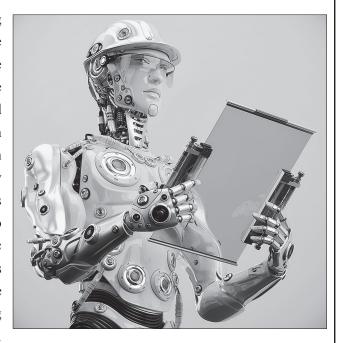
The feature article below was published in a national daily newspaper.

Feature Article: Our Future with Robots

It is time for us to take a stand against a growing problem in our society. This problem is the increase in automation and the use of artificial intelligence (AI) in our workplaces and homes, and the dire consequences this will have for our community and our way of life. We are constantly bombarded with information about robots, telling us what they can do, how versatile they have become and how many hours they save for their owners. Big businesses use them to clean offices, hotels are starting to use them for room service, homes have robotic vacuum cleaners and it goes even further – robots can diagnose some illnesses and perform some surgical procedures! Driverless cars are coming closer. It is like a science fiction novel come to life.

Of course we all like the idea of a robot cleaning the house for us while we are at the movies. But what about a robot that is cleverer than we are? An 'algorithm'[1] prying into our purchases and banking details while we are out? What about its ability to retain and later share our private affairs? This is no exaggerated fantasy. This is the now. It is the software that powers robots that makes them so threatening. We all leave digital fingerprints on the web, through social media, purchases and searches. This data can be analysed and assumptions made about us that can then be shared, for instance with prospective employers. Big Robot is watching!

It is a fact that already in the Netherlands there are two automated harbour terminals. Many lower-skilled workers have been displaced. There is a large shopping centre chain that is trialling robots as cleaners. Just think about people who usually work as cleaners. What will become of them? And before office workers feel too secure – middle management jobs will be the next to be done more cheaply and perhaps better by these metal monsters. One prediction is that this will save billions of dollars a year – and money is powerful. Humans are going out of fashion.

We need to stand up for the values that matter to us all. Remember what a robot can't do – love, nurture, hug, understand emotion. Let us demand legislation to stop them from taking over before it is too late.

Think about our society. What do we really want it to be like?

John Jones, well-known writer on social concerns

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[1]**algorithm** – a process to be followed in calculations or other problem-solving operations, especially by a computer

The letter below was published in the same newspaper the following day.

Letter

Oh dear, here we go again. Yesterday's article was full of conservative, alarmist nonsense. How many such 'warnings' have we had over the years? TV will give you square eyes. Cars will make you lazy. None of these disasters has happened and they won't – and nor will robots have the dread consequences this article seems to fear. Humans are versatile; we are resilient. The human race survived the Industrial Revolution. Surely that was a bigger upheaval than this!

Let's look at some facts. The World Economic Forum tells us that 65% of employers are focused on retraining workers whose jobs are adversely affected by artificial intelligence. And there are positives – many new jobs are created by AI and in the workplace robotics is known to increase safety. Why should some citizens perform lowly and unskilled work? They should be given better opportunities than that.

We need to be rational about this. No, a robot might not be able to love – but it can give a parent more quality time with a child. No, you can't cuddle one – but you can have a real conversation with your partner while the car drives itself. You don't want a robot to understand you, but you can always use more leisure time and that is what a robot can give you. Your family can do the understanding. Is your online purchase history really so interesting to anyone but yourself?

Without change, without development, we will become like the dinosaurs – extinct. We must evolve to fit the times. We must ignore this writer's theatrical scare tactics. We must approach the future with intelligence and an open mind.

Ashley O'Hara, Springtown

END OF SECTION C
TURN OVER

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

END OF TASK BOOK

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