



Victorian Certificate of Education 2005

General Achievement Test

Wednesday 8 June 2005

Reading time: 10.00 am to 10.15 am (15 minutes)

Writing time: 10.15 am to 1.15 pm (3 hours)

QUESTION BOOK

Structure of book

<i>Type of questions</i>	<i>Number of questions to be answered</i>	<i>Suggested times (minutes)</i>	<i>Suggested time allocation</i>
Writing Task 1	1	30	10.15 – 10.45
Writing Task 2	1	30	10.45 – 11.15
Multiple-choice questions	70	120	11.15 – 1.15

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners, rulers, and an English and/or bilingual 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

- Question book of 46 pages.
- Answer sheet for multiple-choice questions.
- Script book for **both** Writing Task 1 and Writing Task 2.

Instructions

- Write your **student number** on the script book.
- Check that your **name** and **student number** as printed on your answer sheet for multiple-choice questions are correct, **and** sign your name in the space provided to verify this.
- Follow the times suggested for each task.
- You may complete tasks in any order and you may return to any task at any time.
- Do not waste time on one particular multiple-choice question. If you find a question very difficult, return to it later.
- Answer all questions.
- All written responses must be in English.

At the end of the test

- Place the answer sheet for multiple-choice questions inside the front cover of the script book.
- You may keep this question book.

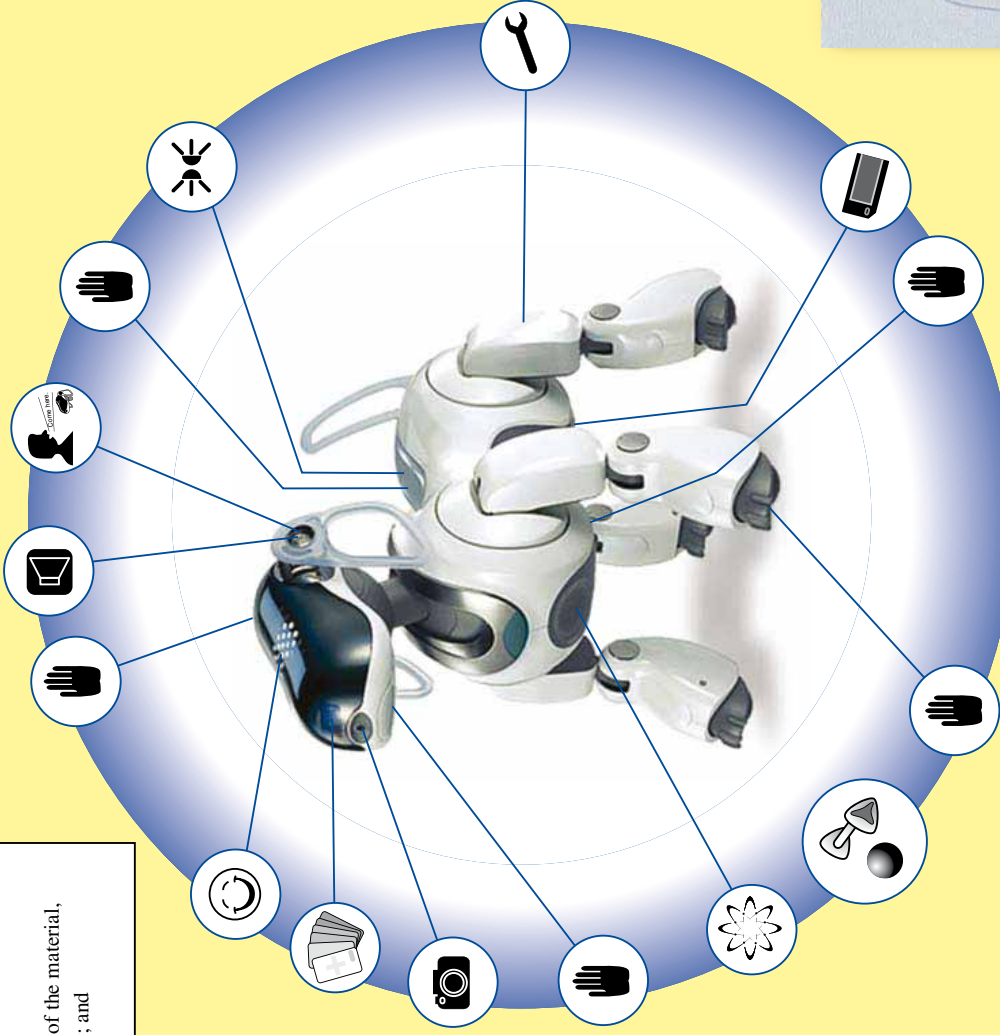
Students are NOT permitted to bring mobile phones and/or any other electronic communication devices into the examination room.

The Virtual Pet

WRITING TASK 1 To be answered in the script book in pen, not pencil.
You are advised to allocate 30 minutes to this task.

Consider the information on these two pages.
Develop a piece of writing presenting the main information in the material. You should **not** present an argument.
Your piece will be judged on:

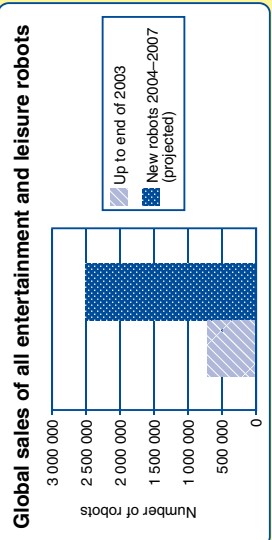
- how well you organise and present your understanding of the material,
- your ability to communicate the information effectively; and
- how clearly you express yourself.



Touch sensors	Allow the Virtual Pet to 'feel' human contact. Its back lights up white when stroked, and its head tilts. Its ears and tail can also move in response.
Microphones	Detect sounds, allowing the Virtual Pet to respond to its owner's voice.
Camera	Enables the Virtual Pet to recognise owner's face and avoid objects in its path.
Motors	20 independent motors allow for movement of legs, head, ears and tail.
Ball & bone	The Virtual Pet recognises these as its favourite toys and will look for them.
The Virtual Pet cards	By showing the Virtual Pet different cards, it can perform tricks such as dancing, sitting and lifting its leg.
Vocabulary	The Virtual Pet can be programmed to learn words and phrases such as 'Shake hands' and 'Come here'.
Memory stick	The 'brain' of the Virtual Pet enables it to function and gives it a personality. Each Virtual Pet can be programmed differently.
Charger	The Virtual Pet's batteries need to be charged regularly.
Back lights	Different lights on the back show the Virtual Pet's mood/condition, such as 'sleepy' or 'searching for owner'.
Emotion	The Virtual Pet shows 'emotion' through coloured flashing lights in its 'eyes': green = happy; blue = sad; red = angry.

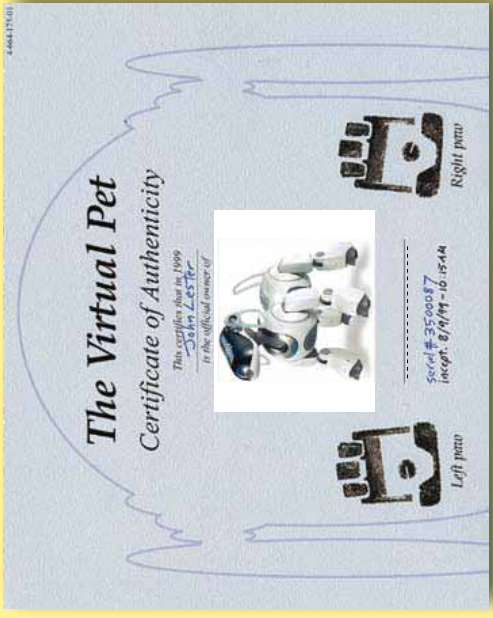
Survey of Virtual Pet owners: differences between the Virtual Pet and a real dog

	The Virtual Pet	Real Dog
Shows 'emotions'	✓	✓
Needs food	✗	✓
Can recognise owner	✓	✓
Needs shelter	✓	✓
Can bite	✗	✓
Needs grooming	✗	✓
Needs exercising	✗	✓
Can learn new tasks independently	✗	✓
Teaches children about responsibility	?	✓



The Virtual Pet's statistics

HEIGHT	266 mm
LENGTH	274 mm
WEIGHT	1.65 kg
COST	\$1885.00



WRITING TASK 2*To be answered in the script book in pen, not pencil.**You are advised to allocate 30 minutes to this task.*

Consider the statements below.

Based on **one or more** of the statements, develop a piece of writing presenting your point of view.

Your piece of writing will be judged on:

- the extent to which you develop your point of view in a reasonable and convincing way; and
- how effectively you express yourself.

Sport is given too much importance in our society, and it takes attention away from more important things.

Playing sport can help us to grow and be responsible.

Sport gives people the challenge and the sense of achievement that are needed for physical and mental health.

Sport brings out the worst in people. Many more people are harmed by sport than are helped by it.

MULTIPLE-CHOICE QUESTIONS

*To be answered on the Answer Sheet for
Multiple-Choice Questions.*

You are advised to allocate 2 hours to this task.

Choose the response that is **correct**, or that **best answers the question**, and shade the square on the answer sheet for multiple-choice questions according to the instructions on that sheet.

A correct answer is worth 1 mark, an incorrect answer is worth 0 marks. No marks will be given if more than one answer is shown for any question. Marks will **not** be deducted for incorrect answers.

UNIT 1

Questions 1 – 4

Passage 1

Blog (bläg) *n.* [short for Web log]

1. a website that accommodates easy and frequent posting on any topic; **2.** an online platform for personal anecdotes, criticism and discussion, often featuring links to other websites; **3.** an outlet for obsessive¹ personalities.

The definition above was written by a blogger — the name given to a person who participates in blogging on the Internet. The same person wrote the following passage about her experiences of blogging.

Passage 2

In March 2000, I'd abandoned the practice of law and accepted a nine-to-five position as an editor with a publishing company. I threw myself into the new job with an obsessive vigour that would soon mutate into burnout, just as it had in every position I'd held since law school. When office burnout struck, I stayed home and turned my energy to the Internet. 5

Within a few short weeks I had become addicted to Crabwalk.com, a blog put together by Josh Benton, a young reporter for the Dallas Morning News. I was drawn in by Benton's voice and by his idiosyncratic² coverage. He offered a unique mix of funny, personal posts and commentary on arts, culture and politics. He encouraged reader participation, responding to comments and holding a birthday-card drive for his elderly grandmother who lived in Louisiana and didn't think anyone would mark the occasion. 10

Excited by the blend of mild exhibitionism and cultural commentary I saw Benton achieving, I decided to start a blog of my own. People are drawn to blogs because they filter the news with personality. What's more bloggers aren't afraid to disagree with the mainstream media, and they have a cheap and easy forum in which to do it. Increasingly, they're posting not just links to other news sources, but also their own reviews and ideas. 15

¹ *obsessive*: consumed by one idea

² *idiosyncratic*: highly individual

Question 1

Which of the definitions in Passage 1 is reflected in the content of Passage 2?

- A 1 only
- B 1 and 2 only
- C 1 and 3 only
- D 1, 2 and 3

Question 2

Which of the definitions in Passage 1 tells us most about the writer of Passage 2?

- A 1
- B 2
- C 3
- D 1 and 2 combined

Question 3

The writer suggests that Josh Benton's website was worthwhile mainly because it was

- A scholarly.
- B excessive.
- C subversive.
- D interactive.

Question 4

According to the writer, people enjoy blogs for their

- A individuality.
- B sophistication.
- C academic content.
- D balanced reports of the news.

UNIT 2

Questions 5 – 7

Hilary bought some marshmallows. The marshmallows have a smiley face pattern on them that goes through each marshmallow and can be seen on both ends (Figure 1 (a)). She holds up a marshmallow and turns it so that she sees the views shown in I, II, III and IV (Figure 1 (b)).

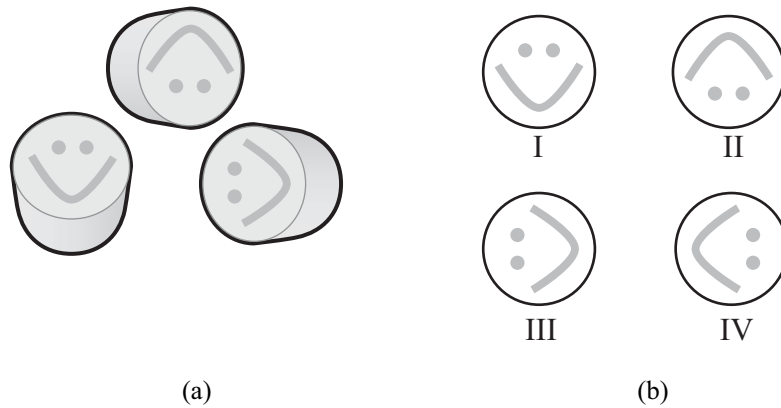
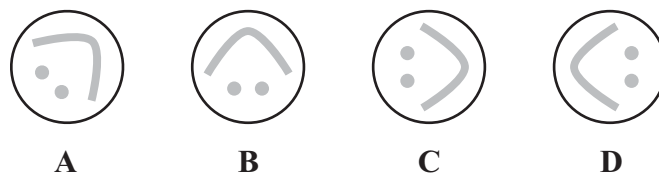


Figure 1

Question 5

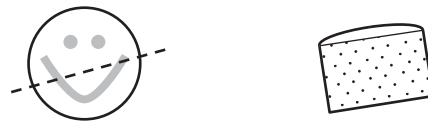
Andrew stands in front of Hilary facing her while she holds up a marshmallow so she sees view III.

What does Andrew see from his side?

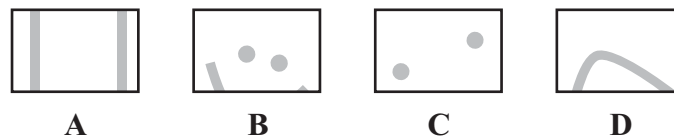


Question 6

Hilary cut up some smiley face marshmallows for her friends as shown in Figure 2. The cut side is shown shaded in Figure 2.

**Figure 2**

Which one of the following best illustrates the pattern that could be on the cut side?

**Question 7**

Hilary holds a marshmallow in front of her so she sees view I. She considers flipping it over to see the other side and rotating it 90° or 270° .

How could Hilary turn the marshmallow to see view IV?

- A** flip it over from bottom to top and rotate 90° clockwise
- B** flip it over from bottom to top and rotate 90° anticlockwise
- C** rotate it 90° anticlockwise and flip it over from bottom to top
- D** rotate it 270° clockwise and flip it over from bottom to top

UNIT 3

Questions 8 and 9

The following headlines appeared in the media in regard to the issue of a curfew for all young people under the age of 18. A curfew is a law which requires people to remain indoors between specific hours, usually at night.

<p>I <i>Youth curfew urged to curb ‘mischief-making’</i></p> <p style="text-align: right;">News article quoting Police Spokesperson, Newspaper 1</p>	<p>III <i>Curfew proposal under fire</i></p> <p style="text-align: right;">Commentary by Civil Liberties Spokesperson, Newspaper 3</p>
<p>II <i>Curfew not the answer</i></p> <p style="text-align: right;">Editorial, Newspaper 2</p>	<p>IV <i>Curfew needed to fight criminals of tomorrow</i></p> <p style="text-align: right;">Letter to the Editor, Newspaper 4</p>

Question 8

Which headline presents the most negative view of youth behaviour?

Headline

- | | |
|--|--|
| <p>A I</p> <p>B II</p> | <p>C III</p> <p>D IV</p> |
|--|--|

Question 9

Which of the headlines is **not** a personal opinion?

Headline

- | | |
|--|--|
| <p>A I</p> <p>B II</p> | <p>C III</p> <p>D IV</p> |
|--|--|

UNIT 4**Questions 10 and 11**

Seven dolphins were observed to form a dominance hierarchy (where each dolphin is more or less dominant to one or more others). Some observations of dominance were as follows:

- Alice dominant to Bert
- Carmel dominant to Dave
- Bert dominant to Dave
- Edna dominant to Felicia
- Felicia dominant to both Carmel and Bert
- Gordon dominant to both Felicia and Alice

Observations were not made of all possible pairs of dolphins, but assume that if dolphin X is dominant to dolphin Y, and dolphin Y is dominant to dolphin Z, then dolphin X is dominant to dolphin Z.

Question 10

In which one of the following pairs could the two dolphins **not** be at the same dominance level?

- A Carmel and Bert
- B Gordon and Edna
- C Alice and Felicia
- D Felicia and Dave

Question 11

Which dolphin is dominant over all the others?

- A Edna alone
- B Gordon alone
- C both Edna and Gordon equally
- D either Edna or Gordon, or both equally

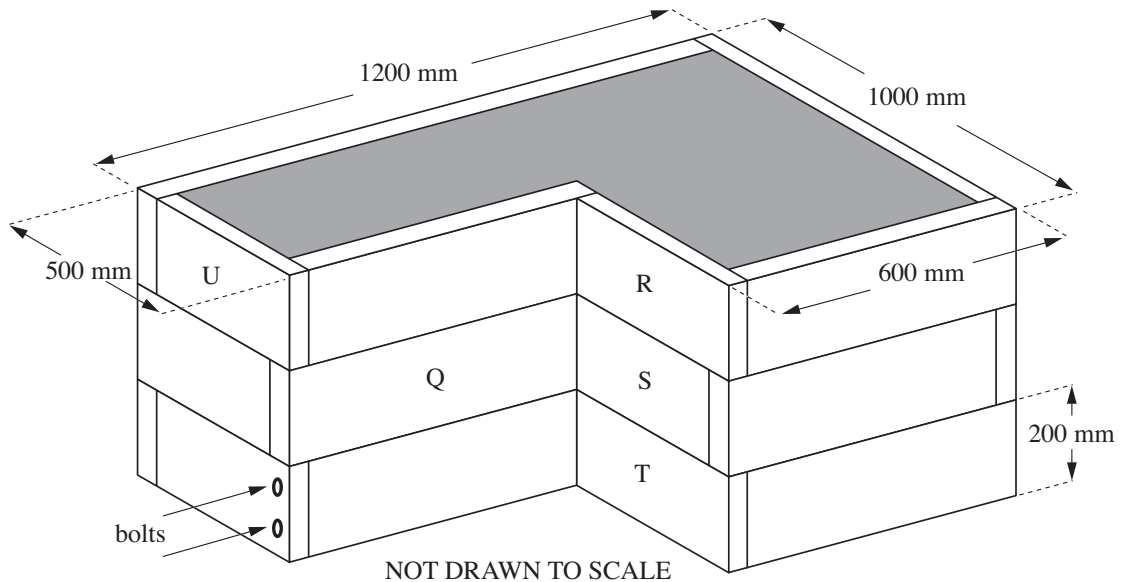
UNIT 5

Questions 12 – 14

Jamie is using the plan below to build a wooden frame to contain soil for a garden bed that will fit in a corner of a courtyard. It is made with pieces of timber that are all 200 mm wide and 30 mm thick, but vary in length.

The frame is made of three layers as shown. Each layer consists of six pieces of timber of various lengths whose ends overlap in a consistent pattern. The overlap pattern is reversed in the middle layer compared with the other two layers.

Two bolts are used at each joint of two pieces of timber (only the two bolts at one joint are shown in the figure). The three layers are not connected to each other by bolts, but by metal strips (hidden from view).



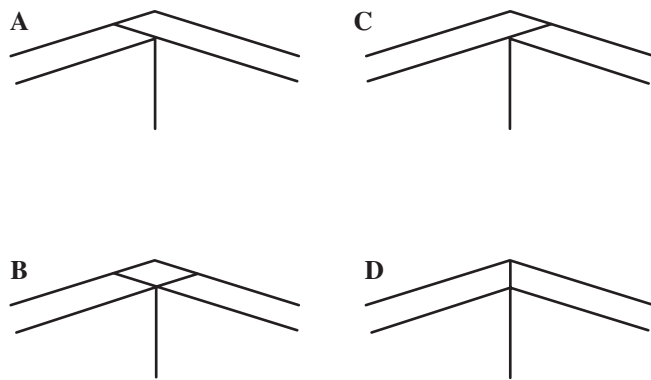
Question 12

How many pieces of timber are used to make the frame?

- A 6
- B 12
- C 18
- D 24

Question 13

How would the joint between Q and S look (from the top view)?

**Question 14**

What is the total length of timber required for one layer of the frame?

- A 4080 mm
- B 4280 mm
- C 4340 mm
- D 4400 mm

UNIT 6

Questions 15 – 18

Gillian Bouras, *A Foreign Wife*, Penguin Books, Ringwood, 1980, pp 43–44.

Due to copyright restriction,
this material is not supplied.

Question 15

The description of the punk as the 'female of the species' suggests the writer takes

- A a philosophic view of her.
- B a biological view of her.
- C a political view of her.
- D an artistic view of her.

Question 16

The people on the tram

- A are unaware of the punk.
- B hide their shock from the punk.
- C know what the punk wants to do.
- D do not know what to think of the punk.

Question 17

The Australian philhellene sees Australia as

- A vibrant and intense.
- B unpressured and open.
- C casual and complacent.
- D challenging and exciting.

Question 18

According to the writer, some see Australia as

- A too large.
- B unexciting.
- C undeveloped.
- D unwelcoming.

UNIT 7

Questions 19 – 22

Many canals have structures called *locks* built into them. A lock is a section of the canal with large watertight gates at each end. The lock allows boats moving upstream or downstream to be raised or lowered vertically to a new level by raising or lowering the water level in the lock. The lock gates are fitted with valves that can be opened to let water flow in or out (i.e. on entry or exit, water level in the lock is the same as water level in the canal).

Figure 1 shows a lock in a canal with Boat 1 upstream waiting to enter it so it can go downstream, and Boat 2 downstream waiting to travel upstream. In Figure 1, R is the water level in the lock.

The canal is wide enough so that boats can pass each other, but only one boat at a time is allowed in the lock.

- At the stage shown, both lock gates are closed, and both valves are closed.
- Gates and valves can be opened independently.

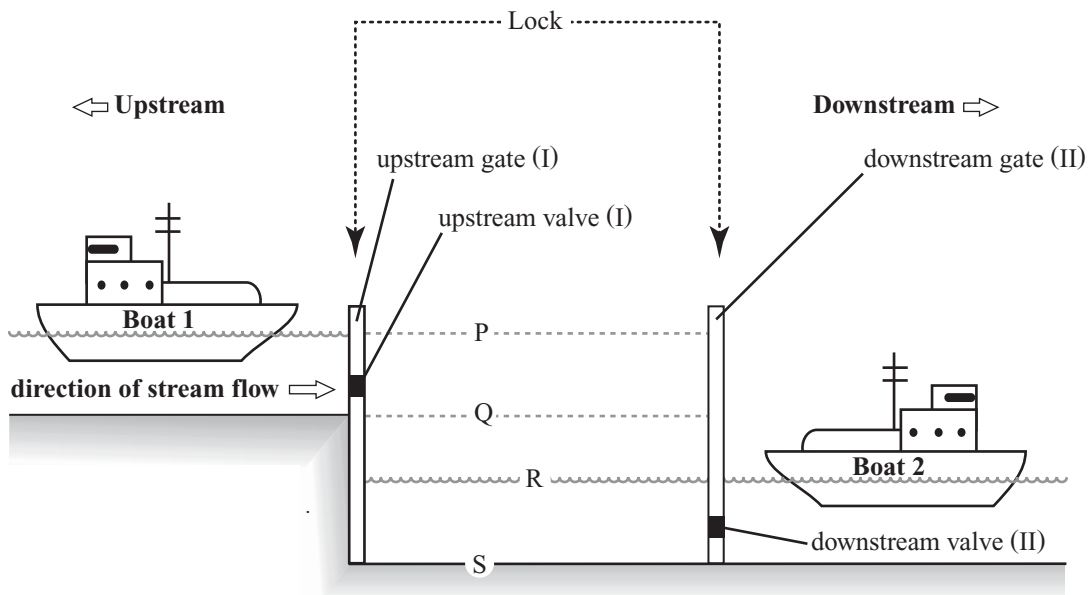


Figure 1

Question 19

If Boat 2 enters the lock, to allow it to exit on the upstream side, the water level needs to move from

- A S to Q.
- B S to R.
- C R to P.
- D R to Q.

Question 20

Suppose in the situation shown in Figure 1, Boat 2 waits while Boat 1 goes through the lock.

Starting with the stage shown, which one of the following is the correct order of operation of gates and valves?

- A open valve II – open gate II – close gate II – close valve II – open valve I – open gate I
- B open valve I – open gate II – close gate II – close valve I – open valve II – open gate I
- C open valve II – open gate I – close gate I – close valve II – open valve I – open gate II
- D open valve I – open gate I – close gate I – close valve I – open valve II – open gate II

Question 21

For Boat 1 to move through the lock downstream and Boat 2 to move through the lock upstream, how many times does the lock need to be filled to level P?

- A once whichever boat moves first
- B twice whichever boat moves first
- C once if Boat 1 moves first, but twice if Boat 2 moves first
- D twice if Boat 1 moves first, but once if Boat 2 moves first

Question 22

Starting with the situation shown in Figure 1, for both boats to pass through the lock, starting with Boat 2, which one of the following is the required order of operation of the valves?

- A open valve II – close valve II – open valve I
- B open valve I – close valve I – open valve II
- C open valve II – close valve II – open valve I – open valve II
- D open valve I – close valve I – open valve II – open valve I