



Victorian Certificate of Education 2006

ENGLISH (ESL) Written examination

Friday 27 October 2006

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>
1 Text response	31	1	30
2 Writing task – Part 1	1	1	10
– Part 2	1	1	10
– Part 3	1	1	10
			Total 60

- 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 unauthorised electronic 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 **analytical/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 half of the total assessment for the examination.

Text List

1. *A View from the Bridge*..... Arthur Miller
2. *Blueprints for a Barbed-wire Canoe*..... Wayne Macauley
3. *Border Crossing*..... Pat Barker
4. *Don't Start Me Talking: Lyrics 1984–2004*..... Paul Kelly
5. *Fine Line*..... non-print text
6. *Gattaca*..... non-print text
7. *Generals Die in Bed*..... Charles Yale Harrison
8. *Hamlet*..... William Shakespeare
9. *i for isobel*..... Amy Witting
10. *If this is a Man*..... Primo Levi
11. *I'm Not Scared*..... Niccolò Ammaniti
12. *In the Lake of the Woods*..... Tim O'Brien
13. *Inheritance*..... Hannie Rayson
14. *King Oedipus*..... Sophocles
15. *Lantana*..... non-print text
16. *Minimum of Two*..... Tim Winton
17. *Romulus, My Father*..... Raimond Gaita
18. *Selected Poems*..... Sylvia Plath
19. *Short Stories*..... Henry Lawson
20. *Sky Burial*..... Xinran
21. *Tess of the D'Urbervilles*..... Thomas Hardy
22. *The Accidental Tourist*..... Anne Tyler
23. *The Age of Innocence*..... non-print text
24. *The Baghdad Blog*..... Salam Pax
25. *The Curious Incident of the Dog in the Night-time*..... Mark Haddon
26. *The Kite Runner*..... Khaled Hosseini
27. *The Plague*..... Albert Camus
28. *The Quiet American*..... Graham Greene
29. *The Stories of Tobias Wolff*..... Tobias Wolff
30. *The Wife of Martin Guerre*..... Janet Lewis
31. *Voices & Visions from India*..... non-print text

1. ***A View from the Bridge***

- i. 'Eddie thinks he is the head of the house but really the women are more powerful.'
Do you agree?

OR

- ii. 'In *A View from the Bridge* the characters' personal beliefs about right and wrong are more important than following the laws printed in books.'
Discuss.

2. ***Blueprints for a Barbed-wire Canoe***

- i. 'The inhabitants of *ur* are fooled not by the authorities but by themselves.'
Discuss.

OR

- ii. 'The characters in this text become trapped between the values of their past and their dreams for the future.'
Discuss.

3. ***Border Crossing***

- i. 'In *Border Crossing* Tom learns more about himself than he ever understands about Danny.'
Discuss.

OR

- ii. 'In *Border Crossing* the characters' previous experiences strongly influence how they behave later in the text.'
Discuss.

4. ***Don't Start Me Talking: Lyrics 1984–2004 (Paul Kelly)***

- i. "Now my grandmother's house is a supermarket"
'Paul Kelly's lyrics communicate a strong sense of longing for the past.'
Discuss.

OR

- ii. "A little shelter, a friendly fire, some company under the bridge"
'Paul Kelly's lyrics show that companionship and a sense of belonging are essential for a happy life.'
Discuss.

5. ***Fine Line***

- i. 'The journalists interviewed in *Fine Line* are unable to separate their own personal views from their professional work. Therefore they find it difficult to be objective.'
Discuss.

OR

- ii. '*Fine Line* shows that reporting all the news is more important than protecting the privacy of some individuals.'
Discuss.

6. *Gattaca*

- i. 'In *Gattaca* the film-maker presents characters who are emotionally cold.'
Discuss.

OR

- ii. 'Vincent only succeeds because he has more help from others than he realises.'
Discuss.

7. *Generals Die in Bed*

- i. "We have learned who our enemies are – the lice, some of our officers, and Death."
'In war, there are many enemies but no true friends.'
Discuss.

OR

- ii. 'In *Generals Die in Bed* the individuals are protected more by their rank than by their courage or weapons.'
Discuss.

8. *Hamlet*

- i. Why does Hamlet delay in avenging his father's death?

OR

- ii. 'In *Hamlet* justice is achieved but the cost is too great.'
Discuss.

9. *i for isobel*

- i. "Isobel, as she listened, tried on each life to see how it would suit her."
Why does Isobel find it difficult to be herself?

OR

- ii. 'Isobel learns that honesty is essential but not enough for the development of successful relationships.'
Discuss.

10. *If this is a Man*

- i. 'Levi's relationships with others in the camp are essential to his survival.'
Do you agree?

OR

- ii. 'Primo Levi discovers that the environment of the camp quickly changes the way people behave and interact.'
Discuss.

11. *I'm Not Scared*

- i. Near the end of the novel Michele tells Filippo, "There's nothing to be scared of".
To what extent does fear motivate the characters in this text?

OR

- ii. 'It is only the isolation and poverty in Acqua Traverse that forces the adults into kidnapping and blackmail.'
Discuss.

12. *In the Lake of the Woods*

- i. "Everybody had secrets . . ."
'In this text all the characters keep their secrets and ruin their relationships.'
Discuss.

OR

- ii. 'All the characters in this text are poor, sad dreamers whose dreams do not come true.'
Discuss.

13. *Inheritance*

- i. "We all got trapped into doing things we didn't want to do."
Are the characters 'trapped' or do they behave only out of self-interest?

OR

- ii. 'In *Inheritance* the behaviour of the characters is motivated more by greed and pride than by love and loyalty.'
Discuss.

14. *King Oedipus*

- i. 'Everyone is more aware of Oedipus' situation than he is. This is what makes the play so powerful.'
Discuss.

OR

- ii. 'It is only his pride that leads King Oedipus to his downfall.'
Discuss.

15. *Lantana*

- i. Leon says: "I don't want to lose you".
To what extent are the characters' decisions based on a fear of loss?

OR

- ii. 'For the characters in *Lantana* it is easier to ignore the truth than to deal with it.'
Discuss.

16. *Minimum of Two*

- i. "Be better not bitter."

Are Winton's characters willing to struggle to live better lives?
Discuss.

OR

- ii. 'In the lives of Winton's characters "everything is not all right" and therefore there is no hope.'

Discuss.

17. *Romulus, My Father*

- i. 'Romulus experiences tragedy and disappointment in his life but he never loses his passion for living.'

Discuss.

OR

- ii. 'This text reveals more about Raimond's growing up than it does about Romulus.'

Discuss.

18. *Selected Poems (Sylvia Plath)*

- i. 'Plath's poetry conveys a strong sense of her feelings of powerlessness.'

Discuss.

OR

- ii. 'These poems show that a life without love has little meaning.'

Discuss.

19. *Short Stories (Henry Lawson)*

- i. 'Lawson's stories display both a love and a fear of the bush.'

Do you agree?

OR

- ii. 'In these stories there are so many challenges for Lawson's characters. The result is that much of their effort is meaningless.'

Discuss.

20. *Sky Burial*

- i. 'Wen travels to Tibet for love but she finds only pain.'

Do you agree?

OR

- ii. '*Sky Burial* shows us that cultural identity comes not only from a person's place of birth but also from experiences in life.'

Discuss.

21. *Tess of the D'Urbervilles*

- i. 'Much of the power of this text comes from the settings in which the important scenes take place.'
Discuss.

OR

- ii. 'In *Tess of the D'Urbervilles* the lives of vulnerable characters are ruined by an uncaring society.'
Discuss.

22. *The Accidental Tourist*

- i. "There was no room in his life for anyone as unpredictable as Muriel."
Why does Macon return to Muriel at the end of the novel?

OR

- ii. 'In *The Accidental Tourist* some characters are able to cope with loss more successfully than others.'
Discuss.

23. *The Age of Innocence*

- i. 'It is the skilful use of voice-over and visual image that so effectively tells the story in this film.'
Discuss.

OR

- ii. 'In this film men and women have to make sacrifices for those they love.'
Discuss.

24. *The Baghdad Blog*

- i. "To see your city destroyed before your own eyes is not a pain that can be described and put to words."
'Salam Pax powerfully shows the pain that comes from the destruction of his city.'
Discuss.

OR

- ii. 'In *The Baghdad Blog*, as the threat of conflict approaches, politics becomes less important than the daily task of survival.'
Discuss.

25. *The Curious Incident of the Dog in the Night-time*

- i. 'Christopher's father is the one person who really understands him.'
Do you agree?

OR

- ii. 'In *The Curious Incident of the Dog in the Night-time* problems occur for the characters when trust is broken.'
Discuss.

26. *The Kite Runner*

- i. Baba says: "A boy who won't stand up for himself becomes a man who can't stand up to anything".
Is this true of Amir?

OR

- ii. 'The characters in *The Kite Runner* are motivated more by self-interest than by honour.'
Discuss.

27. *The Plague*

- i. 'The real heroes in *The Plague* are the ordinary people of Oran who do their best to manage the effects of the plague.'
Do you agree?

OR

- ii. 'For the characters in *The Plague* separation from those they love causes more suffering than the life-threatening events.'
Discuss.

28. *The Quiet American*

- i. 'Fowler is hostile towards Pyle mainly because they have different beliefs.'
Discuss.

OR

- ii. 'In *The Quiet American* the characters' ideals are always challenged by reality.'
Discuss.

29. *The Stories of Tobias Wolff*

- i. 'The characters in Wolff's stories have choices but they rarely choose wisely.'
Discuss.

OR

- ii. 'In these stories the search for happiness always ends in failure.'
Discuss.

30. *The Wife of Martin Guerre*

- i. Does Bertrande gain more than she loses by denouncing the impostor?

OR

- ii. Is *The Wife of Martin Guerre* a moral tale or a love story?

31. *Voices & Visions from India*

- i. How does this text show the complexities of relationships in India?

OR

- ii. 'For the people in *Voices & Visions from India*, the expectations of the family and of society are more important than love.'
Discuss.

SECTION 2 – Writing task**Instructions for Section 2**

Section 2 consists of **three** parts.

Parts 1, 2 and 3 are equally weighted.

Section 2 is worth half of the total assessment for the examination.

Carefully read the following material on **money and happiness** and then complete **all three** parts.

Part 1

Write a note-form summary of the editorial ‘There’s more to happiness than money’ found on page 11.

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

Part 2

The writer of the financial advice article found on page 12 attempts to persuade young people that happiness can be gained by ‘Making money work for you . . .’ The article was published in *Starting Out*, a magazine for young people.

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

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

Part 3**Can Money Buy Happiness?**

You have entered a state-wide essay competition. The topic is ‘Can Money Buy Happiness?’.

Write the essay expressing your point of view.

Draw on any or all of the task material on **pages 10–13**.

TASK MATERIAL***Can Money Buy Happiness?***

In Australia we live in a rich society where most people expect to own a car, a computer and a mobile phone. This expectation can be both positive and negative.

Some people find a type of happiness in the independence and choice that money can bring. For others, though, happiness is simply not connected to having money and the things it can buy.

The issue to consider is: can money buy happiness?

Use only the material on this page for Part 1, the **note-form** summary.

The following is an editorial published in a free community newsletter called Life Issues.

There's more to happiness than money

Unhappiness is now a familiar part of wealthy societies. Data shows that there is no relationship between people's income and happiness. Poor people may be happy and rich people may be sad. As an example, a recent survey found that people in Mexico were, on average, happier than people in Australia. Mexico is a poor country in comparison to Australia. In Mexico, the average income buys only one third of what the average Australian income will buy.

Why, then, is there so much unhappiness in a wealthy country like Australia? There are two reasons. First, individuals adjust to higher incomes. Consequently, over time, a higher income has less effect on happiness.

Secondly, individuals compare themselves to others around them. People begin to feel dissatisfied and unhappy when they see friends and neighbours with more wealth, and acquiring more in life.

Where, then, do people find happiness? Some people find it at home with family and in loving relationships. Some find it in good health. Some find it with friends. Others find happiness in purposeful work or in caring for others.

Perhaps people should think of happiness as a feeling that is experienced for a short time rather than as a permanent feeling about life.

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

The following is an article providing financial advice, published in *Starting Out*, a magazine for young people.

MAKING MONEY WORK FOR YOU . . .

Now you're earning money, why not make your money work for you?

Think of all the things that make you happy. Now, you can work towards achieving them and still have a life, still enjoy your money! There are plenty of websites to give you secure, sound, safe advice. This article too is written especially for you.

Heard of compound interest? **Heard** of stocks and shares? Sounds boring, but trust me and your money will really start to work for you! All you need is \$1 000 to get you started. The excitement of investing is always there as changes can happen so fast! It never gets boring.

Once you've invested your money, based on the advice of *Starting Out's* experienced experts, you need not worry any more. But you will need a plan.

Start by writing down all the things that you enjoy spending your money on. Your mobile phone? iPod? Faster Internet connection? Now, **write down** all the things that would make your life easier and happier. Overseas travel? A car? A deposit on an apartment?

Next, **think** of all the little things we really don't need to buy. The 4 o'clock chocolate bar? The new T-shirt? The 'must have' new hair product? You don't have to give up everything. You just need to understand that for future financial happiness you may have to delay some enjoyment until later.

It may be a little hard now, but think about it: how much does happiness cost?

Case studies of lifestyle choices

CHOCOLATES 4 US

Twins Simon and Sue Dawson began helping their mother in her small chocolate business when they were six years old. At ten they began to sell their own varieties to school mates and shops in their local community. They called their little business 'Chocolates 4 Us' and they developed a web page.

Now, at eighteen, they have their own factory employing nine workers and their products are selling in every Australian state. Their 'small business' is now a major company earning over a million dollars a year!

They think it's hard work but the money is worth it!

VOLUNTEER REWARDS

I've learned so much by working in a developing country. I'm sharing the simple daily life of the local people as well as working with the Foundation to rebuild this country through peace-building and education.

I don't save lives but I am a small cog in a vast mechanism which may encourage young people to become farmers and doctors instead of soldiers.

I can't claim much credit, but I am making a bigger difference here than I was sitting in my swivel chair in an air-conditioned office in Melbourne. And I'm having the greatest experience of my life doing it!

Sam

THE SIMPLE LIFE

Young couple, Omar and Hanna, see no need to build an investment portfolio or work ten hours a day for a well-paid promotion. They enjoy their lifestyle in a small country town.

They both work part time and share the care of their young child. They also run a small, home-based business and sell their goods through local shops and markets.

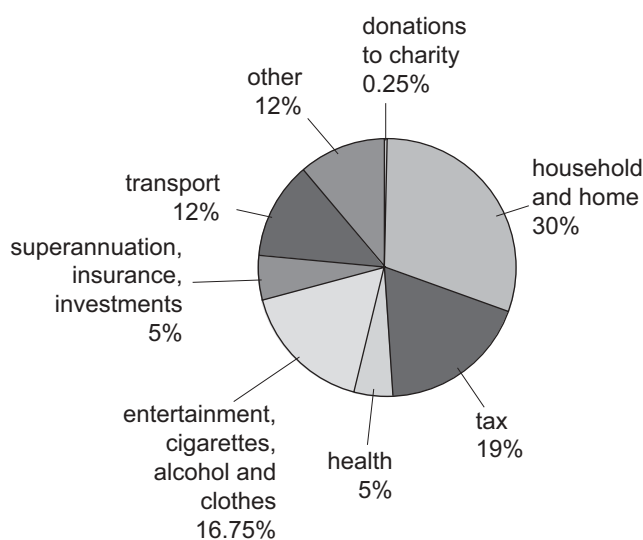
'Life wasn't meant to be easy, but it doesn't have to be frantic,' says Hanna.

She is content to buy what she can afford and does not yearn for the latest gadget or fashion item.

'We are very happy with the quality of our life,' she smiles.

Other information and ideas

What our community spends in a week



Wealth may be an excellent thing, for it means power, and it means leisure, and it means liberty.

– James Russell Lowell

In a caring society, people use their wealth for the good of others.

– M J

In Australia, if the popularity of national lotteries is anything to go by, the vast majority of us hope to become really rich...

– A website

'Many people have a wrong idea of what true happiness is all about. Happiness does not come from focusing on yourself, but through following a worthwhile purpose.'

– paraphrased from Helen Keller who was born visually and hearing impaired

END OF SECTION 2

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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