



# Victorian Certificate of Education 2006

## ENGLISH

### 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 – Part 1	31	1	20
– Part 2	31	1	20
2 Writing task – Part 1	1	1	10
– Part 2	3	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 16 pages, including **Assessment criteria** on page 16.
- Three script books: a purple book, a beige book and a red book. All script books contain unruled (rough work only) pages for making notes, plans and drafts if required.

#### 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 Part 1 answer in the **purple** script book and your Part 2 answer in the **beige** script book.
- For each answer, write the name of the text in the box provided on the **cover** of the script book.

#### Section 2 – Writing task

- Write both of your answers in the **red** script book.

#### At the end of the task

- Place all script books inside the front cover of one of the used script books.
- 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**

Section 1 consists of two parts – Part 1 and Part 2.

Section 1 is worth two-thirds of the total assessment for the examination.

You must complete **one** response from Part 1 and **one** response from Part 2.

You must write on **either** two **different** print texts **or** on one print text and one non-print text in Section 1.

**You must not write on the same text in Part 1 and Part 2.**

**You must not write on two non-print texts.**

Both answers must be **analytical/expository** pieces of writing.

In each 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 answers will be assessed according to the criteria set out on page 16 of this book.

## 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

**Part 1****Instructions for**

Part 1 requires students to develop a sustained interpretative point of

**Do not write on the same**

**Do not write on**

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

‘Eddie sees himself as the head of the family but the women are actually more powerful.’

Do you agree?

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

‘The inhabitants of *ur* are fooled not by the authorities but by themselves.’

Discuss.

**3. *Border Crossing***

‘In *Border Crossing* Tom learns more about himself than he ever understands about Danny.’

Discuss.

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

“Now my grandmother’s house is a supermarket”

‘Paul Kelly’s lyrics convey a strong sense of nostalgia for an idealised past.’

Discuss.

**5. *Fine Line***

‘The journalists interviewed in *Fine Line* are unable to separate their own personal views from their investigative research. Consequently, they find it difficult to be objective.’

Discuss.

**6. *Gattaca***

‘In *Gattaca* the film-maker creates a cold and emotionally barren world unrelieved by human warmth.’

Discuss.

**7. *Generals Die in Bed***

“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.

**8. *Hamlet***

Why does Hamlet delay in avenging his father’s death?

**Section 1 – Part 1**

view about a text, supported by detailed analysis and reference to the text.

**text in Part 1 and Part 2.**

**two non-print texts.**

**9. *i for isobel***

“Isobel, as she listened, tried on each life to see how it would suit her.”

Why does Isobel find it difficult to be herself?

**10. *If this is a Man***

‘How Levi manages his relationships with others in the camp is crucial to his survival.’

Do you agree?

**11. *I’m Not Scared***

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?

**12. *In the Lake of the Woods***

Ruth Rasmussen says of John: “The man was like one of them famous onions. Keep peeling back the layers, there’s always more”.

Do you agree with this description of John?

**13. *Inheritance***

“We all got trapped into doing things we didn’t want to do.”

Are the characters ‘trapped’ or do they act out of self-interest?

**14. *King Oedipus***

‘Everyone is more aware of Oedipus’ situation than he is. This is what makes the play so powerful.’

Discuss.

**15. *Lantana***

Leon says: “I don’t want to lose you”.

To what extent are the decisions made in *Lantana* based on a fear of loss?

**16. *Minimum of Two***

“Be better not bitter.”

To what extent are Winton’s characters willing to struggle to live better lives?

**17. *Romulus, My Father***

‘Romulus’s life is marked by tragedy and chaos. Nevertheless, he never loses his passion for living.’

Discuss.

**Part 1****Instructions for**

Part 1 requires students to develop a sustained interpretative point of

**Do not write on the same**

**Do not write on**

**18. *Selected Poems (Sylvia Plath)***

‘Plath’s poetry conveys a strong sense of her feelings of entrapment and powerlessness.’

Discuss.

**19. *Short Stories (Henry Lawson)***

‘Lawson’s stories display both a love and a fear of the bush.’

Do you agree?

**20. *Sky Burial***

‘Wen travels to Tibet for love but she finds only pain.’

Do you agree?

**21. *Tess of the D’Urbervilles***

‘Much of the power of this text comes from the settings in which its important scenes take place.’

Discuss.

**22. *The Accidental Tourist***

“There was no room in his life for anyone as unpredictable as Muriel.”

Why, then, does Macon return to Muriel at the end of the novel?

**23. *The Age of Innocence***

‘It is the skilful interweaving of voice-over and visual image that so effectively tells the story in this film.’

Discuss.

**24. *The Baghdad Blog***

“To see your city destroyed before your own eyes is not a pain that can be described and put to words.”

How does Salam Pax convey the pain that comes with this destruction?

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

‘Christopher’s father is the one person who really understands him.’

Do you agree?

**26. *The Kite Runner***

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?

**Section 1 – Part 1**

view about a text, supported by detailed analysis and reference to the text.

**text in Part 1 and Part 2.**

**two non-print texts.**

**27. *The Plague***

‘The real heroes in *The Plague* are the ordinary people of Oran who strive to deal with the effects of the plague.’

Do you agree?

**28. *The Quiet American***

Why is Fowler so antagonistic towards Pyle?

**29. *The Stories of Tobias Wolff***

‘There are choices offered in Wolff’s stories, but the characters rarely choose wisely.’

Discuss.

**30. *The Wife of Martin Guerre***

Why does Bertrande denounce the impostor?

**31. *Voices & Visions from India***

How does this text reveal the complexities of relationships in India?

**Part 2****Instructions for**

Part 2 requires a developed and sustained discussion that

**Do not write on the same****Do not write on****Part 2****1. *A View from the Bridge***

‘*A View from the Bridge* shows that valuing moral justice is more important than following written law.’

Discuss.

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

‘This text shows the dangers for those who become trapped between the values of their past and their dreams for the future.’

Discuss.

**3. *Border Crossing***

‘*Border Crossing* demonstrates that people’s prior experiences determine the values that shape their later lives.’

Discuss.

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

“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 life of contentment.’

Discuss.

**5. *Fine Line***

‘*Fine Line* illustrates that the public’s right to know is more important than individual privacy.’

Discuss.

**6. *Gattaca***

‘*Gattaca* shows that we should admire effort even in the face of seemingly impossible odds.’

Discuss.

**7. *Generals Die in Bed***

‘This text demonstrates that in dangerous situations individuals are protected more by their rank than by their courage.’

Discuss.

**8. *Hamlet***

‘*Hamlet* demonstrates that although the pursuit of justice is admirable, its achievement is often gained at a greater cost than we expect.’

Discuss.



**Section 1 – Part 2**

analyses the underlying social or cultural values embodied in a text.

**text in Part 1 and Part 2.**

**two non-print texts.**

**9. *i for isobel***

'*i for isobel* demonstrates that while honesty is essential, it is not always enough to sustain successful relationships.'

Discuss.

**10. *If this is a Man***

'This text shows how easily immediate necessity can overcome social conventions and behaviour.'

Discuss.

**11. *I'm Not Scared***

'*I'm Not Scared* demonstrates that a vast gap between wealth and poverty in a society generates corruption and violence.'

Discuss.

**12. *In the Lake of the Woods***

'This text shows that, no matter what the intent, deceit is destructive.'

Discuss.

**13. *Inheritance***

'This text shows that in families, greed and pride are greater forces than love and loyalty.'

Discuss.

**14. *King Oedipus***

'*King Oedipus* shows that pride and self-assurance can be strengths as well as weaknesses.'

Discuss.

**15. *Lantana***

'*Lantana* demonstrates that it is easier to live a life of deceit than to deal with the truth.'

Discuss.

**16. *Minimum of Two***

'These stories show that, no matter how difficult, it is necessary to find the strength to maintain loyalty in relationships.'

Discuss.

**Part 2****Instructions for**

Part 2 requires a developed and sustained discussion that

**Do not write on the same****Do not write on****17. *Romulus, My Father***

'*Romulus, My Father* demonstrates that "nothing matters so much in life as to live it decently".'

Discuss.

**18. *Selected Poems (Sylvia Plath)***

'These poems demonstrate that a life without love has little meaning.'

Discuss.

**19. *Short Stories (Henry Lawson)***

'These stories tell us that much of human endeavour is pointless in the face of the challenges that life brings.'

Discuss.

**20. *Sky Burial***

'*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***

'*Tess of the D'Urbervilles* condemns the destruction of the vulnerable by a society based on indifference and self-interest.'

Discuss.

**22. *The Accidental Tourist***

'This text demonstrates that, through coming to terms with loss, people can successfully reassess what is important.'

Discuss.

**23. *The Age of Innocence***

'This film demonstrates the necessity for men and women to make sacrifices for those they love.'

Discuss.

**24. *The Baghdad Blog***

'This text demonstrates that, as conflict becomes imminent, politics is less important than the daily task of survival.'

Discuss.

**Section 1 – Part 2**

analyses the underlying social or cultural values embodied in a text.  
**text in Part 1 and Part 2.**  
**two non-print texts.**

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

‘This text demonstrates the importance of trust and the problems that occur when trust is broken.’  
Discuss.

**26. *The Kite Runner***

‘*The Kite Runner* demonstrates that people are motivated more by self-interest than by honour.’  
Discuss.

**27. *The Plague***

‘This text tells us that the only meaning life has is the meaning that we ourselves decide to give it.’  
Discuss.

**28. *The Quiet American***

“Nobody can go on living without some belief.”  
‘This text shows that beliefs and ideals are always moderated by reality.’  
Discuss.

**29. *The Stories of Tobias Wolff***

‘These stories suggest that the search for happiness always ends in failure.’  
Discuss.

**30. *The Wife of Martin Guerre***

‘This text shows that morality is meaningless without compassion.’  
Discuss.

**31. *Voices & Visions from India***

‘This text suggests that love must always be secondary to the expectations of the family and of society.’  
Discuss.

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

Section 2 consists of two parts, Part 1 and Part 2.

Section 2 is worth one-third of the total assessment for the examination.

Carefully read all of the following material and then **complete both parts**.

***Can Money Buy Happiness?*****Part 1*****Analysis of language use***

Complete the following task.

In a coherently constructed piece of prose, analyse the ways in which language is used to present a point of view in **both** the financial advice article **and** the editorial found on **page 13**.

**Part 2*****Presentation of a point of view***

Complete **one** of the following tasks. Draw on the task material provided on pages 12–15 as you think appropriate.

- a. You are to speak at a public forum on the topic ‘Can Money Buy Happiness?’.

**Write a speech** expressing your point of view on this topic.

**OR**

- b. *Life Issues* magazine is conducting an essay competition.

The topic is ‘Can Money Buy Happiness?’.

**Write your essay** for this competition.

**OR**

- c. You have read the Editorial in *Life Issues* on page 13.

**Write a letter to the editor** of this magazine expressing your view on whether money can buy happiness.

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

In Australia we live in a comparatively affluent 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 – Analysis of language use

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

## MAKING MONEY WORK FOR YOU . . .

Now you've got some 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. There are plenty of websites to give you good, sound, safe advice.

Ever heard of compound interest? Sounds boring but, trust me, it could really work for you! All you need is \$1 000 to get you going.

The excitement of stocks and shares can be yours! Once you've invested your money you need not worry any more. Focus on enjoying the good things your money will buy while others do the worrying for you. But, you will need a plan.

Start by writing down all the things you'll need money for. Mobile phone? iPod? Faster Internet connection? Overseas travel? A car? The deposit on an apartment?

You do not need to give up everything to make all this a reality. You do need to understand, however, that future financial happiness may involve a little present pain.

Think of all the little things that we can really do without. What would it be for you? That 4 o'clock chocolate bar? That snappy new T-shirt? That 'must have' new hair product?

It might cost a little bit now, but think about it: what price happiness?

The following is an **editorial** published in a monthly magazine called *Life Issues*.

## There's more to happiness than money . . .

Unhappiness is endemic in affluent societies. Data shows there is little relationship between the level of income and happiness. A recent OECD survey found that people in Mexico are on average happier than people in Australia. In Mexico the average income buys barely one third as much as the average income purchases in Australia.

Why then, one may ask, is there comparatively so much unhappiness in a wealthy country like Australia?

In the first place, individuals adapt to higher incomes. Consequently, the effect of a higher income on life satisfaction evaporates over time. Secondly, individuals tend to make social

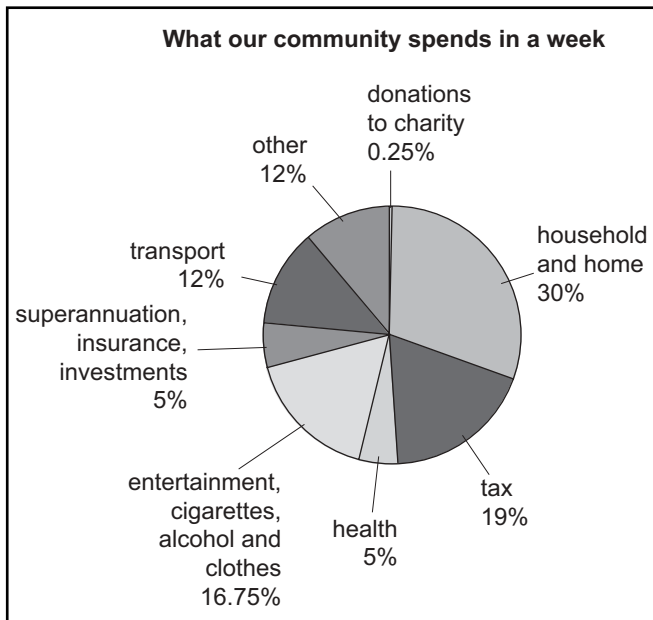
comparisons. Some argue that subjective satisfaction is affected by the assessment of one's own situation relative to one's peers.

Where, then, can one find lasting happiness? Is it found in good health? Is it at home with family and loving relationships? Is it in the company of friends? Is it found in purposeful work? Or is it perhaps in doing good for others? Perhaps one should think of happiness as ephemeral and not seek to find it as a permanent state.

If one's unhappiness is generated by social comparisons, then instead of comparing oneself with the rich and famous, one should be content to count one's blessings.

## Additional material

Due to copyright restriction,  
this material is not supplied.



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

– *James Russell Lowell*

A fair and caring society is one in which wealth and resources are shared equitably to build community wellbeing and harmony.

– *M J*

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

– *A website*

Happiness, whether consisting in pleasure or virtue, or both, is more often found with those who are highly cultivated in their minds and in their character, and have only a moderate share of external goods, than among those who possess external goods to a useless extent but are deficient in higher qualities.

– *Aristotle*

## 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 had my mind opened in many ways 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 doctors and farmers 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 lucrative 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.

### **Assessment criteria**

The examination will address all of the criteria. All students will be examined against each criterion.

#### ***Section 1 – Text response (Parts 1 and 2)***

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)***

4. awareness of how speakers and writers use language to present their point of view
5. control of expressive and effective language appropriate to the task

#### ***Section 2 – Writing task (Part 2)***

6. ability to present a point of view which shows awareness of purpose, audience and form in shaping the piece of writing
7. knowledge and understanding of the material presented
8. control of expressive and effective language appropriate to the task

**END OF TASK BOOK**

