



# Victorian Certificate of Education 2007

## ENGLISH (ESL) Written examination

Friday 2 November 2007

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	30	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 15 pages, including **Assessment criteria** on page 15.
- 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 15 of this book.

Section 1 is worth half of the total assessment for the examination.

### Text List

1. *A Man for all Seasons*..... Robert Bolt
2. *A View from the Bridge*..... Arthur Miller
3. *Blueprints for a Barbed-Wire Canoe*..... Wayne Macauley
4. *Citizen Kane*..... non-print text
5. *Don't Start Me Talking: Lyrics 1984–2004*..... Paul Kelly
6. *Fine Line*..... non-print text
7. *Generals Die in Bed*..... Charles Yale Harrison
8. *Hamlet*..... William Shakespeare
9. *Hard Times*..... Charles Dickens
10. *Home*..... Larissa Behrendt
11. *If this is a Man*..... Primo Levi
12. *I'm Not Scared*..... Niccolò Ammaniti
13. *Inheritance*..... Hannie Rayson
14. *In the Lake of the Woods*..... Tim O'Brien
15. *Lantana*..... non-print text
16. *Look Both Ways*..... non-print text
17. *Minimum of Two*..... Tim Winton
18. *Nineteen Eighty-Four*..... George Orwell
19. *Of Love and Shadows*..... Isabel Allende
20. *Romulus, My Father*..... Raimond Gaita
21. *Selected Poems*..... Sylvia Plath
22. *Sky Burial*..... Xinran
23. *The Accidental Tourist*..... Anne Tyler
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. *Voices & Visions from India*..... non-print text

1. *A Man for all Seasons*

- i. How does the Common Man help the audience to understand the complexities of More's character?

OR

- ii. 'In *A Man for all Seasons*, society's values are really only what the most powerful group wants. The values of the individual are not important.'

Discuss.

2. *A View from the Bridge*

- i. Early in the play Alfieri says of Eddie: "He was as good a man as he had to be in a life that was hard and even".

Is this an accurate description of Eddie's character?

OR

- ii. 'In this play the characters' strong emotions make it difficult for them to think clearly and do the right thing.'

Discuss.

3. *Blueprints for a Barbed-Wire Canoe*

- i. 'Fear is the only thing that keeps the people of *ur* together.'

Discuss.

OR

- ii. 'Self-interest makes and also destroys the community of *ur*.'

Discuss.

4. *Citizen Kane*

- i. The film *Citizen Kane* is organised like a search, an investigation into the mystery of Kane's life. How effectively does this way of organising the film reveal Kane's character?

OR

- ii. 'This text shows that wealth and power are not satisfactory substitutes for loyalty and friendship.'

Discuss.

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

- i. 'Paul Kelly's lyrics show lives of disappointment and loss.'

Discuss.

OR

- ii. 'Paul Kelly's lyrics show that it is more important to have love than possessions.'

Discuss.

6. *Fine Line*

- i. 'To do their job well, journalists have to do things that make them feel uncomfortable.'  
Discuss.

OR

- ii. 'In *Fine Line* journalists misuse the information they get from people who trust them.'  
Do you agree?

7. *Generals Die in Bed*

- i. "Where are we going? we wonder."  
Does the war have any meaning for the soldiers?

OR

- ii. 'In *Generals Die in Bed* everyone is afraid; there are no real heroes.'  
Discuss.

8. *Hamlet*

- i. 'At the beginning of the play, Hamlet has lost all sense of purpose in his life. He is a very different person at the end of the play.'  
Do you agree?

OR

- ii. 'In this text the behaviour of the characters is influenced more by guilt than by anything else.'  
Discuss.

9. *Hard Times*

- i. "Mr. Gradgrind, though hard enough, was by no means so rough a man as Mr. Bounderby. His character was not unkind, all things considered . . ."  
Do you agree?

OR

- ii. 'In *Hard Times* it is important for the characters to grow emotionally as well as intellectually.'  
Discuss.

10. *Home*

- i. "We are outsiders, you and I," Grigor tells Elizabeth.  
To what extent do the characters in *Home* overcome the challenges of living away from where they came from?

OR

- ii. "Nothing matters more than family . . ."  
'The characters in *Home* believe that their connections to family are necessary for them to have a satisfying life.'  
Discuss.

**11. *If this is a Man***

- i. 'Despite his experiences Levi does not lose his belief in the goodness of people.'  
Do you agree?

**OR**

- ii. 'In this text the characters overcome their despair and find meaning in their lives by believing in themselves.'  
Discuss.

**12. *I'm Not Scared***

- i. 'The greed and cruelty of the adult characters in this text appear more terrible to the reader because the story is told by Michele, a child narrator.'  
Do you agree?

**OR**

- ii. 'When there is a threat of violence, the characters choose to ignore what they know to be right.'  
Discuss.

**13. *Inheritance***

- i. Maureen accuses Felix: "Because you're from the city, you think you know everything".  
'The attitudes of the characters in the play have been influenced by whether they lived in the city or the country.'  
Discuss.

**OR**

- ii. Lyle says: "Who says life is fair? Life is not fair".  
Is life fair for the characters in *Inheritance*?

**14. *In the Lake of the Woods***

- i. John's mother says: "It wasn't just the war that made him what he was".  
Do you agree with the opinion of John's mother?

**OR**

- ii. 'In this text individual characters develop their own version of the truth.'  
Discuss.

**15. *Lantana***

- i. 'In *Lantana* the settings and sounds are used to highlight the emotional state of the characters.'  
Discuss.

**OR**

- ii. 'The characters in *Lantana* hide their problems from each other. They cannot face their problems honestly.'  
Discuss.

**16. *Look Both Ways***

- i. 'The characters in *Look Both Ways* find it impossible to control their fears in a world that is unpredictable.'  
Discuss.

**OR**

- ii. 'Relationships have a very powerful influence on the lives of the characters in *Look Both Ways*.'  
Discuss.

**17. *Minimum of Two***

- i. 'Even when Winton's characters feel most alone, their relationships with others give meaning to their lives.'  
Discuss.

**OR**

- ii. 'The characters in Winton's stories find happiness by accepting life as it is rather than striving to achieve something else.'  
Discuss.

**18. *Nineteen Eighty-Four***

- i. 'Winston is defeated because he is able to be hurt, not because his enemies are too strong.'  
Discuss.

**OR**

- ii. 'In *Nineteen Eighty-Four* hatred has a more powerful effect upon people's actions than love.'  
Discuss.

**19. *Of Love and Shadows***

- i. 'The characters in *Of Love and Shadows* accept that living in fear has become a way of life.'  
Discuss.

**OR**

- ii. 'In *Of Love and Shadows* people's goodness and strength overcome cruelty and injustice.'  
Discuss.

**20. *Romulus, My Father***

- i. 'More than anything else, Romulus was a compassionate man.'  
Discuss.

**OR**

- ii. 'For the characters in this text to be happy they must show respect for the truth.'  
Discuss.

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

- i. 'Plath's poems explore how people try to understand themselves and the world in which they live.'  
Discuss.

**OR**

- ii. 'Plath's poems show that our beliefs about ourselves have a more powerful influence on our lives than do the people around us.'  
Discuss.

**22. Sky Burial**

- i. Why was Wen able to accept Kejun's fate?

**OR**

- ii. 'In *Sky Burial* it is the journey rather than the discovery that changes Wen's life.'  
Discuss.

**23. The Accidental Tourist**

- i. 'Macon changes from a man to whom things happen to a man who makes choices.'  
Do you agree?

**OR**

- ii. '*The Accidental Tourist* shows that what we learn in childhood dictates how we live as adults.'  
Discuss.

**24. The Baghdad Blog**

- i. "I have so little control over my life these days, let alone understanding where the world is heading to."  
'Salam Pax's feeling of powerlessness increases as the threat of invasion becomes closer.'  
How is this shown in the text?

**OR**

- ii. 'In this text people's actions are always motivated by selfishness and a willingness to take advantage of others.'  
Discuss.

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

- i. Christopher's father tells him: "We all make mistakes, Christopher. You, me, your mum, everyone. And sometimes they're really big mistakes. We're only human".  
'This story is about accepting that the world is not perfect.'  
Discuss.

**OR**

- ii. 'The characters in this novel do not understand or respect people who are different.'  
Do you agree?



**26. *The Kite Runner***

- i. 'The tragedy for these two boys is that although Hassan is similar to Baba their father, Amir is not.'  
Do you agree?

**OR**

- ii. "In the end, the world always wins. That's just the way of things."  
'For the characters in *The Kite Runner* cultural values are more important than their personal values.'  
Discuss.

**27. *The Plague***

- i. 'Dr Rieux is powerless in his efforts to deal with the plague in Oran.'  
Do you agree?

**OR**

- ii. 'Many characters in this text do what they believe to be right when confronted by the tragedies which life brings.'  
Do you agree?

**28. *The Quiet American***

- i. The priest says to Fowler, "I expect you are a good man. I don't suppose you've ever had much to regret".  
Does the text show that the priest is right about Fowler?

**OR**

- ii. 'In *The Quiet American* some characters believe that it is more important to save many lives than to be concerned about the loss of an individual life.'  
Discuss.

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

- i. 'Wolff describes the ordinary experiences and dreams of ordinary people who always worry about what other people think of them.'  
Discuss.

**OR**

- ii. 'The characters in Wolff's stories find it difficult to live life without deceiving themselves.'  
Discuss.

**30. *Voices & Visions from India***

- i. How is the combination of words, music and visual image in this text used to show aspects of life in India?

**OR**

- ii. 'The individuals in this text suffer because their society refuses to accept difference.'  
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 pages 10–14 and then complete **all three** parts.

**Part 1**

Write a note-form summary of the opinion piece ‘The skills to cope with life are learnt in childhood’ found on page 11.

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

**Part 2**

The writer of ‘Keeping our children safe’ found on page 12 attempts to persuade readers that children today need more protection than they did in the past.

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**

**Does too much protection of children reduce their ability to cope with life’s challenges?**

You have been asked to give an oral presentation to your class on this issue.

Write the **speech** you will give to your class.

Draw on any or all of the task material found on **pages 10–14**.

**TASK MATERIAL****Life skills learnt in childhood**

There is a lot of writing about the best way to bring up children. Some experts think that parents should have strict control and children should have a strict routine in their daily lives. Other experts think that children will learn to be more independent (and better prepared for adulthood) if they are given more freedom and have less restriction on their activities.

The following material presents some views on this issue.

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

The following is an article published in *The Daily News*.

## **OPINION PAGE**

### **The skills to cope with life are learnt in childhood**

How much longer will adults go on trying to ‘protect’ young people from the harsh realities of life? It is very clear to me, as a professional, that by protecting them too much we are creating young people who won’t have the skills to cope with challenges in the future.

In childhood they need to make mistakes, and even hurt themselves, to learn how to cope with life. They must experience the pain of failure and disappointment to become adults who can cope with and learn from the stresses and problems that happen in life. They cannot possibly learn to deal with challenges in adulthood if they never have to face a problem in childhood or adolescence.

Parents frequently step in and defend their ‘perfect’ children when they are involved in ‘incidents’ at school or when they have arguments with their peers. Parents drive their children everywhere. They drive them to organised sporting activities as well as to and from school. Some parents even do their children’s homework to protect them from the consequences of not doing it.

We only have to look at teenagers now. They are not able to make a decision on their own. They are followers, not leaders, and they still rely on their parents for all their daily needs. Parents do too many little tasks for them, such as looking for their lost books or sporting equipment. Teenagers could easily do this for themselves.

When activities are too highly organised, children don’t have to make decisions or solve problems by themselves. There is a lot of evidence available now to show that children will not learn the ability to manage their own lives if parents are always organising life for them. Often leisure activities are highly planned because parents are afraid that their children could be hurt or get into mischief if they are left to play by themselves. Sadly, children are not given the chance to learn through their own experience.

Jane Brown  
Retired Principal

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

*A reader tells his story*

### **Keeping our children safe**

My grandfather is always talking about his life when he was a child. He has happy memories of childhood. He says that when he was young, life was very simple for kids. Their parents did not worry about where they went or what they were doing. Children felt safe and free. They looked forward to their future with optimism.

I used to think this was the best way to raise kids, but the world has changed. Now I have my own kids and I say unsupervised means unsafe!

Everywhere I look I see danger for children.

Just look at the media. It presents a bleak and horrible future, according to a major study done by well-known psychologists. Newspapers are full of stories about tragedy and evil. The evening news bombards viewers with pictures of the carnage following suicide bombers wherever the bloodiest massacre of the last 24 hours has occurred. As well as this, films are full of bad language, violence or adult themes. What a bleak and horrible world our children see! Even the Internet can mislead young people into experimenting with dangerous activities.

It terrifies me.

Documentaries are also full of gloom and doom. They raise questions about the effects of climate change. What will we do without water? Is there anything we can do to stop our planet from being destroyed?

Don't tell me that kids should see all this. What does it do to them?

I want my kids to be able to survive in today's crazy world. To survive they need to be safe and secure and sure of things like love and hope. A negative view of the world only terrifies children. Like all responsible parents, I want my children to have something to look forward to in the future.

Jack Lee

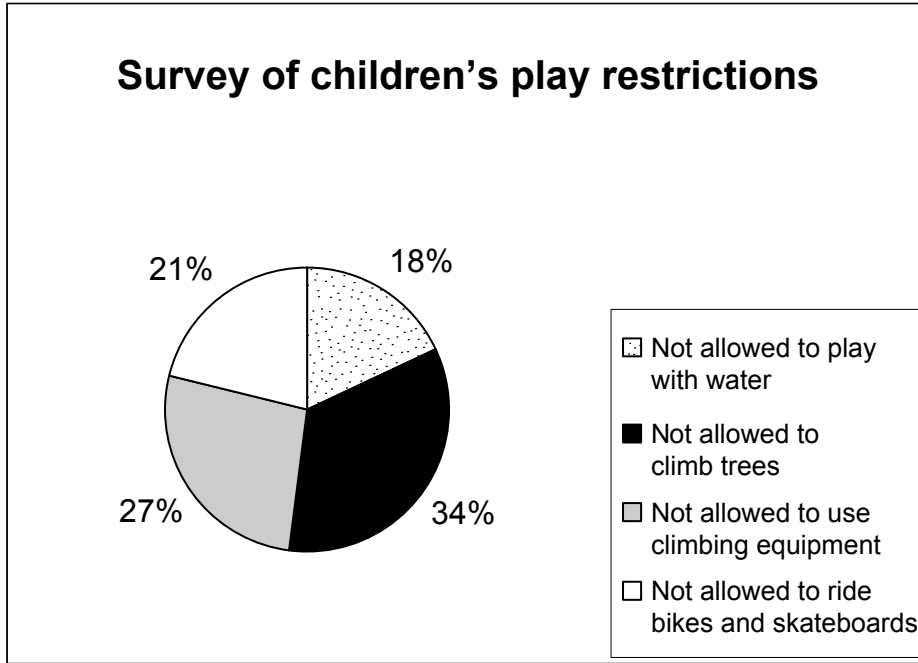
**Additional material****BIG BABIES?**

Due to copyright restriction,  
this material is not supplied.

When children are too protected they never grow up.  
They become adults who, like children, still see themselves as the most important thing in the world.

*Thank you, Jane Brown, for your article 'The skills to cope with life are learnt in childhood'. When I was growing up in the 70s my parents lacked the English skills to read bedtime stories to us or help with homework. As well as this, they didn't have time to play with us much during the day but they still managed to raise five independent, caring, university-educated children. Their greatest gift appears to be that they gave us freedom to discover the world ourselves.*

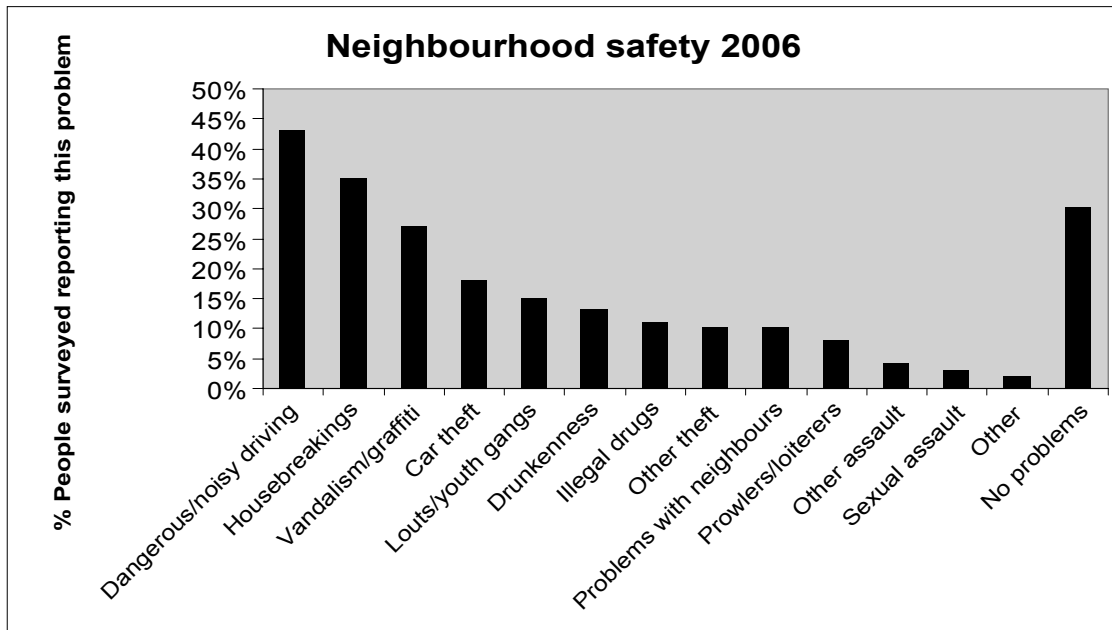
*Tony Rosso*



Many parents are so afraid that their children will be hurt or abducted that they are refusing to let their children play unsupervised outdoors.

The results of this survey show how parents restricted their children’s play activities in 2006.

Parents were asked to name one restriction.



This Australia-wide survey was undertaken in response to concerns about community safety.

### **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