



Victorian Certificate of Education 2003

ENGLISH Written examination

Friday 31 October 2003

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>Question</i> | <i>Number of questions</i> | <i>Number of questions to be answered</i> |
|-----------------|-----------------|----------------------------|---|
| 1 Text response | Part 1 | 30 | 1 |
| | Part 2 | 30 | 1 |
| 2 Writing task | Part 1 | 1 | 1 |
| | Part 2 | 3 | 1 |

- 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 electronic communication 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.

Parts 1 and 2 are equally weighted.

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

You are not permitted to write on the same text in Part 1 and Part 2.

Both answers must be **analytic/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 Choice of Emily Dickinson's Verse* Emily Dickinson
2. *A Lesson Before Dying* Ernest J Gaines
3. *Breaker Morant*
4. *Dream Stuff* David Malouf
5. *Falling* Anne Provoost
6. *First They Killed My Father* Loung Ung
7. *Gattaca*
8. *Girl with a Pearl Earring* Tracy Chevalier
9. *I for Isobel* Amy Witting
10. *Jackson's Track* Daryl Tonkin and Carolyn Landon
11. *Night* Elie Wiesel
12. *No Great Mischief* Alistair MacLeod
13. *Oedipus Rex* Sophocles
14. *One True Thing* Anna Quindlen
15. *Othello* William Shakespeare
16. *Shakespeare in Love*
17. *Short Stories* Henry Lawson
18. *Sometimes Gladness* Bruce Dawe
19. *Stolen* Jane Harrison
20. *The Chant of Jimmie Blacksmith* Thomas Keneally
21. *The Divine Wind* Garry Disher
22. *The Freedom of the City* Brian Friel
23. *The Outsider* Albert Camus
24. *The Player*
25. *The Things They Carried* Tim O'Brien
26. *The Third Man*
27. *The Wife of Martin Guerre* Janet Lewis
28. *The Year of Living Dangerously* Christopher Koch
29. *Things Fall Apart* Chinua Achebe
30. *Triage* Scott Anderson

Part 1**Instructions for Section 1 – Part 1**

Part 1 requires students to develop a sustained interpretative point of view about a text, supported by detailed analysis and reference to the text. Do **not** write on the same text in Part 1 and Part 2.

1. *A Choice of Emily Dickinson's Verse*

“One need not be a Chamber – to be Haunted –”

What haunts Emily Dickinson in these poems?

2. *A Lesson Before Dying*

“‘You’re one great teacher, Grant Wiggins,’ he said.”

‘Grant learns more than he teaches.’

Discuss.

3. *Breaker Morant*

‘Our sympathies are always with Morant, Handcock and Witton, but they are not portrayed as guiltless.’

How does the film win our support for these three prisoners?

4. *Dream Stuff*

In what ways are places important to the characters in Malouf’s stories?

5. *Falling*

“I was overwhelmed by the deepest feeling of boredom I have ever experienced.”

‘Lucas’s behaviour and actions were motivated by more than boredom.’

Discuss.

6. *First They Killed My Father*

‘Being unable to trust anyone except your family is one of the worst aspects of life portrayed in this text.’

Discuss.

7. *Gattaca*

‘The world of *Gattaca* is focused on genetic perfection, yet it is the imperfect Vincent who achieves most.’

Discuss.

8. *Girl with a Pearl Earring*

How difficult does Griet find it to manage the changes in her life?

9. *I for Isobel*

Isobel says: “I want to be one of the crowd”.

‘Isobel feels a strong need to belong but does not know how to achieve this.’

Discuss.

Instructions for Section 1 – Part 1

Part 1 requires students to develop a sustained interpretative point of view about a text, supported by detailed analysis and reference to the text. Do **not** write on the same text in Part 1 and Part 2.

10. *Jackson's Track*

“Jackson's Track was a community, just like other communities.”

Was it?

11. *Night*

What saves Elie – inner strength or luck?

12. *No Great Mischief*

“He was always in the midst of loss.”

How successfully do the characters in this story learn to live with loss?

13. *Oedipus Rex*

‘Every decision that Oedipus makes is reasonable – it is just terrible luck that condemns him to such suffering.’

Do you agree?

14. *One True Thing*

‘Ellen discovers that she has more in common with her mother than with her father.’

Discuss.

15. *Othello*

‘*Othello* is much more a story of jealousy than one of love.’

Discuss.

16. *Shakespeare in Love*

Why is the world of the theatre so attractive to Viola?

17. *Short Stories (Henry Lawson)*

‘This collection gives us stories not of the bush but of human nature.’

Discuss.

18. *Sometimes Gladness*

‘Sadness as well as gladness is at the heart of Dawe's sharply observed poems.’

Discuss.

Part 1**Instructions for Section 1 – Part 1**

Part 1 requires students to develop a sustained interpretative point of view about a text, supported by detailed analysis and reference to the text. Do **not** write on the same text in Part 1 and Part 2.

19. *Stolen*

‘In *Stolen* the characters search more for their families than for their own identity.’

Discuss.

20. *The Chant of Jimmie Blacksmith*

Is Jimmie the only one responsible for his tragic end?

21. *The Divine Wind*

‘Mitsy is the one strong, loyal, decisive character in *The Divine Wind*.’

Discuss.

22. *The Freedom of the City*

‘It is because of the way the Tribunal’s investigation is presented alongside the scenes in the Mayor’s parlour that *The Freedom of the City* is so powerful.’

Discuss.

23. *The Outsider*

Is Meursault the victim of misunderstanding?

24. *The Player*

How does *The Player* treat the idea of a ‘happy ending’?

25. *The Things They Carried*

“And in the end, of course, a true war story is never about war.”

Discuss this statement in relation to this collection of short stories.

26. *The Third Man*

‘Harry Lime appears late in the film, yet we feel his presence throughout the film.’

How does the film-maker achieve this?

27. *The Wife of Martin Guerre*

‘Martin was as cruel in his absence as in his presence.’

Discuss.

28. *The Year of Living Dangerously*

‘Billy Kwan is the architect of his own downfall.’

Do you agree?

Instructions for Section 1 – Part 1

Part 1 requires students to develop a sustained interpretative point of view about a text, supported by detailed analysis and reference to the text. Do **not** write on the same text in Part 1 and Part 2.

29. *Things Fall Apart*

Does Okonkwo understand why things fall apart?

30. *Triage*

‘Mark, Joaquin and Talzani have much in common.’

Discuss.

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Part 2**Instructions for Section 1 – Part 2**

Part 2 requires a developed and sustained discussion that analyses the underlying social or cultural values embodied in a text. Do **not** write on the same text in Part 1 and Part 2.

1. *A Choice of Emily Dickinson's Verse*

'This text tells us that our fear of death is unfounded.'

Discuss.

2. *A Lesson Before Dying*

'*A Lesson Before Dying* illustrates that the dignity of the individual is more important than achieving justice.'

Discuss.

3. *Breaker Morant*

'*Breaker Morant* demonstrates that, in times of war, the distinction between right and wrong is blurred.'

Discuss.

4. *Dream Stuff*

'You trust nobody, boy, there's nobody'll look out for you better'n yourself.'

'This is the world view conveyed by the stories in *Dream Stuff*.'

Discuss.

5. *Falling*

'People suffering such sorrow do strange things.'

'*Falling* shows how times of crisis test people's values.'

Discuss.

6. *First They Killed My Father*

'*First They Killed My Father* demonstrates that when people live in constant fear they begin to live only for themselves.'

Discuss.

7. *Gattaca*

'*Gattaca* shows that individuality is more important than conformity.'

Discuss.

8. *Girl with a Pearl Earring*

'This text shows us that to make the best of life we must make compromises.'

Discuss.

9. *I for Isobel*

'*I for Isobel* illustrates that an individual comes to understand what is important in life by reflecting upon other people's behaviour.'

Discuss.

Instructions for Section 1 – Part 2

Part 2 requires a developed and sustained discussion that analyses the underlying social or cultural values embodied in a text. Do **not** write on the same text in Part 1 and Part 2.

10. *Jackson's Track*

'*Jackson's Track* reveals that it is the lack of understanding of others' values that leads to tension and prejudice.'

Discuss.

11. *Night*

'*Night* reveals that in a world where "Anything is possible", it is evil that flourishes.'

Discuss.

12. *No Great Mischief*

'*No Great Mischief* demonstrates that the physical environment in which you live influences what you come to believe is important.'

Discuss.

13. *Oedipus Rex*

'*Oedipus Rex* reveals how finding out the truth about the past may be as dangerous as ignoring it.'

Discuss.

14. *One True Thing*

'*One True Thing* shows that even an apparently ideal family can contain "a vast web of misunderstandings".'

Discuss.

15. *Othello*

'*Othello* demonstrates how a concern for honour and reputation can make people blind to other values.'

Discuss.

16. *Shakespeare in Love*

'*Shakespeare in Love* shows how human values and social conventions can come into conflict.'

Discuss.

17. *Short Stories (Henry Lawson)*

'Lawson's stories show how pride is important even to the poorest of people.'

Discuss.

18. *Sometimes Gladness*

'Dawe's poetry shows that individuals often need to hide their pain from those around them.'

Discuss.

Part 2**Instructions for Section 1 – Part 2**

Part 2 requires a developed and sustained discussion that analyses the underlying social or cultural values embodied in a text. Do **not** write on the same text in Part 1 and Part 2.

19. *Stolen*

‘*Stolen* demonstrates that society should not interfere in the destinies of families.’

Discuss.

20. *The Chant of Jimmie Blacksmith*

‘*The Chant of Jimmie Blacksmith* demonstrates that intolerance breeds injustice.’

Discuss.

21. *The Divine Wind*

‘*The Divine Wind* suggests that most people are motivated only by self-preservation.’

Do you agree?

22. *The Freedom of the City*

‘*The Freedom of the City* shows how easily stories about events can become manipulated by powerful interests.’

Discuss.

23. *The Outsider*

‘*The Outsider* shows that society values appearances above honesty.’

Discuss.

24. *The Player*

“So, we should pay for our crimes, shouldn’t we?”

‘*The Player* suggests that there are worlds in which it is acceptable to get away with murder.’

Discuss.

25. *The Things They Carried*

‘*The Things They Carried* illustrates that war changes people’s ideas of what is important in life.’

Discuss.

26. *The Third Man*

‘*The Third Man* suggests that sometimes it is necessary to put loyalty aside and betray a friend.’

Discuss.

27. *The Wife of Martin Guerre*

‘*The Wife of Martin Guerre* illustrates that, in an authoritarian society, there is no regard for the interests and needs of individuals.’

Discuss.

Instructions for Section 1 – Part 2

Part 2 requires a developed and sustained discussion that analyses the underlying social or cultural values embodied in a text. Do **not** write on the same text in Part 1 and Part 2.

28. *The Year of Living Dangerously*

‘This text tells us how difficult it is to make ethical choices in crisis conditions.’

Discuss.

29. *Things Fall Apart*

‘*Things Fall Apart* shows how hard it can be for different groups with different histories to understand each other.’

Discuss.

30. *Triage*

“Some live, some die, that’s all.”

‘*Triage* tells us that this is the only way to view life.’

Discuss.

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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. Part 1 and Part 2 are equally weighted.

Carefully read the following material on intervening for animal rights and then **complete both parts**.

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 radio presenter's comments **and** the talkback caller's comments 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 to 15 as you think appropriate.

- a. Your class is conducting a forum on 'Can breaking the law to help animals ever be justified?'.
Take a position on this issue.

Write your speech for this class forum.

OR

- b. Write a letter to the editor of a national newspaper expressing your viewpoint on whether illegal intervention for animal rights is ever justified.

Write your letter to the editor.

OR

- c. You have entered a state-wide essay competition. The topic is: 'Extreme actions are justified to liberate animals'.

Write your essay expressing your viewpoint.

TASK MATERIAL

The following is a brief news report of an incident involving a truck transporting chickens to a processing works in Melbourne.

Chickens Range Free

Last night hundreds of chickens were released from cages on a truck in a Melbourne suburb.

According to police at the scene, some of the chickens, destined for a Melbourne processing works, were subsequently run over by passing traffic. Others escaped into nearby backyards and parkland. Onlookers saw two people leaving the scene.

A man who was walking his dog nearby at the time said: 'It's a wonder someone wasn't hurt. These do-gooders have a lot to answer for'. Police enquiries into the incident are continuing. It is believed one alleged culprit has been apprehended. (*Agency reports*)

Use only the material on this page for Part 1 – Analysis of language use

The following morning, talkback radio took up the issue.

Presenter:

“Fancy a free-range chicken?

Did you hear about last night’s nonsense with the chicken truck? How can do-gooder activists justify that kind of idiotic behaviour? Are they activists or clowns? People could’ve got hurt! But do they care about that? Chooks are more important than people to them, you see. We want to hear what you think...

And what about the poor farmer? What did he do to deserve this? He’s lost tens of thousands of dollars overnight. Poor guy’s still in shock. He’s been treated as if he’s done something wrong. And what was he doing? Earning his living. Think about it. How would you feel if someone walked into your house and chucked your kids’ rabbits out on the road? People can’t just take the law into their own hands or where will we end up? Let’s face it, these people who call themselves “animal liberationists” are just antisocial hippies and bludgers.

And what happened to the chooks anyway! These activists who break the law when they feel like it – they’re full of big ideas – but what happens? The chooks get eaten by foxes or run over on the road by poor, innocent motorists who didn’t ask to be involved in a crime. So that’s what they call liberation! Let’s hear what you think. Ring in now with your comments...”

Caller:

“I’m a member of Australians for Animal Rights and while we were not involved in this incident, I would like to correct your ignorant misrepresentations about last night’s activity. Direct action is the only way to bring the public’s attention to the dire plight of the oppressed animals on this planet. Those people who were involved in last night’s action risked life and limb to liberate those chickens.

We believe all animals deserve to be free to lead a natural life. We don’t believe it is “antisocial” to liberate animals from inhumane conditions, such as being trapped in cages only 450 square centimetres in size, unable to move, without proper ventilation. Chickens are possibly the most abused animals on the face of the earth, treated so badly that if the public knew the details of how they lived and died, few would go on eating them.

Many people would think that action was justified, no matter what damage may have been caused.

Your views are typical of society’s human-centred view of the world. We must reform this attitude to our fellow inhabitants, our furred and feathered friends. Animals have the same rights as we do to breathe fresh, clean air, form relationships and do the things that animals want to do.

In these circumstances, breaking the law to free those poor creatures was justified.”

In their annual report, an animal rights group recorded the following information about the effects of its direct action.

Adapted from a pamphlet distributed by an association of chicken producers.

| Animals rescued and released for 2001 | |
|---|------|
| Mink | 3000 |
| Ducks & ducklings | 1047 |
| Chickens | 469 |
| Horses | 200 |
| Pigeons | 62 |
| Geese | 50 |
| Beagles | 44 |
| Rabbits | 28 |
| Perch (fish) | 12 |
| Ferrets | 10 |
| Hermit crabs | 2 |
| Snails | 1 |
| Targets hit | |
| Fur stores | 10 |
| Bank offices/facilities | 7 |
| Research labs. | 7 |
| Hamburger shops | 6 |
| Animal breeders | 4 |
| Meat stores | 4 |
| Fur farms | 3 |
| Ice-cream shops | 3 |
| Factory farms | 3 |
| Pizza/Takeaway food shops | 3 |
| Circus animal trainers | 1 |
| Pet shops | 1 |
| Hunting shops | 1 |
| Property damage | |
| Windows/glass doors | 150 |
| Vehicles/boats | 11 |
| Fires | 4 |
| Data (abridged) from report on 'direct action' in the USA 2001 | |

Association of Chicken Producers



OUR FARMS

- Custom-designed animal housing
- Climate-controlled for animal comfort
- Run according to strict animal welfare guidelines

OUR ANIMALS

- Receive excellent care
- Have a nutritious diet
- Have no growth hormones
- Have regular veterinary checks

OUR MEAT

- High protein
- Low fat
- High in vitamins, Niacin, Riboflavin
- High in Magnesium & Zinc

OUR INDUSTRY

- Employs 10 000+ Australians
- Produced 618 300 tonnes of chicken meat from 400 million chickens in 2002

'The end does not justify the means if the means is not alright. A legitimate end cannot justify the use of any means whatsoever. We sometimes come to a boundary where we have to say that, no matter how good the end and no matter how urgent the objective appears to us, we are now verging on something that we are not allowed to do. We know that to use such means would be to overstep an ethical boundary that must not be overstepped; one which, moreover, must never be overstepped, no matter how good the intention we may have.'

(Paraphrased from Erling Tiedemann, Chair, Danish Council of Ethics)

Australians For Animal Rights

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Australians for Animal Rights

The question is not, can they reason? nor, can they talk? but, can they suffer? (Jeremy Bentham)

what's new

[Freeing the chickens!](#)

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Above: hens rescued from a battery farm in the US

AFAR believes:

- that we must protect the welfare of all creatures, great and small
- that those who can't speak for themselves need to be given a voice
- that direct action works
- that this cause justifies some actions which may put us into conflict with the law

Recent events involving chickens have highlighted the importance of our work! While law-makers procrastinate, millions of birds suffer. Make a difference today! Click [here](#) for an update about future opportunities for action. All animals need our support.

Internet

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

