



Victorian Certificate of Education 2001

ENGLISH (ESL) Written examination

Friday 2 November 2001

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>Percentage of marks</i>
1 Text response	30	1	50
2 Writing task	3	3	50

Materials

- 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.
- You may use an **English** and/or **bilingual** dictionary.

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.

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 **analytic/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 50% of the total assessment for the examination.

Text List

1. *A Choice of Emily Dickinson's Verse* Emily Dickinson
2. *Angela's Ashes* Frank McCourt
3. *Bearbrass* Robyn Annear
4. *Cabaret*
5. *Cat's Eye* Margaret Atwood
6. *Dead Letter Office*
7. *Diving for Pearls* Katherine Thomson
8. *Falling* Anne Provoost
9. *Fly Away Peter* David Malouf
10. *Frontier*
11. *Going Home* Archie Weller
12. *Great Expectations* Charles Dickens
13. *Medea* Euripides
14. *Montana 1948* Larry Watson
15. *Night* Elie Wiesel
16. *One True Thing* Anna Quindlen
17. *Only the Heart* Brian Caswell and David Phu An Chiem
18. *Othello* William Shakespeare
19. *Reading in the Dark* Seamus Deane
20. *Rock Springs* Richard Ford
21. *Shakespeare in Love*
22. *Sometimes Gladness* Bruce Dawe
23. *The Brush-Off* Shane Maloney
24. *The Divine Wind* Garry Disher
25. *The Freedom of the City* Brian Friel
26. *The Outsider* Albert Camus
27. *The Player*
28. *The Riders* Tim Winton
29. *The Things They Carried* Tim O'Brien
30. *Triage* Scott Anderson

1. A Choice of Emily Dickinson's Verse

- i. 'Emily Dickinson is able to deal with complex subjects in a simple and direct manner.'
Discuss.

or

- ii. 'These poems show us that we are alone in life.'
Do you agree?

2. Angela's Ashes

- i. 'Angela's Ashes is full of death and suffering. There is little joy in the story or in Frank's telling of the story.'
Do you agree?

or

- ii. 'In Angela's Ashes family members can always be relied on to help each other in difficult times.'
Do you agree?

3. Bearbrass

- i. 'Bearbrass shows both the pleasures and difficulties of life in the early years of Melbourne's settlement.'
Discuss.

or

- ii. 'Bearbrass is interesting because it is the story of ordinary people.'
Discuss.

4. Cabaret

- i. 'There are many reasons why Sally and Brian's relationship does not last.'
Discuss.

or

- ii. "Leave your troubles outside. In here, life is beautiful."
What are the connections between the cabaret and life outside?

5. Cat's Eye

- i. When Elaine returns to Toronto she says: "I know myself to be vengeful, greedy, secretive and sly".
Does the novel show Elaine's self-assessment to be accurate?

or

- ii. 'Cat's Eye shows that it is difficult to escape from relationships based on power.'
Discuss.

6. *Dead Letter Office*

- i. 'The images in the film help us understand the characters and their emotional needs.'
Discuss.

or

- ii. 'Alice discovers that it is always dangerous to meddle in other people's lives.'
Discuss.

7. *Diving for Pearls*

- i. 'Barbara and Den's relationship does not succeed because they have different ideas about life.'
Do you agree?

or

- ii. '*Diving for Pearls* shows a changing world where only selfish people survive.'
Do you agree?

8. *Falling*

- i. 'As the narrator of this text, Lucas tells the reader a great deal about himself.'
Does this help us to understand his actions and behaviour?

or

- ii. 'Benoit and Lucas both participate in violent actions but they have different reasons for their actions.'
Discuss.

9. *Fly Away Peter*

- i. 'In many ways Jim is dependent on Ashley and Imogen.'
Discuss.

or

- ii. 'In *Fly Away Peter*, people struggle with difficult situations but they still find beauty in the world and positive qualities in others.'
Discuss.

10. *Frontier*

- i. 'In *Frontier* it is not governments who control events. It is ordinary people.'
Discuss.

or

- ii. '*Frontier* is nothing but the story of a war over the ownership of land.'
Discuss.

11. *Going Home*

- i. 'The failure of the characters in these stories is due entirely to forces outside their control.'
Do you agree?

or

- ii. 'Longing for "home" is the most powerful force in life for the people in these stories.'
Discuss.

12. *Great Expectations*

- i. 'The female characters in *Great Expectations* have the greatest influence on Pip's development.'
Do you agree?

or

- ii. '*Great Expectations* shows the danger of believing that money and social position are the most important aims in life.'
Do you agree?

13. *Medea*

- i. 'Jason's decisions are based on reason and careful judgment; Medea's decisions are based on passion and selfishness.'
Discuss.

or

- ii. Is Medea an innocent victim?

14. *Montana 1948*

- i. 'Wes finally takes the right action for the wrong reasons.'
Do you agree?

or

- ii. 'In *Montana 1948* family loyalty makes it impossible to achieve justice.'
Do you agree?

15. *Night*

- i. The head of the block says to Elie: "Here, every man has to fight for himself and not think of anyone else . . . Here, there are no fathers, no brothers, no friends".
Is this statement true for Elie?

or

- ii. 'In *Night* people are treated cruelly but they still care for each other.'
Discuss.

16. *One True Thing*

- i. ‘The experience of caring for her dying mother helped Ellen understand herself and her family.’
Discuss.

or

- ii. ‘Ellen admired her father but her father was only interested in himself.’
Do you agree?

17. *Only the Heart*

- i. “. . . family was everything.”
‘It is because the Vo family care strongly for each other that they are able to survive.’
Discuss.

or

- ii. ‘*Only the Heart* demonstrates that freedom is worth any price.’
Discuss.

18. *Othello*

- i. “Who can control his fate?” Othello asks.
In what ways is Othello responsible for his fate?

or

- ii. ‘In *Othello* jealousy is more powerful than love.’
Discuss.

19. *Reading in the Dark*

- i. ‘In *Reading in the Dark* the mother’s secrets are more powerful and painful because she has kept them for many years.’
Discuss.

or

- ii. ‘For the characters in *Reading in the Dark* loyalty to family is both a benefit and a burden.’
Discuss.

20. *Rock Springs*

- i. ‘The characters in the stories in *Rock Springs* find it difficult to focus on the future.’
Do you agree?

or

- ii. ‘In *Rock Springs*, despite the hopes and dreams of individuals, society finally decides who will be successful.’
Do you agree?

21. *Shakespeare in Love*

- i. 'In *Shakespeare in Love* it is the mixture of action and comedy that makes the film successful.'
Discuss.

or

- ii. '*Shakespeare in Love* shows that love changes lives.'
Do you agree?

22. *Sometimes Gladness*

- i. 'The strength of Bruce Dawe's poems is that they always express an opinion on the events and objects he writes about.'
Discuss.

or

- ii. 'The poems in *Sometimes Gladness* show the diversity and complexity of living in Australia in the last fifty years.'
Discuss.

23. *The Brush-Off*

- i. 'All the characters in *The Brush-Off* are engaged in some kind of pretence or deception.'
Do you agree?

or

- ii. '*The Brush-Off* suggests that even in a corrupt world truth is still valued.'
Discuss.

24. *The Divine Wind*

- i. 'Hartley stands back and observes life. He does not participate in it.'
Do you agree?

or

- ii. 'In *The Divine Wind* only strong relationships survive in times of crisis.'
Do you agree?

25. *The Freedom of the City*

- i. The priest says of Skinner, Michael and Lily: "They died for their beliefs. They died for their fellow citizens".
Do you agree with the priest's comments?

or

- ii. 'In *The Freedom of the City* all the characters are in danger because of civil unrest.'
Discuss.

26. *The Outsider*

- i. 'Meursault is lazy and only wants to please himself. These characteristics lead to his execution.'
Discuss.

or

- ii. 'People in *The Outsider* are powerless to control their lives.'
Discuss.

27. *The Player*

- i. '*The Player* makes fun of the film industry but it copies the industry's use of stars and happy endings.'
Discuss.

or

- ii. 'In *The Player* people will do anything in order to succeed.'
Discuss.

28. *The Riders*

- i. Billie is "fierce, precocious and loyal".
How does Billie support Scully?

or

- ii. '*The Riders* shows that love can bring great suffering as well as great happiness.'
Discuss.

29. *The Things They Carried*

- i. 'The stories are about acts of cowardice, not acts of courage.'
Do you agree?

or

- ii. 'In *The Things They Carried* individuals are changed for the worse by their experiences of war.'
Do you agree?

30. *Triage*

- i. "Mark was looking for himself, still trying to find his way back from the dead."
Does Mark learn to live with the pain of his experiences?

or

- ii. '*Triage* shows that it is a mistake to make judgments about the actions of others.'
Discuss.

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

Section 2 consists of **three** parts.

Section 2 is worth 50% of the total assessment for the examination.

Parts 1, 2 and 3 are equally weighted.

Carefully read the following material on the proposed introduction of a compulsory Medical Information Card and then complete all **three** parts of the task.

TASK

Complete all **three** parts.

Part 1

Write a note form summary of the opinions expressed in **both** articles in **OPINION, M-I Card** (page 11).

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

Part 2

Dr Tom Brown's email response (page 13) attempts to persuade readers that people should accept the introduction of a compulsory Medi-Info Card.

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

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

Part 3

Should a Medi-Info Card be compulsory?

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

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

TASK MATERIAL

The following article appeared in a Melbourne newspaper.

Cradle to Grave Health Care

Recent developments in electronic storage of information will make medical record-keeping much easier, the Australian Medical Convention was told today. 'Birth to death' medical histories can now all be held on one small card. 'The advantages are obvious,' a representative of the Medi-Info Card Company said. 'Both doctors and patients benefit.' Medi-Info cards will remove the need for paper storage and an individual's medical history can go wherever the person goes.

Following a limited trial of the card, health and medical groups have welcomed the new system. These groups are asking the Health Minister to change the current Health Act to include the compulsory use of the Medi-Info Card for everyone over eighteen.

The Minister is enthusiastic about possible cost savings in the health area. However, he told reporters: 'It will only work if everyone has a card'. Next month Parliament will debate the compulsory use of the Medi-Info Card.

SECTION 2 – continued

This is the material for Part 1, the **note form** summary.

The following articles are from a Melbourne newspaper.

OPINION

M-I Card

Privacy the big issue

Christina Singh

The proposed introduction of a compulsory health information card should alarm everyone who values a free society.

It may begin as a health card, but soon other uses will be made of the card. The first thing that could happen is that it may be impossible to receive medical treatment or prescription drugs without presenting the card. After a while, you could have to use it as part of the identification process when applying for a job or getting into a tertiary institution. It is easy to see that discrimination could occur using information from the card.

There are major implications too, in terms of privacy and security. The more the card is used the more risk there is that information from it can be sold to other groups such as real estate agents, major retail firms or leisure centres. Health insurance companies may even refuse to insure people as a result of information on their card.

This card may seem harmless but there are too many risks. We must all oppose it now.

Christina Singh is a media liaison officer for a Civil Liberties organisation.

Card good for health

Michelle Le Grande

During the last year some members of the community trialled the use of a Medi-Info card. The response has been very positive. In many emergencies when patients were unconscious, and had no one with them, it has even saved lives.

Overseas experience has proved that the card saves time and money in the provision of medical services. When the card becomes compulsory the cost of health care for the community will be significantly lower.

The risk of information being misused is very small. We carry personal information with us all the time in the form of bankcards, driving licences and library cards without any worries.

Michelle Le Grande is the Marketing Manager for Your Health Insurance Company.

The following information is a web-page extract.

Medi-Info Card Home Page

Home Page *Keep Healthy the Informed Way! Get in early!*

Card Uses

All over the world health professionals and their patients are discovering the possibilities of the Medi-Info (M-I) Card. The microchip-powered and credit-card sized Medi-Info Card contains the information that carers and patients need to have now, on the spot, on time, on the screen. This is the ultimate cool techno accessory – one that could actually save your life!

Examples

Imagine you have an accident and are taken to hospital. Without the M-I Card vital information could be missed. Think how the card might help those caring for you. It could show:

- An allergy to a common medication
- Your medical history, including asthma or epilepsy which might require urgent treatment
- Your blood group
- Recent infections you have suffered
- Current medical insurance
- Names and addresses of your relatives

Links


Contact Us

All this and more can be downloaded fast from your M-I Card – no forms to fill in, no stressful interviews, no mistakes because you are too upset to remember your health details or insurance information.

And there’s more: the card can even show that you want to be an organ donor when you die. You could give someone else the chance of a new life.

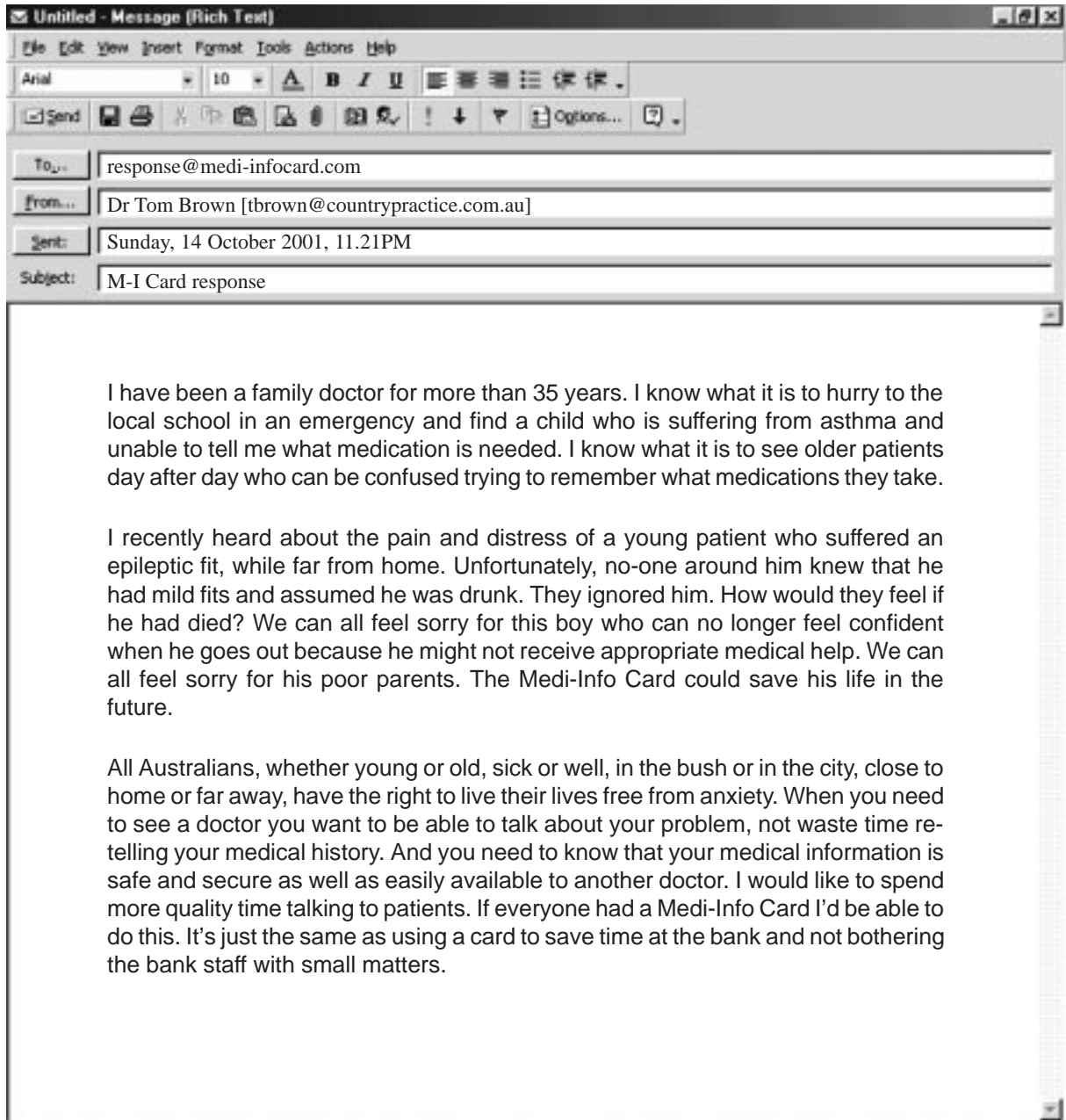
What about security? The state-of-the-art microchip makes sure that only those with the need to know ever get to see your private details. And it will work in card readers installed everywhere.

You can trust our technology! Get your Medi-Info Card today! Keep healthy the informed way!

Send in your stories of medical emergencies. Click here: 

This is the material for Part 2, the **persuasive language use** question.

The following is an email response.



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