



# Victorian Certificate of Education 2002

## ENGLISH

### Written examination

Friday 1 November 2002

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 17 pages, including **Assessment criteria** on page 17.
- 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 17 of this book.

## Text List

1. *A Choice of Emily Dickinson's Verse* ..... Emily Dickinson
2. *Angela's Ashes* ..... Frank McCourt
3. *Cabaret* .....
4. *Cat's Eye* ..... Margaret Atwood
5. *Dead Letter Office* .....
6. *Dream Stuff* ..... David Malouf
7. *Falling* ..... Anne Provoost
8. *First They Killed My Father* ..... Loung Ung
9. *Frontier* .....
10. *Girl With a Pearl Earring* ..... Tracy Chevalier
11. *Going Home* ..... Archie Weller
12. *Great Expectations* ..... Charles Dickens
13. *Medea* ..... Euripides
14. *Night* ..... Elie Wiesel
15. *No Great Mischief* ..... Alistair MacLeod
16. *One True Thing* ..... Anna Quindlen
17. *Only the Heart* ..... Brian Caswell and David Phu An Chiem
18. *Othello* ..... William Shakespeare
19. *Shakespeare in Love* .....
20. *Sometimes Gladness* ..... Bruce Dawe
21. *Stolen* ..... Jane Harrison
22. *The Brush-Off* ..... Shane Maloney
23. *The Divine Wind* ..... Garry Disher
24. *The Freedom of the City* ..... Brian Friel
25. *The Outsider* ..... Albert Camus
26. *The Player* .....
27. *The Things They Carried* ..... Tim O'Brien
28. *The Year of Living Dangerously* ..... Christopher Koch
29. *Things Fall Apart* ..... Chinua Achebe
30. *Triage* ..... Scott Anderson

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

Part 1 requires students to develop a sustained interpretative point of  
Do **not** write on the same

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

The Soul selects her own Society –

Then – shuts the Door –

‘While Dickinson’s poems focus on the “interior life”, they do not ignore the outside world.’

Discuss.

**2. *Angela's Ashes***

Frank describes the ‘church’ as “our refuge, our strength”.

Is this shown to be true for the McCourt family?

**3. *Cabaret***

“Don’t you see what is happening in Germany today?” Natalia asks Fritz.

Why do some characters in the film *Cabaret* seem so little concerned by the growing threat around them?

**4. *Cat's Eye***

How does Elaine’s retrospective exhibition of paintings help her to understand herself and the past?

**5. *Dead Letter Office***

‘Although Alice and Frank both cling to the past, they help each other to move into the future.’

Do you agree?

**6. *Dream Stuff***

‘Malouf’s stories are about the pain, not the joy, of life.’

Discuss.

**7. *Falling***

How is it that Benoît can so easily manipulate Lucas?

**8. *First They Killed My Father***

Pa tells Loung that she is a “diamond in the rough” who will one day “shine”.

How important are Pa’s words in giving Loung the will to survive?

**9. *Frontier***

‘The constant reference to journals, letters, newspapers and reports makes *Frontier* a powerful exposé of the “forgotten war” against the indigenous people of Australia.’

Discuss.

**Section 1 – Part 1**

view about a text, supported by detailed analysis and reference to the text.  
text in Part 1 and Part 2.

**10. *Girl With a Pearl Earring***

What does Griet learn about herself from working at Vermeer’s house?

**11. *Going Home***

“All along, he had been no one.”

‘Most characters in these stories are unsuccessful in their struggle to be “someone”.’

Discuss.

**12. *Great Expectations***

‘Pip behaves badly, but we continue to sympathise with him.’

How does the text encourage this response?

**13. *Medea***

‘Often tragedies have an heroic but flawed central character, but in *Medea* no character has any admirable or heroic qualities.’

Do you agree with this observation about the characters in the play?

**14. *Night***

What changes Elie from the devout believer he is at the start of the text to the spiritually empty person he becomes?

**15. *No Great Mischief***

Is the MacDonalds’ loyalty to each other shown to be a strength or a weakness in their dealings with other people?

**16. *One True Thing***

Ellen says: “We’d made her what we needed her to be”.

Do Ellen and her brothers ever really know their mother?

**17. *Only the Heart***

‘Despite the setbacks they suffer, the Vo family is successful in achieving its dreams.’

Do you agree?

**18. *Othello***

Iago says: “The Moor is of a free and open nature”.

Does this explain why Iago is able to deceive Othello so easily?

**Instructions for**

Part 1 requires students to develop a sustained interpretative point of  
Do **not** write on the same

**19. *Shakespeare in Love***

‘In *Shakespeare in Love*, people with real emotions use the imaginary world of the theatre for their own purposes.’

Discuss.

**20. *Sometimes Gladness***

‘Bruce Dawe’s poems are particularly good at showing the emptiness and frustration of many people’s lives.’

Do you agree?

**21. *Stolen***

The playwright, Jane Harrison, claims: “*Stolen* is not about blame, it is about understanding and acceptance”.

Does the play support this view?

**22. *The Brush-Off***

“I was . . . ear-mangled and behind schedule.”

Is Murray Whelan ever in control of his life?

**23. *The Divine Wind***

Hart “wondered what disappointments drove him [Jamie]”.

‘Many characters in this story are restless because they are driven by disappointment.’

Discuss.

**24. *The Freedom of the City***

“. . . it’s a very unfair world,” says Lily.

‘*The Freedom of the City* shows what is unfair through the experiences of Michael, Lily and Skinner.’

Discuss.

**25. *The Outsider***

“Everything is true and yet nothing is true!”

‘Meursault’s truth is different from that of other people.’

Discuss.

**26. *The Player***

‘Griffin Mill is a killer, a liar and a cheat, yet the audience is on his side.’

How does the film manipulate our view of Mill?

**Section 1 – Part 1**

view about a text, supported by detailed analysis and reference to the text.  
text in Part 1 and Part 2.

**27. *The Things They Carried***

Lieutenant Cross thinks: “It was very sad . . . The things men carried inside. The things men did or felt they had to do”.

How does the text explore Lieutenant Cross’s observation?

**28. *The Year of Living Dangerously***

What is it that causes Billy to feel that his heroes have failed him?

**29. *Things Fall Apart***

‘Traditional ideas of honour dominate Okonkwo’s life and finally they destroy him.’

Discuss.

**30. *Triage***

Joaquin suggests that there are times when people have to “guess” what is the right thing to do.

How true is this for the characters in the text?

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

Part 2 requires a developed and sustained discussion that  
Do **not** write on the same

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

'This poetry suggests that people should accept the world as it is, not try to explain it.'

Discuss.

**2. *Angela's Ashes***

'*Angela's Ashes* demonstrates that family circumstances, not strength of character, determine the course of people's lives.'

Discuss.

**3. *Cabaret***

'*Cabaret* illustrates that political and social pressures destroy relationships.'

Discuss.

**4. *Cat's Eye***

'*Cat's Eye* demonstrates the strength of family influence on the lives of children.'

Discuss.

**5. *Dead Letter Office***

'*Dead Letter Office* shows that finding the solution to many of life's problems involves having the courage to take risks.'

Discuss.

**6. *Dream Stuff***

'Malouf's stories demonstrate that our relationships are fragile because we fail to understand each other's values.'

Discuss.

**7. *Falling***

'*Falling* shows that it is fear, not reason, that determines how people conduct their lives.'

Discuss.

**8. *First They Killed My Father***

'*First They Killed My Father* demonstrates that to survive a time of political crisis, people must discard their humanitarian values.'

Discuss.

**9. *Frontier***

'*Frontier* shows the appalling consequences when a group of human beings is regarded as an inferior and doomed race.'

Discuss.



**Section 1 – Part 2**

analyses the underlying social or cultural values embodied in a text.  
text in Part 1 and Part 2.

**10. *Girl With a Pearl Earring***

‘*Girl With a Pearl Earring* demonstrates how poverty limits a person’s options in life.’

Discuss.

**11. *Going Home***

‘These stories demonstrate that an individual’s identity draws upon values beyond those held by one’s family.’

Discuss.

**12. *Great Expectations***

‘*Great Expectations* shows that all human beings need both to love and be loved.’

Discuss.

**13. *Medea***

‘*Medea* illustrates the importance of moderation in actions and emotions.’

Discuss.

**14. *Night***

‘*Night* demonstrates that the instinct to survive is stronger than any other force within people.’

Discuss.

**15. *No Great Mischief***

Calum says: “The past is not the same for everyone, but it catches up with you.”

‘*No Great Mischief* shows the power of the past to shape individuals’ lives.’

Discuss.

**16. *One True Thing***

Teresa says: “Suffering transforms”.

Ellen says: “Suffering sucks”.

‘*One True Thing* shows that no-one can remain unaffected by suffering.’

Discuss.

**17. *Only the Heart***

‘*Only the Heart* shows that strong family values are essential for immigrants to successfully integrate into a new country.’

Discuss.

**Instructions for**

Part 2 requires a developed and sustained discussion that  
Do **not** write on the same

**18. *Othello***

'*Othello* suggests that racial and cultural differences increase an individual's vulnerability.'

Discuss.

**19. *Shakespeare in Love***

The Queen says: "Playwrights teach us nothing about love".

'*Shakespeare in Love* does, however, show us what is important in life.'

Discuss.

**20. *Sometimes Gladness***

'Bruce Dawe's poetry challenges its readers to look again at the values of Australian society.'

Discuss.

**21. *Stolen***

'*Stolen* demonstrates that people's attitudes are shaped by the quality of their childhood experiences with the adults in their lives.'

Discuss.

**22. *The Brush-Off***

'*The Brush-Off* demonstrates that greed always leads people to desperate actions.'

Discuss.

**23. *The Divine Wind***

'*The Divine Wind* shows how difficult it is for communities to accept cultural difference.'

Discuss.

**24. *The Freedom of the City***

'*The Freedom of the City* shows that prejudice prevents the truth being told.'

Discuss.

**25. *The Outsider***

'*The Outsider* shows that an individual should not be significantly out of step with society's values and expectations.'

Discuss.

**26. *The Player***

'*The Player* suggests that the modern world prefers illusion to reality.'

Discuss.

**Section 1 – Part 2**

analyses the underlying social or cultural values embodied in a text.  
text in Part 1 and Part 2.

**27. *The Things They Carried***

“You come over clean and you get dirty and then afterward it’s never the same.”

‘*The Things They Carried* shows that one legacy of war is always a sense of guilt.’

Discuss.

**28. *The Year of Living Dangerously***

‘*The Year of Living Dangerously* shows the problem of being a mere observer of life when the injustices everywhere cry out for action.’

Discuss.

**29. *Things Fall Apart***

‘*Things Fall Apart* demonstrates how the values and customs of a society help us to deal with the familiar but not with change.’

Discuss.

**30. *Triage***

‘*Triage* shows us that the survivors of trauma often suffer simply because they have survived.’

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 all the following material on student absenteeism 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** Tom Frost's speech to School Council, found on page 14, **and** Rosemary Collins's letter to the principal, found on page 15.

### Part 2

Complete **one** of the following tasks. Draw on the given material as you think appropriate.

- a. Write an **editorial** for a national daily newspaper presenting the paper's position on the issue of dealing with truancy.

**OR**

- b. You are a work experience student working for a weekly newspaper. You have been invited to write a **feature article** for the opinion page addressing the matter of punishing students for truancy. Write the feature article in which you set out your position on this issue.

**OR**

- c. Your School Council is to develop a policy for dealing with truancy. To consider the viewpoints of all members of the school community, it has invited submissions on this issue.

Write a **submission** to the School Council presenting your position as a student.

### TASK MATERIAL

*The following is an extract from the report of Ms Smith, Principal of Anyton Secondary College, to the Annual General Meeting of the School Council:*

. . . I now turn to a more worrying matter. I have been very concerned this year at the rising level of absenteeism among the Middle School students. Legally, all children up to 15 years of age must attend school. What is more, regular truancy undermines everything we are trying to do in this school. How can students learn if they are not in class? You have all seen newspaper articles suggesting we take a very strong line with children who are regularly absent from school without permission. Some have suggested that truants found on the streets be detained by the police. Indeed, in one or two cases I have had to tell parents that I will involve the police if I cannot account for the whereabouts of their child. I believe that we must take seriously our obligations in this area, but I would prefer the school to have in place measures to deal with the problem without involving outside agencies. So I urge School Council to devise a policy that will enable us to put an end to this epidemic of truancy. We need to take a firm line to ensure all our students are in school . . .

Use only the material on these two pages

*This is a speech given by a parent, Tom Frost, at the School Council meeting:*

“ I’d like to speak against this proposal of the principal, Ms Smith, to come down on truancy like a ton of bricks. Let’s not get too carried away with this truancy issue. I’ve got three kids here. I’m not sure they need to be chained to their desks all day, seven days a week, looking at the blackboard. Is it so bad to wag school? After all, most of us have wagged school without coming to grief or causing trouble, haven’t we? In our house, we call these days off ‘mental health days’.

Seems to me, there are some good reasons why kids play truant. School isn’t always the safe, happy place lots of adults like to think it is. When my daughter was picked on in Year 8, she was so stressed she needed time out. I can see from your nods that some of you have had this experience too. I also think there’s lots of evidence that there are other places to learn things. There’s all this rubbish talked about ‘independent and flexible learning’, but when a kid decides to find out about life first-hand, they hit a brick wall. I don’t understand why well behaved, responsible kids turn into something else altogether when you put ’em together in school.

Schools started out as places to educate kids and then became kind of childcare for big kids because both parents were at work and now they’re like part of the remand system. Keep ’em off the streets and away from paranoid shopkeepers who think every school age kid’s a shoplifter.

Let’s face it, school can be just plain boring! You hear all these things about drop-in centres, and buddies, big sister programs, peer support and other schemes. Can’t we try some of these rather than hounding students endlessly? ”

for Part 1 – Analysis of language use.

*This is a letter sent by Rosemary Collins to the Principal of Anyton Secondary College.*



May 8 2002

Dear Ms Smith,

I am writing as a parent in response to the issues raised concerning school attendance at the Annual General Meeting of School Council last night. My research as a consultant shows that school absenteeism is a complex issue that will not be solved by a punitive model of discipline, one which is both ineffective and alienating. An attempt must be made to understand the reasons for absenteeism.

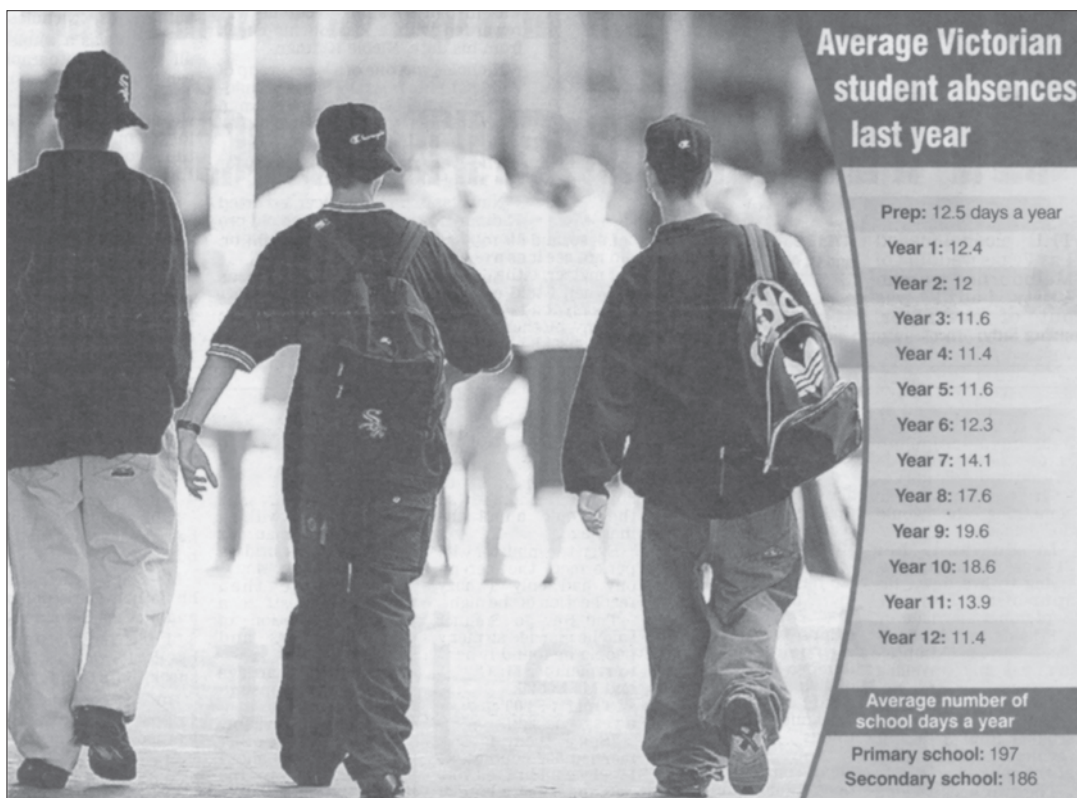
Most students who do not attend school regularly are shown by the research to have disengaged socially and educationally from the school environment. In Victoria up to 10 percent of students require support and special assistance to maintain regular attendance at school. Education Department data shows that absenteeism is most common among boys at Years 9 and 10 and is often linked to other problem behaviours at home and school. Regardless of the reasons, every student absent from school due to an impediment which can be addressed is equally deserving of attention according to their needs.

Given these facts, it is important that our school concentrates on an holistic approach to absenteeism, an approach that involves the whole community as well as individual student support where needed. This may mean, for example, that some students will benefit if they have opportunities for alternative curriculum options and positive community service experiences. For other students it may be that strategies to assist them in gaining better organisational skills are enough to lift their engagement with school and hence improve their attendance.

Finally, I would be happy to be part of a working group to investigate how our school community could work collaboratively to implement some of these initiatives.

Yours sincerely,

Rosemary Collins  
 Director, Key Educational Consultants  
 and  
 Mother of Fiona (Year 8)



#### Adapted from a Melbourne newspaper

##### Call for Police to Pick up Wagging Kids

Victorian schools are suffering from record levels of absenteeism with Year 9 and Year 10 students missing school an average of one day every two weeks.

A spokesperson for the Association of School Councils asserted that some children missed school more than they attended.

An Education Department's spokesperson said the State Government was spending \$56 million on student support and student welfare.

He said he was confident that by working with truant children and their families, absenteeism would decline. Student absence last year rose to the highest level since 1995.

The severity of the problem has led to calls by School Councils for police to transport children to school and to patrol shopping centres and train stations to collect them.

A truancy program involving police in Western Australia – the first of its kind in Australia – has been successful in keeping students at school and reducing juvenile crime. Education Department staff work from police stations and coordinate the transport to school of children who play truant. The officers establish relationships with the students and their families to encourage them to stay at school. At one school, the scheme reduced absenteeism from 40 percent to 6 percent.

#### Adapted from an international publication

##### British Police Get Tough on Truants

British police will have new powers to support the government's campaign to reduce truancy amongst school children.

Police will be able to take children who are absent without permission back to school. Although police will not have the power to arrest truants, they will be able to hold children until they are returned to the care of teachers.

New powers will also be given to the courts to force parents to take children to school or to require them to attend parenting classes.

The aim of the new legislation is to address the link between truancy and street crime.



### **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