



Victorian Certificate of Education 2003

ENGLISH (ESL) 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>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

- 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 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.

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 electronic communication 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 **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. *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

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

- i. 'These poems are about ideas, not about events.'
Discuss.

or

- ii. 'These poems show that there is nothing to fear in death.'
Discuss.

2. *A Lesson Before Dying*

- i. "'You're one great teacher, Grant Wiggins,' he said."
'Grant learns more than he teaches.'
Discuss.

or

- ii. What does Jefferson learn about himself during his time in jail?

3. *Breaker Morant*

- i. How does the film win our support for Morant, Handcock and Witton?

or

- ii. 'In *Breaker Morant* the distinction between right and wrong is unclear.'
Discuss.

4. *Dream Stuff*

- i. In what ways are places important to the characters in Malouf's stories?

or

- ii. "You trust nobody, boy, there's nobody'll look out for you better'n yourself."
Is this the view presented in the stories in *Dream Stuff*?

5. *Falling*

- i. "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.

or

- ii. 'In *Falling*, everyone is a victim of the past.'
Discuss.

6. ***First They Killed My Father***

- i. 'Knowing who to trust is one of the biggest problems for the characters in this text.'
Discuss.

or

- ii. 'Loung's life after the war is just as difficult as it is during the war.'
Discuss.

7. ***Gattaca***

- i. 'The world of *Gattaca* is focused on genetic perfection, yet it is the imperfect Vincent who is most successful.'
Discuss.

or

- ii. 'In *Gattaca* individuality is more important than conformity.'
Discuss.

8. ***Girl with a Pearl Earring***

- i. 'Griet finds it difficult to manage the changes in her life.'
Discuss.

or

- ii. "I wanted him to think of me, not of the painting."
'In this story many people are hurt by Griet's selfishness.'
Discuss.

9. ***I for Isobel***

- i. 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.

or

- ii. 'Isobel develops an understanding of what is important in life by reflecting upon other people's behaviour.'
Discuss.

10. ***Jackson's Track***

- i. Daryl Tonkin believes that "whites cannot tolerate difference".
What causes him to think this?

or

- ii. Was the loss of Jackson's Track inevitable?

11. *Night*

- i. What saves Elie – inner strength or luck?

or

- ii. ‘In *Night*, those who remain hopeful are most likely to survive.’
Discuss.

12. *No Great Mischief*

- i. “He was always in the midst of loss.”
‘In *No Great Mischief* the characters learn to live with loss.’
Discuss.

or

- ii. ‘In *No Great Mischief* the physical environment has a great influence on people’s lives.’
Discuss.

13. *Oedipus Rex*

- i. ‘There is no hope, only despair, in the world of Oedipus.’
Discuss.

or

- ii. ‘It is chance that destroys Oedipus, not human failing.’
Do you agree?

14. *One True Thing*

- i. ‘Ellen discovers that she is more like her mother than her father.’
Do you agree?

or

- ii. ‘Although the family members in *One True Thing* seem to get along well, they do not understand each other.’
Do you agree?

15. *Othello*

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

or

- ii. ‘In *Othello* the characters are more concerned about honour and reputation than about other values.’
Discuss.

16. *Shakespeare in Love*

- i. Why is the world of the theatre so attractive to Viola?

or

- ii. 'In *Shakespeare in Love* we come to know the characters best through their attitudes to love.'
Discuss.

17. *Short Stories (Henry Lawson)*

- i. 'The stories in this collection are about human nature, not the bush.'
Discuss.

or

- ii. 'In Lawson's stories pride is very important even to the poorest of people.'
Discuss.

18. *Sometimes Gladness*

- i. 'Dawe's poems are about sadness as well as gladness.'
Discuss.

or

- ii. 'In Dawe's poetry society often seems unaware of the suffering of individuals.'
Discuss.

19. *Stolen*

- i. 'In *Stolen*, the characters search more for their families than for their own identity.'
Discuss.

or

- ii. 'In *Stolen*, the characters suffer greatly because of society's interference in their family life.'
Discuss.

20. *The Chant of Jimmie Blacksmith*

- i. Is Jimmie the only one responsible for his tragic end?

or

- ii. 'In *The Chant of Jimmie Blacksmith* the characters are affected more by intolerance than by injustice.'
Discuss.

21. *The Divine Wind*

- i. Is Mitsy the only strong, loyal, decisive character in *The Divine Wind*?

or

- ii. 'In *The Divine Wind* most characters are motivated by self-preservation.'
Do you agree?

22. *The Freedom of the City*

- i. Skinner says he and Lily are fighting for the same thing.
Are they?

or

- ii. ‘The characters learn a great deal about justice from their experiences together.’
Discuss.

23. *The Outsider*

- i. Is Meursault the victim of misunderstanding?

or

- ii. ‘The society in *The Outsider* values appearances above honesty.’
Discuss.

24. *The Player*

- i. ‘*The Player* has a happy ending.’
Do you agree?

or

- ii. “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*

- i. ‘These stories are not only about war.’
Discuss.

or

- ii. ‘In *The Things They Carried* war changes the characters’ ideas of what is important in life.’
Discuss.

26. *The Third Man*

- i. ‘Harry may inspire loyalty in others, but he is loyal only to himself.’
Discuss.

or

- ii. ‘We are always aware of Harry Lime’s presence even though he only appears late in the film.’
How does the film-maker achieve this?

27. *The Wife of Martin Guerre*

- i. 'Bertrande was betrayed by everyone she trusted.'
Do you agree?

or

- ii. 'In *The Wife of Martin Guerre* the authoritarian society shows no regard for the needs and interests of the individual.'
Discuss.

28. *The Year of Living Dangerously*

- i. 'Billy Kwan causes his own downfall.'
Do you agree?

or

- ii. Does this novel show Guy Hamilton to be an admirable character?

29. *Things Fall Apart*

- i. Does Okonkwo understand why things fall apart?

or

- ii. In *Things Fall Apart* why is it so hard for different groups with different histories to understand each other?

30. *Triage*

- i. 'Mark, Joaquin and Talzani have much in common.'
Discuss.

or

- ii. "Some live, some die, that's all."
'*Triage* tells us that this is the only attitude to take in life.'
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 taking action for animal rights and then **complete all three parts**.

TASK

Complete all **three** parts.

Part 1

Write a note-form summary of the opinions expressed in **both** articles ‘Australians for Animal Rights’ and ‘Association of Chicken Producers’ – found on page 11.

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

Part 2

In the talkback radio discussion, found on page 12, both the Presenter and the Caller attempt to persuade listeners to agree with their views about taking action for animal rights.

Find **five** examples of different persuasive language use in the talkback radio discussion.

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

Part 3

Can breaking the law to help animals ever be justified?

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

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

You may draw on any or all of the task material found on pages 10, 11, 12 and 13.

TASK MATERIAL

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

Chickens Run 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, which were on their way to a meat processing works, were run over by passing traffic. Some escaped into nearby backyards and parkland. Onlookers saw two people leaving the scene quickly.

One man who was walking his dog nearby at the time said: “It’s surprising someone wasn’t hurt. These activists have a lot to answer for”. Police enquiries into the incident are continuing. It is believed one person has been held for questioning. *(Agency reports)*

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

The same newspaper presented the following opinions in response to the news report 'Chickens Run Free'.

Australians for Animal Rights (AFAR)

The question is not, can they reason? nor, can they talk? but, can they suffer?

(Jeremy Bentham)



Above: hens rescued from a battery farm in the US*

**A method of farming in which animals are caged in a small space*

AFAR believes that we must protect the welfare of all animals. We humans have a responsibility to defend those less fortunate than ourselves. Animals quite simply need our help.

Animals in many farm situations are treated very badly. They are caged and bred only to produce food for us. AFAR has found the best way to help is through direct action. Those chickens were liberated to make a point about living conditions for all animals.

Humans cannot continue to abuse animals as if they have no feelings. If freeing animals is breaking the law, then the law needs to change. Liberating animals is justified because humans treat them so poorly. AFAR will continue to work for animal welfare as long as it is necessary.

Association of Chicken Producers

Our farmers always have chickens' welfare as a top priority. We design animal housing to be as comfortable and clean as possible. We invite veterinarians to make regular checks of our animals.

It is in everyone's interest to produce happy, healthy animals. We feed them well on only natural grains. There are no health concerns for people eating our chickens.

The chicken industry employs many people. There are not only many farmers but also thousands of others involved in producing chicken products for consumers. Millions of chickens contribute to a multi-million dollar industry for Victoria.



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

Talkback radio also discussed the issue.

Presenter:

“Want a free chicken dinner?

Did you hear about last night’s incident with the chicken truck? How can activists justify such idiotic behaviour? Are they activists or nuisances? People could’ve got hurt! But do they care about that? Chickens 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 man is 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 threw your kids’ pets out on the road? People can’t just break the law whenever they feel like it. Let’s face it, these people who call themselves “animal liberationists” are just antisocial bludgers.

And what happened to the chickens anyway! These people who break the law – they’re full of big ideas – but what happens? The chickens get eaten by foxes or run over by poor, innocent motorists who didn’t ask to be involved in a crime. So that’s what they call liberation! You free the chickens, and look what happens!

Let’s hear what you think. Ring in now with your comments...”

Caller:

“I’m an active member of Australians for Animal Rights and from my research I would like to correct your ignorant comments about last night’s liberation. Direct action is often the only way to bring the public’s attention to the terrible condition of the oppressed animals on this planet. These people who were involved in last night’s action risked their lives to liberate those chickens.

Australians for Animal Rights believes that all animals deserve to be free to lead a natural life. Intelligent listeners know it is not “antisocial” to liberate animals from inhumane conditions, trapped in cages only 450 square centimetres in size, unable to move, without proper ventilation. They are treated so badly that if people knew the details of how these animals lived and died, no-one would continue to eat them.

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

Your views are typical of our society’s human-centred view of the world. Listeners, we must reform this attitude to animals who are our furred and feathered friends. Animals have the same rights as we do to breathe fresh, clean air, the same rights to form relationships and the same rights to do the things that all animals want to do. In these circumstances breaking the law to free those poor creatures was justified.”

An animal rights group recorded the following information about the effects of its direct action.

Examples of animals rescued and released for 2001	
Mink	3000
Ducks & ducklings	1047
Chickens	469
Horses	200
Pigeons	62
Rabbits	28
Targets hit	
Fur stores	10
Bank offices/facilities	7
Research labs.	7
Hamburger shops	6
Animal breeders	4
Meat stores	4
Property damage	
Windows/glass doors	150
Vehicles/boats	11
Fires	4
Data (abridged) from report on 'direct action' in the USA 2001	

‘A fair and reasonable outcome cannot justify the way in which a goal is achieved. We sometimes come to a point where we have to say that, no matter how good or how urgent the goal appears to us, we should not take the action required to achieve it. Sometimes actions go beyond an ethical boundary that must not be crossed.’

(Paraphrased from comments by Erling Tiedermann, Chair, Danish Council of Ethics.)

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