



Student Name: \_\_\_\_\_

## ENGLISH

### 2022 Written Trial Examination (1)

Reading Time: 15 minutes

Writing Time: 3 hours

#### TASK BOOK

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Marks</i>
A – Analytical interpretation of a text	20	1	20
B – Comparative analysis of texts	8	1	20
C – Argument and persuasive language	1	1	20
			Total 60

- Students are to write in blue or black pen.
- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners, 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 correction fluid/ tape.

#### Materials supplied

- Task book of 15 pages

#### Instructions

- Complete each section of the Task book in an external answer book/ space.
- If you choose to write on a multimodal text in Section A, you must not write on a text pair that includes a multimodal text in Section B.
- All written responses must be in English.

#### At the end of the examination

- 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 A – Analytical interpretation of a text

### Instructions for Section A

Section A requires students to write an analytical interpretation of a select text in response to one topic (either **i.** or **ii.**) on **one** text.

Your response should be supported by close reference to the selected text.

If your selected text is a collection of poetry or short stories, you may write on several poems or stories, or on **at least two** in close detail.

If you choose to write on a multimodal text in Section A, you must **not** write on a text pair that includes a multimodal text in section B.

In the answer book, indicate which text you have chosen to write on and whether you have chosen to answer **i.** or **ii.**  
Section A is worth one-third of the total marks for the examination.

### Text List

1. *After Darkness*.....Christine Piper
2. *All the Light We Cannot See*.....Anthony Doerr
3. *Extinction*.....Hannie Rayson
4. *False Claims of Colonial Thieves*.....Charmaine Papertalk Greene and John Kinsella
5. *Flames*.....Robbie Arnott
6. *Go, Went, Gone*.....Jenny Erpenbeck
7. *In Cold Blood*.....Truman Capote
8. *Like a House on Fire*.....Cate Kennedy
9. *Much Ado About Nothing*.....William Shakespeare
10. *Nine Days*.....Toni Jordan
11. *Persepolis: The Story of a Childhood*.....Marjane Satrapi
12. *Pride and Prejudice*.....Jane Austen
13. *Rear Window*.....directed by Alfred Hitchcock
14. *Runaway*.....Alice Munro
15. *Station Eleven*.....Emily St John Mandel
16. *Stories We Tell*.....directed by Sarah Polley
17. *The Erratics*.....Vicki Laveau-Harvie
18. *The Women of Troy*.....Euripides
19. *Things Fall Apart*.....Chinua Achebe
20. *William Wordsworth: Poems Selected by Seamus Heaney*.....William Wordsworth

***After Darkness by Christine Piper***

- i. “Eyes narrowed, mouth tight – her features twisted with hate.”  
Piper’s novel explores the destructive power of prejudice. Discuss.

**OR**

- ii. “I will I had known at the time...”  
Ibaraki’s central flaw is that he willfully avoids responsibility for his actions. To what extent do you agree?

***All the Light We Cannot See by Anthony Doerr***

- i. “If your same blood doesn’t run in the arms and legs of the person you’re next to, you can’t trust anything.”  
*All the Light We Cannot See* explores how loyalty is destructive. Discuss.

**OR**

- ii. “Jutta opens her eyes but doesn’t look at him. ‘Don’t tell lies. Lie to yourself, Werner, but don’t lie to me.’”  
Werner not only fails others, he also fails himself. Discuss.

***Extinction by Hannie Rayson***

- i. Despite being well-intentioned, the play portrays environmentalists as naïve and selfish. To what extent do you agree?

**OR**

- ii. “They are all worth saving.” – Piper  
“But we don’t have the money to save them all!” - Heather  
How does Rayson’s play explore her characters’ moral inconsistencies?

***False Claims of Colonial Thieves by Charmaine Papertalk Greene and John Kinsella***

- i. “Thieves arrived in all disguises/Colonial officers, convicts, settlers, free man  
No treaties and trinkets here/Guns and guns were their dirty talk  
Thieves wrapped warmly in the Blankets of terra nullius  
Arrived as colonial thieves/Remain as colonial thieves.”

*False claims of Colonial Thieves* is a poetic conversation that exposes the destructive legacy of colonisation.  
Discuss

**OR**

- ii. “Find common ground  
It is somewhere we can/Both own space  
To exist, grow, move forward”

How do the poets convey their unique understanding of our shared identity and sense of belonging?

**SECTION B – Comparative analysis of texts****Instructions for Section B**

Section B requires students to write a comparative analysis of a selected pair of texts in response to one topic (either **i.** or **ii.**) on one pair of texts.

Your response should analyse how the two texts present ideas and/or issues, and should be supported by close reference to both texts in the pair.

If you choose to write on a multimodal text in Section A, you must **not** write on a text pair that includes a multimodal text in Section B.

In the answer book, indicate which text pair you have chosen to write on and whether you have chosen to answer **i.** or **ii.**

Your response will be assessed according to the assessment criteria set out on page 14 of this book.

Section B is worth one-third of the total marks for the examination.

**Pair 5 *The Crucible* by Arthur Miller and *The Dressmaker* by Rosalie Ham**

- i. Compare what the texts suggest about heroism.

**OR**

- ii. ‘...we’re used to being badly treated.’ (*The Dressmaker*)  
 ‘Postponement now speaks a floundering on my part; reprieve or pardon must cast doubt upon the guilt of them that dies till now. While I speak God’s law, I will not crack its voice with whimpering.’ (*The Crucible*)

Compare how the texts explore the shortcomings of humanity.

**Pair 6 *Photograph 51* by Anna Ziegler and *My Brilliant Career* by Miles Franklin**

- i. ‘a great blow that is was only men who could take the world by its ears and conquer their fate, while women, metaphorically speaking, were forced to sit with tied hand and patiently suffer as the waves of fate tossed them hither and thither.’ (*My Brilliant Career*)  
 ‘Dr Wilkins, I will not be anyone’s assistant.’ (*Photograph 51*)

The texts suggest that women’s paths to success are limited by fate.

**OR**

- ii. The texts reveal that women must compromise to achieve their aspirations.

**Pair 7 *The 7 Stages of Grieving* by Wesley Enoch and *Deborah Mailman and The Longest Memory* by Fred D’Aguiar**

- i. “Memory hurts... I forget as hard as I can.” (*The Longest Memory*)  
 ‘If you feel like fighting, if you feel like yelling, grab it in your hand and show your grief, lift it up and show the world.’ (*The 7 Stages of Grieving*)

Compare what the texts suggest about the relationship between grief and healing.

**OR**

- ii. Resisting oppression generates change.  
 Compare how *The 7 Stages of Grieving* and *The Longest Memory* explore this idea.

**Pair 8 *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban* by Malala Yousafzai with Christina Lamb, and *Pride* directed by Matthew Warchus**

- i. “I had decided very early I would not be like that. My father always said, ‘Malala will be free as a bird.’ (*I am Malala*)  
 ‘And when you’re in a fight as bitter and as important as this one, against an enemy, so much bigger, so much stronger than you – well. To find out that you have a friend you never knew existed – It’s the best thing in the world.’ (*Pride*)

Compare to what extent hope is found in both texts.

**OR**

- ii. Compare how the texts examine resistance to intolerance.

**END OF SECTION B  
 TURN OVER**

**SECTION C – Argument and persuasive language****Instructions for Section C**

Section C requires students to write an analysis of the ways in which argument and language are used to persuade others to share a point(s) of view.

Read the background information on this page and the material on pages 11, 12 and 13, and write an analytical response to the task below.

For the purposes of this task, the term ‘language’ refers to written, spoken and visual language.

Your response will be assessed according to the assessment criteria set out on page 14 of this book.

Section C is worth one-third of the total marks for the examination.

**Task**

Write an analysis of the ways in which argument and written and visual language are used in the material to try to persuade others to share the points of view presented.

**Background Information**

A City of Melbourne discussion paper, ‘Reducing Traffic for Better Streets’, explores options to inform the city’s 10-year public transport strategy. Public transport experts are urging the Victorian Government to adopt a user-pays road pricing system, as a more equitable and efficient policy to curb Melbourne’s congestion and unlock efficient public transport networks.



## Road pricing is reprehensible

Dear Jill,

Who are you and Groundwork Victoria trying to kid?

Let's call "Road Pricing" by its proper name — Roads for the Rich.

Fairness? Jill, your reprehensible suggestion represents an attack on all lower-income drivers, who reject your appalling attempt to charge us for the 'privilege' of motoring along already existing roads that were built with our precious tax contributions. We already pay for our car rego, insurance, parking fees, and petrol prices that you need to take out a loan for! Seriously, your so-called solution is going to turn our right to drive in Victoria into a vice that is being punished and discouraged with another tax.

Jill, Victorians know we have a traffic congestion problem. How is the problem going to be fixed by discouraging struggling Victorians from driving because they cannot afford to pay \$20 a day, like in London? Those at the high end of town, with their \$5,000 a year car allowance can afford to pay the tax and enjoy less traffic on their drive to the office.

Jill, your solution is a tax that will make it financially prohibitive for many hard-working Victorians to get on with their daily lives- driving to work, shopping, dropping off their kids to school or sport...

Fairness?

Jill, ask the people of New York how they feel about a congestion tax. New Yorkers organised protests, most recently when motorists gathered outside their legislature to honk their horns. Surveys found about 58% of New Yorkers were against the introduction of congestion charges, while only 30% supported the proposal.

Jill, Victorians know it's an election year. I call on my fellow Victorians to do more than honk their car horns.

I ask my fellow citizens to find out where their local candidates stand on your reprehensible road tax. I trust that decent and frustrated voters will make the informed choice NOT to support candidates in support of your inequitable tax.

**The Raver (speaking for the proud people of Victoria)**

