**ENGLISH  
Practice Examination**

**Booklet A**  
**Reading time: (15 minutes)  
Writing time: (3 hours)**

**TASK BOOK**

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| *Section* | *Number of questions* | *Number of questions to be answered* | *Marks* |
| A – Text response | 6 | 1 | 25 |
| B – Writing in context | 1 | 1 | 25 |
| C – Language analysis | 1 | 1 | 25 |
|  |  | Total | 75 |

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| • Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, rulers  and an English and/or bilingual printed dictionary.  • Students are permitted to bring in a copy of the texts.  • 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 including **Examination assessment criteria** on last page.  • Dictionary.  • Loose leaf paper.  **Instructions**  • All answers must be written in English.  • You must complete all **three sections** of the examination.  **Section A – Text response (Reading and responding)**  **Section B – Writing in Context (Creating and presenting)**  **Section C – Analysis of language use (Using language to persuade)**  • Write your response on the loose leaf provided. You must **clearly label and number** your responses.  • You may ask the examiner for more loose leaf if needed.  **At the end of the task**  • Place all loose leaf in provided plastic pockets and hand to examiner.  • You may keep this task book. |

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| **Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic**  **devices into the examination room.** |

**SECTION A – Text response (Reading and responding)**

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| **Instructions for Section A**  Section A requires students to complete **one analytical/expository** piece of writing in response to **one**  topic (either **i.** or **ii.**) on **one** selected text.  Indicate on your loose leaf whether you are answering **i.** or **ii.**  In your response you must develop a sustained discussion of **one** selected text from the Text list below.  Your response must be supported by close reference to and analysis of the selected text.  Your response will be assessed according to the criteria set out on the last page of this book.  Section A is worth one-third of the total assessment for the examination. |

**Text List**

1. *No Sugar*……………………………………………………………………………..Jack Davis
2. *The Complete Maus…*………………………………………………………..…Art Spiegleman
3. *In the Country of Men*…………………………………………………………... Hisham Matar

**Questions**

1. ***No Sugar* by Jack Davis**
   1. ‘Poverty and scarcity of resources are such significant forces in the lives of characters that they are motivated by nothing else’.  
      Do you agree?

**OR**

* 1. In what ways does Davis convey the sense of displacement and isolation experienced by Aboriginal characters to the audience?

1. ***The Complete Maus* by Art Spiegelman**
   1. ‘*Maus* portrays how a lack of shared experience can strain relationships between people.’   
      Discuss.

**OR**

* 1. ‘The movement between the past and present throughout *Maus* shows how knowing the story of his family influences the narrator’s understanding of himself.’

Discuss.

1. ***In the Country of Men* by Hisham Matar**
   1. ‘*In the Country of Men* depicts the tragedy of children being forced to see the hardships and violence of the adult world.’   
      Discuss.

**OR**

* 1. Moosa tells Um Suleiman: “God never forgets the faithful.”   
     To what extent does *In the Country of Men* portray this view of faith?

**SECTION B – Writing in Context (Creating and presenting)**

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| **Instructions for Section B**  Section B requires students to complete an extended written response.  In your writing, you must draw on ideas suggested by the following Context.  Your writing must draw directly from **at least one** selected text that you have studied for the Context and be based on the ideas in the prompt.  Your response may be an expository, persuasive or imaginative piece of writing.  Section B is worth one-third of the total assessment for the examination.  Your response will be assessed according to the criteria set out on the last page of this book. |

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| **Context - Exploring issues of identity and belonging**   1. *Skin*…………………………………………………………………………(director) Anthony Fabian 2. *In the Mind of a Thief*.……………………………………………..………………………Patti Miller   **Prompt:**  **‘There is no shame in changing ourselves to make others like us*.*’**  **Task:**  Complete an extended written response in expository, persuasive or imaginative style. Your writing must draw from **at least one** selected text for the Context and explore the idea that **‘There is no shame in changing ourselves to make others like us*.*’** |

**SECTION C – Analysis of Language use (Language Analysis)**

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| **Instructions for Section C**  Section C requires students to analyse the ways in which language and visual features are used to present a point.  Section C is worth one-third of the total assessment for the examination.  Read the material on pages 7 and 8 and then complete.  Write your analysis as a coherently structured piece of prose.  Your response will be assessed according to the criteria set out on the last page of this book. |

**TASK**

How is written and visual language used to attempt to persuade the audience to share the point of view of the speaker?

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| **Background Information**   * The speech *Advance Australia… within reason* was delivered on the 5th January, 2013 by Amy MacKintosh at the annual ‘University Students for Youth Political Activism’ meeting held at The University of Melbourne. * Speakers were asked to provide insight and an opinion on a contemporary Australian political debate.   The following is a list of terms used in the speech, and their definitions:     * *Constitutional monarchy*: A form of government in which an individual from the royal family acts as the head of state, within the guidelines of a constitution. * *Republic*: A state where power is held by its citizens and their representatives – an independent country. * *Referendum*: A change made to the Constitution, voted on by all Australian citizens. * *Governor General*: The Queen’s representative in Australia – the official leader of the country, who plays a largely ceremonial role. |

**Advance Australia… within reason**

Who is Australia’s Head of State? Who (technically) runs the show around here? Is it the democratically‐elected Prime Minister?

Not only is our Head of State not someone we voted for, she’s not even Australian. Technically, the person who presides over everything: our government, our parliament, our courts…is the Queen of England. Which is weird, right? Because the Queen doesn’t seem to do anything in Australia. She barely leaves merry old England and how many of you here today can even name her representative, the Governor General?

Hence, from the patriotic practical people of Australia the Republican movement has sprung. Wouldn’t it be better for our Head of State to be an Australian‐born, true blue President? Wouldn’t it be better if Australia became a Republic?

Well, no, actually, it wouldn’t be. And before you jump down my throat with cries of “un‐Australian!” and “Monarchist!” hear me out. I am no Monarchist:  I’m not a huge fan of the Royals. I didn’t even tune in for the infamous Wills and Kate wedding! My opposition to Australia becoming a Republic is not some idolisation of tradition or love of Harry’s recent Vegas nude photos.

My opposition to the Republican movement is far more reasoned: it does not make financial, political or logical sense. When faced with principle versus pragmatism in the modern world, pragmatism will win for me every time. And there are some real benefits to keeping our current system of a Constitutional Monarchy which far outweigh the idealistic principle of becoming a Republic.

First and foremost, becoming a Republic would be a colossal waste of money. It is estimated that the change would cost taxpayers $2.5 billion. Not only would we have to pay to hold the necessary referendums and build new offices, but change our medals, flag, institution names and release a new, Queen‐free currency. That’s $2.5 billion and countless government official hours spent on a seemingly never ending Republican‐to‐do list. Wouldn’t you rather direct your tax dollars towards education, health or foreign aid?

Have you ever heard the phrase “if it ain’t broke, don’t fix it”? We live in one of the most peaceful, stable and democratic nations on the planet. Our election process is fair and effective and we have the checks and balances to prevent political corruption. Why risk these privileges and protections now to bring in a completely new system? In fact in many ways, it is beneficial to have a largely inactive, neutral and non‐political figurehead. Earl Russell said it best in 1997: “the Queen is a political referee, not political player, and we must choose our Head of State under different criteria than we pick our politicians, lest the referee tries to play the game too.”

To which you may be thinking, but Amy, if English Monarchs don’t influence our parliament, what’s the point in having them at all? I’ll tell you: a safety valve. Security. The Governor General can dismiss any government that is corrupt or incompetent. This power has only been used once: in 1975 when the budget had failed to pass through the Senate. Action was needed and the Governor General was the man for the job‐ removing Prime Minister Whitlam and getting Australia back on track.

Finally, I don’t think it’s wrong to assert that we are Australian, and no Royal, no matter how Pommy, infringes on our sense of national identity. We are a people with a strong national identity ‐ one of beaches and barbeques, of helping our fellow man and barracking for the underdog. Are these really lessened by our ties with Britain? And, more importantly, would they become stronger if we became a Republic? No. Aussies are Aussies regardless of our Head of State.

Most Australians would probably say they support becoming a Republic. And yet a 1999 referendum on this question failed. Why is this? Sure, it might have been the vague questioning, the dodgy model or fear of the unknown. But a more simple answer is that a Republic is a nice idea… but so is World Peace and Australian voters are just smart enough to understand what is realistic. Before we even think about putting a Republic proposal up for a vote, we need the money, the model and the certainty to make the transition as smooth as possible. At the moment, this is just not the case.

Sure, one day circumstances might change and we may be ready to take the leap to going it alone and becoming an independent nation. But until then there is no shame in sticking with what we know works: a part of the Commonwealth, prosperous, free, democratic and safe. And considering how lucky these things make us, I for one, am in no hurry to change.



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| **Examination assessment criteria**  The examination will address all the criteria. Student responses will be assessed against the following  criteria.  **Section A – Text response**  • detailed knowledge and understanding of the selected text, demonstrated appropriately in response  to the topic  • development in the writing of a coherent and effective discussion in response to the task  • controlled use of expressive and effective language appropriate to the task  **Section B – Writing in Context**  • understanding and effective exploration of the ideas, and/or arguments relevant to the  prompt/stimulus material  • effective use of detail and ideas drawn from the selected text as appropriate to the task  • development in the writing of a coherent and effective structure in response to the task, showing  an understanding of the relationship between purpose, form, language and audience  • controlled use of language appropriate to the purpose, form and audience  **Section C – Analysis of language use**  • understanding of the ideas and points of view presented  • analysis of ways in which language and visual features are used to present a point of view and  to persuade readers  • controlled and effective use of language appropriate to the task |