**ENGLISH
Practice Examination**

**Booklet B**
**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. ‘Dependence on others for survival plays a pivotal role in characters’ world views.’ Discuss.

**OR**

* 1. ‘There is no room for any motivation other than self-preservation in the lives of Aboriginal characters in No Sugar.’
	Do you agree?
1. ***The Complete Maus* by Art Spiegelman**
	1. What is the significance of the non-linear structure of the text?

**OR**

* 1. ‘*The Complete Maus* displays the full range of human responses to crisis: sadism and cowardice all the way to heroism and moral strength.’
	Discuss.
1. ***In the Country of Men* by Hisham Matar**
	1. *“The mother who tried to never have me, the mother who never chose it, the mother who resisted in all the ways she knew how.”*
	‘The relationship between the narrator and his mother is complicated by her past a well as their shared present’.
	Discuss.

**OR**

* 1. *‘*The women of In the Country of Men are totally powerless.’ To what extent do you agree?

**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:****‘Without others to follow there would be no foundation upon which to build our sense of identity*.*’****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 **‘Without others to follow there would be no foundation upon which to build our sense of identity*.*’** |

**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 article *Boxers in Boxes, Danes in Drains* written by Gary Baker was published in a Melbourne weekend magazine associated with a major daily newspaper on the 29th of January, 2011.
* The following weekend, two letters from readers, *Cruella DeMill* and *Not convinced*, were published in response to the article.
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**BOXERS IN BOXES, DANES IN DRAINS**

*As the number of abandoned pets continues to rise each January, proponents of animal welfare launch a new campaign against pet stores and the puppy mills they support.*

*Gary Baker*

Animal welfare campaigners have lashed out at the pet industry, claiming they are to be blamed for the large number of cats and dogs that are euthanized by Australian shelters each year.

While pet shop owners and the Australian Veterinary Association claim there is no evidence that pet shops are contributing to the problem, the RSPCA and other animal shelter organisations claim that the availability of puppies and kittens in pet store windows encourages impulse purchases by people who are ill-prepared to deal with the demands of pet ownership.

The pet industry feels it is under threat from welfare groups, claiming they are trying to “destroy retail pet shops” in a recent industry bulletin.

“Puppy mills are a huge problem that operates under the radar of most Australians,” commented Save-A-Dog-Scheme’s Julia Ruka. “People assume that the dog they’re purchasing from the pet store is from a registered breeder or the like, but the truth is a registered breeder would never condone such a method of sale.”

Puppy mills have recently been brought into media focus with the RSPCA’s confronting “employee of the month” campaign. Animal welfare groups have been working tirelessly to educate the public about the health and behavioural problems associated with animals bred in this manner, and the cruel conditions breeding dogs are forced into.

The coalition of welfare groups has demanded an inquiry into the origins of the animals on sale in pet stores. Pet Industry Association of Australia replied to the demand with a scathing statement from chief executive Joanne Sillince that an enquiry is unnecessary and would cost the government millions.

Mr. Knox, the creator of welfare group ‘Cat Rescue’ commented that the campaign for an enquiry “is nothing to do with closing pet shops. We dearly want to keep them open. We just don’t want [them] mass breeding animals, cruelly transporting them and selling them undesexed to anyone who has money. Then they (or their babies) either repeat the cycle or are dumped in our shelters.”

**Cruella DeMill**

I have personally felt the impact of puppy mills when we discovered that my Dalmatian was deaf as a result of poor breeding. I purchased Pongo from a pet store near Victoria Markets not long after the film 101 Dalmatians captured the attention of my children. Clueless to the existence of puppy mills and the influx in deaf Dalmatians after the film’s release I failed to recognise Pongo’s disability until we tried to train him several months later. I love my dog, but if I had known where he came from and the impact that would have on my family’s life I would have been happy to pay extra for a puppy from a registered breeder. Puppy mills and backyard breeders should be shut down so other people don’t find themselves in the same position I did- and potentially feel they need to give their beloved pet up for adoption. I urge everyone who reads this to visit www.closepuppyfactories.org and add their name to the fight against cruelty.

**-Jan Robranne, Windsor**

**Not convinced**

I love my Staffy as much as the next bloke, but all this talk about animal welfare and puppy mills as “cruel” just makes me roll my eyes. I have a mate who decided to get his Collie from a registered breeder and paid an arm and a leg, while I picked Sasha up for under $200. A dog is a dog is a dog I say. Vet bills are bad enough, why would I pay more than a day’s wage when I don’t have to? When Sasha is gone I’ll be returning to a pet store for my next friend- I just hope all these protestors don’t take away the pet store’s right to sell what they want and my right to buy at the right price. As for this suggestion that pet stores are to blame for the number of pets that end up in shelters each year…well that’s just a steaming pile of dog poo. Negligent and ill prepared owners should be held solely responsible for their failure to recognise the commitment involved with pet ownership.

**-Nick Conan, Blackburn South**

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| **Examination assessment criteria**The examination will address all the criteria. Student responses will be assessed against the followingcriteria.**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 |