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English

Task Book

VCE (NHT) Examination – Monday 20 May 2024

- Reading time is **15 minutes**: 2.00 pm to 2.15 pm
- Writing time is **3 hours**: 2.15 pm to 5.15 pm

Approved materials

- An English and/or bilingual printed dictionary

Materials supplied

- Task Book of 12 pages
- Answer Book of 32 pages

Instructions

- Follow the instructions on the front cover of the Answer Book.
- Write your responses in English.
- Dictionaries may be consulted during reading time and also during the examination.
- You may keep this Task Book.

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

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Section A (1 question, 20 marks) _____	2–3
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Section A – Analytical interpretation of a text

Instructions

- Section A requires students to write an analytical interpretation of a selected 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.**
 - Your response will be assessed according to the assessment criteria set out on page 8 of this book.
 - Section A is worth one-third of the total marks for the examination.
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Text list

1. **Station Eleven**
by Emily St. John Mandel
2. **Sunset Boulevard**
directed by Billy Wilder

1. Station Eleven by Emily St. John Mandel

- i. 'I want to do something that matters.'

In *Station Eleven*, Mandel suggests that even in the darkest of circumstances, life must have meaning.

Discuss.

OR

- ii. Stories are both sustaining and dangerous in *Station Eleven*.

Discuss.

2. Sunset Boulevard directed by Billy Wilder

- i. *Sunset Boulevard* explores the idea that Hollywood is just a fantasy world with no connection to the real world.

Discuss.

OR

- ii. 'Who was it, Max? What is it?'

'Nothing madam. Someone enquiring about a stray dog. Our number must be very similar to the pound.'

In *Sunset Boulevard* no-one ever really tells the whole truth.

Do you agree?

Section B – Comparative analysis of texts

Instructions

- 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 8 of this book.
 - Section B is worth one-third of the total marks for the examination.
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Pair 1 **The Crucible** by Arthur Miller and **The Dressmaker** by Rosalie Ham

i. Compare the effects of corruption in both *The Crucible* and *The Dressmaker*.

OR

ii. 'I have given you my soul; leave me my name!' (*The Crucible*)

'I've got to look better than everyone else.' (*The Dressmaker*)

Compare the impact of social status in both texts.

Pair 2 **The 7 Stages of Grieving** by Wesley Enoch and Deborah Mailman and **The Longest Memory** by Fred D'Aguiar

i. Compare the ways the texts challenge the idea of victimhood.

OR

ii. 'They sat in my father's seat and talked to me of things that made no sense.' (*The 7 Stages of Grieving*)

'... the whipping of a boy who had to know better somehow and would have learned with a good talking to ...' (*The Longest Memory*)

Compare how the texts explore the misuse of authority by people in positions of power.

Section C – Argument and persuasive language

Instructions

- 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 6 and 7, 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 8 of this book.
 - Section C is worth one-third of the total marks for the examination.
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Task

Write an analysis of the ways in which argument and written and visual language are used in the material on pages 6 and 7 to try to persuade others to share the point(s) of view presented.

Background information

The Bankswood local library has relocated to a new building, leaving the old library building vacant. Students from a local university Art and Media Club have written an open letter to Bankswood Council and local residents on what they believe should happen to the now-empty building.

The open letter is accompanied by images supplied by the Art and Media Club.

An open letter to Bankswood Council and the community on our hope for the future of the old library building ...



We, the Art and Media Club members from our local university, are writing this open letter from a cosy corner of the brand-new North Bankswood Library, comfortably resting on a couch. We've been using a meeting room to discuss a university project. It may only have been open for three weeks, but we've already been here twice to use the free wi-fi, charging stations and high-quality printers. The old Bankswood Library had nothing on this state-of-the-art facility, and we know we're not the only ones grateful for it! From our spot near the door, we can see a group of older people taking a computer class and a handful of kids are learning how to build robots. This is what a community space should be!

Speaking of the old library, it was dark, gloomy and crammed full of old books, but many of us still have fond memories of the place. Many of us used to go there with our parents or grandparents to borrow picture books and we remained regular visitors until it recently closed. We saw the books get packed into trucks, and we felt sad that the old library would be closing, but also excited to see their new home. We tried to guess what the old building would become. A kindergarten? An information centre? We had to find out!

We checked the council website – nothing. The restaurant staff next door didn't know. So, we asked the workers emptying the building. The answer was so much more boring than we could have expected.

Offices.

Council administration offices.

Our reason for writing this open letter is that it isn't often that a building of this size and community importance becomes vacant. We can't think of another time we've seen such an opportunity! It's in the heart of the local area – near the station, main bus stop, schools and shops. It's got a kitchen and lots of open space. Students who live on campus at the university can walk there easily, and so can all the locals who live in town. It may be handy for the council to have more space for their staff, but what a wasted chance to think big! Wouldn't an arts centre be better?

In a recent statement, the council announced that their 'existing office space is too small and too old to service this growing community', and so the need for more office space. That may be valid, but aren't the needs of the community greater? Wall-to-wall desks? Surely people are more important than offices.

So, instead of seas of screens and whirring photocopiers, let's seize the opportunity for locals to make something exciting – an all-access arts centre. Let's open the door to endless creativity! The old reading area would make a perfect arts space. It could host shows and workshops, giving artists a place to display their work, make money and share their knowledge and skills.

The cosy rooms near the entrance are ideal for small classes. They could provide a space for music lessons, dance lessons, writing groups – all things that people, young and old, are increasingly interested in and want to learn about. We're thinking about our community and its future.

Furthermore, an arts centre would allow our amazing community to celebrate our cultural diversity.

But it's not just about what's happening on the inside, we have the outside too! The huge blank exterior walls are crying out for some colour. Give them over to university students or street artists to paint. We could have a new public art feature each year, adding interest to the main street and attracting visitors. We could even have a local market out the front for our artists and makers!

The possibilities are endless!



The people of Bankswood are incredibly capable. We could form a volunteer leadership team that helps to curate the art exhibitions, classes and markets. This would provide hands-on experience for people of all ages and abilities in organising and running events to try out future career options and gain practical experience.

The easy option would be to bring in the desks and make the building an administrative office. The bold option is to invest in our future.

Opportunities like this don't come around often, so let's not let this one slip by. Offices? Yawn. An arts centre overflowing with creativity and joy? We'd love to see that!

We hope that you will all join us on this adventure and agree to convert the old library building into an arts centre.

The Art and Media Club

Assessment criteria

Section A will be assessed against the following criteria:

- knowledge and understanding of the text, and the ideas and values it explores
- development of a coherent analysis in response to the topic
- use of textual evidence to support the interpretation
- control and effectiveness of language use, as appropriate to the task

Section B will be assessed against the following criteria:

- knowledge and understanding of both texts, and the ideas and issues they present
- discussion of meaningful connections, similarities or differences between the texts, in response to the topic
- use of textual evidence to support the comparative analysis
- control and effectiveness of language use, as appropriate to the task

Section C will be assessed against the following criteria:

- understanding of the argument(s) presented and point(s) of view expressed
 - analysis of ways in which language and visual features are used to present an argument and to persuade
 - control and effectiveness of language use, as appropriate to the task
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