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Order as you need. Simply tick your selections, fill out details and return. Tax invoice supplied on delivery.

Note

Exams delivered on July 18, 2022.

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QATs (Quality Assessment Tasks) make assessment of performance for VCE school assessed coursework (SACs) and exams in VCE subjects reliable and accurate.

Assessment tasks:

- are consistent with outcomes, key knowledge and skills, and assessment procedures
- contain clear student instructions
- use stimulating source material
- are fully editable
- have **sample solutions and answers** to assist teacher marking in ALL sections
- are delivered by email
- are high quality resources
- are **huge time savers**

QATs

QATs are an initiative of Curriculum Australia.

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QATs

Quality Assessment Tasks

VCE®

■ English

■ EAL

■ English Language

■ Practice Examinations

UNITS 3 & 4

2022

Your Complete Assessment Needs

UNIT 3 and 4 PRACTICE EXAMINATIONS

Item	Code	Task	Content/Area of study	Price	Order (✓)
1	Ser7ENGEx2022	Examination	The Exam reflects the demands of the VCAA end of year paper. Key features include: <ul style="list-style-type: none"> Coverage of ALL texts in Section A. Coverage of ALL 8 parings in Section B. Section C covered with quality source material. <i>High level response advice</i> provided to assist with teacher marking on ALL SECTIONS above.	\$95	
2	Ser7EALEx2022	Examination	The Exam reflects the demands of the VCAA end of year paper. Key features include: <ul style="list-style-type: none"> Audio file and questions provided in Section A. Coverage of ALL texts in Section B. Section C covered with quality source material. <i>High level response advice</i> provided to assist with teacher marking on ALL SECTIONS above.	\$95	
A	SUB TOTAL A ONE ITEM ONLY (INDICATE Item 1 or 2 above)			\$95	
	OR				
B	SUB TOTAL B BOTH ITEMS (Items 1 and 2) DISCOUNTED			\$170	
3	Ser5EngLanEx2020	Examination	The Exam reflects the demands of the VCAA end of year paper. Key features include: <ul style="list-style-type: none"> Texts and questions provided in Section A. Texts provided for commentary in Section B. Stimulus and essay question provided in Section C. <i>High level response advice</i> provided to assist with teacher marking on ALL SECTIONS above.	\$95	
C	SUB TOTAL C (Item 3)			\$95	
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Transfer total to order form on reverse panel. Prices include GST.

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PAST PAPERS ARE AVAILABLE - CALL OUR OFFICE

QATs
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NAME: _____

VCE® ENGLISH
Written Practice Examination

Reading time: 15 minutes Writing time: 3 hours

TASK BOOK

Section	Number of questions	Number of questions to be attempted	Mark
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/pen.
- No calculator is allowed in this examination.

Materials supplied

- Task book of 17 pages, including assessment criteria on page 17.
- Answer book or paper provided by your teacher.

Instructions

- Write your student name on the front cover of the answer book.
- Complete each section in the correct part of the answer book.
- If you choose to write on a multiselect text in Section A, you must not write on a text part that includes a multiselect text in Section B.
- You may sit the supervisor for extra answer books.
- All written responses must be in English.

At the end of the examination

- Place all other used answer books inside the front cover of the first answer book.
- You may keep this task book.

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

Questions for ALL texts and Pairs that provide ideal preparation for students.

QATs
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Solution Pathway

NOTE: This task is sold on condition that it is NOT placed on any school network or social media site (such as Facebook, Google Docs, etc.) at any time.

NOT FOR PRIVATE TUTOR USE.

SECTION A – Analytical interpretation of a text

After Darkness by Christine Piper

i. How significant are female characters in Christine Piper’s *After Darkness*?

Students should directly respond to the prompt and acknowledge the significant role female characters play in the novel, particularly as they pertain to supporting Piper’s characterisation of Ibaraki. Students will likely focus on two specific female characters in responding to this prompt – Kayoko and Sister Bernice. Ibaraki’s relationship with Kayoko and her sense of abandonment are integral to the reader’s understanding of the impact of Ibaraki’s commitment to discretion. Indeed, Kayoko symbolises both the inside and cost of Ibaraki’s silence. It is also through Kayoko that we see Ibaraki’s burden as his wifely admission that “To have been on the verge of sharing the pain, and then to have the comfort stretched away” as once evoked a sense of empathy and also judgement from the reader. This helps Piper to build a flawed yet ultimately likeable character. Ibaraki and Kayoko remain estranged throughout much of the novel and Piper’s decision to have Kayoko killed in the bombing of Tokyo also highlights the civilian cost of war. It is also pointed that Kayoko and Ibaraki do not reconcile as this allows Piper to explore his regret – evident when the reader learns that in 1989 (over 40 years after her death) he still visits her grave. Ultimately, it is through Kayoko’s miscarriage and her premature death that readers are able to see ‘what could have been’ and the personal cost of Ibaraki’s ‘discretion’.

So too, students should explore Sister Bernice’s role in the text. As a nun she can be perceived as a possible avenue for redemption for Ibaraki although her Christian faith highlights Japanese-Australian cultural differences. References to a potential romance between Sister Bernice and Ibaraki reveal his faltering attempt to redress his personal flaws and his potential to connect with others. It is through an range of symbolically selected books that we see the blossoming of their relationship yet Sister Bernice’s question about the wooden top reveals the level of trauma Ibaraki suffered when working for Unit 731. Unable to let go of this permanent reminder of the horror of his work, Ibaraki realises Bernice and this perhaps reflects his deep sense of absolving shame over his actions. We also see Ibaraki as

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Design and layout consistent with VCAA Exam paper.

QATs VCE® English Practice Written Examination Units 3 and 4

1. *After Darkness* by Christine Piper

i. How significant are female characters in Christine Piper’s *After Darkness*?

OR

ii. “I didn’t put it into words it might not be true.” Discuss the role of silence, and its consequences, in Christine Piper’s *After Darkness*.

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

i. Doerr’s novel celebrates the power of imagination and the ability for individuals to endure. Discuss.

OR

ii. The characters in *All the Light We Cannot See* must come to terms with the choices they have made. Do you agree?

3. *Behind the Beautiful Forevers: Life, Death, and hope in a Mumbai Undercity* by Katherine Boo

i. “Life in Anarvadi is less about financial gain and more about minimising what is lost.” Discuss.

OR

ii. How does *Behind the Beautiful Forevers* demonstrate that when corruption prevents people from improving their lives corruption is the only option that is left?

4. *Extraction* by Hamish Rayson

i. “In *Extraction* the characters are too consumed by their personal problems to really care about conservation.” Do you agree?

OR

ii. In the play, *Extraction*, Hamish Rayson suggests that finding a resolution can only occur through compromise. Discuss.

SECTION A – continued
TURN OVER

Full marking advice and/or developed solution for ALL Sections of the English, EAL and English Language papers. QATs is the only practice exam provider to do so.