BooBook Education

VCE English Language

2013

Practice paper

Total reading time: 15 minutes

Total writing time: 2 hours

QUESTION AND ANSWER BOOK

Structure of book

Section	Number of questions	Number of questions to be answered	Number of marks
A	5	5	15
B	1	1	30
C	3	1	30
			Total 75

- Students are permitted to bring into the examination room: pens, highlighters, erasers, rulers and an English and/or bilingual dictionary.
- 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.

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

Disclaimer: Exam instructions and the examination assessment criteria are taken from the Victorian Curriculum and Assessment Authority, including the July 2013 Bulletin and the Exam specifications and advice. The VCAA does not endorse the content of this exam. Every effort has been made to gain permission to reproduce any material herein; failure to do so is not intended to limit the rights of the owner. This examination paper is licensed to be printed, photocopied or placed on the school intranet, and used only within the confines of the purchasing school. It may not be issued or passed on to any other party including other school, practising or non-practising teachers, tutors, parents, websites or publishing agencies without the written consent of Boobook Education.

© BooBook Education 2013

SECTION A — Short answer questions

Instructions for Section A

Refer to the insert from the centre of this book while answering this section.

Section A requires answers to questions about Text 1. Questions 1 - 5 refer to Text 1. Answer **all** questions in this section.

In your response you are expected to

- demonstrate your ability to use relevant descriptive and metalinguistic tools ;
- demonstrate your familiarity with the topics of Unit 3, 'Language variation and social purpose', and the topics of Unit 4, 'Language variation and identity'.

Section A is worth 15 marks.

Text 1

Question 1

How does President Obama seek to close the social distance between himself and his Australian audience in lines 3 – 6?

3 marks

Question 2

Comment on the effect and purpose of the syntactic patterning in lines 14 – 16.

4 marks

Section A- continues

©BooBook Education
www,boobookeducation.com.au

Question 3

Comment on the semantics in lines 19 - 29.

2 marks

Question 4

What are the purposes and register of this text? Illustrate your answer with examples.

3 marks

Question 5

Discuss how **three** of the following features are used to achieve a purpose of the text:

- collocation
- ways in which Americans and Australians are named
- metaphor
- idiom
- lexical patterning

3 marks

End of Section A

TURN OVER

©BooBook Education
www,boobookeducation.com.au

SECTION B — Analytical commentary

Instructions for Section B

Refer to the insert from the centre of this book while answering this section.

Section B requires an analytical commentary on Text 2. Question 6 refers to Text 2.

In your response you are expected to

- demonstrate your ability to use relevant descriptive and metalinguistic tools
- demonstrate familiarity with the topics of Unit 3 'Language Variation and Social Purpose'., and the topics of Unit 4, 'Language variation and identity'.

Section B is worth 30 marks.

Question 6

Write an analytical commentary on the language features of the transcript **Birds of Paradise.**

In your response you should comment on the:

- contextual factors affecting/surrounding the text.
- social purpose and register of the text
- stylistic and discourse features of the text

Refer to at least **two** subsystems in your analysis.

30 marks

Working space

©BooBook Education
www,boobookeducation.com.au

SECTION B – continued

©BooBook Education
www,boobookeducation.com.au

SECTION B – continued

©BooBook Education
www,boobookeducation.com.au

SECTION B – continued

TURN OVER

©BooBook Education
www.boobookeducation.com.au

END OF SECTION B

©BooBook Education
www.boobookeducation.com.au

SECTION C – Essay

Instructions for Section C
Section C requires a sustained expository response to **one** question.
In your response you are expected to

- demonstrate your ability to use relevant descriptive and metalinguistic tools
- demonstrate familiarity with the topics of Unit 3 'Language variation and social purpose' and the topics of Unit 4, 'Language variation and identity'.
- refer to the stimulus material provided.

Section C is worth 30 marks.

Select **one** of the three following topics. Refer to AT LEAST two subsystems of language in your essay and provide examples from current discussions about language that you have studied in class.

Question 7

Stimulus

a) Australian journalist Sam de Brito has coined the term 'baboon talk' for "obvious scuttlebutt, just grubby rumours you hear and cannot possibly take seriously". De Brito argues, "Social media somehow gave baboon talk credence - at least journalists could cut and paste it easily into news stories and call it a quote." In this way, he suggests, mainstream media has begun to deal in language and ideas that once would have been considered inappropriate because of their vulgarity and lack of substance.
adapted from http://www.smh.com.au/executive-style/culture/blogs/all-men-are-liars/fear-of-a-female-planet-20130615-2oacp.html

b) The [#EddieMcGuire, #KingKong and #racism] hashtags were … used in a barrage of social media updates calling for the McGuire's resignation in the wake of comments he made on his morning radio show yesterday, in which he suggested Indigenous football player Adam Goodes be used to promote the new King Kong musical.
adapted from http://www.mamamia.com.au/news/eddie-mcguire-racist-comments/

c) "…toxic political discourse surrounding the Prime Minister and the minority government gave public licence across the community, online and elsewhere, for an unprecedented campaign of sexist and chauvinist abuse, denigration, double standards, gross disrespect for the office of Prime Minister and gross disrespect for her as a person."
from Victorian Women's Trust advertisement, 'Credit where credit is due'.
http://www.nma.gov.au/audio/detail/language-and-identity

Has politeness disappeared from public discourse in Australia?

OR

SECTION C continued
TURN OVER

©BooBook Education
www.boobookeducation.com.au

Question 8

Stimulus

a) Advice (from Australians) to American tourists to Australia
… Even if we can be hard to understand, we get your accent on television, radio and films, all the time, and we will understand just about all of what you say. On the other hand, you do not speak our language. This is not so much a question of slang, it is a question of intonation, usage and cultural references.
from http://members.ozemail.com.au/~macinnis/syd/language.htm

b) Advice to British businesses dealing with Australian companies
- Australians are very direct in the way they communicate.
- There is often an element of humour, often self-deprecating, in their speech.
- Aussies often use colourful language that would be unthinkable in other countries.

from http://www.kwintessential.co.uk/resources/global-etiquette/australia.html

c) Advice to international students attending an Australian University
Slang - Australians, particularly students, use a lot of slang. Remember that student slang is just as hard for older Australians to understand as it is for you! Slang can be very specialised and it is always changing. If you don't understand a word or phrase, ask the speaker what it means and how it should be used.
from http://www.uq.edu.au/study/index.html?page=17937&pid=17895

'Australia's national identity is asserted through the distinctiveness of spoken Australian English.' Discuss.

OR

Question 9

Stimulus

a) 'Everyone belongs to multiple gangs. And membership of gangs reflects a wide range of variables. Some gangs are based on age...The vocabulary of senior citizens is a world apart from that of their grandchildren… the vocabulary of Year 10 in school is often different from that of a year 9… "If I said phat (great, really cool) my mates would just laugh at me", said one fifteen-year-old. But a year lower down in his school, everyone was saying it.'
David Crystal, Words, words, words p. 113

b) …ease and familiarity with standard spoken and written forms of language is basic to people's rights as citizens.
adapted from http://www.putlearningfirst.com/language/12dial/standard.htm

c) "[In Australia] it used to be culturally advantageous to speak with a British accent… [but] language changed, just like culture." Dr Felicity Cox http://www.smh.com.au/national/its-all-english-but-vowels-aint-voils-20100125-mukf.html#ixzz2az1Z3HTI

'The attempt to pin down the meaning [of the term Standard Australian English] will reveal that 'standard' is code for a prestige form of Australian English which is accepted in certain social situations.'
Sue Butler, Australian Style Vol 17, No. 1

'The wider the language repertoire of individuals, the greater their opportunities in society are likely to be.' Do you agree?

SECTION C – continued

©BooBook Education
www.boobookeducation.com.au

☐ Write the number of the question you are answering in the box.

SECTION C- continued
TURN OVER

©BooBook Education
www.boobookeducation.com.au

SECTION C – continued

©BooBook Education
www.boobookeducation.com.au

SECTION C– continued

TURN OVER

©BooBook Education
www.boobookeducation.com.au

SECTION C– continued

©BooBook Education
www.boobookeducation.com.au

END OF SECTION C

©BooBook Education
www.boobookeducation.com.au

EXAMINATION CRITERIA

- Use metalanguage to describe and analyse structures, features and functions of language in a range of contexts
- Explain and analyse linguistic features of written and spoken English in a range of registers
- Understand and analyse relationships between language and identities in society
- Identify and analyse differing attitudes to varieties of Australian English
- Draw on contemporary discussions and debate about language
- Write clearly organised responses with controlled and effective use of language appropriate to the task

These criteria are from the 2012 English Language examination produced by the Victorian Curriculum and Assessment Authority (VCAA). The VCAA produces the only official, up to date versions of VCAA publications. Readers should consult the VCAA website http://www.vcaa.vic.edu.au for VCAA publications and the latest course information, including information in the Bulletins and Notices to Schools.

END OF QUESTION AND ANSWER BOOK

©BooBook Education
www.boobookeducation.com.au