

insight™
Year 12 Trial Exam Paper

2014

ENGLISH LANGUAGE

Written examination

STUDENT NAME:

Reading time: 15 minutes

Writing time: 2 hours

QUESTION AND ANSWER BOOK

Structure of book

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>
A	6	6	15
B	1	1	30
C	3	1	30
			Total 75

- Students are permitted to bring the following items into the examination: pens, pencils, highlighters, erasers, sharpeners and rulers.
- Students are NOT permitted to bring into the examination: blank sheets of paper and/or white out liquid/tape, dictionaries.
- No calculator is allowed in this examination.

Materials provided

- The question and answer book of 24 pages with a removable insert for Sections A and B.

Instructions

- Write your **name** in the box provided.
- Remove the insert during reading time.
- All written responses must be in English.

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

This trial examination produced by Insight Publications is NOT an official VCAA paper for the 2014 English Language written examination. Every effort has been made to gain permission to reproduce any images and texts 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 for examining their students. No trial examination or part thereof may be issued or passed on to any other party including other schools, practising or non-practising teachers, tutors, parents, websites or publishing agencies without the written consent of Insight Publications.

Copyright © Insight Publications 2014

SECTION A – Short-answer questions

Instructions for Section A

Refer to the insert in the centre of this book while answering this section.
Section A requires answers to questions about a transcript of a spoken text. Answer **all** questions in this section.
In your response you are expected to demonstrate your ability to use relevant descriptive and metalinguistic tools.
Questions 1–6 refer to Text 1.

Text 1

Question 1 (2 marks)

Identify the sentence type(s) used from L1 to L12. Explain how they contribute to the social purpose of the text. Provide evidence, with line numbers, to support your response.

Question 2 (2 marks)

Explain the function(s) of the pauses on L13 and L19. Provide evidence with line numbers.

Question 3 (1 mark)

Identify an example of where a speaker relies on inference to communicate meaning. Justify your choice.

Question 4 (2 marks)

Discuss the function of at least two different prosodic features from the section of the transcript from L51 to L61. Use examples with line numbers to support your response.

Question 5 (2 marks)

Analyse the information flow in L62 and explain its function in the text.

SECTION A – continued
TURN OVER

Question 6 (6 marks)

How do the features and strategies used by the participants signal the relationship between interlocutors? Refer to at least two relationship elements and use evidence with line numbers to support your analysis.

CONTINUES OVER PAGE

SECTION B – Analytical commentary**Instructions for Section B**

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

Section B requires answers to questions about written texts, Text 2 and Text 3.

In your response you are expected to refer to both texts and to demonstrate your ability to use relevant descriptive and metalinguistic tools. You are required to demonstrate familiarity with the topics of Unit 3 ‘Language variation and social purpose’ and the topics of Unit 4 ‘Language variation and identity’.

Question 7 (30 marks)

Write an analytical commentary on the language features of Text 2 and Text 3. In your response you should comment on the:

- contextual factors affecting or 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.

Working space

CONTINUES OVER PAGE

SECTION C – Essay**Instructions for Section C**

Section C requires a sustained expository response. Answer **one** question in this section. 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.

Question 8 (30 marks)**Stimulus**

- a.** ‘It’s easy to pick out words that have only been recently introduced (bromance, YOLO, derp) or sentence constructions that have gone out of style (How do you do? Have you a moment?), but we are constantly in the middle of language change that may not be noticeable for decades or even centuries. Some of the biggest and most lasting changes to language happen slowly and imperceptibly.’
Arika Okrent, ‘4 Changes to English So Subtle We Hardly Notice They’re Happening’,
Mentalfloss
<http://mentalfloss.com/article/51362/4-changes-english-so-subtle-we-hardly-notice-theyre-happening>
- b.** ‘Our Word of the Year need not be a new word. However, it does need to demonstrate some kind of prominence over the preceding year or so and *selfie* certainly fits the bill ... If it’s good enough for the Obamas or The Pope, then it’s good enough for Word of the Year ... It could be argued that the -ie suffix helps to turn an essentially narcissistic enterprise into something more endearing. It also provides a tie-in with the word’s seemingly Australian origins, as Australian English has something of a penchant for -ie words.’
‘The Oxford Dictionaries Word of the Year 2013 is...’,
Oxford Words Blog
<http://blog.oxforddictionaries.com/2013/11/word-of-the-year-2013-winner/>
- c.** ‘Literally the most misused word in the language has officially changed definition. Now as well as meaning “in a literal manner or sense; exactly: ‘the driver took it literally when asked to go straight over the traffic circle’”, various dictionaries have added its other more recent usage. As Google puts it, “literally” can be used “to acknowledge that something is not literally true but is used for emphasis or to express strong feeling”. Did we, as genuinely hundreds of people are tweeting, just break the English language? Or did we, as totally tens of bloggers are writing, prove that the English language is a beautiful, organic creature that is forever slipping out of our control? Well, no: to be precise, we have done something mildly annoying.’
Martha Gill, ‘Have we literally broken the English language?’
The Guardian, 14 August 2013
- d.** ‘Languages are always in a state of flux ... Language purists do not welcome it, but they can do very little about it. Language would stand still only if society did. A world of unchanging linguistic excellence, based on the brilliance of earlier literary forms, exists only in fantasy. The only languages that do not change are dead ones.’
David Crystal, *How Language Works*
Penguin Books, 2006

Changes in our language, and our responses to them, can tell us much about the society in which we live. Discuss.

OR

SECTION C – continued
TURN OVER

Question 9 (30 marks)**Stimulus**

- a. 'THE [Queensland] government will rewrite its anti-gang laws after the Supreme Court judge found a serious grammatical error created a loophole for bikies to sidestep toughened bail conditions ... The laws apply only to "a person (who) is a participant" of outlaw gangs, not "was", meaning bikies who hand in their club colours can avoid being prosecuted under them.'

Josh Robertson & Robyn Ironside, 'Bad grammar in Newman Government anti-gang legislation creates loophole for bikies to get out of toughened bail conditions',
The Courier-Mail, 12 November 2013

- b. 'Few things irritate me more than buzzwords. Why? Because the person who spews buzzwords all over the office actually thinks people are impressed! But the truth is once a buzzword loses its magic, it has the opposite effect; we're not impressed, we just think you're a shallow idiot ... The expiration on a buzzword is faster than you think, in no small part because so many vapid windbags will beat every ounce of life out of them. 500 mentions later that buzzword is no longer the shiny new badge of a knowledgeable insider; it's the rotting banana in the office kitchen that someone forgot about over the weekend.'

The Most Hated Buzzword, *Meetingboy Blog*
<http://meetingboy.com/post/5017367342/the-most-hated-buzzword>

- c. 'To stop prejudice-based bullying, gay people need to be normalised – not distanced by language. Plain English dictates that we use "people" instead of *Homo sapiens* so it follows that "gay people" is less stigmatising than "homosexuals". "Homosexual" was the carefully chosen oppressive medical vernacular employed to describe gay people as mentally ill. The American Psychiatric Association officially declassified it as a mental illness in 1974; the World Health Organisation eventually followed suit in 1992 ... As such, "homosexual" can never be thought to come from a neutral position.'

'A Challenge to the Guardian: it's time to drop the word homosexual', Mind Your Language Blog,
The Guardian
<http://www.guardian.co.uk/media/mind-your-language/2011/nov/18/mind-your-language-word-homosexual/print>

- d. 'Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts. This requires not that the writer make all sentences short, or avoid all detail and treat subjects only in outline, but that every word tell.'

William Strunk & EB White, *The Elements of Style*
Pearson Education, 2000

How has formal language been shaped by the need to be careful when communicating with others?
Refer to at least two subsystems of language in your response.

OR

SECTION C – continued

Question 10 (30 marks)**Stimulus**

- a. ‘When you want to describe someone who has drunk too much alcohol you might describe them as *inebriated*, *under the influence*, *drunk*, *merry*, *blotto*, *pissed*, *tired and emotional*, or *legless*, and you may have other terms in your repertoire ... While these terms have roughly the same referential meaning, they have different connotations because they convey different social information. By your choice of term you are telling the hearer how formal you think the situation is and how seriously you take the behaviour. You may also be signalling information about your education, social class, and group affiliation.’

Keith Allan, Julie Bradshaw, Geoffrey Finch, Kate Burridge and Georgina Heydon,
The English Language and Linguistics Companion
Palgrave Macmillan, 2010

- b. ‘By using slang, politicians are trying to both align themselves with “Mr & Mrs Average Australian” by showing them that they aren’t really different from anybody else despite their unusual job that [sometimes] comes with a high profile. Australian politicians probably use it to conform to a stereotype of Australians as down to earth, no-nonsense, and a bit rough around the edges. I like to call this the “Daggy Uncle” effect, where people feel a slight tinge of embarrassment when someone is trying to sound cooler or more hip than they are generally perceived to be, like when one of your older family members uses teenage slang.’

Dr Evan Kidd (La Trobe University) quoted in Matt Smith, ‘Fair Dinkum Pollies, Enough With the Slang’, *The Punch*
<http://www.thepunch.com.au/articles/fair-dinkum-pollies-enough-with-the-slang/>

- c. ‘In most written language, the period is a neutral way to mark a pause or complete a thought; but digital communications are turning it into something more aggressive. “Not long ago, my 17-year-old son noted that many of my texts to him seemed excessively assertive or even harsh, because I routinely used a period at the end,” [said] Mark Liberman, a professor of linguistics at the University of Pennsylvania ... And as problems of tone kept arising on text and instant message, people turned to other punctuation marks on their keyboards rather than inventing new ones.’

Ben Crair, ‘The Period is Pissed: When did our plainest punctuation mark become so aggressive?’
The New Republic!
www.newrepublic.com/article/115726/period-our-simplest-punctuation-mark-has-become-sign-anger

- d. ‘Difficulties in deciding what to call someone nicely highlight the sociolinguistic norms which guide our behaviour, but which we are generally unaware of. It’s only when we hit a problem that we reflect on the complex patterns that allow us to thread our way confidently through the maze of alternatives most of the time.’

Laurie Bauer, Janet Holmes and Paul Warren, *Language Matters*
Palgrave Macmillan, 2006

Language plays a pivotal role in signalling and altering the relationship between participants in a discourse. Discuss, with reference to language features from two or more subsystems.

Working space

Question No.

Assessment criteria

Examination responses will be assessed on the extent to which they demonstrate the ability to

- use metalanguage tools 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.

The copyright in this material is owned by the Victorian Curriculum and Assessment Authority (VCAA). Used with permission.

The VCAA does not endorse this publication and makes no warranties regarding the correctness or accuracy of its content. To the extent permitted by law, the VCAA excludes all liability for any loss or damage suffered or incurred as a result of accessing, using or relying on the content.