VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

Victorian Certificate of Education
2015

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER | | | | | | | | | Letter |

ENGLISH LANGUAGE

Written examination

Thursday 12 November 2015

Reading time: 3.00 pm to 3.15 pm (15 minutes)
Writing time: 3.15 pm to 5.15 pm (2 hours)

QUESTION AND ANSWER BOOK

Structure of book

Section	*Number of questions*	*Number of questions to be answered*	*Number of marks*
A	4	4	15
B	1	1	30
C	3	1	30
			Total 75

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners and rulers.
- Students are NOT permitted to bring into the examination room: blank sheets of paper, correction fluid/tape and dictionaries.
- No calculator is allowed in this examination.

Materials supplied
- Question and answer book of 22 pages, including a detachable insert for Sections A and B in the centrefold and **Assessment criteria** on page 22.

Instructions
- Detach the insert from the centre of this book during reading time.
- Write your **student number** in the space provided above on this page.
- 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 room.

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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 1–4 refer to Text 1. Answer **all** questions in this section.

In your responses, 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 A is worth 15 marks.

Text 1

Question 1 (3 marks)

What sentence types are used in lines 15 to 36? How do they reinforce the purposes of this text?

Question 2 (3 marks)

Using appropriate metalanguage, explain the functions of ‘may’ (lines 22, 24 and 41) and ‘must’ (line 30).

Question 3 (4 marks)

Using appropriate metalanguage, explain how the lexical choices reflect the multiple fields/domains of this text. Refer to specific examples (quoting line numbers) in your answer.

Question 4 (5 marks)

Analyse the discourse features that contribute to the coherence of this text. Support your answer with specific reference to the text, quoting line numbers where appropriate.

END OF SECTION A

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 5 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.

Text 2

Question 5 (30 marks)

Write an analytical commentary on the language features of Text 2.

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.

Working space

END OF SECTION B
TURN OVER

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.

Question 6 (30 marks)

Stimulus

a. ‘The electronic medium is neither exactly like speech nor exactly like writing. Commentators have struggled to describe it. When Homer Simpson asks his friends “What’s an e-mail?”, they are confused. Lenny replies, “It’s a computer thing, like, er, an electric letter.” Carl adds, “Or a quiet phone call.’’’

David Crystal, *How Language Works*, Penguin Books, Camberwell, 2008, p. 153

b.

Due to copyright restrictions,
this material is not supplied.

Amanda Dunn, ‘Let’s relax the rules of grammar and enjoy language’, *The Age*, 18 October 2014

c.

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this material is not supplied.

Jerry Scott and Jim Borgman, ‘Zits’, *The Age*, 9 June 2014

d. ‘The art of letter-writing may eventually be supplanted by the email or text message, but it is far from dead.

On many social occasions, a letter is infinitely preferable to an email, text or phone call – when extending an informal invitation, when thanking a host for hospitality, when congratulating someone or wishing them well.

Thank you letters are always better than emails and texts, they communicate both care and deliberation. Finally, letters of condolence are absolutely *de rigueur*[1].’

www.debretts.com/british-etiquette/communication/written-etiquette/letters

[1]***de rigueur*** – the socially acceptable thing to do

‘In both formal and informal situations, the boundaries between written and spoken language are becoming less distinct.’

To what extent is there still a place for both modes in Australia today? In your discussion, refer to at least **two** subsystems of language.

OR

Question 7 (30 marks)

Stimulus

a. ‘I love this bloody country
where all our famous brands
from Vegemite to Qantas
are flogged to foreign lands
And where our trad Australian slang
(drongo, dinky-di ’n’ dingo)
is forgotten in the rush
to Coca-culture lingo.’

Excerpt from Phillip Adams, ‘I love this bloody country: a heartfelt poem’, *The Australian*, 26 July 2014

b.

Due to copyright restrictions,
this material is not supplied.

Dean Frenkel, ‘The great Australian speech impediment’, *The Age*, 4 August 2014

c.

Cartoon accompanying the article ‘All together now, for Australia Day’, which outlines the suggestion that all Australians unite and sing the National Anthem at noon on Australia Day

Matt Golding, *The Age*, 16 January 2015

d. ‘The belief that Australians have more slang at their disposal than any other English language community possibly springs from the Australian habit of using slang in situations where other cultures would stick to a formal register. This has the effect of making Australian slang more notable and noted.

…

We borrow, we adapt, we interpret, we bend things to our use. It’s a skill that we should be proud of. It’s probably Australian culture. The end result is still a unique Australian blend and a unique Australian view.’

Extract from *The Aitch Factor* by Susan Butler,
reprinted by permission of Pan Macmillan Australia Pty Ltd; © Susan Butler, 2014

e. ‘When I tell people that I don’t follow any sport they appear confused and don’t know what to talk to me about next.’

British migrant, on Australian male small talk

‘To be accepted as an “Aussie”, one must be able to conform to Australian language norms.’

To what extent is this true in the contemporary Australian context? Refer to at least **two** subsystems of language in your response.

OR

Question 8 (30 marks)

Stimulus

a. ‘When people say political correctness has gone mad, I really get offended by that term because I don’t think it’s being politically correct if you have to think before you speak, if you have to think before offending people. If you’re a clever comedian and you want to upset the apple cart then, yes, do that, but do it in a way which makes us all think …’

Comedian Stephen K Amos, quoted in
JP Davidson, *Planet Word*, Penguin Group, Camberwell, 2011, p. 213

b.

Due to copyright restrictions,
this material is not supplied.

Sian Prior, ‘A change of platitude’, *The Saturday Age*, 29 November 2008

c.

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Wiley, ‘Non sequitur’, *The Saturday Age*, 28 September 2013

d.

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this material is not supplied.

Sandy Smith, ‘Listen up if you want to keep friends’, 23 October 2013; www.dailylife.com.au

‘Language choices and strategies are frequently based on addressing the face needs of ourselves and others.’

Discuss, referring to at least **two** subsystems of language in your response.

Working space

Question No.

END OF SECTION C
TURN OVER

Assessment criteria

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

- 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.

END OF QUESTION AND ANSWER BOOK

Insert for Sections A and B

Please remove from the centre of this book during reading time.

SECTION A

Text 1

The following notice appears regularly in the Classifieds section of Leader Newspapers.

Due to copyright restrictions,
this material is not supplied.

Source: *Port Phillip Leader*, 25 November 2014, p. 49

SECTION B

Text 2

John (J), an aspiring stand-up comedian, is trying out a new routine with his friends, Maria (M) and Peter (P).

The following symbols are used in the transcript:

<L L>	lento – slow-paced utterance	,	continuing intonation
<A A>	allegro – fast-paced utterance	.	final intonation
<CRE CRE>	crescendo – getting louder and faster	@@@	burst of laughter
<F F>	forte – loud voice	/	rising pitch
(.)	very short pause	\	falling pitch
(…)	longer pause	__	emphatic stress
(H)	intake of breath	=	lengthening of a sound
?	questioning intonation	[ ]	overlapping speech

1.	J	Anyway um,
2.		(…) would you like to hear,
3.		hear what happened when we got engaged,
4.		(…) I'm thinking of working it into my routine/
5.	M	<u>No</u> (.) <L d=o L> tell.
6.	J	Well,
7.		(…) I'd been like plucking up courage to ask her for like weeks,
8.		(…) and I decided I'd ask her last weekend\
9.		(H) but I realised that I hadn't done the right thing,
10.		and asked her parents (.) [so I]
11.	M	[That's <u>s=o</u> sweet/]

12. P Yeah isn't it\
13. J Well,
14. (.) her oldies live in Shepparton,
15. that's a two-hour plus trip and it was four o'clock on Friday/
16. P Cutting it a bit fine aren't we?
17. J Well,
18. (…) I'd arranged to take her out at two the next day,
19. I had these special things planned.
20. (.) Well I arrived at their house round six thirty,
21. to find no-one <u>home</u>.
22. M <F Oh n=o F>
23. what did y' do?
24. J What <u>could</u> I do?
25. I tried to jump the fence,
26. but nearly got attacked by the dog/
27. P You're <u>such</u> a wuss,
28. scared of a dog\
29. J Have you seen their dog?
30. The size of a Great Dane,
31. and it's not particularly friendly,
32. tho' you'd think it'd know me by now/
33. P Just doin' its <u>job</u>\
34. J So I waited on the front step till they got home,
35. lucky for me they arrived around seven,
36. very surprised to see me (.) but they invited me in,
37. (.) and gave me a drink\
38. P Something strong I hope/
39. [@@@]
40. M [@@@]
41. J It took me like (.) <u>ages</u> to tell them I ah,
42. (.) wanted to marry their daughter,
43. and it was well after eight,
44. before I got back in my car to come back.
45. They were <u>so</u> <u>thrill</u>ed I thought they would ring Kellie,
46. and tell her before I could ask her.
47. M That would be <u>s=o</u> em<u>barr</u>assing\
48. J I got home around about ten thirty and I still had lots to do.
49. I'd arranged to take her on a helicopter flight the next day,
50. but I woke up the next morning to like <L <u>pour</u>ing rain L>
51. <A and a call from the company to say that they couldn't fly 'cos the weather was bad A>
52. M What did you decide to do?
53. J I didn't have a clue but,
54. I ah (…) I'd planned a beach barbecue later,
55. the weather improved a bit.
56. I had the ring in my pocket and,

57.		kept on checking it every few minutes,
58.		I'm sure she thought I had a wedgie.
59.	M	[@@@]
60.	P	[Wouldn't be the first time]
61.	J	Well,
62.		(…) I left her undercover and stood out in the rain cooking the barbie,
63.		I kept checking my pocket to see if the ring was still there.
64.		We went for a walk along the beach,
65.		and I asked her if she wanted to come back to my flat for coffee.
66.		I'd arranged with my flatmates,
67.		that they would line the hallway with lighted candles,
68.		leading to the lounge-room where there was,
69.		there was a big card on the table that said,
70.		(…) will you marry me\
71.		Well,
72.		(…) the minute I opened the door,
73.		the wind blew all the candles out.
74.		We walked down the hallway in total darkness,
75.	M	@@@
76.	J	When we got to the lounge-room the card had fallen on the floor\
77.		I picked it up/
78.		fumbled for the ring and asked the question.
79.		(…) I even went down on one knee.
80.	M	<CRE How romantic CRE>
81.	J	Her reply was (.) you're joking aren't you/
82.	J	(…) [but she said yes] (…) and now we're engaged/
83.	P	[I'm not surprised\]
84.	M	That's s=o sweet.
85.		My boyfriend wouldn't know what it means to be romantic,
86.		perhaps you could give him a few lessons?
87.	P	Don't say that,
88.		our resident comedian will get an even bigger head.
89.	J	Well (.) whad'ya think?
90.		Should I include this in my routine?
91.	P	May as well\
92.		(…) It would be hard to make your routine any worse.
93.	M	Don't be like that Pete,
94.		can't you give him a bit of encouragement/
95.	P	He doesn't need any encouragement from me,
96.		but it could be OK if he works on it makes it funny for one thing.
97.		(…) You'd better ask Kellie if she approves of being your subject matter/
98.	J	(…) Hadn't thought of that.
99.		Maybe I'd better give up on that one then.

END OF INSERT FOR SECTIONS A AND B