

STUDENT NUMBER:

VCE ENGLISH LANGUAGE

2016 Unit 3&4 Practice Paper 1

Total Reading Time: 15 minutes

Total Writing Time: 2 hours

QUESTION AND ANSWER BOOK

<i>Section</i>	<i>Number of Questions</i>	<i>Number of Questions to be Answered</i>	<i>Marks</i>
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.

Students are NOT permitted to bring into the examination room: blank sheets of paper and/or white out liquid/tape or a dictionary.

No calculator is allowed in this examination.

Materials Supplied

Question and answer book of 23 pages with Assessment Criteria on page 23, and a separate 4 page insert for Sections A and B.

Instructions

Detach the insert from the centre of this book during reading time.

Write your student number in the box at the top of 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. 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 Unit 4 'Language Variation and Identity'.

Section A is worth 15 marks.

Text 1

Question 1

Comment on the function of the main sentence type used in Text 1, providing 2 examples with line numbers.

2 marks

Question 2

Discuss the use of proper (capitalised) nouns in Text 1. Provide 2 examples.

2 marks

SECTION A – continued

Question 3

How is lexical patterning used to achieve cohesion in Text 1? Provide 3 examples.

3 marks

Question 4

Comment on the clause components of the sentence “The Coalition’s management of this issue has been strong and methodical, unlike that of Labor” (line 32).

4 marks

SECTION A – continued
TURN OVER

Question 5

Analyse the use of the passive voice in Text 1. Provide 3 examples.

4 marks

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.

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 Unit 4 'Language Variation and Identity'.

Section B is worth 30 marks.

Question 6

Write an analytical commentary about 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

30 marks

Working Space

SECTION B – continued
TURN OVER

SECTION B – continued
TURN OVER

SECTION B – continued

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 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**

- i. "In this day and age this sort of conduct by an individual is unacceptable, let alone by a well-known international business. I'm sure they know the word midget is offensive. And they certainly know their comments about race and women are offensive. They obviously haven't learned their lesson. Wicked Campers seem to think they can operate anyway they see fit, and target people to demean them and ridicule them. We'll be seeking legal advice this week about a possible action against them."

Ms Bayles, Dwarfism Australia, quoted in New Matilda 3.4.26

- ii. 'Hate speech is not free speech!' people say. But it is. By its very definition, free speech must include hate speech. Speech must always be free, for two reasons: everyone must be free to express what they feel, and everyone else must have the right to decide for themselves whether those expressions are good or bad.

Morgan Begg, 'The state has no business policing emotion', Freedomwatch-IPA, 12.6.16

- iii. As a woman and a housewife, I am deeply offended by the exchanges between the women on The Real Housewives of Melbourne. Abusive, foul language should never be tolerated in the name of a reality show, particularly in light of raising public awareness against domestic violence. Bullying behaviour to the extreme is unacceptable on many levels and programs like this have no place in a modern educated society.

Debora Mendelson, Toorak The Age 26.5.16

iv.



'Rude, abusive, distasteful or disrespectful language is everywhere these days and it shouldn't be allowed.'

Do you agree?

SECTION C – continued

Question 8

Stimulus

- i. 'They are writing more and sending more messages, just in ways different to previous generations. The issue is that literate forms of communication alone just won't connect in today's visual world. Today's learners are a multimodal generation, and therefore demand communication styles that engage multiple learning channels.'

McCrimdle Research 'Educating and Engaging', 29.4.16

- ii. [Crystal] said words such as "twictionary", "twitterholic", and even "twitterrhoea" show "how the human propensity for language play is alive and well". So OMG, maybe the internet is good for English, because imagination.

Nicole Kobie www.alphr.com 29.8.15

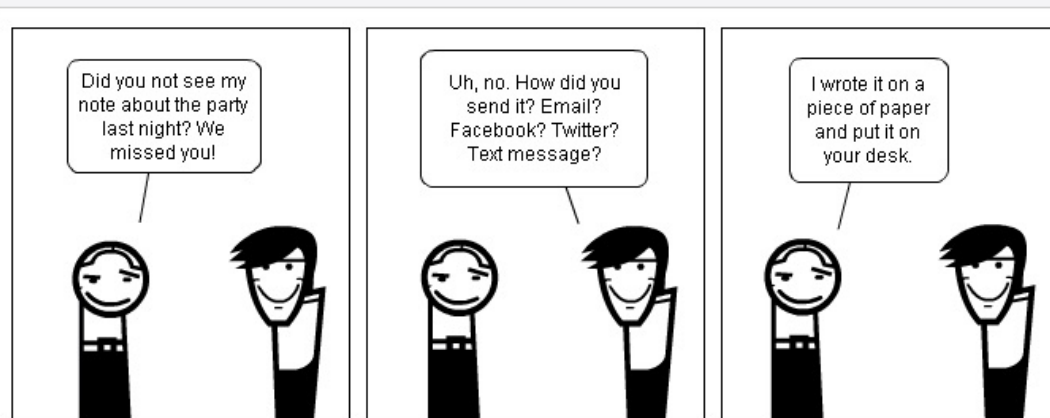
- iii. There is interesting potential for chat bots in mental health programs, too. Research shows people can feel more comfortable talking to a computer about personal problems than to a human. It won't judge you, and won't act on the information or blab to someone, says Melbourne University natural language processing expert Karin Verspoor. "Chat bots can be viewed as being supporting without being invasive," she says.

Hannah Francis, 'Rise of the chatbots: bigger than apps?', The Age 12.4.16

iv.

Social Media Complexity

View more social media cartoons at
www.socmedsean.com



With thanks to Sean Nicholson for allowing reproduction of this cartoon.

Can everyday communication withstand the onslaught of the internet's linguistic innovations?

SECTION C – continued

TURN OVER

Question 9

Stimulus

i. Reasons given for the decline in Aussie lingo:

- American entertainment (39% of those who believe it is declining)
- Multiculturalism (27% of those who believe it is declining)
- It is unsophisticated (11% of those who believe it is declining)
- Political correctness (8% of those who believe it is declining)
- Young people are creating their own lingo (7.5% of those who believe it is declining)

Predictably, most young Australians do not believe the Aussie lingo is being lost, while the majority of older Australians do.

McCrindle Research 'Australianisms and clichés', 2011

ii. Australian English is a fundamental symbol of the Australian identity and the accent is probably the most recognisable element of this regional dialect of the English language. It immediately tells the listener that the speaker is Australian even if they use other linguistic features that are not typically considered Australian. An accent is a symbol or an emblem of who you are. It expresses your identity.

'Australian Voices', Macquarie University

iii. The main problem I have with the word "guys" is that is yet another example of Americanisms being foisted upon Australian English. The gender issue is of secondary relevance. My grandmother thinks it plain stupid to be included as a "guy" in announcements by flight attendants.

Paddy Lyons, East Melbourne The Age 3.6.16

iv.



'As long as we continue to speak with an Aussie accent there will be no threat to Australian identity.'

Discuss.

SECTION C – continued

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

SECTION C- continued
TURN OVER

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

Examination instructions and the examination assessment criteria are taken from the Victorian Curriculum and Assessment Authority (VCAA) 2012 – v3 – March 2016 English Language examination specifications. 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