

STUDENT NUMBER:

VCE ENGLISH LANGUAGE

2017 Units 3&4 Practice Paper 2

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	6	6	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 24 pages with Assessment Criteria on page 24, 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

Identify one example of phonological patterning in Text 1 and discuss its function.

1 mark

Question 2

Comment on the effect of the contrast between the phrases "the ability to be yourself" (line 8) and "we're all Victorian" (line 30).

2 marks

SECTION A – continued

Question 3

What is the effect of colloquial Australian language in Text 1? Provide 2 examples with line numbers.

2 marks

Question 4

What is the effect of emphatic stress in the text? Provide 2 examples with line numbers.

3 marks

SECTION A – continued
TURN OVER

Question 5

Analyse how parallelism is used to support the social purposes of Text 1. Provide 2 examples with line numbers.

3 marks

SECTION A – continued

Question 6

What are the functions of four of the following discourse features in Text 1? Provide examples of each feature, with a line reference.

- a) standard Australian English;
- b) verb tense;
- c) repetition;
- d) pronouns;
- e) intonation;
- f) listing

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

**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 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. "The Australian government is proposing tough new English language competency requirements for those seeking Australian citizenship. Alongside a test of Australian values, and proof of your integration into Australian society, you'll need to prove you can read, write and speak English at a competent level."

Misty Adoniou, The Conversation, 13.6.17

- b. I have been here for donkeys' years and I have witnessed how many young Australians are extremely poor spellers. (I remember people in the hospitality sector frequently asking me how to spell words like "cucumber" and "zucchini".) This new policy will only serve the country's vested political-interests, not the sacred morality upon which multiculturalism exists. If a person is confident and competent in general conversation, they should be regarded in the same way as native English speakers. The new test should only be mandatory for those who did not come here on student visas

Shiva Neupane, The Age, 27.4.17

c.



'Real Australians Say Welcome' campaign

- d. The Australian character has been stripped and reconstructed in the image of political correctness. The Australian larrikin has become an endangered species. Whatever happened to Australia's "have a go" spirit? What happened to our irreverent sense of humour? What happened to common sense and the brave "she'll be right" credo which helped build this country?

Rex Jory, The Advertiser, March 26.3.17

'If you can't read, write and speak standard Australian English, you're not a true Aussie.' Do you agree?

SECTION C – continued

Question 8**Stimulus**

- a. Former Labor leader Mark Latham has been sacked as a commentator by Sky News following outrage over his comments about the sexuality of a Sydney teenager. Latham was savaged by both sides of politics on Wednesday for speculating that a high school student involved in a video about International Women's Day was "gay". "I have today advised Mark Latham that his contract has been terminated," Mr Frangopoulos tweeted. Sky News chief executive officer Angelo Frangopoulos confirmed the decision on Wednesday afternoon. "While we support strong opinions and robust arguments, we pride ourselves in doing so in a civil and respectful manner."

Michael Koziol, Sydney Morning Herald, 29.3.17

- b. ABC radio broadcaster Red Symons has apologised on air for an interview in which he asked an ABC broadcaster "what's the deal with Asians?" and if she was "yellow". On his program on ABC Radio Melbourne this morning, Symons apologised and said he came across as racist in the interview. "The plan was to take on a serious topic, race and culture, and talk with Beverley about a range of related issues. [However] I came across as racist and I was wrong in the way I conducted the interview."

ABC News, 19.6.17

c.



Free Speech (footnote: *Conditions apply)*

- d. [Conservative media commentators] only talk about the need for freedom of speech when it turns to the 'right' to make unfettered comments about Muslims, asylum seekers, Indigenous people, women, transgender and same-sex attracted people. We need to examine that. This is not really about freedom of speech — it's about a particular desire to say awful things about specific groups of people, while at the same time refusing to allow them to respond. It says a great deal about the lack of maturity in this debate when those with power and influence demand the right to say whatever they like, but at the same time demand no-one should be able to answer back.

Corinne Grant, ABCNews, 17.2.16

'As long as people continue to express their views in abusive, offensive language, social harmony can never be achieved.' Discuss

SECTION C – continued

TURN OVER

Question 9

Stimulus

- a) There is no such thing as 'good language' per se. 'Good' depends on situation, context, and purpose. Is it 'good' for a specific purpose and function? This is a crucial point that is almost completely overlooked by the present way of teaching and testing grammar. Good writing for an instruction on a train is very different from good writing for constructing an argument in an essay or for a song you hope will be popular. This is a vital principle.

Michael Rosen, 11.5.17

- b) In my opinion the Americanisation of Australia is a sad and terrible thing. It is a process whereby ordinary Australians are bombarded every day with images of the American lifestyle, so much that it merges almost unnoticed into their own lifestyle. Our living rooms have become a place where we soak in the sheer amount of contemporary American culture (Dr Oz, Oprah, Ellen etc.) We speak like Americans (dude, bro, whatever), we eat like Americans (Hungry Jacks, McDonalds, KFC), and we even think like Americans

'Grungan', Blog post, 2016

- c) "I want to convince you that the English language has never been more popular or in better health. You should be far more relaxed about modern usage than the pedants are. Language is a richer subject than these purported purists imagine. Modern English, so far from being embattled and denigrated, is powerful and vital."

Oliver Kamm, Accidence will Happen, 2015

- d)



Sourced from www.xkcd.com

'We speak and write more casually now than ever before, thanks to the pervasive influence of American culture.' Do you agree?

SECTION C – continued

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