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Year 12 *Trial Exam Paper*

2018

ENGLISH LANGUAGE

Written examination

STUDENT NAME:

Reading time: 15 minutes
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	4	4	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, correction fluid and dictionaries.
- No calculator is allowed in this examination.

Materials provided

- The question and answer book of 23 including **assessment criteria** on page 23.
- 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.

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SECTION A – Short-answer questions

Instructions for Section A

Refer to the insert provided 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 (4 marks)

Identify **two** distinct functions of the text. Refer to specific examples (quoting line numbers) in your response.

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Question 2 (4 marks)

What is the register of the text and how does the register support its function(s)? Justify with reference to lexis and **one** other subsystem.

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Question 3 (3 marks)

To what extent is the text a spontaneous discourse? Refer to line numbers in your response.

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Question 4 (4 marks)

Discuss the strategies and features Dave uses to manage the discourse between lines 28 and 63.

END OF SECTION A
TURN OVER

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SECTION B – Analytical commentary

Instructions for Section B

Refer to the insert provided 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

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END OF SECTION B

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.

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Question 6 (30 marks)

Stimulus

a. 'Australia's multicultural policy embraces our shared values and cultural traditions. It also allows those who choose to call Australia home the right to practise and share in their cultural traditions and languages within the law and free from discrimination.'

Department of Immigration website, 2017

b. 'The cultural DNA of this country is in the sound of the way Australians speak. The famous, and hauntingly beautiful, Australian accent is a miracle no other culture's ever come up with … You can tell an Australian the minute he opens his mouth.'

John Clarke, *The Sounds of Aus*, ABC, 2007

c. I am Alice Smith, but my real name Bilari, because under a bilari tree I born, on Rocklea Station. I never had whitefella name, they used to call me Aborigine: Bilari. Sometimes they say Bidayi; it's easier. Walter Smith wrote it down in his station book; the whitefellas used to have a record when we born. A few years ago we went to the museum in Perth, to see all the old papers, and when my daughter follow them history way back, from Rocklea Station, my name is there: Bilari, and I born 1928.

Alice Bilari Smith, *Under a Bilari Tree I Born*, 2nd edition, Fremantle Press, Fremantle, 2015

d.

'English in Australia conveys cultural identity far more clearly than social identity.'

To what extent is this true?

OR

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Question 7 (30 marks)

Stimulus

a. ‘I’m here to fulfil the diversity quota … Someone somewhere is watching their television going … “I just paid six grand for this television and it shows no colour!” It’s a go at the industry who doesn’t [care] about diversity.’

Osamah Sami at the AACTA Awards, December 2017

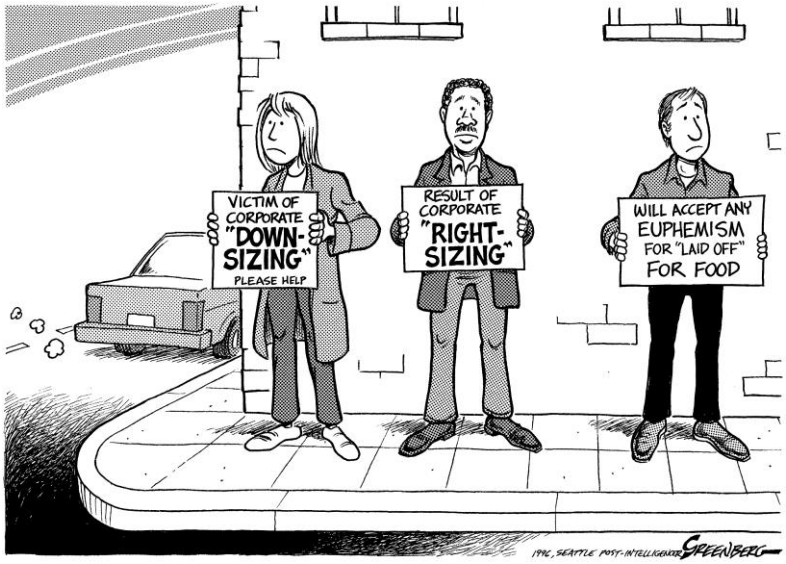
b. ‘Non-discriminatory language has, in some circles, been ridiculed as a “politically correct” silencing of free speech … A simplistic regurgitation of “politically correct” language can be as offensive in effect as some of the more obvious forms of discriminatory language, in that it fails to attend to the sensitivities and demands of the people for whom it purports to speak.’

Watch your Language: Guidelines for Non-Discriminatory Language, University of Melbourne, 2005

c. ‘So how do we talk about the business of “growing old” if it’s such a sensitive subject? The answer of course is euphemism … To throw some light on this particular taboo, we set about analyzing the naming practices of “aged care facilities” (itself a nice euphemism) in the Melbourne region … We collected names from 2013 and compared them to those that were around in 1987. The 2013 sample showed a far greater range of euphemistic strategies compared to the 1987 sample … Nearly a third (63%) of the institutional names omitted any reference to their actual function. Instead, they employed a wide selection of uplifting metaphors that suggested the facility had nothing to do with aged care at all.’

Kate Burridge and Reka Benczes, Monash University, boobookeducation.com.au, 2016

d.



Steve Greenberg, 1996

‘Euphemisms are necessary in both formal and informal contexts.’

To what extent does this apply to contemporary Australian society?

OR

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Question 8 (30 marks)

Stimulus

a. 'Linguistic politeness, then, is one expression of cultural values … Any particular example of linguistic behaviour might be perceived quite differently by different cultural groups, and even by individual members of a particular group. One person's enthusiastic supportive feedback may be perceived by another as a confrontational disruption.'

Janet Holmes, *Women, Men and Politeness*, Routledge, 1995

b. 'All residents are advised that permanent parking in the visitor spaces is not permitted and vehicles reported parked on common property may be towed at the vehicle owner's expense. We trust that there will be no formal action required following receipt of this notice, and that those residents currently misusing the visitor spaces remove their vehicles immediately and refrain from doing so again.'

Notice posted in apartment building, 2017

c. 'The language politicians use has got to change. Voters are disillusioned with career politicians because they cannot trust the words they abuse. People long ago wised up to the spin and rhetoric MPs use to conceal hard truths. There's an increasing appetite from electorates worldwide to hear plain English, rather than meaningless political jargon and robotic three-word slogans.'

Gary Nunn, 'Pollies, give plain English a try. We're smarter than you think', Rendez Vous, *The Daily Telegraph*, 14 June 2017

d.

EMAIL ETIQUETTE

1. Use proper formatting, spelling, grammar
2. CC anyone you mention
3. Subject line is what your email discusses
4. Answer swiftly
5. Re-read email before sending
6. Don't use capitals – THIS IS SHOUTING
7. Don't leave out the subject line
8. Don't attach unnecessary files
9. Don't overuse high priority
10. Don't email confidential information
11. Don't email offensive remarks
12. Don't forward chain letters or spam
13. Don't open attachments from strangers

askatechteacher.com and structuredlearning.net, 2012; design altered with permission

How important is adopting the appropriate register when one's goal is to maintain face needs?

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Working space

Question no.

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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.

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END OF QUESTION AND ANSWER BOOK

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