insight™

▶ innovative ▶ engaging ▶ evolving

YEAR 12 *Trial Exam Paper*

2019

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	5	5	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 /tape and dictionaries.
- No calculator is allowed in this examination.

Materials provided
- The question and answer book of 23 pages, including **assessment criteria** on page 23
- Detachable insert for Sections A and B in the centrefold

Instructions
- Detach the insert from the centre of this book during reading time.
- Write your **name** in the space provided above on this page.
- All written responses must be in English.

At the end of the examination
- You may keep the detached insert.

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

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 1–5 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 (1 mark)

Identify the register of this text.

_____

Question 2 (2 marks)

Identify how the use of syntactic patterning in lines 1–5 contributes to a purpose of the text. Refer to line numbers in your response.

_____

_____

_____

_____

Question 3 (4 marks)

Using appropriate metalanguage, identify and comment on the uses of passive voice in lines 6–11. Refer to line numbers in your response.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Question 4 (3 marks)

Using appropriate metalanguage, comment on **two** language features that reflect Nick McGowan's identity. Refer to line numbers in your response.

_____

_____

_____

_____

_____

_____

_____

_____

Question 5 (5 marks)

Using appropriate metalanguage, analyse how formatting, inference and logical ordering contribute to coherence in the text. Refer to line numbers in your response.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

END OF SECTION A
TURN OVER

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 6 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 6 (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

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

8

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

SECTION B – continued

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

SECTION B – continued
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.

Insert for Sections A and B

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

SECTION A

Text 1

This text is a campaign letter sent to residents of Eltham, Montmorency, Greensborough, Research, St Helena, Lower Plenty, Briar Hill, Greenhills and Eltham North in the lead-up to the 2018 Victorian state election. The original letter contains two artist-drawn eucalyptus tree branches in the top-right and bottom-left corners, respectively. The bottom-right corner of the letter has a picture of a smiling Nick McGowan in a green t-shirt.

1. # Save
2. # **Eltham, Montmorency**
3. # **Greensborough**
4. Research, St Helena, Lower Plenty, Briar Hill, Greenhills and Eltham
5. North

6. Traffic congestion is worsening locally. It's reducing our quality of life. It must be
7. addressed, and requires a serious plan that includes road and importantly – rail.

8. Daniel Andrews says he will NOT duplicate our rail to Eltham Station if re-elected.
9. This means Eltham and Monty station commuters will be forced to wait almost twice
10. as long for trains as peak-hour commuters in Greensborough, and will never get a
11. reliable 10-minute service.

12. At the same time, Labor also plans to reduce the number of car parks at
13. Greensborough station* making it even harder to catch the train from there.

14. Monty Station also gets short-changed under Labor – no new car parks, no new
15. station.

16. A vote for me in November is a vote for CRITICAL rail duplication to Eltham station
17. while keeping and protecting the trestle bridge and IMPORTANTLY building 150
18. new free car parks across Greensborough, Montmorency and Eltham stations.

19. **I am 100% committed to tackling local traffic congestion by road and RAIL.**

20. # **Nick McGowan**
21. Liberal for Eltham
22. *Andrews Government North-East Link business case as reported in the Diamond Valley Leader, June 20 2018.

Source: Nick McGowan, Liberal Party of Victoria.

SECTION B

Text 2

The following is an extract from the television show *Q&A*, an Australian television panel discussion program, broadcast on ABC. It is chaired by Tony Jones (TJ), an Australian journalist. This episode aired 8 October 2018 and focused on good teaching. This portion of the show features panellist Eddie Woo (EW), award-winning classroom and YouTube maths teacher. Miriam Lees (ML) is an audience member; audience members on *Q&A* participate by asking questions of the invited guests.

The following transcription conventions are used:

.	final intonation	__	emphatic stress
=	lengthening of a sound	[ ]	onset and duration of
,	continuing intonation		simultaneous speech
?	questioning intonation	@@	laughter
\	falling pitch	<A A>	allegro – fast-paced utterance
/	rising pitch	<H>	audible breath
--	truncated intonation	(( ))	vocal effects,
-	truncated word		non-verbal communication
(.)	very short pause		or transcriber comment
(..)	medium pause		

1.	TJ:	Good evening/ and welcome to this (.) <u>special</u> *Q&A* focused on <u>good</u> teaching/
2.		I'm Tony <u>Jones</u>\ here to answer your <u>questions</u>,
3.		teacher turned <u>champion</u> of the <u>Finnish</u> education system (.) Pasi <u>Sahlberg</u>\
4.		Centre for Independent Studies education research fellow (.) Jennifer <u>Buckingham</u>\
5.		primary school teacher <u>Gabbie</u> Stroud/
6.		who quit the profession she loved in frus<u>tra</u>tion\ (.)
7.		award-winning <u>classroom</u> and <u>YouTube</u> maths teacher/ (.) Eddie <u>Woo</u>\
8.		(.) and <u>Indigenous</u> teacher and advocate (.) Cindy <u>Berwick</u>\
9.		please welcome our panel\
10.		*((audience applauds))*
11.	TJ:	<A Thank you very <u>much</u> A>
12.		<u>Now</u>, *Q&A* is <u>live</u> in eastern Australia on ABC TV (.) iView and News Radio\
13.		Well tonight with Year <u>12</u> <u>final</u> exams in <u>sight</u>
14.		we have gathered a <u>stellar</u> panel and an audience full of <u>eager</u> students/ parents/ (.)
15.		and teachers\ to talk about better schools\
16.		and our first question/ (.) comes from Miriam <u>Lees</u>.
17.	ML:	Hey (.) go- good evening/
18.		Um/ (.) it's not OK to say/
19.		I can't <u>read</u>/
20.		but it's OK to say/
21.		I can't do <u>maths</u>\
22.		Why do you think that's the case?
23.	TJ:	<u>Eddie</u> (.) we'll start with <u>you</u>, obviously/
24.	EW:	<H> (.) as a mathematics teacher
25.		having <u>heard</u> this (..) statement <A many, many A> <u>times</u>,
26.		I <u>feel</u> as thou=gh there's a s- sense of frustration boiling in my mind,
27.		because <u>I</u> (.) <u>struggled</u> with mathematics when <u>I</u> was at school/
28.		a=nd so [to be able to sa=y]
29.	TJ:	[so wait you <u>weren't</u>] a maths <u>genius</u> <u>when</u> you were at school?
30.	EW:	<u>No</u>= and I'm @@still @not a maths @genius <u>now</u>/
31.		uh but for <u>me</u> that always/ felt a little bit like an e<u>xcuse</u>\
32.		and then I realised (.) I think (.) Miriam

SECTION B – continued

TURN OVER

33.		that in many <u>ways</u> there was a uh a sense of (.) <u>wanting</u> to have a reason (..)
34.		<u>wanting</u> to have a- uh- almost <H>
35.		not an ex<u>cuse</u> but a reason to sa=y,
36.		'look this is something that I've <u>struggled</u> with'
37.		mathematics is <u>hard</u>\
38.		mathematics is <u>abstract</u>\
39.		it is-- you know
40.		for the last <u>300</u> years,
41.		all the mathematics that we've invented as human beings
42.		have been things that regular people on the street have found (.) <u>mind</u>-blowing\
43.		and so we want a reason to be able to say,
44.		'yeah that was too hard for me'
45.		and I think the <u>reason</u> that we grab for is,
46.		'it's just not my thing\'
47.		'it was <u>genetics</u>\'
48.		'it was <u>society</u>\'
49.		and so I think it's almost as though
50.		w- we're looking for something (.) to <u>comfort</u> us/
51.		to say/
52.		this is difficult (.)
53.		there was a reason why (.)
54.		and it didn't have to do with <u>me</u>\
55.	TJ:	Now Eddie
56.		it wasn't my thing either as it turns out
57.		even though my dad was a maths teacher\
58.		but I do remember from school
59.		<A the square on the hypotenuse
60.		equals the sum of the squares on the other two sides/ A>
61.		and I didn't really under<u>stand</u> it until I saw your <u>WooTube</u> version of this\
62.		now, <u>how</u> is it that you can explain things that <u>many</u> other people struggle with?
63.	EW:	Well (.) in fa- I think (.) <u>struggle</u> (.) actually (.) is the <u>key</u>\
64.		because at <u>school</u> (.) the humanities
65.		<A English, History and Drama A>
66.		were the subjects that <u>I</u> enjoyed most Tony,
67.		despite the fact that your dad wrote some of the <u>textbooks</u>.
68.		<A Jones and Couchman, if anyone appreciates that <u>classic</u> A>
69.		*((audience laughs))*
70.	TJ:	<u>Modern</u> <u>Mathematics</u>\
71.	EW:	<A It was a classy, classy work\ A>
72.		but that struggle that I experienced as a <u>student</u>
73.		I still carry with me <u>now</u> after more than 10 years of teaching
74.		and so (.) I can actually <u>look</u> at a st- student
75.		at- a- the look in their eyes
76.		and I can say (.)
77.		I <u>know</u> what that feels like\
78.		and I think that <u>empathy</u> is the <u>key</u> ingredient (.) of great teaching\
79.	TJ:	You would have seen that look in <u>my</u> eyes @@many times
80.		if I'd been in your @@maths classes\
81.		*((audience laughs))*
82.	TJ:	not to worry about that\
83.		Cindy Berwick, now you were a maths teacher for 20 <u>years</u>\

Source: *Q&A*, episode 8 October 2018, ABC

END OF INSERT

THIS PAGE IS BLANK

Question 7 (30 marks)

Stimulus

a.   'Language is fundamental to cultural identity. This is so for people everywhere.'

<div align="right">Warradjan Aboriginal Cultural Centre, Kakadu National Park NT</div>

b.   'The shifting of the Australian broad accent and the emergence of Americanisms into the Australian lexicon show that the Australian identity is becoming more globalised and standardised. The social acceptance of certain lexemes and the decreased usage of racist terms indicate changing social values and views of the Australian community.'

<div align="right">Jennifer Minter, 'Language reflects the identity of youth', English Works,
<https://www.englishworks.com.au/language-reflects-identity-youth/>, 2015</div>

c.   'Several years ago my colleague wrote a light-hearted blog judging the Australianness of the language of Nick Cummins, aka the Honey Badger. The rugby union player and former Wallaby had become well known for his use of quirky idioms, rhyming slang, and the Australian vernacular. Suffice to say the Badger's colloquial language contained a significant proportion of distinctive Australian terms … The Badger excels in several aspects of colloquial language use. They are: rhyming slang; variants of Australian idioms; idiosyncratic similes; and other idiosyncratic expressions, some of which may be his own coinage.'

<div align="right">Mark Gwynn, 'The Honey Badger Speaks Strine',< http://ozwords.org/?p=8603>, 14 August 2018</div>

d.

Strewth!

404

"Stone the crows, cobbers, this link is totally cactus. Crook as Rookwood! Fair dinkum, we feel like a bunch of drongos. We're gonna have a burl at making sure she's apples again before youse all shout 'hooroo' and do the Harold."

SCOTT MORRISON

<div align="right">Page not found error, The Australian, 2018</div>

'The language we use demonstrates our cultural identity as well as a sense of belonging.'

Discuss in relation to contemporary Australian society, referring to at least **two** subsystems of language in your response.

<div align="center">OR</div>

Question 8 (30 marks)

Stimulus

a.   'People probably don't think twice about using sayings like "bringing home the bacon" or "beating a dead horse". However, vegans want everyone to stop using these offensive phrases. Instead, they are promoting a more "animal-friendly language" around children … The phrases include an option for "beating a dead horse" ("feeding a fed horse") as well as "put all your eggs in one basket" ("put all your berries in one bowl"). They also suggest saying "spill the beans" instead of "letting the cat out of the bag".'

> Nobelle Borines, 'Vegans want you to stop saying "bring home the bacon" because it's offensive', *EliteReaders*, <https://www.elitereaders.net/vegans-want-to-you-to-stop-saying-bringing-home-the-bacon-because-its-offensive/>

b.   'The hashtag gives [participants] permission to say something in the conversation … I'm not saying they need permission. But they find out the conversation is going on, and whatever they've been thinking, that they've either been afraid to say or didn't think anybody wanted to hear, now they have license to say it.'

> Mikki Kendall, quoted in 'Can Feminist Hashtags "Dismantle the State"?', Maureen O'Connor, *The Cut*, <https://www.thecut.com/2013/12/can-feminist-hashtags-dismantle-the-state.html>, 23 December 2013

c.   'The Victorian Government is committed to equality for all Victorians. The Inclusive Language Guide was created to provide public servants with the right tools to communicate in our diverse work environments. Language has the power to empower individuals and strengthen relationships. Through issuing this Guide, the Victorian Government acknowledges and celebrates our differences.'

> Martin Foley, MP, Victorian Government Inclusive Language Guide

d.   'Language is important. It can be used to incite, obscure, validate, expose. It has meaning, but meaning is in the eye of the beholder.'

> Garyn Tan, 'Sticks and Stones May Break My Bones but Words Will Always Hurt Me', *Huffington Post*, <https://www.huffingtonpost.com.au/garyn-tan/sticks-and-stones-may-break-my-bones-but-words-will-always-hurt_a_23046329>, 26 July 2017

'To achieve social cohesion, it is more important to be polite and considerate than it is to speak freely.'

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

OR

Question 9 (30 marks)

Stimulus

a. 'WOW! So language. Very technology. Much changing. New ways of speaking, new ways of writing, new ways of emailing. Can our language withstand the OMGs, LOLcats and smiley faces? The English language is totes changing, because internet.'

Nicole Kobie, *Alphr*,
<https://www.alphr.com/life-culture/1001443/wow-so-language-very-technology-much-changing>, 29 August 2015

b. 'Language changes. When it does, some people will think that the new usage is "wrong" because they were speaking a perfectly serviceable Saxon-Norse pidgin before. They are wrong to think it is wrong, but any user of the language ought at least to know that there are people who, wrongly, think that to use "literally" to mean "not literally" is wrong. When language changes, it makes sense not to be at the cutting edge of irritating your readers or listeners.'
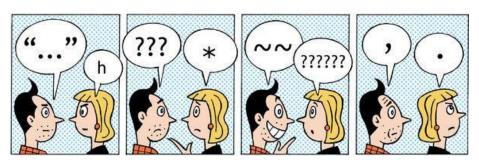
John Rentoul, 'I literally stand by the (mis)use of "literally"', *The Independent,*
<https://www.independent.co.uk/voices/comment/i-literally-stand-by-the-misuse-of-literally-8763533.html>, 2013

c. 'Of course words have meanings – meanings distinct enough that we can set them down in print and confidently say that this is what most people mean when they say … Language works by agreement of the masses. It's the original people power – a word means something because enough people use it to mean that thing. By extension, if enough people start using a word in a different way, or ignoring a particular rule, then meanings and uses can change.'

Charlotte Buxton, 'When does "wrong" become "right"?', *Oxford Dictionaries blog*,
Oxford University Press, <https://blog.oxforddictionaries.com/2013/02/08/when-does-wrong-become-right/>, 2013

d.

Ron Barrett, <http://ronbarrettart.com/index.html>

'Language change caused by technology has made it difficult to communicate effectively with each other.'

To what extent do you agree? Refer to at least **two** subsystems of language in your response.

Working space

Question no. ☐

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

SECTION C – continued
TURN OVER

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

SECTION C – continued

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

SECTION C – continued
TURN OVER

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

END OF SECTION C

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.

The above criteria are official VCAA Examination Criteria © VCAA 2019, reproduced with kind permission of the VCAA.

END OF QUESTION AND ANSWER BOOK