

Trial Examination 2023

VCE English Language Units 3&4

Written Examination

Question and Answer Booklet

Reading time: 15 minutes

Writing time: 2 hours

Student's Name: _____

Teacher's Name: _____

Structure of booklet

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of 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, pencils, highlighters, erasers, sharpeners and rulers.

Students are NOT permitted to bring into the examination room: blank sheets of paper and/or correction fluid/tape and dictionaries.

No calculator is allowed in this examination.

Materials supplied

Question and answer booklet of 22 pages, including **assessment criteria** on page 22

Insert for Sections A and B

Instructions

Write your **name** and your **teacher's 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 Insert for Sections A and B.

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 for Sections A and B 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 (2 marks)

Identify the register and social purpose of this text.

Question 2 (2 marks)

Explain how plural pronouns contribute to a sense of in-group solidarity between the speakers and their audience. Provide **one** example to support your explanation. Refer to line numbers in your response.

Question 3 (3 marks)

Analyse **one** example of intonation between lines 30–39. Refer to line numbers in your response.

Question 4 (4 marks)

Using appropriate metalanguage, identify and discuss **one** language feature of each speaker that reflects an aspect of their identity. Refer to line numbers in your response.

SECTION B – ANALYTICAL COMMENTARY**Instructions for Section B**

Refer to the Insert for Sections A and B 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 analytical commentary, you should address:

- contextual factors surrounding the text
- social purpose and register of the text
- stylistic and discourse features of the text.

Refer to at least **two** subsystems of language within your analysis.

Working space

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 7 (30 marks)**Stimulus**

- a. ‘We often put labels on people. He dresses like this so he must be into this music. She goes to that school so she must be rich. We can also stereotype people from different racial backgrounds as “lazy”, “brainy”, “aggro”¹... you get the idea. The way to beat the stereotypes? Don’t judge a whole group. Get to know people from different racial backgrounds and find out how much you have in common.’

Reproduced from Australian Human Rights Commission (2017) ‘Why are people racist?’, *Australian Human Rights Commission* website. Accessed 27 October 2022. <https://humanrights.gov.au/our-work/education/why-are-people-racist>. Licenced under CC BY 4.0, <https://creativecommons.org/licenses/by-nd/4.0/>.

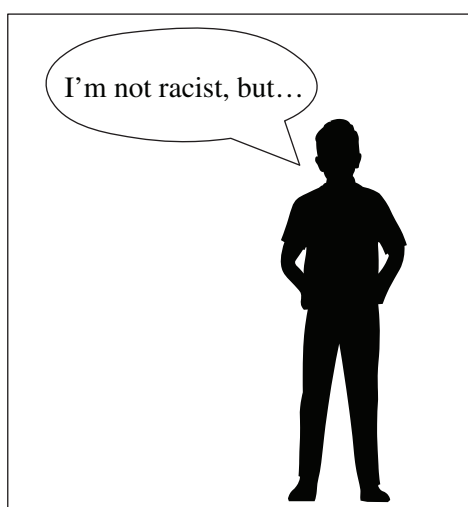
- b. ‘When someone states their thoughts with high confidence, we assume they know what they are talking about and we are inclined to believe them. Often enough, we are correct: there are various indications in the way they talk that reflect their knowledge [...] True experts use concepts and terminology in their field (jargon) flexibly and with ease – and they are typically able to adjust their communication to accommodate the specific needs of their audience.’

Reproduced from Tenbrink, T. (2022) ‘Five ways to tell if someone is an expert, or just confident – from an actual expert’, *The Conversation*. Accessed 27 October 2022. <https://theconversation.com/five-ways-to-tell-if-someone-is-an-expert-or-just-confident-from-an-actual-expert-188244>. Licenced under CC BY 4.0, <https://creativecommons.org/licenses/by-nd/4.0/>.

- c. ‘In studying the implementation process of gender-fair language reforms and the consequences on population attitudes and use, it is important to consider variables traditionally associated with negative attitudes toward gender fair language. If we are to make a claim that gender fair language reforms will be successful, an important task for the present research is to show that time in use is important to include when studying attitudes and frequency of use, together with other potential explanations. Previous research has identified a number of predictors of attitudes to gender-fair language [...]’

Reproduced from Gustafsson Sendén, M., Bäck, E.A. and Lindqvist, A. (2015) ‘Introducing a gender-neutral pronoun in a natural gender language: the influence of time on attitudes and behavior’, *Frontiers in Psychology* 6:893. Accessed 27 October 2022. <http://www.frontiersin.org/articles/10.3389/fpsyg.2015.00893/full>. Licenced under CC BY 4.0, <https://creativecommons.org/licenses/by-nd/4.0/>.

- d.



¹ **aggro** – slang for aggressive

‘It is not just what we speak, but how we speak about others that reveals our identity.’

Discuss in relation to a contemporary Australian society.

OR

Question 8 (30 marks)**Stimulus**

a. 'Verbal abuse can include:

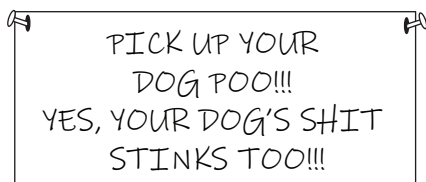
- yelling, shouting or swearing
- using words to intimidate or cause fear'

Reproduced from Queensland Government (2020) 'About domestic and family violence', *Queensland Government* website. Accessed 27 October 2022. <https://www.qld.gov.au/community/getting-support-health-social-issue/support-victims-abuse/domestic-family-violence/what-is-domestic-and-family-violence/what-are-the-patterns-of-domestic-violence/about-domestic-and-family-violence>. Licenced under CC BY 4.0, <https://creativecommons.org/licenses/by-nd/4.0/>.

b. 'I understand that organisations use Acknowledgement of Country in meetings as a way to show their respect; however, when this is done without genuine respect and feeling, it can become tokenistic.'

A local Wadawurrung woman addressing how Country is acknowledged in public gatherings

c.



A sign put up on a neighbourhood fence

d. 'Swearing plays an ubiquitous role in everyday conversations among humans, both in oral and textual communication, and occurs frequently in social media texts, typically featured by informal language and spontaneous writing. Such occurrences can be linked to an abusive context, when they contribute to the expression of hatred and to the abusive effect, causing harm and offense. However, swearing is multifaceted and is often used in casual contexts, also with positive social functions.'

Reproduced from Pamungkas, E.W., Basile, V. and Patti, V. (2022) 'Investigating the role of swear words in abusive language detection tasks', *Language Resources and Evaluation*. Accessed 27 October 2022. <https://link.springer.com/article/10.1007/s10579-022-09582-8>. Licenced under CC BY 4.0, <https://creativecommons.org/licenses/by-nd/4.0/>.

'If the purpose of language is not to offend, then it cannot be taken as offensive.'

To what extent do you agree?

OR

Question 9 (30 marks)**Stimulus**

- a. ‘Question: Why do Australians speak bad English?’

Reply: It isn’t bad ... it is just different. I think.’

An interaction on an online chat forum

- b. ‘Slang is the informal language of a particular group. Because it is seen as “informal,” it should be avoided in formal speeches like career speeches, academic speeches, and professional speeches. In less formal speeches, slang can be useful. If you are an insider to the group, slang can build credibility. Studies found that it created a more supportive classroom climate when a teacher used positive slang such as “cool” and “awesome,” [...] Use slang sparingly and with intent. Slang that is doesn’t fit the audience and context may rob you of your credibility and muddle the message’s meaning.’

Reproduced from Meade, L. (n.d.) ‘36. Things That Do Not Belong In Your Speech: Curse Words, ISTS, Slang, and Bafflelegab’, *University of Arkansas* website. Accessed 27 October 2022. <https://uark.pressbooks.pub/speaking/chapter/things-that-do-not-belong-in-your-speech/>. Licenced under CC BY 4.0, <https://creativecommons.org/licenses/by-nd/4.0/>.

- c. ‘Linguicism is an idea invented by human-rights activist and linguist Tove Skutnabb-Kangas to describe discrimination based on language or dialect. The prejudice around “aks” is an example of linguicism. [...] Decades of research shows that the idea that any variation from standard English is incorrect (or, worse, unprofessional or uneducated) is a smokescreen for prejudice. Linguicism can have serious consequences by worsening existing socio-economic and racial inequalities.’

Reproduced from Cole, A., Jeffries, E., and Patrick, P.L. (2022) ‘Ask or aks? How linguistic prejudice perpetuates inequality’, *The Conversation*. Accessed 27 October 2022. <https://theconversation.com/ask-or-aks-how-linguistic-prejudice-perpetuates-inequality-175839>. Licenced under CC BY 4.0, <https://creativecommons.org/licenses/by-nd/4.0/>.

- d.



‘Despite Australia having a diverse population, prescriptive attitudes to language still exist.’

Discuss the existence of these attitudes within a contemporary Australian society.

Working space

Question no.

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 the relationships between language and identities in society
- identify and analyse differing attitudes to varieties of Australian English
- draw on contemporary discussion and debate about language
- write clearly organised responses with controlled and effective use of language appropriate to the task.

END OF QUESTION AND ANSWER BOOKLET



Trial Examination 2023

VCE English Language Units 3&4

Written Examination

Insert for Sections A and B

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SECTION A

Text 1

The Good Guys Podcast discusses current issues from the Australian news in a light-hearted manner. The hosts of the podcast are Harrison White (H) and Tim Simpson (T), who live in Wollongong, New South Wales.

The following text is the introduction to an episode of the podcast from August 2022. The episode discusses the revelation that Scott Morrison, former Prime Minister of Australia, had sworn himself into a number of portfolios while he was Prime Minister but did not tell his parliament or the public.

The following symbols are used in the transcript.

/	rising pitch	=	lengthening of a sound
\	falling pitch	—	emphatic stress
,	continuing intonation	<A A>	allegro – fast-paced utterance
?	questioning intonation	<L L>	lento – slow-paced utterance
.	final intonation	@ @ @	laughter
(.)	very short pause	[]	overlapping speech
(..)	short pause		

- 1 T Hi everyone and welcome to *The Good Guys Podcast*\
- 2 No (.) not the shop (.) the people.
- 3 We are the good guys, you are the good guys.
- 4 <A As always A> you're joined by me/ Timmy Simpson/
5 and my good friend <L Harrison White L>, also known around here as Spida=
6 H He=y, how are you fellow good bloke?
- 7 T Yea man (.) I'm good (.) great.
8 how has your week been so far?
- 9 H Not too bad\ Just cruising along [really]
- 10 T [Yeah]
- 11 H Yeah (..) we have just moved into a new share house which (.) is (.) um interesting/
12 T @ @ @ good or bad interesting?
- 13 H Loo=k (.) the kitchen is much better/
14 but the backyard isn't as good to kick the footy\
15 but these days ya gotta take what you can get when it comes to rentals hey/
16 T Oh absolu=tely
17 We have mates that have been looking for a bigger place for yonks but can't seem
18 to get their feet in the door.
19 [So much competition]
- 20 H [Mmmm] (..)
21 T anyway (..) <A enough of that doomsday 2022 talk A>
22 H @ @ @
23 T Let's get into today's show shall we?
24 H We shall.
25 T What are we gassing on about today?

- 26 H Today is a good one Timmy/
 27 <A we're good guys here A> and we like to chat about other good guys.
 28 But you know who isn't a good guy in the eyes of the public at the min?
 29 ScoMo (..) [Our old PM]
 30 T [Ma=te] Scott Morrison does it again/
 31 H Indeed he does.
 32 Turns out he wasn't just PM/
 33 he had a whole heap of other portfolios that he managed.
 34 But totally unbeknownst to anyone/
 35 T <L Cheeky cheeky L>
 36 H Now (.) I know that being the PM is a hard gig\
 37 and no one will begrudge him for that.
 38 But what we can say is that there is something <L quite unethical L> about having a
 39 job you give yourself without telling [the people impacted]\
- 40 T [Mmmm agree] (.) as do most Australians\
 41 H So my question for you today is/
 42 how can Scott redeem himself in the eyes of the public?
 43 What would he need to do to be put back in the <L good guy books L>?
 44 T Oo= (..) I think step one is apologise, hey/
 45 We all appreciate a bloke who can say when he's wrong.
 46 H Yeah for sure/
 47 T And I know he came out and gave a speech <A sort of thing A>/
 48 H Press conference I believe is the term\
 49 T Ah= yep, thanks spides [for the technicality]
 50 H [no worries]
 51 T but it just <L didn't seem genuine L>
 52 H What if he donated money to a children's hospital?
 53 T Money is just tokenistic, isn't it?
 54 I reckon that he needs to retire from politics/
 55 and then take a really (.) nice (.) holiday.
 56 H I agree.
 57 I find that after I've hadda holiday I am a real top bloke (..) Until it is time to go back
 58 to work.
 59 T [@@@]
 60 H [@@@]
 61 T Which is why he needs to retire/
 62 H @@@
 63 T Ok (.) what we are going to do is poll our listeners on Instagram tonight/
 64 what do you think Scott Morrison can do to redeem himself?
 65 And we want you to be honest\
- 66 We might even tag Scott in there/ <A just in case he is after some career advice A>
 67 H Perhaps this is more life advice to be honest.

SECTION B

Text 2

Residents of Collins Street in Morevale, Victoria, received the following letter from Trish Moss, a representative for Morevale City Council, advising them of upcoming council works. Councils are required to give local residents one weeks' notice about upcoming work.

1 **17th August 2022**

2 Dear Collins Street resident,

3 I am writing to you regarding planned council construction work occurring in your street.

4 The works are intended to upgrade the current state of the pedestrian footpaths, an area which
5 was highlighted by residents as a cause for concern in the last council survey. The hope is that
6 these works will improve the overall safety for pedestrians as well as improve the general
7 aesthetics of the locality.

8 The work will commence from the 24th of August and should be finished by 1st September,
9 2022. There may be variation to these dates dependent on factors such as weather conditions,
10 supply availability and worker staffing.

11 In order to achieve these upgrades, Collins Street will need to be closed between 8 am to 4 pm
12 on the days that work is scheduled to take place. We anticipate that on most days local traffic
13 will have access to the street, however, we cannot guarantee this on every day between the
14 aforementioned time period. We ask that you remove your vehicles from the street prior to
15 8 am in the morning to ensure that you are able to exit and to allow heavy vehicles access to
16 the area. On days when concrete is poured, there will be no access in or out of the street to
17 local traffic.

18 Furthermore, we wish to advise you that there may be various outages during this time. In
19 works conducted in other suburbs, residents have reported the occasional power and internet
20 outages, but the reports show that the disruptions were minimal. Should you encounter such
21 disruptions we ask that you contact the council offices straight away so that the working team
22 can be informed and services can be returned as soon as possible.

23 In the unlikely event that you feel the construction is causing you any ongoing issues, please
24 speak to the site manager or call the council. The site manager can be identified by a red vest.

25 At this stage, these are the only planned works on the calendar for 2022. We hope that this
26 information minimises any concerns that you may have about the potential of ongoing
27 disruptions in the area and should further work need to be conducted, we will let you know in
28 a timely fashion.

29 Please find enclosed a detailed timeline for intended works. As with the footpath upgrades,
30 this timeline is subject to changing conditions; however, we will always endeavour to work
31 within the times agreed upon. We ask for your patience and cooperation during this time as
32 we work towards making Morevale City a premium lifestyle destination – now and in the
33 future.

34 Yours sincerely,

35 Trish Moss

36 Representative for Morevale City Council

END OF INSERT