



Victorian Certificate of Education 2001

ENGLISH LANGUAGE

Written examination

Monday 12 November 2001

Reading time: 11.45 am to 12.00 noon (15 minutes)

Writing time: 12.00 noon to 2.00 pm (2 hours)

QUESTION BOOK

Structure of book

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>
1	6	6	40
2	3	3	20
3	2	1	40
			Total 100

Materials

- Question book of 8 pages, including **Assessment criteria** on page 8.
- One or more script books.

Instructions

- Write your **student number** in the space provided on the front cover of the script book(s).
- All written responses must be in full sentences and in English.

At the end of the examination

- Place all other used script books inside the front cover of the first script book.
- You may keep this question book.

SECTION 1**Instructions for Section 1**

Section 1 requires short answers to questions about two comparable texts.

You must answer **all** questions. You are advised to allocate your time for each question in Section 1 according to its mark. In your responses you are expected to demonstrate your ability to use relevant descriptive and analytic metalinguistic tools. You are required to demonstrate familiarity with the 'Englishes in Contemporary Australia' and 'Texts in their Contexts' areas of study.

Text 1 below is an email sent by a person to her friend.

X-Originating-IP: [152.2.71.24]

From: "Sophie Mourakis" <sophie_mourakis@hotmail.com>

To: Emma.jane.connor

Subject: mega hassle

Date: Wed, 28 March 2001 20:25:35

X-OriginalArrivalTime: 28 March 2001 20:25:36.0608 (UTC) FILETIME=[9BCF2600:01C0A1C4]

Hi Em

Just checking on tonights plans I'll pick you up around 9 mum said I can have the car 😊 wont be able to booze tho 😞

Had a real hassle with Clothes Horse yesterday. Bought an awesome top – red with glittery fringe and on neckline. Cost a bomb. When I got it home and tried it on the fringe came off!! what to do – you know mum cant sew!

So I take it back And the old bag in charge refuses to give me a refund. She like goes ballistic and on and on about me wearing it! But I only bought it this morning I say. Then she goes how come the fringe wasn't off when you left the shop? Well it wasn't I say. It must of been sewed on very badly and come loose in the bag. She still refuses to give me a refund. So I'm going to write a letter to the Manager. Mum said she'd go in and bat for me but I want to do this myself. The woman was sooOOO RUDE!

Looking forward to carving it up tonight. Don't know what to wear now I feel like trying to fix the top and wearing it anyway but I guess that would wreck my case!

lotsa luv

soph

BTW do you know if jen's gunna go tonight – scott's hanging out for her.

Question 1

Identify the key purposes of Text 1.

3 marks

Question 2

What is the relationship between the writer and audience? How do the lexical choices in Text 1 reflect this relationship?

6 marks

Question 3

The writer uses various forms of the verb *go* in this text. Describe the syntactic and semantic characteristics of these uses of the verb *go*.

10 marks

SECTION 1 – continued

Text 2 below is a letter written by the same person who sent the email (Text 1).

15 Golding Street
Richmond VIC 3121
29 March 2001

The Manager
Clothes Horse Boutique
55 Rundle Street
Melbourne 3000

Dear Madam/Sir

I am writing to complain about the customer service in your store.

Yesterday morning, 28 March, I bought a top from your store. The item was a Kamara red top, size 12, price \$40. When I returned home and took it out of the bag, the fringe was almost completely off. I had travelled home in the train with the bag and had handled it carefully.

I went back to the store in the afternoon to return the garment and exchange it for another. The shop assistant refused either to offer me an exchange or give me a refund, claiming that I must have worn the garment. I explained to her that it was unlikely that I could have worn it as I had only purchased it that morning. She still refused to give me a refund and was quite aggressive to me.

I have shopped at your store many times before as have many of my friends. I am extremely disappointed at the reaction of your staff to what should have been a straightforward matter.

I look forward to hearing from you and receiving a satisfactory resolution.

Yours faithfully

Sophie Mourakis

Question 4

Identify the purposes of the letter (Text 2).

3 marks

Question 5

What is the relationship between the writer and the audience of the letter (Text 2)?

How do the lexical choices in Text 2 reflect this relationship?

6 marks

Question 6

Although Text 1 is an email and Text 2 is a letter, the email is in fact more like spoken language and the letter is more like written language. Explain how the language choices and structures (apart from the lexical choices discussed in Question 5) show this difference.

12 marks

Total 40 marks

**END OF SECTION 1
TURN OVER**

SECTION 2**Instructions for Section 2**

Section 2 requires you to respond to questions about a single text.

Answer **all** questions. You are advised to allocate your time for each question in Section 2 according to its mark. In your responses you are expected to demonstrate your ability to use relevant descriptive and analytic metalinguistic tools. You are required to draw on knowledge and material covered throughout the year in 'Englishes in Contemporary Australia' and 'Texts in their Contexts' areas of study.

The text below is a transcript of an extract from an ABC (Australian Broadcasting Corporation) radio commentary. This commentary reports the Men's 400 Freestyle Swimming Race at the Sydney Olympics on 16 September, 2000. The key contenders in the race were Ian Thorpe (Australia), Dragos Coman (Romania), Massimiliano Rosolino (Italy) and Grant Hackett (Australia). Speakers A and B are regular sports commentators on ABC Radio and Speaker M is an expert guest commentator who is himself a swimmer.

*The transcript covers the commentary from half way through the race. The transcript is divided into **intonation units**, which are numbered consecutively.*

The following transcription conventions are used.

(0.5)	pauses in fractions of a second
...	very brief pause less than half a second
* _____	onset and duration of overlapping utterances
^	primary accent in an intonation unit
=	lengthening of vowel sound
\	terminal pitch direction
/	rising pitch direction
-	level pitch
.	final tone
,	continuing tone
?	questioning or appealing tone
(H)	noticeable intake of breath
<F ... F>	forte; that is, words inside arrowed brackets are spoken loudly
<CR ... CR>	crescendo; that is, words inside arrowed brackets are spoken very loudly and excitedly

1	Speaker B	this is inc [^] redible,-
2		Thorpie's just [^] lea=ning on his left arm.\
3		he is [^] not really sprinting,
4		[^] is he Mark?
5	Speaker M	well,...
6		uh... he... this [^] third hundred is a critical one,\
7		he [^] has picked up his pace here.\
8	Speaker A	Ian Thorpe has one hundred and fifty metres to [^] go=,/
9		as he's out [^] clear now,
10		[^] Rosolino is in second place,/
11		Hackett will have a [^] battle for the bronze medal,
12		but he certainly looks to be in [^] third place at the moment,/
13		on the [^] far side,

- 14 Dragos Coman might be his ^main challenger,
 15 fo=r a medal in the ^four hundred metres,\
 16 but now Ian ^Thorpe,/ ...
 17 looking towards winning a.. an Olympic ^gold medal,
 18 here in his ^home town of Sydney,\
 19 and he comes down to the ^final tu=rn,/...
 20 and looks spec^tacular,/
- 21 and through he goe=s in two forty-five o^ni=ne.\
 22 **Speaker B** ^two seconds under the world record.\
- 23 **Speaker A** this has been one of the ^greatest swims of a=ll ti=me,\
 24 and you have to say that Rosolino is swimming a spec^tacular race as well in second
 25 place,\
 26 (H) ^Coman is in third,
 27 and Grant ^Hackett is fourth,
 28 and there's a terrific battle for those minor ^placings,/
- 29 (H) but Ian Thorpe is ou=t,
 30 well clear,
 31 as h ... he has about ^sixty metres to go=,/
- 32 (H) the ^mighty Ian Thorpe of Austra=lia,/
- 33 <F what a sen^sa=tional swimmer he is,/ F>
 34 and he ^turns now for home,/
- 35 <F and ^seventeen thou=sand people go with hi=m.F>
 36 **Speaker B** and he's about ... ^five metres in fro=nt,
 37 Rosolino swimming a ^great race,
 38 But he won't a^ffect him.
- 39 **Speaker A** <F we've got a^nother world record now coming up for Ian Thorpe,
 40 he ^did the world record here la=st year,/
- 41 (H) at the ^Pan Pacific Swimming championships,
 42 and ^also at the tria=ls,\
- 43 (H) he won a world championship at ^fiftee=n,/
- 44 (H) he was a world record holder at ^sixtee=n,/
- 45 (H) he'll win Olympic go=ld at aged ^seventeen in Sydney,/F>
- 46 <CR (H) and Ian Thorpe fulfi=ls his ^destiny=,
 47 and wins the ^gold meda=l,/
- 48 go=ld to ^Ian Thorpe,
 49 Australia's ^first at the Sydney Olympic Games,
 50 ^wo=rld record time,
 51 ^three minutes ^fourteen point five ni=ne,\ CR>
 52 ^he= ^i=s ^one= ^su=per ^swi=mmer.\ (3 secs while crowd cheers)
- 53 **Speaker B** he ^is a sta=r.\ (3 secs while crowd cheers)
- 54 **Speaker M** what a ^grea=t swim,\
- 55 he was under the world record ^all the way,
 56 he was ^never in doubt.\ (8 secs crowd noises)
- 57 **Speaker A** just listen to that ^roa=r.
- 58 **Speaker B** is it a crowd of ^seventeen thousand,
 59 or a ^hu=ndred and seventeen thousand?
- 60 **Speaker A** oh=\ ...
- 61 oh=\ ...
- 62 I...I'm ^nu=mb

- 62 oh ... the ti=ngle is extra^ordinary/
 63 and I hope you're ^feeling it all round Australia=
 64 *it's
 65 **Speaker B** *he's stopped the nation tonight
 66 **Speaker A** it's mag^nificent.
 67 **Speaker B** the ^Prime Minister's here too/ (7 secs of crowd cheering)
 68 **Speaker A** oh ... this ... this atmosphere,
 69 everybody's still standing/

Question 7

Intonation units 38–55 represent a key stage in this sporting commentary. What are some of the discourse features of this stage?

6 marks

Question 8

Listeners expect radio sports commentators to describe live events as vividly and efficiently as possible. How is this expectation met in the entire transcript represented by intonation units 1–69 above?

Consider features such as

- topic management
- information flow
- prosody
- cooperative principles.

8 marks

Question 9

Look more closely at Speaker A's utterances throughout the transcript. What else, apart from the description of a race, is being constructed through his discourse choices?

6 marks

Total 20 marks

SECTION 3**Instructions for Section 3**

Section 3 requires a sustained expository response to **one** question.

You are advised to allocate your time for the question in Section 3 according to its marks. In your response you are expected to demonstrate your ability to use relevant descriptive and analytic metalinguistic tools. You are required to draw on knowledge and material covered throughout the year in 'Englishes in Contemporary Australia' and 'Texts in their Contexts' areas of study.

Question 10

'[This] is also a time when pessimists are writing gloomily about declining standards, the loss of valuable distinctions in meaning, the introduction of unappetising vogue words and slang. But I refuse to be a pessimist' (R.W. Burchfield, 1996).

Do you agree with Burchfield, or are you a pessimist about these aspects of language in the current Australian context?

40 marks

OR

Question 11

'Language plays a powerful role in both contributing to and in eliminating discrimination' (*Commonwealth of Australia, Style Manual*, 1994). In what ways can language both contribute to and eliminate discrimination?

40 marks

Total 40 marks

**END OF SECTION 3
TURN OVER**

Assessment criteria

The examination will address all of the criteria. All students will be examined against each criterion.

Knowledge of the relevant content

- ability to identify specific language choices, conversational features and/or discourse features in a range of spoken and written texts
- understanding of how such language choices, conversational features and/or discourse features achieve particular purposes in particular social contexts
- awareness of a range of attitudes towards varieties of language; awareness of how language reflects personal, social and cultural understandings; and awareness of how language constructs a sense of identity

Analysis of relevant content

- appropriate use of the terms of language description relevant to the task
- effective and appropriate analysis

Clear and effective organisation of the response

- appropriate selection and use of material
- logical structure
- coherence

Control of the conventions of English language to support meaning

- effective, accurate and fluent language
- clarity of meaning

END OF QUESTION BOOK