



Victorian Certificate of Education 2002

ENGLISH LANGUAGE

Written examination

Monday 11 November 2002

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	8	8	40
2	6	6	20
3	3	1	40
			Total 100

- 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 white out liquid/tape.
- No calculator is allowed in this examination.

Materials supplied

- Question book of 12 pages, including **Assessment Criteria** on page 12.
- 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.

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

SECTION 1**Instructions for Section 1**

Answer **all** questions in this section.

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

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.

Below are two transcripts which are extracts taken from two different quiz shows.
Each transcript is divided into **intonation units**, which are numbered consecutively.

The following transcription conventions are used in both Transcripts 1 and 2.

- (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
- <CR...CR> Crescendo; that is, words inside arrowed brackets are spoken very loudly and excitedly

Transcript 1

Due to copyright restrictions, the above transcript
cannot be supplied.

Question 1

Quiz shows are highly patterned forms of turn-taking. What elements of turn-taking are evident in Transcript 1? Make reference to specific line numbers in your answer.

4 marks

Question 2

What prosodic features are frequently used by the Host in Transcript 1? Make reference to specific line numbers in your answer.

6 marks

Question 3

Look at the interaction between the Host and the contestants in Transcript 1. What cooperative principles are operating here? Make reference to specific line numbers in your answer.

6 marks

Transcript 2

Due to copyright restrictions, the above transcript cannot be supplied.

Question 4

What elements of turn-taking patterns are evident in Transcript 2?

Make reference to specific line numbers in your answer.

4 marks

Question 5

What prosodic features are frequently used by the Host in Transcript 2?

Make reference to specific line numbers in your answer.

5 marks

Question 6

Look at the interaction between the Host and Duncan in Transcript 2. What cooperative principles are operating here?

Make reference to specific line numbers in your answer.

5 marks

Question 7

Compare Transcript 1 and Transcript 2. What are the differences in the relationship between Hosts and Contestants in the two transcripts and how are these evident in the discourse patterns of the transcripts?

6 marks

Question 8

How do the different purposes evident in these two quiz shows influence these relationships between Hosts and Contestants?

4 marks

Total 40 marks

SECTION 2**Instructions for Section 2**

Answer **all** questions in this section.

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

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.

CONTINUED OVER PAGE

The text below is the first page from the 'Guide to Completing the Census Form', which accompanied the census conducted by the Australian Bureau of Statistics in 2001.

1 **EVERYONE COUNTS**

- 2 **AUGUST 7** is census day.
3 We need your help to make it a success.

4 **WHY HAVE A CENSUS?**

- 5 To help make a better Australia.
6 The census provides vital planning
7 information for both the government
8 and private sectors, and for a wide
9 variety of community groups. Grants to
10 state and local governments are based
11 on populations calculated from census
12 results. The census provides a snapshot
13 of the nation.

14 **IS COMPLETING A CENSUS
FORM COMPULSORY?**

- 15 The census is authorised by the
16 *Census and Statistics Act*.
17 At this time you are being asked to
18 answer the questions on the census form.
19 If you do not answer the questions the
20 Australian Statistician has the power to
21 direct you in writing to provide the
22 information and, if he does this, you are
23 legally obliged to do so. The *Census and
24 Statistics Act* provides for penalties of up
25 to \$100 a day for failure to complete and
26 return a form when directed to do so.



27 **PRIVACY**

- 28 A Collector will come back to collect
29 the completed form. If you are worried
30 about the Collector seeing it, just ask for
31 a Privacy Envelope. Put your completed
32 form inside the envelope and seal it.
33 Your Collector will not open the
34 envelope but will pass it on to his
35 or her supervisor.
36 If someone in your household wants
37 a separate census form, just ask the
38 Collector, or phone the Census Inquiry
39 Service on 137 219, for an extra Personal
40 Form and a Privacy Envelope.
41 Your personal information remains
42 confidential to the Australian Bureau
43 of Statistics and no information will be
44 released in a way that would enable an
45 individual or household to be identified.
46 The one exception is if you agree at
47 Question 50 to allow your personal
48 information to be provided to the
49 National Archives of Australia to be
50 released after 99 years (see page 15
51 for further information).
52 By law, organisations like the Tax Office,
53 Centrelink and direct marketing
54 companies cannot have access to
55 personal information from the census.

56 **COLLECTION OF YOUR FORM**

- 57 A Collector will return to pick up your
58 form between 8 and 27 August. Don't
59 be concerned if the Collector doesn't
60 return on the day after the census.
61 The Collector has a lot of homes to visit
62 and may not get to your home until
63 later in the collection period.
64 If the Collector calls when you are not
65 at home, a card will be left giving an
66 estimate of when they will return.
67 If your form has not been collected
68 by 27 August, please phone the Census
69 Inquiry Service on 137 219.

Question 9

As the introductory page in the booklet, this text has a number of purposes. Identify two of these purposes.

2 marks

Question 10

How does the way the text is structured support the purposes you have identified?

2 marks

Question 11

Second person pronouns are used throughout the text. Locate two examples of these in two different sections of the text.

Refer to the line numbers in which they occur.

2 marks

Question 12

There are some sentences in the text that do not contain personal pronouns. One of these occurs between lines 23 and 26, under the heading 'Is Completing a Census Form Compulsory?' and another occurs between lines 52 and 55, under the heading 'Privacy'. What does this absence of personal pronouns suggest about the relationship between the reader and the writer in these sentences?

5 marks

Question 13

Identify three types of sentences used in the text and give an example of each type by reference to the line numbers.

3 marks

Question 14

Identify at least two features of the text (lexical and/or syntactic), other than pronouns. How do these features contribute to the style and purposes of the text?

6 marks

Total 20 marks

SECTION 3**Instructions for Section 3**

Answer **one** question in this section.

Section 3 requires a sustained expository response to **one** question, **either** Question 15, Question 16 or Question 17.

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 15

'We borrow, we adapt, we interpret, we bend things to our use ... it's probably Australian culture. The end result is still a unique Australian blend and a unique Australian view.'

Susan Butler, *The Weekend Australian*, November 24–25 2001.

Do you agree that, despite the influence of international, popular and technological cultures, Australian English is still distinctive?

OR

Question 16

The letter to Ms Smith below, like many other formal written transactions (including the 'Guide to Completing the Census Form' in Section 2), reflects the different status between a reader and a writer. Discuss how written language can be used as a tool for exercising power and authority in Australian society.

Dear Ms Smith,

We wish to advise you of a rental increase for your property.

Due to increased costs and your current below market rental, we have been instructed to increase the calendar monthly rental to \$875 which will become effective on 18th March 2002.

Kindly adjust your payments accordingly.

If you consider the proposed rent is excessive, you can apply to the Director of Consumer and Business Affairs Victoria to investigate under Section 45 of the Act.

Yours sincerely,

P. Jones

Paul Jones
Rental Manager
Rollo Real Estate Pty Ltd.

OR

Question 17

A dictionary is one means by which language is codified. With reference to the examples below, and others from your own experience, explain how changes in the lexicon and the syntax of Australian English become codified.

Wicked (wi-kéd), **a.1** *wicked, wikked*, from *wrecche* Wretch. **I. 1.** Bad immoral character, conduct; inclined or addicted to wrong doing; practising or disposed to being morally depraved. (Always of strong reprobation, a degree of evil quality.)

The Oxford English Dictionary, Volume XII, V–Z, 1933 (adapted)

wicked /'wikəd/, *adj.* **1.** evil or morally bad in principle or practice; iniquitous; sinful. **2.** mischievous or playfully malicious. **3.** *Colloq.* distressingly severe, as cold, pain, wounds, etc. **4.** *Colloq.* ill-natured, savage, or vicious: *a wicked horse*. **5.** *Colloq.* extremely trying, unpleasant or troublesome. [ME, from *wick(e)* wicked (now d.) + -ED² Cf. OE *wicca* wizard]

The Macquarie Dictionary, Second Edition, 1987

wicked /'wikəd/ *adjective* **1.** evil or morally bad in principle or practice; iniquitous; sinful. **2.** mischievous or playfully malicious. **3.** distressingly severe, as cold, pain, wounds, etc. **4.** *Colloquial* ill-natured, savage, or vicious: *a wicked horse*. **5.** *Colloquial* extremely trying, unpleasant, or troublesome. **6.** *Colloquial* extremely excellent. – *adverb* **7.** *Colloquial* extremely well; excellently: *I know you'll do wicked in your exams*. [ME, from *wick(e)* wicked (now d.) + -ED². Cf. OE *wicca* wizard]

The Macquarie Dictionary, Third Edition, 1997

wicked /'wikəd/ *adj.* (**wickeder, wickedest**) **1.** sinful, iniquitous, given to or involving immorality. **2.** spiteful, ill-tempered; intending or intended to give pain. **3.** playfully malicious. **4.** *colloq.* foul; very bad; formidable (*wicked weather; a wicked cough*). **5.** *colloq.* (esp. among teenagers or US Black slang) excellent, remarkable. [Middle English from obsolete *wick* (perhaps adjectival use of Old English *wicca* 'wizard') + -ED¹ as in *wretched*]

The Australian Concise Oxford Dictionary of Current English, Third Edition, 1997

Total 40 marks

Assessment Criteria

Criteria for evaluation of responses

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