



Victorian Certificate of Education 2008

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

Figures

Words

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Letter

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ENGLISH LANGUAGE

Written examination

Wednesday 5 November 2008

Reading time: 3.00 pm to 3.15 pm (15 minutes)

Writing time: 3.15 pm to 5.15 pm (2 hours)

QUESTION AND ANSWER BOOK

Structure of book

| Section | Number of questions | Number of questions to be answered | Number of marks |
|---------|---------------------|------------------------------------|-----------------|
| 1 | 9 | 9 | 23 |
| 2 | 9 | 9 | 22 |
| 3 | 2 | 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 white out liquid/tape, dictionaries.
- No calculator is allowed in this examination.

Materials supplied

- Question and answer book of 15 pages including a detachable insert for Sections 1 and 2 in the centrefold and **Assessment criteria** on page 15.

Instructions

- Detach the insert from the centre of this book during reading time.
- Write your **student number** in the space provided above on this page.
- 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 room.

SECTION 1 – Written text**Instructions for Section 1**

Refer to the insert from the centre of this book while answering this section. Section 1 requires answers to questions about a written text. Answer **all** questions in this section. In your response you are expected to demonstrate your ability to use relevant descriptive and metalinguistic tools. You are required to demonstrate familiarity with the topics of Unit 3 ‘Language in Society’ and the topics of Unit 4 ‘Texts in their Australian Contexts’. Section 1 is worth 30% of the total marks.

Text 1: Questions 1–9**Question 1**

- a. Identify two adverbial phrases between lines 4 and 5.

i. _____

ii. _____

1 mark

- b. The use of these adverbial phrases is an example of

- A. antithesis.
- B. parallelism.
- C. nominalisation.
- D. subordination.

Write your answer (A.–D.) in the box provided.

1 mark

Question 2

Discuss four different stylistic techniques used to emphasise the relentless heat of summer between lines 1 and 9.

4 marks

Question 3

Explain the semantic difference between *you* (line 13) and *you* (line 15).

2 marks

Question 4

Comment on the use of two examples of figurative language between lines 16 and 21.

2 marks

Question 5

Explain how substitution and antonymy are used to create cohesion between lines 22 and 28.

2 marks

Question 6

Explain the different functions of *tough* in lines 24 and 25.

1 mark

Question 7

a. Provide two examples of ellipsis between lines 29 and 36.

1 mark

b. What effect is created in this section (lines 29–36) through the use of ellipsis?

2 marks

Question 8

Discuss the role of colloquial language in establishing the writer’s identity. Provide two examples to illustrate your answer.

3 marks

Question 9

How does Text 1 rely on inference to create coherence? Provide at least two examples to illustrate your answer.

4 marks

SECTION 2 – Spoken text**Instructions for Section 2**

Refer to the insert from the centre of this book while answering this section. Section 2 requires answers to questions about two transcripts. Answer **all** questions in this section. In your response you are expected to demonstrate your ability to use relevant descriptive and metalinguistic tools. You are required to demonstrate familiarity with the topics of Unit 3 'Language in Society' and the topics of Unit 4 'Texts in their Australian Contexts'. Section 2 is worth 30% of the total marks.

Text 2: Questions 10–15**Question 10**

What is the function of *No* in lines 14, 48 and 50?

1 mark

Question 11

a. Identify an interrogative tag between lines 56 and 58.

1 mark

b. What is the function of the interrogative tag in this utterance?

1 mark

Question 12

Good old boring Augie (line 43)

Identify an example of each of the following features in line 43.

i. assonance _____

ii. pun _____

2 marks

Text 3: Questions 16–18

Question 16

kind of, sort of (line 8) are examples of

- A. repetition.
- B. pauses.
- C. discourse particles.
- D. adjacency pairs.

Write your answer (A.–D.) in the box provided.

1 mark

Question 17

How does the context of Text 3 influence the discourse features and strategies used by the speaker? Provide examples of two different features/strategies to illustrate your response.

4 marks

Question 18

What is the role of slang in establishing the speaker’s identity in Text 3? Provide two examples to illustrate your answer.

3 marks

Total 22 marks

**END OF SECTION 2
TURN OVER**

SECTION 3 – Essay**Instructions for Section 3**

Section 3 requires a sustained expository response. Answer **one** question in this section. In your response you are expected to demonstrate your ability to use relevant descriptive and metalinguistic tools. You are required to demonstrate familiarity with the topics of Unit 3 ‘Language in Society’ and the topics of Unit 4 ‘Texts in their Australian Contexts’. In your response you **may** refer to the stimulus material provided. Section 3 is worth 40% of the total marks.

Question 19 Tick the box next to the question you are answering.

Australian teenagers commonly complete secondary school without a firm grasp on how to construct a complex sentence, a Senate committee is believed to have found.
(*The Age*, 13 September 2007)

Nothing unites a country more than its common language because from a language comes a history and a culture.

(John Howard quoted in *Migrants to sit English test*, ABC Online, 11 December 2006)

Linguists suggest that some people deliberately choose a low status accent as a way of invoking prestige, although this is less common amongst women than men.

The Australian-born children of migrants from Europe, Asia and the Pacific Islands are asserting their respective cultural blends each time they open their mouths, leading to dozens of different ethnic dialects such as ‘wogspeak’, that much-parodied blend of Australian and various Mediterranean accents.

(From ‘Strine feels the strain with Austrayan twang on the wane’ by Peter Munro, *The Age*, 27 January 2008)

‘Your use of language sends out lots of little messages, not just about your level of education and where you come from, but about how you would like to be perceived.’

Discuss with reference to at least two subsystems of language.

OR

Question 20 Tick the box next to the question you are answering.

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Remember the art of conversation? It was all the rage before iPods.

Call me a traditionalist, but I love nothing more than debating all the hot topics around my kitchen table.

(Angela Pippas, *The Age*, 13 January 2008)

It would be wrong to say that conversation cannot take place in the virtual world, but it is an inferior form of conversation, since it lacks the gestures and nuances of face-to-face conversation.

(An interview with Stephen Miller, 13 March 2008)

Text allows [people] to have a bit of fun and flirt, and then they can say things they wouldn't normally say.

(Nathan Rosenberg quoted in *The Age*, 13 May 2003)

Technology expands the scope and choice about where, when, how and with whom conversations take place.

(Marie Jasinski, *Conversations – creating a space for learning and innovation*, retrieved 13 March 2005)

Should the community be concerned that technology is replacing traditional forms of oral communication, such as face-to-face conversation? Provide linguistic evidence to support your response.

Total 30 marks

Working space

Write the number of the question you are answering in the box.

Assessment criteria

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

1. Understanding of the range of distinctive characteristics of different varieties of English used in Australia.
2. Identification of differing attitudes within the community to varieties of Australian English.
3. Analysis of the role of language variation in the development of a sense of identity.
4. Analysis of how situational factors influence linguistic variation.
5. Identification of the range, nature and functions of different kinds of written and spoken English.
6. Analysis of key stylistic features and differences in the nature of written and spoken English.
7. Use of appropriate metalanguage to describe and analyse linguistic usage.
8. Ability to write responses that are clearly organised, using effective, accurate and fluent language.

Insert for Sections 1 and 2

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

SECTION 1 – Written text

Text 1

Nothing like a good sweltering

This text is a memoir by John Harms, a journalist, who reflects on his childhood summers in the Darling Downs, Queensland. It was published in *The Age* in January 2008.

1. It's hot. It's bloody hot. But I reckon when I was a kid every Darling Downs
2. summer was this hot. Easy.
3. All my summer memories are of heat. The local pool, our back yard, the veranda.
4. We kids barefoot and as brown as pennies. If we ever had shoes on, it was to play
5. some official game. Cricket daily. Golf occasionally. Tennis often.
6. Dunlop Volleys and socks coagulated together by a cocktail of sweat and ant-bed
7. tennis court dust. Matches fought out in sweltering conditions, monumental struggles
8. against the Leahy kid from the Commercial Hotel. If you had to play on the asphalt
9. court your Volleys left their tread mark in the doughy surface. It was hot.
10. In my memory it's always holidays. And it's always the first day of a Test match.
11. Waking up every morning with a body so rested and full of energy you were ready
12. to go all day. The sky a perfect blue and the ABC newsreader full of information.
13. Gulped Milo. Already too hot for toast and Vegemite. And as you pedalled out the
14. front gate, all you could hear was your mum's voice screaming:
15. "Have you kids brushed your teeth?"
16. Down to the pool, where the supervisor was scooping out the Christmas beetles.
17. He wore his weathered skin loosely, like a trendy sports jacket. Ours was
18. dolphin-svelte. And we swam with effervescent joy. Like Flipper himself. A lot of
19. time spent doing bombs off the big board. Movements of Olympian grace,
20. choreographed to make the biggest splash possible. You were so skinny your
21. technique had to be perfect to get marks on the corner light pole.
22. Then leaning on the rail of the big board watching the grade nine girls down on the
23. grass putting coconut oil all over themselves. They were so old. But not as old as
24. the tough who was climbing the steps. He had left school a couple of years ago to
25. become a boner at the abattoir. Tough all right. He didn't speak and you didn't
26. dare look him in the eye. He was a giant to us, his huge tummy hanging over his
27. stubbies. We giggled behind our little hands as he walked past, his bum-crack
28. the source of great amusement.
29. Time for the cricket. Straight on the treadlies and back home with just minutes to
30. spare. Little voices excitedly preparing for the first delivery, as a big voice yelled
31. from some mother's room, where mothers did mothers' stuff: "I hope you kids
32. have got towels down on those lounge chairs."
33. As the day grew even hotter we squirmed in our chairs. Lemon barley water with ice.
34. The cat stretched under the divan. More lemon water. Salad sandwiches for lunch.
35. And fruit. Nectarines and rockmelon. And watermelon for later on. And a run through
36. the sprinkler to cool off before the start of the next session.

TURN OVER

SECTION 2 – Spoken text

Text 2

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Text 3

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