



Victorian Association for
the Teaching of English

VATE Publications

2013

ENGLISH LANGUAGE

Written examination sample paper

Total reading time: 15 minutes

Total writing time: 2 hours

QUESTION AND ANSWER BOOK

Structure of book

Section	Number of questions	Number of questions to be answered	Marks
A	5	5	15
B	1	1	30
C	3	1	30
			Total 75

Materials supplied

- Question and answer book of 20 pages including a detachable insert for Sections A and B in the centrefold and **Examination criteria** on page 20.

Instructions

- Detach the insert from the centre of this book during reading time.
- All written responses must be in English.
- Students are NOT permitted to use dictionaries.

Disclaimer: Exam section instructions and the examination criteria are taken from the Victorian Curriculum and Assessment Authority <www.vcaa.vic.edu.au>. The VCAA does not endorse the content of this exam.

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SECTION A — Short-answer questions

Instructions for Section A

Refer to the insert from the centre of this book while answering this section.

Section A requires answers to questions about 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

What is the purpose of this conversation and how is this supported by the register? Provide examples of language features from at least **two** subsystems.

3 marks

Question 2

Comment on Jesse’s use of the expression ‘yeah-nah’ in lines 13 and 29. What is the function of this expression in this discourse?

2 marks

Question 3

Who controls the topic in this conversation? Discuss **two** conversational features and/or strategies that enable this control to be achieved. Provide examples with line numbers to support your answer.

3 marks

Question 4

Comment on the non-fluency features in Jesse’s speech between lines 51–58. What do they signal about the nature of informal spoken language? Provide examples and line numbers in your response.

3 marks

Question 5

How does Julia meet Jesse’s positive face needs through her language choices? Provide **three** different examples.

4 marks

END OF SECTION A

SECTION B — Analytical commentary**Instructions for Section B**

Refer to the insert from the centre of this book while answering this section.

Section B requires an analytical commentary on 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**

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.

30 marks

Working space

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 Skype conversation between Julia Gillard, former Australian Prime Minister, and Jesse Williams, an Indigenous Australian from Brisbane, who received a scholarship to play football in the USA for the Alabama Crimson Tide. This conversation took place on 10 January 2013 and is available on YouTube and was available on the then Prime Minister's website.

The following symbols are used in the transcript.

/	rising pitch	<A A>	fast-paced utterance
\	falling pitch	<L L>	slow-paced utterance
?	questioning intonation	<P P>	soft voice
,	continuing intonation	<CRE CRE>	getting louder and faster
.	final intonation	<F F>	loud voice
-	truncated word	=	lengthening of sound
--	truncated intonation unit	[]	overlapping speech
(.)	short pause	_____	stress
@@@	laughter		

JG: Julia Gillard

JW: Jesse Williams

1. JG: Hello Jesse, it's Julia Gillard\
2. JW: <P Hey, how ya doin- P>
3. JG: I'm good, thank you, how are you?
4. <A That's the most important thing, how's the leg? A>
5. JW: Um, not too bad, [ah]/
6. JG: [Not] too bad?
7. JW: It's just, it's pulled up alright/
8. JG: Pulled up alright? (.)
9. JW: <P [Yep] P>
10. JG: [Well] congratulations to you,
11. to, er, be part of winning a second BCS championship,
12. You must be absolutely deli=ghted.
13. JW: Ah, yeah-nah, it's been a, it's been a good experience and ah/
14. y'know, it was good to win two in a row and ah/
15. y'know, finish on a good note/ (.)
16. JG: And what was the highlight of the game for you?
17. What was the thing you most remember?
18. JW: Ah, I mean definitely winning/
19. <A Um, obviously being able, y'know,
20. to play a crucial part playing on, ah, offence and defence/
21. 'n- obviously, y'know,
22. finishing the game 'n- knowing that, y'know,
23. that was my last game playing for Alabama 'n- stuff like that/
24. so it's good.
25. JG: <P That's fantastic P>
26. <CRE And I know you're looking for a big future/CRE>
27. so= best wishes on that/
28. Y'a little bit nervous?
29. JW: Ah, yeah-nah, a little bit nervous but it should be good though/

SECTION A — continued

30. y'know, ah, I gotta high hopes to,
 31. y'know, continue my career elsewhere and ah (.)
 32. y'know, if all goes well, hopefully I'll be able to (.)
 33. y'know (.) sign somewhere and be able to play for a little bit longer.
 34. JG: <P That's fantastic P>
 35. <F And I understand the American food's not taking yer fancy F>
 36. Do ya need me to send anything over for you?
 37. JW: <L Ah yeah everything L>
 38. JG: Everything [@@@@]
 39. JW: [That'd be good]
 40. JG: So what are you living on?
 41. JW: Oh, I'm just trying to eat as much as, ah, healthy food 'n- stuff 'n-
 42. self cook stuff if I can but ah/
 43. Nah, it's not too bad, I'm just tryin- ter adjust to everything, um/
 44. I've gotten better over the last coupla years though (.)
 45. JG: No vegemite, that's the problem (.)
 46. JW: Yeah-nah, you can't buy any of that around here.
 47. JG: <P Right, right @@@ P>
 48. <CRE And how do you find it living conditions wise CRE>?
 49. JW: [Ah]
 50. JG: [It's] a long way from Brisbane, that's for sure/
 51. JW: Yeah, yeah, it's, it's, ah, it's real cold right now obviously, um/
 52. being winter 'n stuff like that but, ah, it's not too bad (.)
 53. Um, y'know they're really helpful here 'n-, y'know/
 54. set me up pretty well so it's, ah, it's good/
 55. but, y'know, now I've graduated and, ah, finished playing/
 56. and, ah, trying to look for better things so ah/
 57. hopefully I'll be able to go somewhere a, a little bit warmer this time/
 58. maybe closer to the beach.
 59. JG: <P Oh, that's good, that's good P>
 60. <CRE Well, we're doing, ah, incredible hot weather over here CRE>/
 61. you've probably heard about that, y'know/
 62. incredible heat across the country including, ah, in Queensland/
 63. and a lot of bushfire risk 'nd all that kind of thing so,
 64. an Australian summer with all of the great things that come with that/
 65. but with some of the dangers that come with that as well\
 66. JW: Yeah, definitely, I've heard about a lot of that stuff, obviously, ah,
 67. y'know, via Twitter and the news 'n- stuff over here,
 68. the fires 'n- stuff like that 'n-/
 69. y'know hopefully it'll still get warm,
 70. when I come back in a, in a coupla weeks to see my family/
 71. and hopefully we'll have a bit of time together at the beach.
 72. JG: Yeah, I don't think you'll lack for heat when you come home (.)
 73. JW: @@ That's always good
 74. JG: I think it'll be warm enough (.)
 75. Well, lovely to talk to you/
 76. and congratulations for everything so far/
 77. and really, really good luck as you go into the next stage\
 78. JW: No worries, thanks for that, 'preciate that/
 79. JG: Thank you=
 80. Thanks Jesse, bye bye.
 81. JW: See ya.

SECTION B**Text 2**

This text appears on the Victoria Police website as part of their recruitment campaign for the role of Protective Services Officers (PSO) whose work involves supervising and protecting Melbourne’s train stations.

1. **ABOUT THE ROLE**2. **WORKING WITH VICTORIA POLICE**

3. Victoria Police offers a challenging and rewarding career serving the Victorian
4. Community. If successful in your application as an employee of Victoria Police
5. you will be entrusted with considerable authority and responsibility. To ensure that
6. all employees use this authority professionally, fairly, accountably and with the
7. highest level of integrity, you will be subject to legislation and policy requirements
8. that prescribe expected standards of behaviour. It is important that you understand
9. how this will impact your personal and professional life prior to committing to the
10. application process.

11. The Police Regulation Act imposes a duty on all employees, not only whilst on
12. duty but at all other times to respond to incidents and be of good behaviour.
13. Actions committed during your personal time may affect your ongoing
14. employment and subject you to criminal or internal discipline proceedings.

15. Your conduct, both on and off duty, reflects on yourself and on Victoria Police.
16. This behaviour must be of a high standard and reflect the values of Victoria
17. Police. You should familiarise yourself with the Victoria Police Code of Conduct
18. Professional & Ethical Standards, and other integrity related policies to ensure
19. you understand the required standard of behaviour.

20. During the application process and your period of employment with Victoria
21. Police, you will be subject to testing for drugs and alcohol. You will be required
22. to be free from alcohol whilst on or available for duty. You are also required to be
23. free of illegal drugs at all times, both on and off duty. If you are taking any
24. prescribed medications it is your duty to ensure that these are disclosed on your
25. medical report in your application.

26. Employees should therefore always conduct themselves in a manner that, if their
27. conduct were to be scrutinised, then it would satisfy organisational and public
28. expectations. Prospective employees should avail themselves of and be familiar
29. with the Victoria Police Code of Conduct—Professional & Ethical Standards prior
30. to making application. The Code of Conduct will give potential employees an
31. understanding of how to identify situations and associations which may lead to
32. inappropriate associations or perceptions of conflicts of interest.

33. **LIFE AS A PSO**

34. Upon graduation from the Victoria Police Academy you will be stationed at the
35. Victoria Police Centre in Docklands, Melbourne. From this point, you will join
36. the Transit Safety division, completing a 3 month mentoring program before being
37. deployed to a suburban train station.

38. Your shift starts at your designated Police Station anywhere between 3pm and
39. 7pm where you change into your uniform and equip yourself for duty. You and
40. your team mates will receive a briefing from the supervising Sergeant outlining
41. any safety concerns, events in the area and things to keep an eye out for.
42. Transportation will be provided for you to your designated train station and your
43. night will begin. You will always be on duty with at least one other PSO.
44. Throughout your shift, you will monitor peak hour services where you will
45. maintain a visible presence and engage with the community. You will build and
46. maintain rapport with commuters and the surrounding community to build trust in
47. the safety of the station. You will proactively patrol the train platform, car parks
48. and surrounds, dealing with anti-social behaviour, property damage, alcohol and
49. transport related offences as they arise. You will be provided with facilities to
50. compile paperwork, which is minimal. You will also be provided with facilities to
51. have a meal break along with other amenities as required.
52. You will be transported back to your designated Police Station to return your
53. operational equipment along with any paperwork you may have completed during
54. the shift. Shifts can vary from 8 to 10 hours and can start anytime from 3pm to
55. 7pm. The Transit Safety division confirms your rosters 4 weeks in advance and
56. takes into consideration your leave requirements. You will also receive a
57. minimum of 4 rest days in a fortnight including, where practicable, at least one
58. weekend per month.
59. Victoria Police is committed to valuing our employees and getting the very best
60. out of them. We work hard to provide our employees with comprehensive training
61. and support, we strive to make our working environments safe and we aim to
62. ensure that every individual has a healthy work life balance.
63. As a Protective Services Officer, you will be a valued member of the Victoria
64. Police team and we look forward to having you join our great organisation.

END OF INSERT FOR SECTIONS A and B

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**Stimulus**

- a. ‘I think my favourite theatre of all is to listen to words which are offered next to a flickering candle—be it for a baptism, birthday, funeral or memorial service.’
Wendy Harmer, ‘The Humble Art of the Eulogy’, <www.thehoopla.com.au>, 8 September 2012
- b. ‘Ladies and gentlemen, I ask you to be upstanding, raise your glasses, and join with me in a toast to our esteemed colleague and dear friend, Jane, who after thirty years of dedicated service to this company, is now retiring. Jane, we thank you for your hard work and loyalty, we wish you happiness for this new chapter in your life, and we will miss you – your warm, friendly smile, and your famous chocolate cakes! To Jane...’
Toast speech at a retirement luncheon
- c. ‘They shall grow not old, as we that are left grow old;
Age shall not weary them, nor the years condemn.
At the going down of the sun and in the morning
We will remember them.’
The Ode for the Returned and Services League
(Used in ANZAC Day commemoration services in Australia since 1921)

Words are central to our experience of ceremony and ritual, in our personal lives and in the public domain. Discuss the language we use to celebrate and commemorate. Refer to at least **two** subsystems of language in your response.

OR

SECTION C – continued
TURN OVER

Question 8

Stimulus

- a. ‘The woman who launched a 10-minute tirade of racist abuse at passengers on a suburban train has apologised via her family for her diatribe...But two of the targets of her abuse rejected the apology and said the word “sorry” needed to come from her lips.’
James Dowling, *Sunday Herald-Sun*, 14 April 2013
- b. ‘My walking companions and I often debate what’s the best approach when we come across dog owners whose dogs are not on a lead in our local bushland. We’ve decided on a clear request: “Great dog. I’d appreciate it if you’d put it back on its lead. Thanks”.’
Sue Wilson, Letters, *The Weekend Australian Magazine*, 20–21 April 2013
- c. ‘Pardon Our Progress
Werribee & Williamstown lines—Saturday 20 April and Sunday 21 April
Due to Regional Rail Link works buses will replace trains between North Melbourne and Footscray all day on Saturday and Sunday.
For further details please call 1800 800 007 or visit metrotrains.com.au
M Metro—for everyone, everyday.’
Public notice, Metro Trains, *The Age*, 18 April 2013

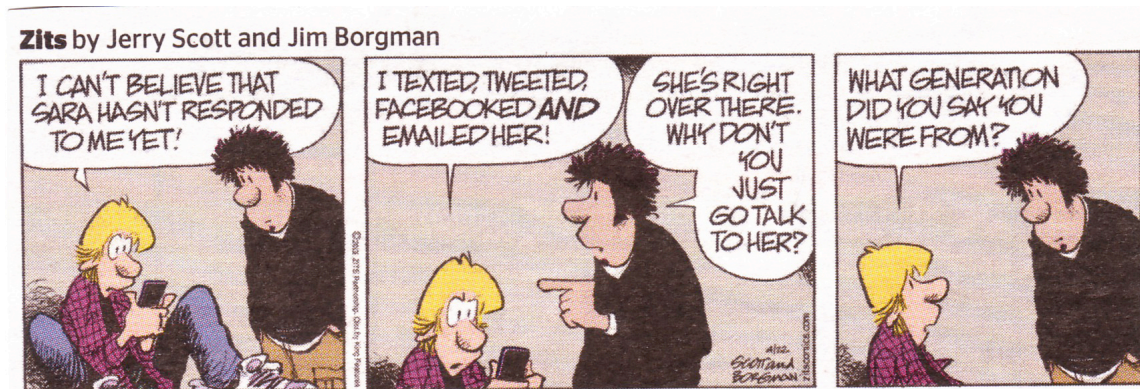
Our language choices can have a powerful impact on others. How do we construct our language to promote social harmony and build rapport with others? Refer to at least **two** subsystems of language in your response.

OR

Question 9

Stimulus

- a. ‘ABC announcers and presenters were the pinnacles of spoken English. Not now. Almost universally, wanna, ganna, particuly, reguly...are now used, and commentary and conversation are peppered with superfluous and meaningless “you knows”. Our wonderful language is being destroyed by poor pronunciation and bad spelling caused partly by abbreviations with texting’.
Owen White, Kew, Letters, *The Age*, 1 November 2012
- b. ‘There are multiple versions of English, and none of them is “wrong”. They all influence one another, and the fact is – language changes! ...There is no point in hanging onto false ideals about how language ‘should be’. If American English is influencing Australian English, it is merely indicative of the globalisation of English and the current social and political situation world-wide...Let’s embrace the richness of expression that having access to multiple cultures brings.’
Online comment to article ‘Grammar. Don’t. Matter’, <www.thehoopla.com.au>, 5 March 2013
- c. Zits Comic



Comics, *The Age*, 22 April 2013

- d. ‘On the one hand I quite like some internet-speak...because they can add as much character and richness to writing as “good English”. On the other hand, I do mourn the poor standard of spelling and grammar generally, because I think the way we use language to effectively communicate ideas and messages is what’s critical. When we are lazy about language, communication, and ultimately relationships suffer.’
Online comment to article ‘Grammar. Don’t. Matter’, <www.thehoopla.com.au>, 5 March 2013

Should we fear language change or embrace it? Discuss with reference to contemporary Australian English and refer to at least **two** subsystems of language in your response.

Examination 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.

END OF QUESTION AND ANSWER BOOK



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