VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

Victorian Certificate of Education 2013

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

									Letter
Figures									
Words									

ENGLISH LANGUAGE

Written examination

Thursday 14 November 2013

Reading time: 11.45 am to 12.00 noon (15 minutes)
Writing time: 12.00 noon to 2.00 pm (2 hours)

QUESTION AND ANSWER BOOK

Structure of book

Section	*Number of questions*	*Number of questions to be answered*	*Number of marks*
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, white out liquid/tape and dictionaries.
- No calculator is allowed in this examination.

Materials supplied
- Question and answer book of 22 pages, including a detachable insert for Sections A and B in the centrefold and **Assessment criteria** on page 22.

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.

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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. 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 (3 marks)

How does the use of pronouns contribute to the social purposes of the text in lines 1–33? Refer to line numbers in your answer.

Question 2 (3 marks)

Discuss the functions of at least **two** different prosodic features in the section of the speech between lines 50 and 69. Refer to line numbers in your answer.

Question 3 (3 marks)

Using metalanguage, explain how the Governor-General's lexical choices between lines 50 and 80 construct an image of Corporal Keighran's personal identity. Refer to specific lexis and line numbers in your answer.

Question 4 (2 marks)

Analyse the information flow in lines 81 and 82 by identifying the discourse strategy that is used here and explaining its relevance to the function of the text.

Question 5 (4 marks)

Analyse a discourse feature and a syntactic feature of this speech, discussing the relevance of each to the context and register. Use line numbers to support your analysis.

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. 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 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.

Working space

END OF SECTION B
TURN OVER

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. Due to copyright restriction, this material is not supplied.

Beth Wilson, Victorian Health Services Commissioner, quoted in Julia Medew, 'The empowered patient', *The Sunday Age*, 30 December 2012

b.

Due to copyright restriction, this material is not supplied

Oslo Davis, *The Age*, 22 August 2012

c. Due to copyright restriction, this material is not supplied.

Tony O'Brien, letter to the editor, *The Age*, 4 December 2012

d. Due to copyright restriction, this material is not supplied.

Chrissie Swan, 'Why do smart, savvy women get the "mummy" label treatment – sexist or what?' *Sunday Life*, *The Sunday Age*, 10 February 2013

'Language choices can promote or threaten social harmony.'

To what extent is this true in the Australian context? Refer to at least **two** subsystems in your response.

OR

Question 8 (30 marks)

Stimulus

a. Due to copyright restriction,
this material is not supplied.

Catrin Nye and Denise Winterman, 'How teenagers keep reinventing language', BBC News Magazine, 21 October 2011; www.bbc.co.uk

b. Overheard at a shopping centre:
'What are youse up to tomorrow?'

c. Due to copyright restriction,
this material is not supplied.

Jane Sullivan, 'Rules of the old school', *The Saturday Age*, 21 July 2012

d. '… where social dialects are concerned there is often strong hostility. Here non-standard is typically equated with substandard, and the speakers of these varieties are condemned for their accent, their use of slang, and of course their grammar (or so-called "lack of grammar").'

Kate Burridge and Jean Mulder, *English in Australia and New Zealand*, Oxford University Press, South Melbourne, 2001

'Some varieties of Australian English are considered more prestigious than others.'

Discuss, referring to at least **two** subsystems in your response.

OR

Question 9 (30 marks)

Stimulus

a. The Macquarie Dictionary Word of the Year 2012

'**phantom vibration syndrome**
noun a syndrome characterised by constant anxiety in relation to one's mobile phone and an obsessional conviction that the phone has vibrated in response to an incoming call when in fact it hasn't.'

Macquarie Dictionary Publishers Pty Ltd
http://www.macquariedictionary.com.au/resources/view/word/of/the/year/

b. Due to copyright restriction,
this material is not supplied.

Ian Rose, 'Differences are just a slip of the mother tongue',
The Sunday Age, 17 February 2013

c.

Due to copyright restriction,
this material is not supplied

Andrew Weldon, *The Age*, 24 January 2013

d. 'Here's Gazza the ambo who's pulled an all-nighter,
Nan and Mum with the ankle-biter,
Stevo from Paddo on a break from a reno,
Havin' a chin-wag with the visiting relos.'

TV advertisement for McDonald's, January 2013

'Australian English is inventive and playful, and ref ects our national identity.'
To what extent do you agree? Refer to at least **two** subsystems in your response.

Working space

Question No.

END OF SECTION C
TURN OVER

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 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

Insert for Sections A and B

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

SECTION A

Text 1

The following televised speech took place at Government House, Canberra, on 1 November 2012, at a formal ceremony that was attended by dignitaries and invited guests. The speech was given by Australia's Governor-General, Ms Quentin Bryce, on the occasion of awarding Australia's highest military honour, the Victoria Cross for Australia, to Corporal Daniel Keighran. This was awarded to Corporal Keighran for his courage in exposing himself to enemy fire in order to save his comrades during an ambush in Afghanistan in August 2010.

'Tarin Kowt base' (line 10) is in southern Afghanistan and 'ADF' (line 11) refers to the Australian Defence Force. A 'citation' (line 51) was read at the ceremony before the Governor-General gave this speech and it described in detail Corporal Keighran's actions.

The following symbols are used in the transcript.

<L L>	lento – slow-paced utterance	,	continuing intonation
<A A>	allegro – fast-paced utterance	.	final intonation
<F F>	forte – loud voice	/	rising pitch
(.)	very short pause	\	falling pitch
(..)	short pause	__	emphatic stress
(…)	longer pause		

1. My friends,
2. welcome.
3. Corporal Keighran/
4. welcome.
5. Be assured that if <u>your</u> heart is skipping a beat right now,
6. <u>mine</u> is too,
7. along with <u>every</u> other heart (.) pausing in this moment.
8. The people you love and respect/
9. those with you here today/
10. those gathered at Tarin (.) Kowt base/
11. your ADF brothers and sisters at home (.) and overseas/
12. and all those <u>other</u> Australians you've never met,
13. looking on from their homes (.) and workplaces.
14. We are here (.) in deference to our country,
15. to the values we <u>share</u>/
16. (.) and <u>cherish</u>,
17. to the men and women of our Defence Force (.) and their families.
18. Above all (.) we are here for <u>you</u>,
19. Corporal.
20. (..) While we have no place in speaking <u>for</u> you,
21. we can (.) <u>try</u> to explain (.) what we see/

22. in you.
23. Perhaps things you can't see,
24. or haven't allowed yourself to see.
25. We see a man (..) of profound physical and moral strength.
26. A man selfless (..) in the face of threat,
27. courageous (..) in the face of terror,
28. generous (..) in the face of suffering,
29. <L and humble (..) in the face of an honour bestowed. L>
30. You would say,
31. you're no different from your mates,
32. <A it's what you're trained for,
33. what you're there for.
34. It wasn't meant to happen/
35. it just happened\
36. (.) and you did what you had to do, A>
37. and there were (.) other heroes that day.
38. (..) <L That's all true, L>
39. (.) except that (..) what you did that day,
40. <L was (.) different, L>
41. and acknowledging it here now,
42. does not diminish the efforts and sacrifices of those who fought beside you.
43. They need you to be here,
44. because by being here\
45. (.) the story of that day (.) is told,
46. and through it (.) their stories (…) are told,
47. and the bigger story of Australia's military and mentoring commitment in Afghanistan,
48. (.) is told/
49. as it should be.
50. Corporal,
51. when we listen to the citation (.) that accompanies your award,
52. (.) the imagery is confronting/
53. and powerful.
54. Though few of us can fathom it,
55. we see you (.) there,
56. in your kit/
57. thinking/
58. running/
59. drawing enemy fire/
60. shepherding and leading,
61. protecting others (.) ahead of yourself,
62. again/
63. and again/
64. and again\
65. (…) not until you were exhausted,
66. or too terrified to risk another move,

67. <L F but until/
68. the job/
69. was done. L F>
70. Corporal Keighran\
71. there will be intensely (.) private moments (.) about that day (.) at Derapet,
72. that you will wish never to share.
73. You should respect that instinct,
74. as we will.
75. It is a matter most public that you have saved precious lives/
76. and defended and moved a nation.
77. It is quite another matter (.) that you have pushed the bounds of human compassion/
78. endurance and gallantry\
79. (.) to a place unknown (.) to most,
80. and revered by all.
81. With this medal/
82. (.) your nation (.) honours you.
83. <F The Victoria Cross (.) for Australia, F>
84. (…) the most eminent award,
85. (.) our country can bestow.
86. (…) <L Corporal Daniel Keighran,
87. (..) for Valour. L>

Source: http://www.abc.net.au

END OF SECTION A
TURN OVER

SECTION B

Text 2

The following advertisement is for ‘Be Natural’, a company that makes cereals and muesli bars. In the original advertisement, the text below was printed on a green and brown background that suggested an orchard. In the top, right-hand corner, branches with apples were clearly visible.

Due to copyright restriction,
this excerpt is not supplied.

Source: based on a ‘Be Natural’ advertisement in *Sunday Life*, *The Sunday Age*, 25 November 2012

END OF INSERT FOR SECTIONS A AND B