

STUDENT NUMBER/NAME:

VCE ENGLISH LANGUAGE

2014 Units 3 & 4 Practice Exam 1

Total Reading Time: 15 minutes

Total Writing Time: 2 hours

QUESTION AND ANSWER BOOK

<i>Section</i>	<i>Number of Questions</i>	<i>Number of Questions to be Answered</i>	<i>Marks</i>
A	5	5	15
B	1	1	30
C	2	1	30
			Total 75

Students are permitted to bring into the examination room: pens, highlighters, erasers, rulers.

Students are NOT permitted to bring into the examination room: blank sheets of paper and/or white out liquid/tape or a dictionary.

No calculator is allowed in this examination.

Materials Supplied

Question and answer book of 16 pages including a detachable insert for Sections A and B in the centre and Assessment Criteria on page 16.

Instructions

Detach the insert from the centre of this book during reading time.

Write your student number/name in the box at the top of 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. Answer **all** questions in this section.

In your response you are expected to

- demonstrate your ability to use relevant descriptive and metalinguistic tools; and
- 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 are the social purpose/s of this text?

1 mark

Question 2

Discuss the ways the syntactical patterning in the first sentence (lines 3-6) supports the purposes of the text.

2 marks

SECTION A - continued

Question 3

How does the phonological patterning in lines 7-11 support the purposes of the text?

3 marks

Question 4

How does the speaker establish a sense of Australian identity and inclusivity between lines 15-23?
Discuss at least two different language features and provide examples from the text.

4 marks

SECTION A – continued

Question 5

How are lexis, semantic patterning and reference used to achieve cohesion in the text?

5 marks

**END OF SECTION A
TURN OVER**

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; and
- 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.

Question 6

Write an analytical commentary about 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

30 marks

Working Space

SECTION B – continued

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’; and
- refer to the stimulus material provided.

Section C is worth 30 marks.

Select **one** of the three following topics. Refer to AT LEAST two subsystems of language in your essay and provide examples from current discussions about language that you have studied in class.

Question 7**Stimulus**

a) “Sticks and stones will break my bones
But words will never hurt me”
Children’s Nursery Rhyme

b) “Snoop Dogg’s lyrics glorify violence against women which puts all women in danger. His behaviour also contradicts our National Plan to Reduce Violence Against Women. As a society which claims to be serious about eradicating violence against women, there should be no place for recording artists who glorify misogyny and degrade women for entertainment. If you really care about women and girls, you will revoke his visa and deny him entry.”

Petition to The Hon Scott Morrison MP, Minister for Immigration and Border <http://goo.gl/qnCUuT>

c) Senator PERIS: Won’t removing section 18C facilitate vilification by bigots?

Senator BRANDIS: People do have a right to be bigots, you know. In a free country, people do have rights to say things that other people find offensive, insulting or bigoted.

Excerpt from: <http://goo.gl/yZhrhF>

d) “The message of Harmony Day is ‘Everyone Belongs’. It is a day to celebrate Australia’s diversity. It is a day of cultural respect for everyone who calls Australia home – from the traditional owners of this land to those who have come from many countries around the world. Kick-start conversations about belonging and promote Harmony Day on social media.”

Adapted from: <http://www.harmony.gov.au/>

How does language unite and divide communities?

OR

SECTION C - continued

Question 8**Stimulus**

- a) “Kriol is still highly stigmatised and many Indigenous and non-Indigenous Australians believe it to be a ‘corrupt’, ‘broken’ or ‘distorted’ combination of English and/or various traditional languages. Linguists are working on Kriol dictionaries, producing Kriol literacy materials, running workshops etc., to help promote the importance and value of Kriol.”

Extract from: <http://goo.gl/ObFRNa>

[Glossary ‘Kriol’: An Australian creole language that developed from a pidgin used in New South Wales, it has a distinct syntactic structure and grammar, and is, therefore, a language in its own right.]

- b) “The first hint that you might be dealing with a bogan is the speech pattern. Bogans speak in a different language – Boaglish – and shorten their words.”

Extract from: <http://goo.gl/VgTHJ6>

- c) “This course is ideal for anybody who would like to “polish” their English speaking skills to achieve ultimate clarity through perfect pronunciation, grammar, style and tone. You are never too young or too old to take elocution classes. In fact we’ve trained children as young as 5 to mature students in their 80s. Upon completion of your elocution training, you will have all the necessary tools to speak eloquently, but without sounding elitist. You will feel confident in any social or corporate setting.”

Extract from: <http://www.speakup.com.au/elocution-lessons.html>

- d) “It’s neither jive talk nor “wogspeak” but somewhere between Lebanon and Australia, a new language has emerged. Invented by teenagers - the great linguistic super-spreaders - it is an intriguing new discovery about Sydney life. Linguists have dubbed it an ethnolect but among those who use it, it is called “Lebspeak”.

Feel like an outsider, habiib? FOBs and mults know the feeling, Deborah Cameron

Sydney Morning Herald 30 April 2003

‘The diversity of our culture means that all varieties of Australian English have a place. ‘

Discuss.

OR

SECTION C – continued
TURN OVER

Question 9

Stimulus

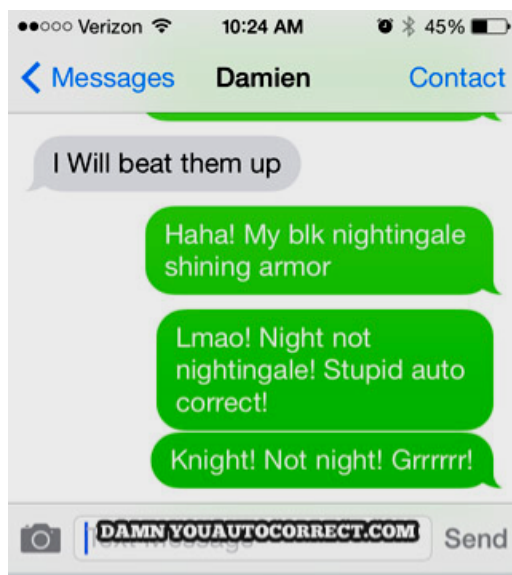
- a) 'One developer has found the perfect way to take advantage of Twitter's line breaks: haikus. Using the public Twitter stream and a Python tool that can determine the number of syllables in most English words, Brandon at h6o6 has found a way to collect the haikus hidden in plain sight on Twitter. Tweet Haikus.'

Extract from: <http://goo.gl/3tynlG> by Jacob Kastrenakes

- b) 'Computer grading will destroy our schools. Feeding essays into a computer program tells students: "No one cares what you have to say".'

Extract from: <http://goo.gl/ZJvedh> by Benjamin Winterhalter

c)



Extract from: <http://www.damnyouautocorrect.com/75726/birds-feather/>

- d) "I've never understood those who lament the internet as kind of death for the English language. Just look at the ways in which most of us, every day, use computers, mobile phones, websites, email and social networks. Vast volumes of mixed media may surround us, from music to games and videos. Yet almost all of our online actions still begin and end with writing: text messages, status updates, typed search queries, screens packed with verbal exchanges, and underpinning it all countless billions of words."

Tom Chatfield, *Netymology – a linguistic celebration of the digital world*

'Technology is changing Australian English in surprising ways.'

Do you agree?

SECTION C – continued

TURN OVER

EXAMINATION CRITERIA

NB: These criteria are indicative for mid-year exams. The full list of criteria apply to the end of year exam.

- 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

Examination instructions and the examination assessment criteria are taken from the Victorian Curriculum and Assessment Authority (VCAA) 2012 English Language examination specifications. The VCAA produces the only official, up to date versions of VCAA publications. Readers should consult the VCAA website <http://www.vcaa.vic.edu.au> for VCAA publications and the latest course information, including information in the Bulletins and Notices to Schools.

END OF QUESTION AND ANSWER BOOK