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Year 12 *Trial Exam Paper*

2017

ENGLISH LANGUAGE

Written examination

STUDENT NAME:

Reading time: 15 minutes
Writing time: 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 the following items into the examination: pens, pencils, highlighters, erasers, sharpeners and rulers.
- Students are **NOT** permitted to bring into the examination: blank sheets of paper and/or white out liquid/tape and dictionaries.
- No calculator is allowed in this examination.

Materials provided

- The question and answer book of 23 pages with a removable insert for Sections A and B and **Assessment criteria** on page 23.

Instructions

- Write your **name** in the box provided.
- Remove the insert during reading time.
- 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.

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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)

Identify the register of this text and discuss how it contributes to the text's purposes. Use evidence to support your answer.

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Question 2 (1 mark)

Identify one phonological patterning technique used and give an example of it from the text.

Question 3 (2 marks)

Using appropriate metalanguage, explain how semantic patterning in lines 58 to 67 contributes to one of the text's purposes.

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Question 4 (5 marks)

Discuss two ways in which coherence is achieved in this text. Refer to line numbers in your response.

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Question 5 (4 marks)

Outline the function of **two** different sentence types in the text. Refer to specific examples, using line numbers, in your response.

END OF SECTION A
TURN OVER

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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

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SECTION B – continued

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END OF SECTION 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.

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Question 7

Stimulus

a. 'I can guarantee Pauline Hanson is a name that carries with it independence, honesty, assurance, quality and reliability — things the Chinese can never buy. Also, Halal snack packs are never provided — isn't that right, Sam?'

Senator Pauline Hanson in Parliament, 15 September 2016

b. '[Rebecca Maddern, co-host of *The Footy Show*] barely blinks at comments [from Sam Newman] like "come get on your knees" or being told "lie nude" across the panel table – remarks the *Herald Sun* notes he has made on the show … "Sam will always be Sam," she told the *Herald Sun*, adding that even when he says something "in wrong town" she prefers to just get on with things. "We are there to talk about footy," she said. "If there was an absolute moment on the show that I felt like I needed to say something I absolutely would address it then and there."… For her part, Maddern clearly knew what she was getting into when she took the job and has said so, multiple times.'

Joanna Robin, '"Get on your knees": Sam Newman's treatment of Rebecca Maddern labelled "workplace harassment"' *Mamamia*, 24 September 2016

c. 'Indeed, political correctness performs this fake role of a sellotape barely stuck over the majority's mouths, only for a conservative to rip it off in a gustful performance of faux defiance ... Beyond politeness, and censorship, then political correctness is about the "political". It aims to bring about social change to a world that exists beyond what is visible and inaccessible to the privileged … Political correctness demands that we think deeply about socially ingrained and hidden harms, not to become a springboard for phoney martyrs to express old and ingrained discriminations as if they're new, powerful, unheard-before truths.'

Yassir Morsi, 'Political correctness is more than an excuse for phoney martyrs to defend blackface', *The Guardian*, 23 February 2016

d.

How To Be British Collection © LGP, Brighton, UK, www.lgpcards.com

'Public language over time suggests that society is becoming more discriminatory, not less.'

To what extent do you agree? Refer to at least **two** subsystems of language in your response.

OR

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Question 8

Stimulus

a. 'I think that "Wogspeak" is just whatever you're subjected to around the place, so it's not surprising that in the area that I grew up in there were Yugoslavian kids who were speaking like the Greek kids, and Spanish kids speaking like the Italian kids. Because everyone is all together, somehow the language just sort of melds and melts and moulds into the one thing … Seeing people move to Australia gives you a real sense of how living language actually is. My grand-parents, for example, came here from Southern Italy and the word backyard doesn't actually exist so you have to invent a word, so all of a sudden you have a "yarda". Now that's not even an Italian word, it's made up …'

Santo Cilauro, *The Sounds of Aus*, ABC documentary, 2007

b. 'Aussie English has very little music in it. It is generally delivered in tones as tuneless as the bleat of a sheep, or the kark of a questing crow. It is delivered through an almost closed mouth, with a slurring of consonants. And it is delivered as rapidly as possible. Except "outback", where it is often delivered as slowly as possible. At its worst, it is a mumbled monotone, its sentences slangy, idiomatic, and brief.'

John O'Grady, *Aussie English*, Ure Smith, 1965

c.

d. 'We are always on the lookout for new, emerging and interesting words to add to the Macquarie Dictionary. In a time of global instant communication, these words are popping up faster and in vaster quantities than ever before. To earn a place in the dictionary however, a word has to prove that the community at large accepts it. That is to say, it has to turn up a number of times in a number of different contexts over a period of time. We find these mainly by reading – books, newspapers, the internet – and listening – radio, TV, people chatting. But the richest source of these words is you, the reader.

- Trump: to physically, mentally or socially create a barrier to block someone or something out.
- Filter bubble: an individual's setup online and in social media that allows only a filtered opinion and view of the world through.'

'Should these words go in the Macquarie Dictionary', 1 Dec 2016,
Macquarie Dictionary Publishers, an imprint of Pan Macmillan Australia Pty Ltd,
https://www.macquariedictionary.com.au/news/view/editor/article/416/

'Australian English is so open to language change and new norms that it holds no prestige.'

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

OR

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Question 9

Stimulus

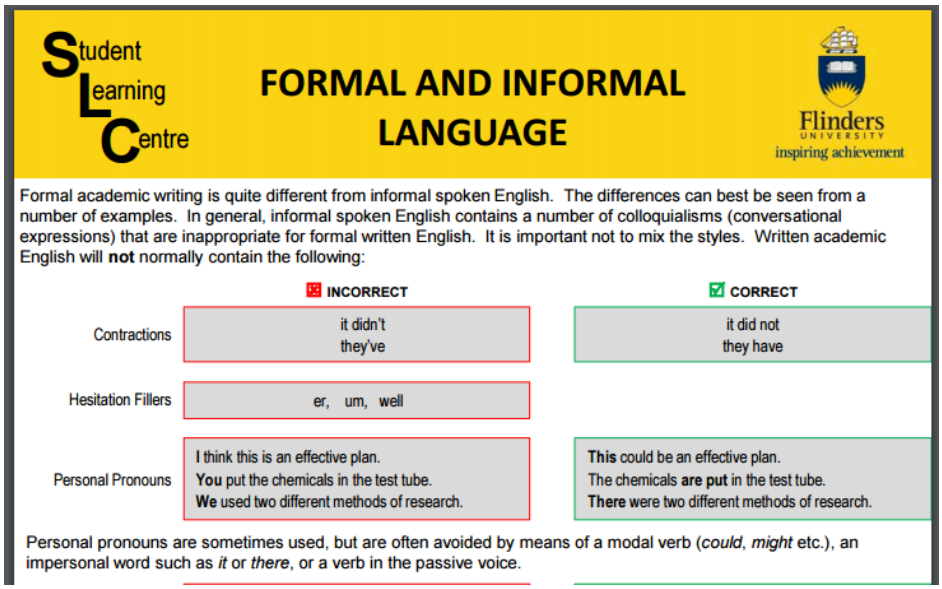
a. 'Whereas language was once used as a rapier, it is now used as mustard gas. Corporate mission statements, while a harmless idea in themselves, nowadays communicate no intelligible idea more sophisticated than motherhood and apple pie. Outside the realm of high art, language is intended to convey meaning. Ideally it should do so accurately. Some writers and speakers betray these ideals, and use language as a sham to mask an intellectual void; or worse, as a stalking horse for quite different ideas that they dare not acknowledge.'

Julian Burnside, *Word Watching*, Scribe Publications, 2004

b. 'Where the patient has sustained injuries that are totally incompatible with life.'

Clinical Practice Guidelines: Resuscitation – General Guidelines Queensland Ambulance Services, used by Queensland ambulance office after four people died at Dreamworld theme park, 26 October 2016

c.



Student Learning Centre

FORMAL AND INFORMAL LANGUAGE

Flinders University inspiring achievement

Formal academic writing is quite different from informal spoken English. The differences can best be seen from a number of examples. In general, informal spoken English contains a number of colloquialisms (conversational expressions) that are inappropriate for formal written English. It is important not to mix the styles. Written academic English will **not** normally contain the following:

	INCORRECT	CORRECT
Contractions	it didn't they've	it did not they have
Hesitation Fillers	er, um, well	
Personal Pronouns	I think this is an effective plan. **You** put the chemicals in the test tube. **We** used two different methods of research.	**This** could be an effective plan. The chemicals **are put** in the test tube. **There** were two different methods of research.

Personal pronouns are sometimes used, but are often avoided by means of a modal verb (*could*, *might* etc.), an impersonal word such as *it* or *there*, or a verb in the passive voice.

Flinders University Style Guide, October 2012

d. 'Most of us trot out our "best language" on special occasions, much as we might trot out our best china and cutlery. The notion of correct usage is very ingrained; so ingrained, in fact, that it frequently triggers something called hypercorrection. This is where speakers overuse a pattern, say, a pronunciation or a construction, and in particular one that they consider to be more proper than others. In other words, they overuse a pattern of language that has more social clout, using it in places where it isn't appropriate.'

Kate Burridge, *Blooming English*, Cambridge University Press, 2002

'So long as the social purpose of a discourse is achieved, its register and mode are irrelevant.'

Is this true in the Australian context? Refer to at least **two** subsystems of language in your response.

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Working space

Question No. ☐

SECTION C – continued

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SECTION C – continued

TURN OVER

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END OF SECTION C

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

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