



VICTORIAN ASSOCIATION FOR THE TEACHING OF ENGLISH

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ENGLISH LANGUAGE

Written examination sample paper

Reading time: 15 minutes

Writing time: 2 hours

QUESTION AND ANSWER BOOK

Structure of book

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>
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, correction fluid/ tape and dictionaries.
- No calculator is allowed in this examination.

Materials supplied

- Question and answer book of 24 pages, including **assessment criteria** on page 24
- Detachable insert for Sections A and B in the centrefold

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 bring mobile phones and/or any other unauthorised electronic devices into the examination room.

Disclaimer: Exam section instructions and the assessment criteria are taken from the Victorian Curriculum and Assessment Authority 2017 English Language Written examination (November 2017). The VCAA does not endorse the content of this exam. VCE® is a registered trademark of the VCAA.

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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** (2 marks)

Comment on the writer’s use of syntactic patterning between lines 15 and 18.

Question 2 (2 marks)

What sentence types are used between lines 19 and 20? How do they reinforce the purposes of this text?

Question 3 (3 marks)

Analyse the use of information flow by identifying the discourse strategy that is used and explaining its relevance to the social purpose of the text.

Question 4 (4 marks)

How does the use of adjectives contribute to the social purpose of the text? Support your answer with specific reference to the text, quoting line numbers where appropriate.

Question 5 (4 marks)

Analyse the language features that contribute to the coherence of this text. Support your answer with specific reference to the text, quoting line numbers where appropriate.

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

Insert for Sections A and B

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

SECTION A

Text 1

The following advertisement is for Cape Schanck, a resort on the Mornington Peninsula, Victoria. In the original advertisement, the text below was printed on a brushed bronze and brown background that suggested sand on a beach. The top, right-hand corner featured a photograph insert of flowers, shells and pebbles resting on woven reed mats.

1. *Cape inspiration*
2. **From the region's rugged beaches to its rocky cliffs and rolling hills, the**
3. **new Cape Schanck Resort on the Mornington Peninsula draws inspiration**
4. **from its stunning and natural surrounds.**
5. Oyster shells and storm clouds, the ever-shifting colours of the ocean, the golden warmth of
6. sand and stone, crimson sunsets and ruby-red grapes and berries: At Cape Schanck Resort,
7. the raw, uncompromising beauty of the Mornington Peninsula coastline is expressed within
8. its walls, from the sensual, curving shapes of its corridors and salons to the soaring spaces
9. that offer extraordinary views stretching from Melbourne's skyline to the wild shores of Bass
10. Strait.
11. On a mission to capture the essence of the resort, RoyalAuto sent art director Lisa Luscombe
12. and photographers Anne Morley and Shannon Morris to the cape, to share with readers their
13. impressions of this extraordinary destination, located in this special corner of coastal
14. Victoria.
15. In a series of moodboards, the trio bring together a collection of images and objects evoking
16. the synchronicity created by nature – the winds, tides and seasons – and the work of the
17. dedicated architects and builders, artists, chefs and craftspeople who have brought the resort
18. to life.
19. **Cape Schanck Resort opens on 1 August. Book now to take advantage of special**
20. **member opening offers (online bookings only). racv.com.au**

© RoyalAuto, Vol. 86, No. 5, June 2018. Permission to use this text has been granted by the Publisher of RoyalAuto, Bryce Prosser.

SECTION B**Text 2**

Text 2 is a conversation recorded in April 2018 between reporter Tom Steinfort (**T**), from Channel 9's *60 Minutes* program, and Australian-born, Ben Simmons (**B**), a rookie player for the National Basketball Association in the USA. The full interview is available on YouTube.

The following symbols are used in the transcript:

/	rising pitch	=	lengthening of a sound
\	falling pitch	—	emphatic stress
,	continuing intonation	<A A>	<i>allegro</i> – fast-paced utterance
?	questioning intonation	<F F>	<i>forte</i> – loud voice
.	final intonation	@ @ @	laughter
(.)	very short pause	[]	overlapping speech
(..)	short pause	-	truncated word
(...)	longer pause	--	truncated intonation unit
<H>	intake of breath		

Glossary:

Philly — Philadelphia, largest city in US state of Pennsylvania

The Eagles Phillies — Philadelphia's football team (NFL)

The Sixers — Philadelphia 76ers, professional basketball team based in Philadelphia (NBA)

1. T: Mate I was just downstairs at a shop and the (.) woman said what are you doing today/
2. And I said I'm interviewing Ben Simmons/
3. And her eyes nearly fell out of her head and she said I love that man,
4. Whipped out her phone/
5. You were her screen-saver/ (...)
6. You're a pretty big deal around here
7. B: A little bit (.) um,
8. I think that's (.) that's just Philly\
9. Ah, it's a big sports town you know,
10. The Eagles Phillies/
11. And the Sixers obviously/
12. Ah (..) they're huge fans you know
13. They wanna see, you know, guys play hard/
14. And ah be aggressive and win
15. And ah that's the mentality, you know, our team has right now\
16. T: I think I saw they love you so much they've started selling four 'n' twenty pies [at] the game/
17. B: [Right]
18. They're selling pies in the in the stands now/
19. It's kinda funny seeing people, you know, cut -em up/ (.)
20. And not really know how to eat [-em/]
21. T: [@ @ @]
22. B: So ah but it's be- it's been good.
23. T: What the (..) knife and fork on [the pie?]
24. B: [Oh yeah] oh yeah
25. T: Come on, [sacrile-]
26. B: [It's kinda] disrespectful right?

27. T: Yeah
28. B: Yeah
29. T: What's all that about?
30. B: No idea.
31. T: (.) End of this season,
32. What's on the agenda\
33. B: Ah, I'll be going back home.
34. T: What do you look forward to when you head home (.) most?
35. B: Oh= I think just being home,
36. And just being in, you know, a comfortable area of the city, you know, I know um
37. T: <A Where where A> is home?
38. <A Which which A> [city or - -]
39. [Melbourne] Melbourne for sure (..) yeah
40. T: Is there a part of Melbourne you head to?
41. B: <H> Blackburn North/
42. I go down to Goody's Chicken and get some fried [chicken/]
43. T: [

44. B: and potato cakes so (.)

45. That's, ah, that's definitely on the checklist

46. T: That's the dream.

47. You know exactly the chicken shop you wanna [go to] in Blackburn North

48. B: [Exactly]

49. Yep

50. T: [@@@]

51. B: [Exactly]

52. T: So what's at City Park?

53. Coz they'd do fried chicken pretty well here, I would've thought/

54. B: It's, ah, it's pretty good

55. but it's just not the same as, you know, getting, ah, gravy on your, on your chips (.)/
 56. Um (.) so it's just one of those things where, you know,
 57. it's one of my spots that I love to go to.

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. ‘Social media lets us see just how meaningless unAustralian has become. On Twitter alone this year, it’s been said to be all of these things: Nick Kyrgios. Lleyton Hewitt. Not watching Lleyton Hewitt. Watching tennis instead of cricket. Working the Monday before Australia Day. Calling sunglasses “shades” instead of sunnies. Not calling McDonald’s “Maccas”. The Qantas Club ban on thongs. Not drinking beer. Taking your neighbour’s green wheelie bin. The Muslim naval officer who tweeted stuff *The Australian* didn’t like. *The Australian*. Pronouncing Nike properly. Promite. Vegemite. Returning from Bali without a Bintang singlet. A Bunnings without a sausage sizzle. Burgers without beetroot.’
Tim Dick, “‘UnAustralian’ is a lazy insult that really needs to be retired”, *Sydney Morning Herald*, 24 January 2016
- b. ‘We commonly pin the blame for the death of Aussie slang on our anklebiters-cum-adolescents and their love of *seppo* (short for “septic tank”, rhyming slang for Yank) slang.’
Kate Burrige and Howard Manns, ‘Get yer hand off it, mate, Australian slang is not dying’, *The Conversation*, 25 January 2018
- c. ‘Dictionaries, when confronted with Australia, either list multiple pronunciations (*Macquarie*) or don’t offer one, assuming it to be self-evident (*Australian Concise Oxford*). (Though even then: there’s often a difference in how words are pronounced in isolation, compared to how they are produced in continuous speech.) But the assumption (by some) that a person might be uneducated, all because of how they pronounce one word — or that, through the use of neutral vowels in connected speech, the national character is somehow degraded? That, to my ears, sounds positively un-Australian.’
Tiger Webb, ‘Australians struggle to pronounce the word “Australia” correctly’, *ABC News online*, 17 April 2018
- d. ‘Ingrid Piller, Professor of Applied Linguistics at Sydney’s Macquarie University, says multiculturalism is altering the way English is spoken in Australia. “There are more and more of us with more and more languages, but at the same time those of us who don’t speak those other languages are more and more exposed to words and idioms from other languages,” she told SBS News. “English is the language of Australia but it’s becoming a kind of Australian English with influences from all kinds of other languages. And that’s really different from the other Englishes: American, British. It means our language is actually becoming more diverse.”’
Abbie O’Brien, ‘How multiculturalism is changing the way we speak’, *SBS News online*, updated 19 March 2018

‘What it means to be Australian is constantly being challenged and reshaped, and this is reflected in contemporary language use.’

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

OR

SECTION C — continued
TURN OVER

Question 8 (30 marks)**Stimulus**

- a. 'There was a time where a slang term's time of death was dependent on when parents start using it. But in the opening decades of the 21st century, the death of popular slang items is more often predicated on their adoption by brands. So it is with "it's lit", a phrase which has since 2014 been used everywhere from Canadian educational television to perhaps the platonic ideal of corporate monolithery: a Google advertising document called "It's Lit: A Guide To What Teens Think Is Cool".'

Tiger Webb, 'Where the slang term "lit" came from and how big brands ruined it', *ABC News online*, 17 January 2018

- b. 'An Australian slang class is helping newcomers to Kalgoorlie understand local phrases and feel more at home. Every week, a small group of people from a variety of non-English speaking countries, meet in the Kalgoorlie library to learn about Aussie slang.'

Nathan Morris, 'Slang class helps Aussie newbies to Kal learn the lingo', *ABC News online*, 29 May 2017

c.



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- d. 'Jargon starts out as a simple technical sublanguage: users devise abbreviations and acronyms that help speed up processes. It also helps reinforce group solidarity in that it becomes a semi-private language, but with clarity its main aim.'

Baden Eunson, 'A call to arms: let's get rid of all the jargon!', *The Conversation*, 26 February 2015

'Groups of people tend to use language in a way that encourages conformity rather than diversity.'

To what extent is this true in contemporary Australian society? Refer to at least **two** subsystems of language in your response.

OR

Question 9 (30 marks)**Stimulus**

- a. ‘An international study, published in *Royal Society Open Science*, has shown expressions of gratitude are rare in informal conversations in familiar settings, occurring for only around one in 20 simple requests in this context. However, researchers were hesitant to say this is the result of rudeness, instead suggesting our silence comes from an unspoken willingness to cooperate with others. University of Sydney linguistics professor Nick Enfield, who co-authored the study, said the results highlighted that some of our closest social connections involve little explicit expression of gratitude, noting that the results for people in less familiar relationships would probably be “very different”.’

Mary Ward, ‘Family members rarely say “thank you”: study’, *Sydney Morning Herald*, 23 May 2018

- b. ‘The New South Wales opposition leader, Luke Foley, has apologised for using the term “white flight” to describe the shifting demographics in western Sydney, saying he’s now aware that it was offensive.’

Anne Davies, ‘Luke Foley apologises for “white flight” comment, saying he now knows it’s offensive’, *The Guardian*, 24 May 2018

- c. ‘Oncologists often avoid using the word “cancer” during diagnoses, replacing it with vague, sanitised language. This might make conversation easier but can also leave patients in the dark. A physician at a neonatal intensive care unit once told me about a family whose child would probably die in the coming weeks. The medical team had never told them this bluntly. “They’re such nice people,” he said, “and you don’t want to tell them such bad news.”’

Jamil Zaki, ‘Are you addicted to politeness?’, *Sydney Morning Herald*, 2 April 2018

- d. ‘The linguistic means by which politeness is appropriately conveyed in English are very varied. Lexical choice among different words can be important in some contexts (e.g. slang versus more formal vocabulary). An appropriate intonation can reduce the apparent peremptoriness of a criticism, or convey commitment to a compliment. Selecting the appropriate grammatical construction may convey greater or lesser politeness.’

Janet Holmes, *Women, Men and Politeness*, Routledge, London, 2013, p. 9

- e. ‘Aboriginal and Torres Strait Islander people have different ways in which they like to be referred to, but all can agree on a few basics when it comes to language, “Aborigine” is offensive and Indigenous, when referring to First Australians, is a proper noun. However, major media companies operating in Australia and internationally, including Reuters, Australian Associated Press, News Corporation titles; *The Australian*, the *Herald Sun*, and several others, persist in using “indigenous” as a common noun when referring to First Australians, and some the offensive term “Aborigine”.’

Robert Burton-Bradley, ‘Why do media organisations like News Corp, Reuters and The New York Times still use words like “Aborigines”?’ , *NITV online*, updated 11 April 2018

‘It is important to consider the context you are in and choose language carefully in order to maintain others’ face needs and promote social harmony.’

Discuss, with reference to contemporary Australian society. Refer to at least **two** subsystems of language in your response.

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.

CONTRIBUTORS

Selina Dennis, Maria Kanelopoulos, Kristian Radford, Josephine Smith, Louisa Willoughby

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END OF QUESTION AND ANSWER BOOK



VICTORIAN ASSOCIATION FOR THE TEACHING OF ENGLISH