



VICTORIAN ASSOCIATION FOR THE TEACHING OF ENGLISH

## VATE Publications

2019

# 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 2018 English Language Written examination (November 2018). 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** (3 marks)

How does the register support the purpose(s) of Text 1?

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**Question 2** (2 marks)

Discuss the politeness strategies used by JS and JH between lines 1 and 17. Provide two different examples.

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**Question 3** (2 marks)

Comment on the function of two different prosodic features used by JH between lines 31 and 42.

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**Question 4** (5 marks)

Analyse the turn-taking in this conversation. How does it reflect the situational context of this text? Refer to specific examples and line numbers in your response.

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**Question 5** (3 marks)

How does JH's use of syntactic patterning between lines 46 and 54 support the social purpose(s) of the text?

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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













## Insert for Sections A and B

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

### SECTION A

#### Text 1

This text is an extract from ABC television's Weekend Breakfast news program which aired in March 2019. Co-hosts Johanna Nicholson (JN) and Josh Szeps (JS) are interviewing two high school students – Jean Hinchliffe (JH) and Ambrose Hayes (AH) – about a student demonstration urging action on climate change.

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	<L L>	<i>forte</i> – loud voice
.	final intonation	@	quiet laughter
(.)	very short pause	<@ @>	utterance spoken with a laughing quality
(..)	short pause	-	truncated word
(H)	intake of breath	[ ]	overlapping speech

1. JS: <L Joining us now are the Sydney (.) strike organisers/ L>
2. (H) Ambrose Hayes/ and Jean Hinchliffe
3. Thanks (.) so much for being here/
4. Congratulations\
5. JH: Oh (.) thank you so much for having us,
6. JS: Ah (.) Jean you actually (.) kicked this off essentially didn't [didn't you] what uh @
7. JH: [ @ ]
8. In Sydney at least (.) yeah
9. JS: In in Sydney [yes (.) uh] (.) how/
10. JH: [Yeah so/]
11. What happened is I actually (.) a friend of mine sent me a link (.)
12. To (.) <A the page about the school strike A> there was a post on (.) Facebook,
13. And at this stage there was an event (.) in Melbourne planned\
14. And it was very new (.) and an <@ absolutely insane @> idea/
15. And I immediately emailed and (.) said that I'd love to do one in Sydney,
16. And this was ele- eleven thirty p.m. at night and <@ not very well thought through\ @>
17. JS @
18. JH: (H) But it worked out amazingly/ and I'm so so happy that I got involved.
19. JN: It's obviously really growing Ambrose how did you become involved?
20. AH: <L Umm I became involved (.) last December/ L>
21. I'm not sure exactly how I became involved/
22. JH: @
23. AH: I kind of just <L stum=bled upon the group L> and (.)
24. somehow joined into the organising team.
25. JS: And uh (.) you were talking about the fact that
26. obviously you don't have a budget to be able to promote [this on]
27. JH: [ @ ]

28. JS: social media or something so,  
29. (H) Ah you (.) resorted to old fashioned (.) posters/  
30. and stuck them u- up in/ train stations where there are (.) local schools?  
31. JH: Yeah we found that (.) posters were actually really helpful we would (.)  
32. <A particularly target train stations where we knew school children would be going past A>  
33. and (.) around schools themselves <A as well as doing lots of chalk messages A>.  
34. but along with that social media really was helpful\ (.)  
35. and not even just (.) our own page when it garnered more followers,  
36. a lot of it was actually kids (.) posting onto their personal like Instagram for example  
37. they'd post on their story (.)  
38. and all their friends would see it and then they'd share on their own/  
39. and it created this sort of ripple effect  
40. and it actually worked out really well,  
41. and it felt like a really nice organic natural growth that (.)  
42. (H) actually got us <@ a lot @> of numbers  
43. JN: Yeah well there were so many people that turned out (.) err in Australia yesterday/  
44. Were you surprised by how many people (H) [ah came] @ to attend these (.) rallies?  
45. JH: [ @ ]  
46. Oh absolutely  
47. it was <@ just @> like last year  
48. we were expecting maybe (.) one thousand five hundred last year/  
49. we got seven thousand\  
50. this year we thought if we did well we might get ten thousand/  
51. and <@ we got @> thirty thousand\  
52. and <A even across Australia A> we got <L one hundred and fifty thousand L> people striking  
53. which was (.)  
54. i- it was mind blowing it was absolutely <@ insane @>

## SECTION B

### Text 2

This article, ‘Thirty years in Melbourne. Thirty years of love’, written by Danny Katz, was published online on the website of *The Age* newspaper. Danny Katz is a columnist for *The Age* and *The Sydney Morning Herald*. He regularly writes columns for the *Good Weekend* magazine and is also an author of children’s books.

1. **Thirty years in Melbourne. Thirty years of love**

2. By **Danny Katz**

3. March 1, 2019 – 11.38pm



4.  | 

5. Melbourne’s been good to me, it’s given me so many things. Love, family, a home,  
6. paid work, and even a few friends – all stuff I couldn’t seem to get in any other  
7. Australian city.

8. I fell in love with Melbourne when I fell in love with my beloved, exactly 30 years  
9. ago this week. I was from Sydney and she was a Melbourne girl – a fully naturalised  
10. citizen of St Kilda, the most hippie-dippy, happy-scrappy, grungy-scungy suburb in  
11. town. So I moved down here to be with her, arriving in style on the back seat of a  
12. Firefly all-night coach, my clothes reeking of coach-toilet disinfectant and chip-gravy  
13. from a 3am Albury snack stop.

14. I knew I’d be staying for good: I’d brought all my worldly possessions – a portable  
15. black and white TV with a rusty coathanger aerial, and a plaster bust of Beethoven  
16. that I stole off my flatmate because he owed me money and it was the only thing he  
17. had worth stealing.

18. She lived in a tiny apartment near St Kilda Junction, on a funny little street called  
19. Woonsocket Court – either named after a hip-replacement component, or a car  
20. mechanic’s tool (“Oiii Brayden, chuck us that woonsocket so I can torque up these  
21. bolts! No, the 3/8th woonsocket, numbnut!”) She let me stay there for a couple of  
22. weeks until I found a place of my own. I never moved out.

23. We lived a St Kildan life together. We hung out in the Acland Street bakeries where  
24. old Jewish men ate poppyseed pastries and argued about politics (stopping every 10  
25. minutes for quick round-the-table poppyseed-teeth-checks). We took romantic strolls  
26. along St Kilda beach, daintily stepping over smashed beer bottles, upright syringes,  
27. and large brown jellyfish that may not have been jellyfish (best not to look too close).  
28. We laughed every time we walked past Luna Park because if you read the “LUNA  
29. PARK” sign back to front, it said “ANUL KRAP” (we were poor, we couldn’t afford  
30. entertainment, and that gag never lost its comic charm).

31. We moved from her tiny St Kilda apartment to a slightly bigger St Kilda worker's  
32. cottage where we had a slightly enormous St Kildan baby – a dippy-hippy, happy-  
33. scrappy, scungy-grungy daughter, who we dressed in a crocheted junkie's-beanie and  
34. Blundstone-baby-booties. Each night we'd push her pram up and down the cobbled  
35. alleys behind Fitzroy Street, softly singing a gentle traditional lullaby: "OH WHEN  
36. THE SAINTS! (OH WHEN THE SAINTS!), GO MARCHING IN!  
37. (GO MARCHING IN!) ..."

38. We planned a life in St Kilda but the plan never panned out. The suburb got too  
39. touristy, the traffic got too hectic, the bakeries got too busy and all the old Jewish  
40. men packed up and schlepped off to Balaclava where they switched to poppyseed  
41. bagels. And we schlepped off too, moving to Caulfield South, a suburb filled with  
42. pharmacies and florists and funeral parlours so you can pick up your prescription,  
43. buy a floral wreath, and drop down dead, all with a minimum of legwork. Here we  
44. had our second kid, a big, bald, beefy, beautiful boy, and we've been here ever since,  
45. living in a suburban picket-fence apricot-pink weatherboard house straight out of a  
46. '90s sitcom. The only thing missing is Tim Allen and a live studio audience.

47. Thirty years together. Thirty years in Melbourne. Thirty years of love. So I guess it's  
48. our 30th Love-iversary. Because 30th Bonk-iversary just doesn't have that sweet,  
49. nostalgic, romantic ring about it.

50. **Danny Katz is a regular columnist.**

51.



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CITY LIFE OPINION

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52.



### Danny Katz

Danny Katz is a columnist for The Age and The Sydney Morning Herald. He writes the Modern Guru column in the Good Weekend magazine. He is also the author of the books Spit the Dummy, Dork Geek Jew and the Little Lunch series for kids.

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## 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. ‘According to research dating back to 1984, it takes us less than 30 seconds to profile someone depending on how their voice sounds, and make snap decisions on their socio-economic class, background and ethnic origin.’

Lydia Smith, ‘Accent bias: why we need to tackle discrimination at work’, *Yahoo Finance UK*, 28 May 2019

- b. ‘So Matildas captain Sam Kerr upset a few people with her “suck on that” comments in the immediate aftermath of Australia’s magnificent comeback win over Brazil in Montpellier in the early hours of Friday morning?’

Michael Lynch, ‘Authenticity isn’t a crime’, *Sunday Age*, 16 June 2019

- c. ‘Get him, get him. I’m being hacked. What’s that? There’s a guy over there! Someone just blew up. My turn. Use your slimeball. I killed somebody. Your mouse is not working. Oh f...!’

Two teenage boys playing Minecraft

- d. ‘Labor’s Deborah O’Neil who sat on the corporations and financial services committee with [Nationals Senator] Williams for seven years, says she will miss Williams’ “colourful turn of phrase” which cuts through the “pomposity” of the political world.’

Judith Ireland, ‘John “Wacka” Williams’ big backbench life draws to a close’, *The Age*, 12 February 2019

- e. ‘Hey @dontattempt – Do you know what the go is with “flat strap” as opposed to “flat chat”? Is it regional? I’m from NSW and say chat, but a mate from WA says strap. Cheers in advance.’

Tweet by @jaredowens, 25 June 2019

‘You can tell a lot about a person by how they use language.’

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

OR

SECTION C — continued  
TURN OVER

**Question 8** (30 marks)**Stimulus**

- a. 'Today we are witnessing a process of de-standardisation, and the emergence of competing norms of usage. In the online world, attitudes to consistency and correctness are considerably more relaxed: variant spellings are accepted and punctuation marks omitted, or repurposed to convey a range of attitudes. Research has shown that in electronic discourse exclamation marks can carry a range of exclamatory functions, including apologising, challenging, thanking, agreeing, and showing solidarity. Capital letters are used to show anger, misspellings convey humour and establish group identity, and smiley-faces or emoticons express a range of reactions.'

Simon Horobin, 'What will the English language be like in 100 years?', *The Conversation*, 11 November 2015

- b. 'These negative online behaviours (dangerous speech, excitable speech, offensive speech, extremist discourse, cyber bullying, trolling, doxing and flaming) offer potential outlets for online hate and abuse that can be amplified through wide dissemination via the Internet. More subtle ways of distributing hateful language have surfaced through deliberate disinformation, fake news and information laundering. It is no surprise that the so-called "line" between hate speech and free speech is problematic.'

Philippa Smith, 'The challenge of drawing a line between objectionable material and freedom of expression online', *The Conversation*, 29 March 2019

- c. 'To all my friends who received text messages from me in the late hours of election night I must apologise. Yes, for my language, which I agree was a little, shall we say, fruity, but in my defence I was in a heightened emotional state at the time...I was shocked and disappointed to my core, a virtual volcano of vitriol that needed to erupt. And so, I sprayed my roiling rage, hurling expletives at those who didn't warrant my aim.'

Wendy Squires, 'Time to emerge from my bubble', *The Sunday Age*, 9 June 2019

- d. 'But I've found that young people are communicating very capably in writing and they are using an ever-shifting vocabulary to navigate social relationships across multiple platforms which all have their own demands and their own constraints...Instead of getting mad at what someone's doing on their texts, what we can do instead is say, hey, that has a function for them. I wonder what that function is. Maybe I can understand more of what they're saying if I look into it and not just complain.'

Linguist Daniel Midgley, 'Speakeasy: why textspeak isn't ruining grammar', on ABC Perth radio, 20 June 2019

'Our reliance on digital communication has led to a decline in language standards and respectful discourse.'

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

**OR**



**Question 9** (30 marks)**Stimulus**

- a. 'Like it or not, the language we use has implications for how we're judged. And because SE [Standard English] is considered to be both prestigious and the "educated" form of a language, to not know SE is to be socially disadvantaged, put at the mercy of wider prejudices about non-standard forms.'

Mark Brenchley and Ian Cushing, *Grammar Bites*, 18 January 2018

- b. 'A persistent theme in linguistic diversity is that some ways of using language are heard or seen as indices of laziness, stupidity and backwardness. Speakers of non-Standard varieties and particularly migrant speakers are often denigrated in this way.'

Ingrid Piller, 'Explorations in language shaming', *Language on the Move*, 28 September 2017

- c. 'My granddaughter, who is in Grade 2, excitedly showed me a certificate that she had received from her teacher, who wrote: "Your a star". I was stunned. What chance do children have?' **Jacinta, Wantirna**

'Text Talk', *Herald Sun*, 26 June, 2019

- d. '#English never was and never will be "pure". #Language changes. Get used to it. Learn to love it.'

Tweet by @JaneSetter, 28 May 2019

- e. 'Rightly or wrongly, people in positions of power and authority, even sports commentators have value judgements made against them if they use words considered to be improper. They are expected to know, even if you don't. This works for politicians as well, although there are some exceptions... It's obvious that people can say what they like, but at the same time, there has to be a standard that is expected of educators and others; whether students and the citizenry in general follow that standard is another issue and the standard naturally has to account for new usages.'

Penny Modra, 'Grammar gripes: why do we love to complain about language?', *The Guardian*, 12 March 2018

'While Australians pride themselves on giving everyone a "fair go", they don't always approve of the use of non-Standard varieties of English.'

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

Working space

**Question no.**

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### **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**

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**END OF QUESTION AND ANSWER BOOK**



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