STUDENT NUMBER:

BOOBOOK EDUCATION

VCE ENGLISH LANGUAGE

2020 Units 3&4 Practice Paper 2

Total Reading Time: 15 minutes

Total Writing Time: 2 hours

QUESTION AND ANSWER BOOK

Section	*Number of Questions*	*Number of Questions to be Answered*	*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, 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 24 pages with Assessment Criteria on page 24, and a separate 4 page insert for Sections A and B.

Instructions

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

Write your student number 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
- demonstrate your familiarity with the topics of Unit 3, 'Language Variation and Social Purpose' and Unit 4, 'Language Variation and Identity'.

Section A is worth 15 marks.

Text 1

Question 1

Give two examples of metaphors used between lines 1-10 and comment on their communicative function. **4 marks**

Question 2

Comment on the parallelism between lines 19 - 28. Provide an example. **2 marks**

SECTION A – continued

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Question 3

Discuss how coherence is established in Text 1, with reference to two of the following features: inference, logical ordering, formatting, consistency . Provide examples with line numbers.

4 marks

Question 4

Discuss how referencing adds to the cohesion in Text 1. Provide an example with line numbers.

2 marks

SECTION A – continued

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Question 5

How is the relationship with the reader established? Provide linguistic evidence with line numbers.

3 marks

END OF SECTION A

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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.

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 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

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SECTION B – continued

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SECTION B – continued

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SECTION B – continued

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SECTION B – continued

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END OF SECTION B

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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 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. *Daniel Andrews, Premier of Victoria, is criticised at a press conference for comments he made the day before about some Victorians not following the lock-down rules during the Corona virus crisis.*

"I made a number of comments yesterday and I think that's an accurate description of the way some people are behaving. That's not every Victorian. And it's not ... It's not to do anything else other than, you know, call it out. And ultimately, all of us have a massive stake in getting past this, in containing this virus and driving down the number of positive cases to that management level. Because if we don't we're going to finish up with many, many people in hospital, and we know that, you know, for those who finish up in intensive care, there will always be a proportion who, for one reason or another, will not come out of hospital (*after a long pause)* people will die."https://www.theguardian.com/australia-news/live/2020/jul/08/coronavirus-australia-update-live-news-nsw-victoria-border-exemption-melbourne-stage-3-lockdown-mitchell-second-wave-albury-wodonga?page=with:block-5f051f628f0837bbc0fe48f3

b. "*Stuart Robert, Minister for the National Disability Scheme and Minister for Government Services, used Twitter to publish details from his speech to the Australian Information Industry Association on Nov 29, 2019.*

Stuart Robert MP
@stuartrobertmp
"To recap, having a whole of govt architecture allows us to build an ontology of capabilities across govt. Coupled with a more agile funding model, it will allow us to move more quickly when trying new solutions and capabilities or scaling up platforms to address emerging needs."

Revd Andrew Klein (Chaplain)
@KleinRevd
Replying to
@stuartrobertmp
"In #plainenglish please mate. Not all of us have the education to see you're hiding SFA behind a veneer of fancy words."

c. "Specific principle #3: Use verbs, not nouns. The practice of turning verbs into noun phrases (referred to as nominalisation) is endemic in bureaucratic and legal writing. For example, we rarely "decide"; instead, we "make a decision" and we don't "resolve", we "pass a resolution". Here too, the practice probably results from an overzealous desire to achieve a formal tone. So a police report will say: "The accused was observed endeavouring to effect an escape", where it could more effectively have said: "We saw him running away". Circumlocution of this kind (and indeed of any kind) impedes effective communication. Verbs, especially strong verbs, communicate much more effectively than noun phrases."
From an address by John Pease to the Australian Corporate Lawyers Association, Plain English A solution for effective communication, John Pease Friday, 9 November 2012

d. The NAIDOC 2020 theme - Always Was, Always Will Be. - recognises that First Nations people have occupied and cared for this continent for over 65,000 years. NAIDOC stands for National Aborigines and Islanders Day Observance Committee.

https://www.naidoc.org.au/resources/naidoc-logo-and-banners

'In public discourse, clarity is everything.'
Do you agree? Refer to at least 2 subsystems of language in your response.

SECTION C – continued

Question 8

Stimulus

a. In the end, we all have our linguistic preferences, which is perfectly valid as long as we understand it comes down to personal taste. If we only consider correct the strict and sterile rules laid out by guardians of linguistic taste, those gatekeepers who tidy up the language of everyone except those already notable enough to break the rules, we may just miss out on the richness, versatility, and inventive fun of the language of the people. Even bad words have a chance to be good.
Chi Luu, *JStor Daily*, 13.3.19 https://daily.jstor.org/when-very-bad-words-are-the-shit-linguistically-speaking/#_=_

b. Whether you 👍 or *h8* such words, think they are *NBD* or *meh*, they are undoubtedly here to stay.
Simon Horobin , *The Conversation* 10.11.15

c. "…speech is not held up on the same rigid prescriptive pedestal as writing, nor is it as heavily regulated in the same way that writing is scrutinised by editors, critics, examiners and teachers. This allows room in speech for more creativity and more language play, and with it, faster change. Speech is known to evolve faster than writing, even though writing will eventually catch up (at least for some changes)."
Andrea Calude, *The Conversation*, 14.3.18

d.

Grammar and style guides for language users.

'Fortunately, those who seek to impose an outdated view of "correct" language will always fail.'
Do you agree? Refer to at least 2 subsystems of language in your response.

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Question 9

Stimulus

a. ."…small talk can be torture, but the absence of it can also make us feel bad about ourselves, like we're true failures at life for not being able to connect with a fellow member of the herd. Small talk between colleagues and supervisors builds rapport."
Learning the art of office chit-chat is essential by Lindsey Mannering

b. Parody and irony are classic tools of satire and their powers are amplified here by the way are disseminated through social media sites like Facebook. A lack of context means your unsuspecting, conservative uncle is free to stumble upon a posted video and start nodding in agreement to the idea of making it "mandatory to only have fun on January 26". Whether or not anyone could really miss the irony in a video that joyfully refers to Australia Day as "Amnesia Day" is debatable. Still, there is plenty of research to suggest even blunt irony will not always get between the audience and its preconceptions.

c. But the middle class is not the place to be looking for linguistic innovation in the first place…If we look at some of the more marginalised groups in Australia, we can see a wealth of linguistic innovation and new phrases and even dialects of Australian English. Indigenous Australians have created varieties of English for use among their peers which are rich in innovation. These are slow to make their way into mainstream Australian English, but the word *deadly* meaning "excellent, strong" is now quite widely understood in Australia, and I have observed some more widespread use of *yumob* as a second person plural pronoun.

https://theconversation.com/aussie-slang-is-as-diverse-as-australia-itself-27973

d. The use of corporate jargon is criticised for its lack of clarity as well as for its tedium, making meaning and intention opaque and understanding difficult. It is also criticized for not only enabling delusional thoughts but allowing them to be seen as an asset in the workplace.
https://en.wikipedia.org/wiki/Corporate_jargon

'Until you understand and conform to the group's ways of using language, you will be excluded.'
Discuss. Refer to at least 2 subsystems of language in your response.

SECTION C – continued

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Write the number of the question you are answering in the box.

SECTION C- continued

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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

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END OF QUESTION AND ANSWER BOOK

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