



## *Units 3 and 4 English Language*

### *Practice Exam Question and Answer Booklet*

Duration: 15 minutes reading time, 2 hours writing time

Structure of book:

Section	Number of questions	Number of questions to be answered	Number of marks
A	4	4	15
B	1	1	30
C	3	1	30
Total			75

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers and rulers.
- Students are not permitted to bring into the examination room: blank sheets of paper and/or white out liquid/tape.
- No calculator is allowed in this examination.

Materials supplied:

- This question and answer booklet of 19 pages.

Instructions:

- You must complete all questions of the examination.
- Write all your answers in the spaces provided in this book



**Question 2**

Identify two different uses of the lexeme 'like' in the text. What do these uses suggest about the identity of the speaker(s)?

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3 marks

**Question 3**

Who is the dominant speaker in this text? Discuss how the speakers in this text use turn-taking, referring to at least two examples.

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4 marks

**Question 4**

How are prosodies used to create narrative meaning in this text? Discuss with reference to at least three examples.

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6 marks

## **Section B – Analytical commentary**

### *Instructions*

Refer to Insert B when answering this section.

Write an analytical commentary on the language features of Transcripts 1 and 2.

In your response you should comment on the:

- Stylistic and discourse features of the text
- Social purpose and register of the text
- Contextual factors affecting/surrounding the text

Refer to at least two subsystems in your analysis.

### *Your response*

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## Section C – Extended expository response

### Instructions

Answer one of the questions in the space provided.

Indicate which question you have answered by writing its number in the space provided.

In your response you are expected to use relevant descriptive and metalinguistic tools.

You are required to demonstrate familiarity with the topics of Unit 3 *Language Variation and Social Purpose* and the topics of Unit 4 *Language Variation in Society*.

In your response you must refer to the stimulus material provided.

### Questions

#### Question 1

Is our use of language an accurate indicator of our intelligence and education? Or do such judgments merely reflect an audience's social prejudices? Discuss with reference to at least two subsystems of language.

*'The unfortunate thing about the way we use this word, and something they don't tell you when you're in the 4th grade, is that it makes you sound ridiculously stupid. When the first "like" pops out of my mouth, I can already tell that someone is immediately taking me less seriously, something I already have a problem with, as a 24-year-old woman working in media.'*

Zoë Triska, Huffington Post, July 5, 2012

*'Generally 'dim-witted', bogans are well known for having poor and vulgar language... A male bogan can often be seen wearing old attire typically a 'wife-beater' (singlet), Australian rules football jumper, or a flannel shirt.'*

Urbandictionary.com, definition of the term 'bogan'

*'I would want to argue for the importance of a lively range of spoken registers, combined with an understanding that an internationally recognised norm is, well, just plain useful. No point trading zinc futures in Caribbean creole, is there?'*

Robert McCrum, The Observer, October 3, 2010

*'The alarmingly pervasive idea that Standard English equates to 'good grammar' and non-standard English equates to 'bad grammar' is false and exclusionary... But language shaming is currently acceptable behaviour in the status quo. It is one of the last bastions of unabashed racism and classism.'*

John Olstad, Fully (sic), July 22, 2013

OR

**Question 2**

Is euphemism a useful linguistic tool for maintaining positive face? Or is it simply as a device for hiding unpleasant truths? Discuss with reference to at least two subsystems of language.

*'I do wonder if those two strands – the problem-of-overweight and the you-are-perfect-the-way-you-are narratives - actually create something of an impasse, rendering us unable to tackle a serious health problem for fear of damaging people's self-esteem. The "there's just more of you/me to love" line may seem charming on a sitcom, but is it actually doing more harm than good?'*

**Amanda Dunn, The Age, March 30, 2013**

*More subtle forms of discrimination occur when the characteristic or identity is placed before the individual (eg. an epileptic student highlights the disability whereas a student with epilepsy focuses foremost on the individual).*

**The University of Melbourne's Guide for Non-Discriminatory Language**

*'The powers that be, bent on business as usual, have developed an Orwellian double-speak that attempts to circumvent the scientific message. Thus, while paying lip service to climate change they in fact allow and promote carbon emissions from coal, coal seam gas, oil shale and tar sands.'*

**Andrew Glikson, The Conversation, February 21, 2013**

*'Exotic life forms evolve in harsh environments. No surprise the metaphor grew in gorgeous profusion in a time when free speech was imprisoned. A sad by-product of freedom is that the flowers that grow in prison die.'*

**Anson Cameron, The Age, July 20, 2013**

OR

**Question 3**

How does the language of Australians today reflect changing attitudes towards national identity? Discuss with reference to at least two subsystems of language.

*'We believe in a strong, home-grown policy. We believe in strong local candidates. That's what you'll always see from the Coalition under my leadership. We will always speak with a strong Australian accent.'*

**Tony Abbott, quoted on news.com.au, February 19, 2013**

*'I asked one of them [a member of generation Y] last week whether they ever used G'day to greet friends. "Only ironically," was his reply. Meaning, if we wanted to mock older Australians who've long regarded it as the building block of pretty much every conversation, big and small.'*

**Bruce Guthrie, The Age, July 7, 2013**

*'It appears the citizenship test acts as an implicit gate-keeping device, but there's no obligation to actually use English once you're here. Australia: multicultural, with a monolingual fence.'*

**Ben Purser, Fully (sic), June 3, 2013**

*'There is an almost athletic vigour to many Australian expressions, which again concurs with the outdoorsy, boisterous national stereotype. You lot don't just arrive, turn up or get there. No, you insist on "rocking up". I don't believe I've ever rocked up anywhere, and I doubt I ever will, no matter how long I remain here. It sounds so energetic.'*

**Ian Rose, The Age, February 17, 2013**









## Section A Insert

The following transcription conventions are used in the transcripts:

.	final intonation unit
,	continuing intonation unit
?	questioning/appealing intonation unit
\	falling/terminal pitch direction
/	rising pitch direction
--	truncated intonation unit
-	truncated word
(.)	very short pause
(..)	medium pause
^	emphatic stress
[ ]	onset and duration of simultaneous speech
=	lengthening of a sound
<A A>	fast-paced utterance
<L L>	slow utterance
<P P>	soft voice
<F F>	loud voice
(H)	audible inhalation
(Hx)	audible exhalation
<@ @>	laughter

This text is a transcript of a conversation between two friends, Lauren (L) and Emma (E), discussing what Lauren did on the weekend with her boyfriend Tom.

1. L: There was ^lots of different costumes though (..)
2. and then (.) yeah [Tigger/(.)]
3. E: [Mmm]
4. L: and (.) the Angry [Bird (.)]
5. E: [<@@>]
6. L: <A Something ^else that was random A> (.)
7. can't remember what it was\ (..)
8. E: [Yeah\]
9. L: [<P Anyway\ P>] (.)
10. E: In the end did you think it was a good ^theme or?
11. L: It ^was (.) it was a bit [hard]
12. E: [Mmm]
13. L: I haven't ^given the onesie back yet
14. but I (.) should (.) um (.) so yeah
15. <A It was mostly A> -- I ^only really wore it cos I didn't have anything else
16. I thought (.) I'm gonna have to buy- ^buy somethi=ng or - [or whatever/]
17. E: [Yeah]
18. L: Like too- <A too hard\ A> (.)
19. so (.) um (.) <A yeah we did that>
20. and then we had Grandpa's eightieth the next day\ (.)
21. Which was (.) ^actually really fun but (.) lots of talking to old [people]
22. E: [<A Oh yeah yeah yeah A> (.) yeah]
23. L: [and that sort of stuff] (.) and yeah
24. Tom got to meet ^all the extended family that he (.) doesn't know
25. <A and whatever A> but he coped ^really well [actually]



26. E: [Oh well ^that's good]
27. L: I was really ^proud of him [actually]
28. E: [Yeah]
29. cos ^normally he whinges about those things
30. E: [Yeah]
31. L: [and I] talked to him the week before (.) <A and I was like A> (.)
32. well you ^need to tell me that you're coming (.) cos my Grandma wants to [know\]
33. E: [Yep]
34. L: And he was like ^yeah I'll come (.) I ^like your Grandpa (.)
35. I was like ^oh (.) okay/(.)
36. Then in the morning he was like—
37. <A I was like A> you ^have to promise to not whinge
38. <A and he's like A> (.) o=kay\
39. And then he started to (.)
40. and I'm just like you just whinge because you ^know it annoys me
41. He's like yea=h pretty much\
42. And I was like well just ^don't do it ^today\
43. and then he got a bit annoyed that I was being condescending\ (.)
44. <A But after that he was alright> yeah (.)
45. Like the ^food was really good [and]
46. E [^That's good (.) yeah]
47. L: [You know] the food always is at the steakhouse so (.)
48. but (.) um yeah it was just really [^nice]
49. E: [Yeah] I'm sure
50. L: And we left (.) like ^we left about four-thirty
51. from ^lunch at twelve\
52. E: [Mmm]
53. L: [Um] (.) and cos I'd come from his (.) from his house and ^he [drove]
54. E: [Yep]
55. L: then we went-- I got changed and we went to go out and see ^his [family]
56. E: [Aha]
57. L <A And my Grandma's a bit like A> ^why are you?--
58. but like (.) <A there was a little bit of sort of like A> ^why are you leaving?
59. and I was like (.)
60. cos it's ^four-thirty and other people have already left (.) and (.)
61. we have ^other stuff to [do\]
62. E: [Mmm]
63. L: Like (.) they weren't ^really cross [but]
64. E: [No\]
65. L: and ^Mum and Dad didn't leave til five-[thirty\]
66. E: [No (.) yeah\]
67. L: [and] um (.) he was like yea=h I'm glad we (.) [left]
68. E: [Mmm]
69. L [cos] your family take for^ever to say goodbye [to one another]
70. E: [@@@]
71. L: [I'm] like <F ^yeah I know\ F> (.)
72. But like mum had a part (.) ^big part in organising it
73. she couldn't just [^leave/]
74. E: [Yeah sure\]
75. L But you know (.) w- we could so we did and I [^knew]
76. E: [Yeah]

77. L: <A [that] if we didn't leave when we did A>  
78. we'd end up staying for another [hour/]  
79. E: [Mmm]  
80. L: [So]

## Section B Insert

### Text 1

This text is a news item published on abc.net.au.

1. **Demolition work gets underway at site of controversial McDonald's restaurant at Tecoma**
2. Demolition work has begun at the site of a proposed McDonald's outlet at Tecoma, in the
3. Dandenong Ranges.
4. A group of Tecoma residents has been protesting at the site for several weeks after the fast
5. food restaurant got the go-ahead from VCAT, despite opposition from local residents and
6. the council.
7. Protesters say the work began around 8:30am (AEDT) and say a significant security and
8. police presence is blocking their access to the site.
9. Protesters say they will remain on site while demolition continues.
10. The group also claims a protester was assaulted by Victoria Police and private security.
11. Protesters have provided the ABC with vision which shows a demonstrator wearing stilts
12. being pulled to the ground by police.
13. Yesterday about 50 police went to the scene to remove a protester camped out on the roof
14. of the building so that construction could resume.

### Text 2

This text is taken from a blog commenting on the same incident.

#### 15. **Welcome to Democracy, Aussie Style**

16. Posted by grumpykat333
17. This morning in Tecoma two buildings have been demolished on behalf of McDonalds
18. Corporation. A sad day for the protesters who have fought so hard to prevent this from
19. happening. While Tecoma appears to be losing the battle, along with other communities
20. whose wishes are disrespected with the erection of inappropriate buildings and fast food
21. outlets, one can only hope that this is a lesson for all.
22. The time has come for people to realize that our so-called democracy is in actual fact a
23. corporatocracy and the battle against McDonalds can only be won on a national or global
24. scale. As long as people eat there, more outlets will be built while Australia's population
25. keeps growing. And McDonalds is only one player in the global corporatocracy regime. They
26. were allowed to grow big because people allowed them to : by supporting them. Only
27. when the support is withdrawn on a massive scale can the tide turn.
28. This isn't over. Even if McDonalds Tecoma gets built, there are other options : boycotting or
29. discouraging people from eating ther or working there, but mostly by waking people up to
30. the fact that corporations are taking over the world with, for the most part, the
31. unconscious consent of the people.

End of Booklet

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