VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

Victorian Certificate of Education
2019

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER | | | | | | | | | Letter |

ENGLISH LANGUAGE

Written examination

Thursday 31 October 2019

Reading time: 2.00 pm to 2.15 pm (15 minutes)
Writing time: 2.15 pm to 4.15 pm (2 hours)

QUESTION AND ANSWER BOOK

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, 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 22 pages, including **assessment criteria** on page 22
- Detachable insert for Sections A and B in the centrefold

Instructions
- Detach the insert from the centre of this book during reading time.
- Write your **student number** in the space provided above on this page.
- All written responses must be in English.

At the end of the examination
- You may keep the detached insert.

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. Questions 1–4 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)

Give **one** function of this text. Using appropriate metalanguage, identify **two** different language features that support this function.

Question 2 (3 marks)

Using appropriate metalanguage, discuss the effect of **one** figurative language feature used in this text. Refer to at least **one** example and include line numbers in your response.

Question 3 (4 marks)

Using appropriate metalanguage, give **two** examples of the main sentence structure used in lines 22–26 of this text. Discuss how these examples reflect the identity of the narrator. Refer to line numbers in your response.

Question 4 (5 marks)

Using appropriate metalanguage, analyse at least **three** stylistic and discourse features that contribute to the cohesion of this text. Refer to line numbers in your response.

END OF SECTION A

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 5 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 5 (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

END OF SECTION B
TURN OVER

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 6 (30 marks)

Stimulus

a. ‘Dialects are not just matters of localities and regions. There are also occupational dialects, ethnic dialects, and class dialects. It is not too much to say, given all the variables, that dialects vary from house to house, indeed from room to room within each house, that there are as many dialects in a language as there are speakers.’

Bill Bryson, *Mother Tongue*, Penguin Books, London, 1991, p. 102

b. ‘I was takin’ the family for a drive in the Outback this mornin’ when me mate Boomerang. I said, “Hayman, you’re up Brighton early”. He said, “Yair and you’re cruisin’ round in your fab new Subaru, I suppose”. I said, “Mate, she’s a bewdy this Outback. Top ride, top quoll”.’

Excerpt from a Subaru advertisement with commentary by comedian Austen Tayshus, <www.youtube.com/watch?v=cuwC-Hm4fzI>

c.

Parent informing daughter of the death of her pet fish

d. ‘Many of the new Aboriginal words in this edition [of the *Australian National Dictionary*] refer to flora and fauna, and many of these result from an interest in using Indigenous names rather than imposed English descriptive ones.

… The rodent once called the heath mouse is now known by its indigenous name dayang, from the Woiwurrung language of the Melbourne area. The amphibious rodent formerly known as water rat, is now more commonly referred to in southern Australia as the rakali, from the Ngarrindjeri language.’

Bruce Moore, ‘Do you know a Bunji from a Boorie? Meet our dictionary’s new Indigenous words’, The Conversation, <https://theconversation.com>, 23 August 2016

‘Australian English is always enriched by the non-standard English varieties operating in contemporary Australian society.’

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

OR

Question 7 (30 marks)

Stimulus

a. '… the media portrays people with a disability as somehow more courageous or special than other people for just living as "normal" a life as possible. Stories sometimes refer to people as "suffering" from, being "afflicted" with or a "victim" of a disability.

The reality is that for many people, having a disability is just a fact of life, not something to be dramatised or sensationalised.'

Queensland Government, *A Way with Words*, The State of Queensland, 2012

b. '"We speak differently depending on who we're talking to and the setting in which we're talking to them," [says Dr Howard Manns.]

…

If you were going for a white-collar job interview, you'd probably use standard, formal English, while you might be more likely to drop a "s'arvo" … if you were with your mates at the pub.'

Gavin Fernando, 'Aussie slang is apparently a dying trend – but not everyone agrees', *The Daily Telegraph*, 5 August 2018

c. '"Despite a perception that immigrants are resistant to assimilation, what our research found is people who speak a foreign language are actually more likely to adopt the Australian lexicon more readily than native English speakers who come here," [ANU researcher, Dr Ksenia Gnevsheva] said.'

Max Koslowski, 'Foreign-language migrants know Aussie slang as well as Australian-born citizens, study finds', *The Sydney Morning Herald*, 22 January 2019

d. 'I would like to acknowledge the people of the Woi wurrung and Boon wurrung language groups of the eastern Kulin Nations on whose unceded lands we conduct the business of the University. I respectfully acknowledge their Ancestors and Elders, past and present.'

Excerpt from 'Welcome to Country and Acknowledgement of Country', RMIT University, <www.rmit.edu.au>

'Some aspects of situational and cultural contexts have greater influence over an individual's language choices than others.'

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

OR

Question 8 (30 marks)

Stimulus

a. 'Using good, concise English is key to getting and holding the attention of graduate recruiters. Many students mistakenly believe that using long words and business jargon is the way to impress employers. Think again. Simple and direct is the best way to write a CV, cover letter or address selection criteria. According to the Australian Association of Graduate Employers, "Written communication skills are ranked as quite or very important to 82 per cent of employers".'

Lynn Elesy, 'Tips for clear and effective written communication', GradAustralia, <https://gradaustralia.com.au>

b. 'Technical terminology has a role to play in our scientific writing. Used well, it provides precision and, as a result, clarity. It's important that we leave readers in no doubt about exactly what we mean – and achieving this may require words we probably wouldn't use in casual conversation. If it matters that a reader knows we used *polyacrylamide gel electrophoresis* to separate substances … then our only option is to say so.'

Stephen B Heard, 'Good jargon and bad jargon', Scientist Sees Squirrel, <https://scientistseessquirrel.wordpress.com>, 19 November 2015

c. 'The great enemy of clear language is insincerity. When there is a gap between one's real and one's declared aims, one turns as it were instinctively to long words and exhausted idioms, like a cuttlefish squirting out ink.'

George Orwell, 'Politics and the English Language', in *The Collected Essays, Journalism and Letters of George Orwell*, vol. IV, Secker & Warburg, London, 1968, p. 137

d.

Due to copyright restrictions, this material is not supplied.

Clive Goddard, 'Plain English group', CartoonStock Ltd, <www.cartoonstock.com>

'Formal language is used mainly to clarify meaning, but it can also be used to obfuscate.'

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

Working space

Question no.

END OF SECTION C
TURN OVER

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

Insert for Sections A and B

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

SECTION A

Text 1

This text is from the first two pages of a novel by Sofie Laguna entitled *The Eye of the Sheep*. A young boy, Jimmy, is the narrator.

It was Saturday morning and I was doing the gardening with Mum. My dad was still asleep.

'When will he wake up, Mum? Mum? When will Dad wake up?' I asked as she watered the fern, its tentacles bouncing under the pressure. If I stood close enough I could hear the same tentacles inside my mum, waving at the dust in her air ducts. 'Has he had enough yet, Mum? Does he still need more rest?'

My dad worked at the Mobil refinery in Altona, getting rid of the rust. Rust came back every time it rained, but even if it left my dad raw, his skin corroded so you could see the fibres that joined him, he didn't stop scraping. He learned at the Western Car Yard in Laverton. Mum said all the Flick brothers knew how to work.

'You help me in the garden, love, and let Dad have a bit of quiet. He'll be tired after the night shift. Here, take the hose.' Mum passed me the hose and I felt the water pushing its way through the rubber tube. The hose gave it a direction. I aimed at the leaves and then I aimed at the path, blasting leaves against the edges.

'Keep it on the plants, Jimmy, that's the boy,' said Mum.

I watched as the leaves drank, absorbing fluid and light, and growing greener as water dripped down the stems and back into the ground. When Mum was getting her gloves and her kneeling pad from the laundry, I let go of the hose. It whipped and wriggled like a snake under attack and water flooded the paving. I grabbed the hose-snake by the neck and felt the water rushing through my fist. I looked at the soil refining to mud. I heard the plants drinking, their stems gulping back the drips. The darker the soil the more it had to drink. It processed water the same way the refinery processed oil.

I got to see it up close one day. Dad left his thermos behind, and Mum took Robby and me, and drove it in to work for him as a surprise. Mum parked the Holden in Mobil Car Park A and through the high wire fence I saw the inside of a body with intestines made of steel and no skin around its precious metals. It smoked grey clouds and a flame blasted from the end of a huge pole like a giant pilot light. It was the same network that was in the rabbit that my Uncle Rodney shot and pulled open. The same network that was in my mum, the same network that was in me, in plants and leaves and machinery and all shops and underground in the earth's core. It was the whole inside of all living things, but on the outside, and that's where my dad worked. There! In that refinery! My mouth watered. I couldn't look away.

Source: Sofie Laguna, *The Eye of the Sheep*, Allen & Unwin, Crows Nest (NSW), 2015, pp. 1 and 2

END OF SECTION A
TURN OVER

SECTION B

Text 2

The following text is from an afternoon radio program on Fox FM, which is broadcast on weekdays between 4.30 pm and 6.30 pm. The show is hosted by Dave 'Hughesy' Hughes (H) and Kate Langbroek (K). Also featured are the radio station's production assistant, Jack (J), and a phone call from Hughesy's wife, Holly (W). The text is taken from the opening sequence of the program on Friday, 15 February 2019. In the program, Hughesy and Kate discuss diet soft drinks.

The following symbols are used in the transcript:

<L L>	lento – slow-paced utterance	.	final intonation
<A A>	allegro – fast-paced utterance	(.)	very short pause
<CRE CRE>	crescendo – rising in speed and tone	(..)	short pause
/	rising pitch	(…)	longer pause
\	falling pitch	(H)	intake of breath
?	questioning intonation	[ ]	overlapping utterance
,	continuing intonation	@@@	laughter
__	emphasis	[…]	some text omitted
=	elongation of sound		

1. J Ye=s drivin you home this afternoon an you've made it to the enda the week/
2. Well done\ (.)
3. K [Ooohhh (.) ha\]
4. J And now it's [Hughesy and] Kate to take ya to the weekend\
5. K What a we=k\
6. H We call it Friyay/ (.) <A I think we coined that term/ A>
7. So if you hear Friyay anywhere else (.) let that remi=nd ya/
8. That Hu=ghesy an Kate are <L lingui=stic ge=niuses L>
9. So=\ Hmmmmm (..)
10. K Friyay/
11. H Friyay\
12. K I'm just gonna [jot that do=wn\]
13. H [<A Well they shoulda already done that\ A>]
14. K So you've replaced the d with a y=?
15. H An now it's Friyay/
16. K Ahhh (.) Ahhh (.)

[…]

17. H He=y/ before that (.) we've got\
18. Do you (.) drink/ diet soft drink\ or diet cordial?
19. Or anything with that diet stuff\
20. K [We (.) we've got a revelation\]
21. H [gotta revela=tion]
22. K And diet jelly/ (.) is diet jelly included in that?
23. H Ahhhh (H) Dunno\
24. Ye=ah\ (.) <A I (..) it's probly A> stick mainly with the diet soft drink though\
25. Do you drink diet soft drink?

26. What's our number Jack?
27. J 13-10-60\
28. If you are a diet soft drink drinker/
29. We wanna hear from you <L 13-10-60 \L>
30. We will talk to you next with a shocking revelation\
31. K <L Oohh rea=lly/ L>
32. J Hmmmmmm/
[…]
33. H Diet Coke and all sortsa diet soft drinks\
34. (.) There's been a [revela=tion/] about them/ toda=y\
35. K [Ye=s]
36. H Ah (.) By the American Heart Association\ and 'merican Stroke/ Association\
37. And wh (.) what was (.) my wife when we got 'er on the r (.) radio the other day,
38. Was it the first of February when we got her on?
[…]
39. Probly a coupla weeks ago?
40. K Ye=s because she was giving stuff up for febfast\
41. H Yeah (.) this is what she said then/
42. Drum roll/ (..)
43. K Give 'er a drum roll (..)
44. Holly Wife for febfast has given up/(.)
45. W Diet Coke\ (.) again\ @@@
46. H Not Diet Co=ke\ (..) did she know/
47. K Now that's her only vice\
48. H (…) yeah it is yeah (.) apart from ah/ (H) snacking
49. K Wha=t?
50. H She's a bit of a snacker\ on a (.)
51. K Snacking/
52. (..) snacking is not a vice\
53. Snacking it keeps you ali=ve/
54. H Crackers though\
55. We've got her there.
56. Holly/
57. K Crackers?
58. H Holly (.) Holly do (.) do you think your cracker addiction is a vice/ (..) or not\
59. W Oh (.) oh well probly not crackers (.) but I mean probly
60. Sugars is (.) are my major vice\ @@@.
61. H Yeah\
62. K [Sugars are=]
63. W [I get what] you're saying though (.) <L be (.) sugars are L> (.) snacking on sugar is probly the worst\
64. H Is it the worst though [because/]
65. K [But (.) however] (.) Holly Wife (.)
66. You've given up sugar because you developed your Diet Coke addiction\
67. H Yeah\

68. W I know (.) but (.) I (.) an and now <CRE I'm off the Diet Coke @@@ an I'm back on the sugar CRE> @@@

69. H You're back on the sugar an maybe that's better/ Holly\

70. Becau=se of the American as I said the American Hea=rt Association (.) an the American Stroke Asso (.)
Association\ (.) show/

71. <L after havin done studies L> that the risk of death,

72. <A e=arly death\ A> is 16% higher in those who consume diet drinks.

Source: *Hughesy & Kate*, 101.9 The Fox Melbourne, 15 February 2019;
reproduced courtesy of Southern Cross Austereo

END OF INSERT