Write your **student number** in the boxes above.   **Letter**

English Language
Question and Answer Book

VCE Examination – Day Date Month Year

- Reading time is **15 minutes**: — to —
- Writing time is **2 hours**: — to —

Materials supplied

- Question and Answer Book of 28 pages
- Detachable Insert for Sections A and B in the centrefold

Instructions

- Write your student number in the space above.
- Detach the Insert from the centre of this book during reading time.
- Write your responses in English.
- You may keep the Insert after the examination.

Students are **not** permitted to bring mobile phones and/or any unauthorised electronic devices into the examination room.

Contents   pages

Version 3 – May 2024

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VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

VICTORIA State Government

Section A

Instructions

- All questions in Section A relate to Text 1 in the Insert.
- Answer all questions in this section.
- In your responses, you are expected to:
  - demonstrate your ability to use relevant, descriptive and appropriate metalanguage
  - demonstrate familiarity with the topics of Unit 3, 'Language variation and purpose', and the topics of Unit 4, 'Language variation and identity'.
- Section A is worth 15 marks.

SAMPLE

Question 1 (3 marks)

Identify a function of language between lines 1 and 11. Using appropriate metalanguage, explain how language features reflect this function.

_____

_____

_____

_____

_____

_____

_____

Question 2 (3 marks)

Drawing on **two** examples from the text, describe how a reassuring tenor is established between lines 30 and 33. Use appropriate metalanguage in your response.

_____

_____

_____

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_____

SAMPLE

Question 3 (4 marks)

Discuss, using appropriate metalanguage, how modal verbs are used to reflect the roles of the learner, the mentor and DIVRS.

_____

_____

_____

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SAMPLE

Question 4 (5 marks)

Identify **two** audiences for this text and analyse the use of politeness strategies to support the aspirations of those audiences. Use at least **two** examples from different subsystems of language. Use appropriate metalanguage to support your analysis.

_____

_____

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SAMPLE

End of Section A

Section B

Instructions

- Section B relates to Text 2 in the Insert.
- 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 purpose', and the topics of Unit 4, 'Language variation and identity'.
- Section B is worth 30 marks.

Question 5 (30 marks)

Write an analytical commentary on the language features of Text 2.

In your response, you should comment on the:

- function(s), purpose(s) and intent(s) of the text
- situational and cultural context(s) influencing and affecting the text
- the influence of register, tenor and audience
- relevant characteristics and features of language in the text.

Refer to at least **two** subsystems of language in your analysis.

SAMPLE

Do not write in this area.

SAMPLE

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SAMPLE

Question 5 continues on the next page.

SAMPLE

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SAMPLE

End of Section B

Section C

Instructions

- Section C requires a sustained expository response to **one** question: Question 6, Question 7 **or** Question 8.
- In your response, you are expected to:
  - demonstrate your ability to use relevant, descriptive and appropriate metalanguage
  - demonstrate familiarity with the topics of Unit 3, 'Language variation and purpose', and the topics of Unit 4, 'Language variation and identity'
  - refer to the stimulus material provided.
- Section C is worth 30 marks.

SAMPLE

Question 6 (30 marks)

'The language of division and exclusion is more prevalent in online spaces.'

To what extent is this true? Discuss, referring to at least two subsystems of language in your response.

Stimulus A

> Language is just as important to building human connections online as it is offline: it forms the basis of how users identify with each other, the lines on which exclusion and inclusion are often drawn, and the boundaries within which communities grow around common interests.

Holly Young, 'The Digital Language Divide', *The Guardian*, <www.theguardian.com/guardian-labs>, 29 May 2015

Stimulus B

> 'Video calls have replaced many face-to-face meetings, so you can lose some key nonverbal communication aspects,' says Dr Alicia Stanway, Lecturer in Leadership at AIB. 'For example, you should always have the video on during calls to demonstrate that you're engaged in the conversation and honour your colleagues' time – having your video off may indicate you're doing other work.'

'Nonverbal Communication in a Digital World', Australian Institute of Business, <www.aib.edu.au/blog>, 19 June 2023

SAMPLE

Stimulus C

Online communication cannot fully 'replicate face-to-face cues' and thereby increases the 'chances of miscommunication, and in turn, conflict.' The problem is exacerbated when online communities establish their own speech cultures and when the anonymity of online communication fosters 'a sense of impunity, loss of self-awareness, and a likelihood of acting upon normally inhibited impulses.'

Tom Davey, 'Defamation, Online Communication and Serious Harm: An Alternate Approach', in *Communications Law Bulletin*
<www.camla.org.au/communications-law-bulletin/reference>, June 2017

Stimulus D

Vincent Martens
Why don't people google anymore you will have your answer in a second

Like   Reply   2 h   👍😄 28

Agnes Tate
Vincent Martens I see your point but human interaction – even if it is thru Facebook – is kind of nice too.😊 👍

Like   Reply   2 h   👍❤️ 54

Jefferson Rush
Vincent Martens I second this but at the same time sometimes Google can be confusing so I sometimes prefer to ask someone

Like   Reply   1 h   👍 4

Karel Holling
Vincent Martens I'm glad she asked this question because it provides knowledge to those who may want to know that answer without the urgency of a quick google.

Like   Reply   1 h   👍❤️ 7

Jacob Tannery
Vincent Martens Probably the same time you would get a response on facebook, hence the idea of having chat groups. Also you might just pick up a few other hints along the way.

Like   Reply   1 h   👍❤️ 4

Social media conversation, adapted from third-party material

Do not write in this area.

Question 7 (30 marks)

'Without a doubt, the tenor of a conversation has the most influence on the politeness strategies of the participants.'

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

Stimulus A

Although politeness might seem like a fairly universal concept, cross-culturally, many people would disagree on what they think to be polite behavior.

Aisha Mansaray, 'On Politeness in Canadian and Australian English: a Corpus-based Study', <https://studenttheses.uu.nl/>, 12 May 2016

Stimulus B

In Australia, one's status or position in a conversation is not easily distinguishable by their appearance. Therefore, communication is more direct and functionally-purposed to convey one's message with clarity. Criticism can be delivered vaguely in order to remain polite and avoid conflict, but an Australian's intention and meaning is usually apparent through their precise word choice. They tend to speak very honestly, yet with reasonable sensitivity.

Nina Evason, 'Communication', *SBS Cultural Atlas*, <https://culturalatlas.sbs.com.au/>, 2021

SAMPLE

Stimulus C

> **The Conversation Australia + NZ** ✳
> 21 February 2022
>
> What counts as politeness in Australian politics? Research suggests Australians emphasise 'being welcoming and showing solidarity' … and 'taking the piss'.
>
> THECONVERSATION.COM
> **Please excuse me, is there a place for politeness in Australian politics?**
>
> 👍😆😠 107   84 comments   5 shares

'Please excuse me, is there a place for politeness in Australian politics?', The Conversation Australia, 21 February 2022
(licensed AAP image; Mick Tsikas)

Stimulus D

> [T]exting in the presence of others violates face to face conversational expectations and is perceived as 'rude.'

Jennifer Ann Maginnis, 'Texting In The Presence of Others: The Use Of Politeness Strategies in Conversation',
<https://uknowledge.uky.edu/gradschool_diss/>, 2011

Question 8 (30 marks)

'Widely and publicly held attitudes in Australian society can be shaped by our language choices.'

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

Stimulus A

> What are the basics of using inclusive language?
>
> Using inclusive language makes a real difference to LGBTIQ people. Our top three tips are:
>
> 1. If someone discloses to you that they're from one of the LGBTIQ communities, respectfully ask what terms they use to describe themselves, then use those terms.
> 2. Don't question or make assumptions about someone's gender, sexuality or relationship. Accept and respect how people define their gender and sexuality.
> 3. Use language that acknowledges that we have diverse relationships and families. This can mean using words like 'partner' or 'parents', particularly when describing groups of people.

'LGBTIQ+ Inclusive Language Guide', Victorian Government, <www.vic.gov.au>, 5 July 2023

Stimulus B

> Bro is inclusive. It can be friendly or threatening. It effortlessly replaces mate, thus cutting yet another thread to an older, perhaps less relevant, Australia. It speaks the language of influencers, of cultural role models, of movie stars, of sporting heroes. Bro is not the language of politicians.

Bernard Salt, 'Bad Bro-mance', *The Weekend Australian*, <www.theaustralian.com.au>, 19 August 2023

SAMPLE

Stimulus C

'As a general rule, Australians like to play with language,' Morgan says. 'If there's something quite serious … we do seem to create quite lighthearted ways of being able to talk about things.'

Nell Geraets, 'Goblin mode' and 'Barbiecore', *The Age*, <www.theage.com>, 8 September 2023

Stimulus D

The survey was conducted online in March 2023 by YouGov, on behalf of ING, which sampled 2073 Australians aged 18 years and older. The figures have been weighted to project what is representative of all Australian adults (aged 18+). Where data references behaviour or sentiments in the past 12 months, this refers to the 12 month period prior to taking the survey.

4 Several of Gen Z's favourite phrases are amongst the ones Aussies find most annoying

17%
Slay

14%
Love that
for you

16%
Okuuurrr

15%
Vibe check

5 … and the phrases they're rooting to make a comeback

31%
You little
ripper

19%
Sparrow's
fart

21%
A few
stubbies
short of a
six pack

24%
A few
sandwiches
short of a
picnic

'Sense Of Us Report', ING Bank, <www.ing.com.au>, 2023

Shade the **box** of the Question you have selected   6 ☐   7 ☐   8 ☐

SAMPLE

SAMPLE

Do not write in this area.

Question continues on the next page.

SAMPLE

Do not write in this area.

Do not write in this area.

SAMPLE

Question continues on the next page.

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SAMPLE

End of examination questions

Extra space for responses

Clearly number all responses in this space.

SAMPLE

Extra space for responses

Clearly number all responses in this space.

Do not write in this area.

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 debates about language
- write clearly organised responses with controlled and effective use of language appropriate to the task.

SAMPLE

Do not write in this area.

SAMPLE

English Language

Insert for Sections A and B

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

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

VICTORIA State Government

Section A

Text 1

The following text is from the Darebin Information, Volunteer & Resource Service (DIVRS) website.

DIVRS is a not-for-profit organisation that connects people to supportive community programs and services. One community program they support is L2P, a program that supports young people who experience barriers when they seek to obtain a driving licence.

The following text, which explains the L2P program, is an extract from the DIVRS website. The text includes hyperlinks, which are represented by underlining.

1. **Learn to Drive with TAC L2P**

2. From **L**earner driver to **P**-plates. That's the road to freedom.

3. L2P is the Transport Accident Commission's (TAC) learner driver program. **TAC L2P** helps

4. young Learner drivers get the 120 hours on the road they need for their Probationary

5. Licence – P plates.

6. Conditions apply. To join the program you:

7. •   Already have a Learner Licence (L plates)

8. •   Are aged 16 to 21

9. •   Do not have access to a supervising driver

10. •   OR do not have a suitable car to learn in

11. •   Live in Darebin council area.

12. *In some circumstances, we will consider learners up to 23 years of age. Contact us to find*

13. *out more.*

14. *Unsure if you have access to a supervising driver, suitable car or if you are eligible? Contact*

15. *us to discuss.*

16. If you're accepted into the TAC L2P Program, DIVRS will be responsible for your

17. participation and ongoing advice.

18. The TAC L2P Program is funded by the TAC, administered by the Department of Transport

19. and coordinated by DIVRS

20. **HOW IT WORKS**

21. Our program matches learners with a car and a mentor driver to help you gain driving

22. experience.

23. Before being matched with a mentor driver - and throughout your L2P course - you can get

24. several **free driving lessons** with a professional driving instructor. This helps you build

25. skills through the four stages of the Graduated Licensing System:

26. Stage 1 – Basic car control

27. Stage 2 – Quiet streets

28. Stage 3 – Complex traffic

29. Stage 4 – Rehearsing solo

30. **GIVE IT A GO**

31. Being able to drive is a big deal. But if you don't have a car to learn in, and you don't have

32. anyone to teach you, you are stuck in the passenger seat. Get behind the wheel in a way

33. that is safe, no pressure and free.

34. **HOW TO APPLY**

35. You must apply through the L2P Page on the VicRoads website. To fill out the form online

36. you will need to use Adobe Acrobat.

37. Not everyone has Adobe. So instead, paper-based application forms can be printed from

38. the VicRoads website and returned directly to DIVRS using the contact details below.

39. Once the application form is received, we will be in contact to go through next steps.

40.   **LEARNERS: APPLY FOR L2P**

41. **Becoming an L2P Driver Mentor**

42. The TAC L2P Program doesn't just benefit learner drivers.

43. By volunteering as a driving mentor, you become part of the fantastic DIVRS volunteer

44. team. You can also build up your own training, driving and mentoring skills.

45. The TAC L2P program focuses on helping young people become safe, confident drivers.

46. The long-term aim is to reduce Victoria's road toll.

47. It also provides an opportunity for young drivers to interact with positive adult role models,

48. gain confidence and move towards independence.

49.   **L2P MENTORS – LEARN MORE**

End of Section A

Section B

Text 2

In the following transcript, Mitch (M) phones his mobile phone service provider and speaks with customer service representative Eddie (E) to lodge a complaint about a refund that he has not been paid. Not happy with the service that Eddie (E) has provided, Mitch (M) asks to have the call escalated to manager Ariel (A).

Definition: Ombudsman refers to an official appointed to investigate individuals' complaints against a company or organisation.

The following symbols are used in this transcript:

/	rising pitch	__	emphasis
\	falling pitch	<A A>	allegro – fast-paced utterance
,	continuing intonation	<L L>	lento – slow-paced utterance
?	questioning intonation	[ ]	overlapping speech
.	final intonation	=	lengthening of sound
(.)	very short pause	-	truncated speech
(..)	short pause	(( ))	vocal effects or other sounds
(...)	longer pause		

1.   E: Good morning, thank you for calling Nexconn Mobile/

2.   you are speaking with <u>Eddie</u>\ How can I be of assistance?

3.   M: Hi Eddie/ I'm really hoping you can (.) <u>help</u> me/

4.   <A This is the third call I've made A> and (.) I'll be honest (..) I'm fed up.

5.   E: I'm sorry to hear that.

6.   To get things moving along, can I have your full name and if you have it handy/

7.   your account number?

8.   M: Yep/

9.   Okay it's Mitchell Del/

10.   that's D (.) E (.) L (.)

11.   Account number zero (.) nine (.) seven (.) two (.) W (.) M (.).

12. E: Thank you for that Mitch\

13.   if you can just give me a brief moment I'll get your account details up on my screen now\

14.   (…) Thanks for your patience Mitch\

15.   now (.) if I can just get you to <A confirm your date of birth? A>

16. M: Seriously? ((sighs)) yeah okay, um twelfth of September nin- nineteen eighty five\

17. E: Thanks again Mitch. That's all good now,

18.   Okay, now how can I help you today?

19. M: I'm owed a refund coz I was ch- (.) um (.) overcharged in March\

20. E: (..) You said March?

21. M: yeah March.

22.   (.) March twelfth two payments came out of my account,

23.   <u>two</u> hundred dollars.

24.   I was only sposed to be in (.) I mean (.) um charged one hundred.

25.   And this is the <u>third</u> phone call I've made about this and <u>nothing</u> has happened.

26. E: I'm sorry that you're experiencing frustration Mitch.

27.   I can see that you made a query two weeks ago back on June tenth.

28.   I can also see that the refund request has been logged,

29.   by the representative you spoke to on the day.

30. M: So what's the hold up?

31.   It's nearly the end of June and I've not got my refund.

32.   This is <u>bloody</u> ridiculous.

33. E: I can appreciate your frustra=tion Mitch,

34.   <A my screen is informing me that it's been submitted A>

35.   Yep (.) which means the payment should show up <u>any</u> day now.

36. M: Yeah well that's what the last guy said.

37.   Look as far as (.) I ((agh)) (.) I'm concerned this is your <u>mistake</u>, not <u>mine</u>.

38.   Why should I have to pay for your mistakes?

39.   I want me <u>money</u> back <u>now</u>\

40. E: I understand Mitch I really do.

41.   The refund has been logged and should show up in your account shortly.

42. M: Nah not good enough.

43.   I want to speak to someone with authority no offence.

44.   Can you please put me onto a manager?

45. E: Mitch I understand but the refund has been [processed]

46. M: [I don't <u>care</u>\]

47.   I still want to speak to a manager\

48. E: Okay Mitch I'll just pop you on hold and transfer your call\

49.   ((hold music plays))

50. A: Good morning this is Ariel,

51.   I'm speaking with Mitch is that correct?

52. M: Yes hello Ariel.

53.   Look <A I just want my (.) my money back and I'm sick of getting the run around\ A>

54. A: I'm sorry you're experiencing this Mitch,

55.   I really am I totally get your frustration\

56. M: That still doesn't get me my money back Ariel\

57. A: Yes I [understand\]

58. M: [Yeah <u>blah</u>] <u>blah</u> you're all good at understanding,

Text 2 continues on the next page.

59.   but that's not getting my money back is it?

60. A: Mitch I have your query with me and I will <u>personally</u> chase this up now\

61.   Can I call you back once I know what's going on with the refund from our banking end?

62. M: Oh now it's going to be a banking fault issue?

63.   Seriously? I'm just about done.

64. A: You have my word Mitch that I will chase this up and phone you back with a solution\

65. M: Well don't stuff me around,

66.   I'll be waiting for you to call me back Ariel\

67.   If I don't hear back I'm going to lodge an official complaint with the ombudsman.

68. A: You're well within your rights to do so Mitch but for now please leave it with me to-

69. M: Until I hear from you then\

70. A: Thank you Mitch I'll be in touch very soon\

71.   We thank you for your call today\

72.   Is there anything else I can-

73.   ((Mitch ends the call))

SAMPLE

End of Insert

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SAMPLE