ENGLISH LANGUAGE
Written examination

Thursday 15 November 2012
Reading time: 11.45 am to 12.00 noon (15 minutes)
Writing time: 12.00 noon to 2.00 pm (2 hours)

QUESTION AND ANSWER BOOK

Structure of book

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- 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, white out liquid/tape and dictionaries.
- No calculator is allowed in this examination.

Materials supplied
- Question and answer book of 20 pages including a detachable insert for Sections A and B in the centrefold and Assessment criteria on page 20.

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.

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.
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 a written text. Answer all questions in this section. In your response you are expected to demonstrate your ability to use relevant descriptive and metalinguistic tools. Questions 1–5 refer to Text 1. Question 6 refers to Text 2.

Text 1

Question 1
How would you describe the register of this text?

1 mark

Question 2
Identify an example of the passive voice in lines 3–6 and explain how the use of the passive contributes to the register of the text.

2 marks

Question 3
Identify two different modal verbs and explain the function of each one in its given context.

2 marks

Question 4
How does the verb tense in lines 9–34 support the purpose of this section of the text?

2 marks

SECTION A – continued
Question 5
Explain, using appropriate metalanguage, how the lexical choices contribute to the register of the text. Refer to specific line numbers and examples in your answer.

Text 2

Question 6
How does Text 2 differ in purpose and register from Text 1? Discuss some of the linguistic features that demonstrate this difference. Refer to at least two subsystems of language, citing specific line numbers and examples in your answer.
SECTION B – Task

Instructions for Section B

Refer to the insert from the centre of this book while answering this section. Section B requires an analytical commentary about Text 3. In your response you are expected to demonstrate your ability 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 and Identity’.

Text 3

Question 7

Write an analytical commentary on the language features of Text 3.

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.

30 marks
SECTION C – Essay

Instructions for Section C
Section C requires a sustained expository response. Answer one question in this section. 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.

Question 8

Stimulus

a. ‘My fellow Australians. I have a dream – that by Australia Day 2007 no Australian child will be living without a nice juicy lamb chop. And I have a dream that on Australia Day mung beans and lamb chops can sit together, side by side on the same plate, as long as it’s not mine. And I have a dream that lamb can unite Australians of all colours and creeds – even hairy legged sandal-wearing lentil eaters. Don’t be unAustralian. Vote Lamb on Australia Day. You know it makes sense. I’m Sam Kekovich.’
Australia Day ’10 campaign, courtesy of BMF

b. Due to copyright restriction, this material is not supplied.

c. ‘When did the American colloquialism “buddy” replace the great Australian word “mate” as a term of address? How did it creep into our vernacular? . . . I don’t know for sure, but it seems to me that like cane toads and the prickly pear, it’s spreading like a pestilence, and it needs to be eradicated. You may argue that there is no great semantic difference between mate and buddy, and that I am simply being anti-American in my distaste for the word. Not so. It’s just that there are some species of word that are better suited to particular cultural environments. Buddy may be right at home in America, but in Australia it just sounds patronising.’

Language and identity are inextricably linked. How is this reflected in the current Australian context? Refer to at least two subsystems of language in your response.

OR

SECTION C – continued

TURN OVER
High-speed communication technologies are here to stay. Examine the variety of attitudes towards the effect of these technologies on English in Australia. Refer to at least two subsystems of language in your response.

OR
Has corporate-speak infiltrated every domain of public discourse? Discuss with reference to at least two subsystems of language.

30 marks
Working space

☐ Write the number of the question you are answering in the box.
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.
SECTION A

Text 1

The following text is an extract from the Victorian Tertiary Admissions Centre (VTAC) online handbook. It outlines the terms and conditions applicants must adhere to when lodging a VTAC course application. Line numbering has been added. The asterisks (*** ) indicate missing text.

1. **Course application: Terms and Conditions**

2. **Applicant declaration and authority statement**

3. To lodge a VTAC course application, you must read, understand and agree to the following terms and conditions before submitting your application for courses. Persons lodging unauthorised applications on behalf of other parties will be liable to further action and expense.

4. Full investigations will be conducted into the submission of unauthorised applications.

5. By submitting a VTAC course application, you are agreeing to the following terms and conditions:

6. I declare that I have read and understand the advice and instructions in this document.

7. I declare that I will provide true and complete information while completing my VTAC course application or will contact VTAC or self correct any errors or omissions immediately.

8. I authorise VTAC and participating institutions to obtain available official records from any education institution attended by me. I understand that VTAC is not responsible if any institution does not provide these records.

9. I authorise VTAC to verify any information provided by me. ***

10. I authorise any future educational institution I attend as a result of this application to provide all my results from future studies to VTAC or a person nominated by VTAC. I authorise VTAC or the nominated person to collect, receive, store, transfer and use all such information and all information in or connected with this application for research purposes. I give these authorities on condition that all information provided pursuant to them is de-identified by VTAC or the nominated person.

11. I understand that VTAC may disclose the personal information I have given in this application to the Department of Education, Employment and Workplace Relations (DEEWR), or its successor, for the purpose of:

   (i) use in connection with the Higher Education Information Management System (HEIMS);

   (ii) use in connection with the National Data Collection on University Applications and Offers;

   (iii) other collections as DEEWR, or its successor, may lawfully require from time-to-time.

12. I understand that VTAC and the participating institutions have the right to vary or cancel an application or enrolment made on the basis of what VTAC or a participating institution determines to be untrue or incomplete information from any source. ***

13. I understand that all fees paid to VTAC in connection with my application are not refundable under any circumstances.

Source: www.vtac.edu.au/
Text 2
The following text is an extract from the Victorian Government website ‘Youth Central’. It offers advice to students on how to proceed once a VTAC course offer is made.

1. **VTAC offers – don’t panic!**

2. Okay, so you finally got your VTAC offer. For some of you it’s good news. You got into the course you wanted and now it’s time to start getting ready for the world of tertiary study.

3. For some of you the news isn’t so great. But if you didn’t get into the course you wanted, don’t panic. You’re not alone. Almost a third of all students who apply for a tertiary course through VTAC don’t get offered their first choice of course places.

4. But there’s comfort to be had. From second and third round offers to work experience and study alternatives, there are plenty of options still available to you . . .


The information originally appeared on Youth Central (www.youthcentral.vic.gov.au), the Victorian Government’s website for young people.

SECTION B
Text 3
The following transcript is taken from a small section of a longer conversation between two women, Margaret (M) and Joan (J), conversing on a Melbourne suburban train. M is the owner of two dogs, Bella (female) and Scruffy (male). J is the owner of one dog, Patch (male).

The following symbols are used in the transcript.

- **<L L>** utterance more slowly paced compared with surrounding text
- **<CRE CRE>** utterance getting louder and faster
- **<F F>** loud voice
- **<D D>** deeper voice
- **(.)** short pause
- **(…)** longer pause
- **-** truncated word
- **, continuing intonation**
- **. final intonation**
- **?** questioning intonation
- **/** rising pitch
- **\** falling pitch
- **@@@** short burst of laughter
- **@@@@@@** longer stretch of laughter
- **(H)** intake of breath
- **=** lengthening of a sound
- **[ ]** overlapping speech

1. M Bella nearly drowned in the Yarra on Saturday.
2. J **<F Oh no F>** (.)
3. Was she alright?
4. M She got out of the water alright by herself,
5. J (H)
6. M but everyone else got scratched in the process.
7. J @@@
8. M She just doesn’t like the water.
9. J It’s hard to imagine Bella, who’s the most **<L gentle, placid L>**
10. M [Yeah.]
11. J [dog.]
12. M Hmm, she <L just doesn’t like it. L>
13. J Does Scruffy swim?
15. J Uh huh/
16. M John tried to teach him about the water/
17. J Yeah?
18. M Scruffy had no idea,
19. J @@@
20. M He just said (.)
21. J @@@
22. M <CRE Look at this/>
23. J woohoo, let’s go. CRE> [@@@@@]
24. M But when we wash him in the laundry sink,
25. J it’s as if we’re murdering him\ [@@@@@@@]
26. M @@@@@
27. M J So how ol- (.) how big’s Scruffy?
28. M What sort of dog is he?
29. J Oh (.) he’s a mixture of Maltese Shih tzu and King Charles.
30. J Oh okay/
31. M He’s such a gorgeous [little terrier.]
32. J Has he got pop-eyes?
33. J M Nup.
34. J <F Good. F>
35. M He’s that (.) he’s about that fat.
36. M (gesturing with arms) [@@@@@]
37. M J @@@@@
38. M We need to start walking him,
39. J now that the weather’s getting better\
40. J M John had yesterday off,
41. J M and he took Bella up the country\
42. J J It was so easy to look after her.
43. J J Hmm.
44. M She’s good isn’t she.
45. M Yes.
46. M You know he said (.) he said,
47. J I don’t (.) I don’t think I need to put the lead on.
48. J J She’s good isn’t she.
49. M She is.
50. M (…) And she does what you say, when you say it,
51. J [even if she’s after a rabbit].
52. J J [hmm]
53. J M Whereas dumb-dumb\ [@@@@@@@@]
54. J J [@@@@@@@@]
55. M he could take lessons from Bella any day. @@@@@
56. J @@@@@
57. M They’re the dumbest dogs\ @@@@@
(.) They are so dumb
You can say that again
<CRE You should have seen how the other day Patch went one way around a pole, and he got himself tangled up in his lead/
and he just stopped and looked at me. CRE>

Scruffy did that the other day,
and I said,
<CRE ‘One of us has gone wrong here, and it’s not me’ CRE>

He just went <F ‘Whaaaaa?’ F>
<CRE 'One of us has gone wrong here, and it’s not me’ CRE>

He just had no idea what to do.

They’re stupid, [just stupid].
<CRE [When I got home] I told the boys about it, and they were hysterical CRE>.<D ‘You big dummy’ D> [@@@@@@@@]
He just went <F ‘Whaaaaa?’ F> (8 seconds while J rummages in her bag)
I can’t find my mascara.
(…) I bought it in one of those discount chemists (.) it only cost four dollars/
but I tell you what, it wasn’t worth it.

Matt said,
<D ‘You big dummy’ D> [@@@@@@@@]
(8 seconds while J rummages in her bag)
I can’t find my mascara.
(…) I bought it in one of those discount chemists (.) it only cost four dollars/
but I tell you what, it wasn’t worth it.

Matt said,
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(8 seconds while J rummages in her bag)
I can’t find my mascara.
(…) I bought it in one of those discount chemists (.) it only cost four dollars/
but I tell you what, it wasn’t worth it.

I looked like one of those sort of sort of Gothic chicks in the movies [@@@@@@@@]
Hmm (.) I thought (.) I thought, Oh (…) I’ve bought a lemon here.
Just live with that one.
Yeah (.) and just say that was [four dollars]
[Yeah, that was four dollars.]
Hmm (.) yeah (.) it was worth a try/
Yeah, it was worth a try.