VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

Victorian Certificate of Education
2020

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

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

ENGLISH LANGUAGE

Written examination

Thursday 12 November 2020

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	5	5	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 1–5 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 (1 mark)

Identify **one** social purpose of this text.

Question 2 (2 marks)

Identify and discuss **one** example of topic management. Refer to line numbers in your response.

Question 3 (3 marks)

Using appropriate metalanguage, identify and discuss **one** language feature that supports the register of this text. Refer to line numbers in your response.

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Question 4 (4 marks)

Using appropriate metalanguage, discuss **two** different language features that reflect different aspects of the speaker's individual identity. Refer to line numbers in your response.

Question 5 (5 marks)

Using appropriate metalanguage, analyse the features of spoken discourse used in the text. Refer to line numbers in your response.

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. Question 6 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 6 (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

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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.

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Question 7 (30 marks)

Stimulus

a. 'We are rearing a generation of kids who are more equitable and more understanding about the existence of language variety and why it is there.'

David Crystal quoted in Joy Lo Dico, 'Watch what you're saying!: Linguist David Crystal on Twitter, texting and our native tongue', *Independent*, 14 March 2010

b. 'Their work is not only saving lives, [Leonie Jackson, the Chief Executive Officer of the Deaf Society] says, but putting an often-neglected culture and language in front of millions of people every day. "And there would be no harm for people to learn a few basic signs either," she says. "That would open up the communication channel. We would love for that to happen."'

Zach Hope, '"But seriously, I'm really nervous": the everywhere faces of Auslan interpreters and their vital work', *The Age*, 10 May 2020

c. '"If you want chicken – natural chicken, actual chicken – then that's what it should be called. If you want plant-based protein that tastes like chicken, then that's what it should be called," [National Party deputy leader Bridget McKenzie] said.'

Lucy Barbour, 'Nationals push for ban on plant-based, alternative products being called "milk", "meat", "seafood"', ABC News, <www.abc.net.au>, 15 September 2019

d. 'Advocacy groups, media organisations, local governments [and] UN institutions […] are shifting their language around climate change to be more powerful, and emotive. Conventional terminology is being superseded by expressions such as climate emergency, climate crisis and climate breakdown, which are seen as more accurately describing what's happening around us.'

Gitanjali Bedi (Lecturer and Senior Learning Coordinator, Sustainable Development Education, Monash University), 'Is it time to rethink our language on climate change?', Monash Lens, <www.lens.monash.edu>, 3 January 2020

'Language has the power to both influence and reflect community attitudes.'

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

OR

Question 8 (30 marks)

Stimulus

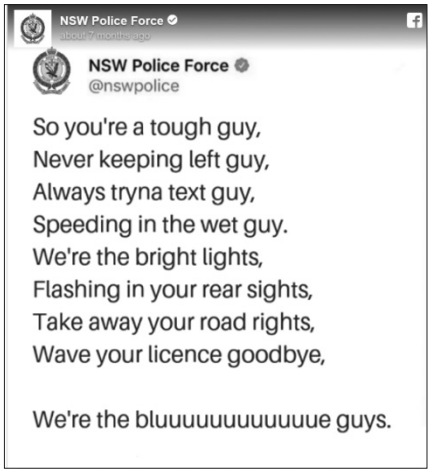
a.

Text message between husband and wife in the same house

b. 'The usual evolution of English has been accelerated online, leading to a less formal – but arguably more expressive – language than the one we use IRL [in real life]. So use those emojis wisely …'

Emmy Favilla, 'How the internet changed the way we write – and what to do about it', *The Guardian*, 8 December 2017

c.



NSW Police Force, <https://facebook.com/nswpoliceforce>, 6 August 2019

d. 'The web has provided spaces where we've made friends, formed communities, exchanged ideas, and created (or finally discovered) senses of selves. The way we write reflects that – whether it's a private LiveJournal post, a text message to a grandparent, or 240 characters of vulnerability to a web of strangers, we want, more than anything, to be understood.'

Kjerstin Johnson, 'How the Internet changed language – for the better', The Ringer, <www.theringer.com>, 1 August 2019

'Social media and other digital platforms are changing the way we communicate.'

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

OR

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Question 9 (30 marks)

Stimulus

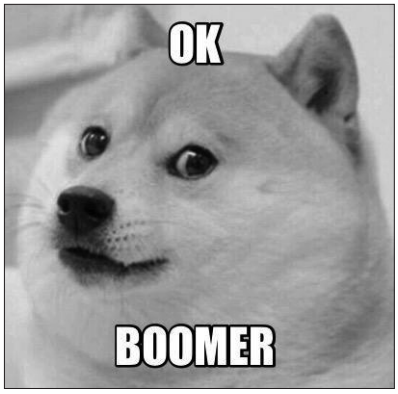
a. '"For me, it's about having a better understanding of language – whether you're speaking, working in a social media environment, writing an academic text, or you want to effectively use things like parallelisms for stylistic effect in a more formal speech. It's about being more effective at communicating," [Dr Jean Mulder, linguist] says.'

Sarah Hall and Elizabeth Cassidy, 'Why are Australians linguistically lost?', Pursuit, <www.pursuit.unimelb.edu.au>, 12 December 2018

b. 'Although many texters enjoy breaking linguistic rules, they also know they need to be understood.'

David Crystal, '2b or not 2b?', *The Guardian*, 5 July 2008

c.



'OK, boomer', <https://knowyourmeme.com/photos/1622123_ok-boomer>

d. **AT THE ASSEMBLY AREA**

- Account for people missing from the building
- Report any person missing to the Fire Brigade/ Emergency Services
- DO NOT re-enter the building until the "All Clear" is given by the responding Emergency Service

Proceed to: Assembly Area H, Cnr Park St and Wills Ave

adapted from an emergency procedures sign on a workplace noticeboard, RMIT University

'Formal written and spoken language are essential components of English in contemporary Australian society.'

To what extent do you agree? Refer to at least **two** subsystems of language in your response.

Working space

Question no.

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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 English in contemporary Australian society
- 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

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Insert for Sections A and B

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

SECTION A

Text 1

In a monologue recorded on 1 February 2020 in a live video on Instagram, Australian singer and musician Missy Higgins gives her fans an update from Perth, while she is on tour. The video is accessible on her Instagram TV and Stories. Instagram is a video and image sharing app accessed primarily on smartphones. John Butler (line 7) is another Australian musician.

<L L>	lento – slow-paced utterance	(H)	intake of breath
<A A>	allegro – fast-paced utterance	,	continuing intonation
(.)	very short pause	.	final intonation
(..)	short pause	__	emphasis
(…)	longer pause	=	elongation of sound
/	rising pitch		
\	falling pitch		

1. Hey everyone\
2. I'm sitting here at <L Kings Park L> in Perth\
3. and ah= (..) I'm sitting in a beautiful <A kind of A> grassy knoll,
4. (..) with running water in front of me\
5. Just waiting for my band to arrive/ from the airport,
6. and um (..) thinking about when I was <L last here L>
7. with John Butler <A at the beginning of (..) last year A>
8. and I got <L really (.) really L> sick and I had to cancel this show.
9. So this is <A kind of A> a show to try and make up/ for that one\
10. Um (…) hopefully (.) all of the (..) people who (..) wanted to see me last time\
11. (.) and weren't able to\ are coming to this show (.) um\
12. And hopefully this is making it up to them\
13. Um (…) yeah/ having some (…) funny feelings about ah= (..)
14. that show\ and having my family with me,
15. and I'm missing my family back home in Melbourne (..) at the moment.
16. It's getting increasingly hard to be away/ from them\
17. I guess having a little young baby does that\
18. Ah (.) feeling more and more pull to just like <L simplify and slow down L>
19. (H) Maybe that's me getting old\ (.) I'm not sure.
20. Ah= but (..) it's definitely a good chance to think/
21. (.) and to (.) ah get some perspective\
22. So having some big thoughts about the world\
23. and (..) <L the direction that L> (.) we're all going in\
24. and what I wanna do (.),
25. to make some sh=ifts/
26. (..) in my life/

27. (.) and um
28. (…) yeah.
29. (H) <A I dunno A>
30. I thought I would just check in with you all/
31. (H) and say hi/
32. And um (.) can’t wait to see you all tonight/
33. <A anyone who is coming to the show\
34. at Kings Park.
35. OK (.) Bye (.) A>

Source: Missy Higgins, <www.instagram.com/missyhigginsmusic>, 1 February 2020

END OF SECTION A

SECTION B

Text 2

WorkSafe Victoria is a statutory body of the State Government of Victoria. As regulator of the state's occupational health and safety and as manager of Victoria's workers compensation scheme, it plays a critical role in the lives of Victorian employers and workers. The following text is an advertisement for the job of Chief Executive Officer (CEO) of WorkSafe Victoria, placed in *The Age* by an employment agency on behalf of WorkSafe Victoria.

1. Johnson Executive & Boards
2. CHIEF EXECUTIVE OFFICER

3. ● High Profile Executive Opportunity
4. ● Geelong Location – Up to a 5 Year Contract

5. WorkSafe Victoria plays a critical role in the lives of all Victorians, as the state's health and safety
6. regulator and as the manager of Victoria's workers compensation scheme. With the ever
7. changing nature of workplaces and industries, the organisation is evolving to provide a more
8. inclusive, empathetic and tailored service to all Victorians while still ensuring it performs its
9. regulation function efficiently and effectively. At the heart of this transformation is embedding a
10. proactive, prevention-led approach to health and safety in every workplace across Victoria,
11. which will save lives and reduce injuries.

12. Reporting to the Minister for Workplace Safety and the WorkSafe Board, the CEO will provide
13. strategic and visionary leadership to the organisation whilst navigating the complexity of the
14. operating environment. With a number of key government workplace safety commitments, you
15. will ensure the organisation has clarity as to the reform agenda and further lift capability to
16. deliver on these priorities. With a commitment to stakeholder engagement, you will build rapport
17. and confidence through collaboration with the diverse range of parties and stakeholders
18. including workers and their representatives, employers, government agencies and the Victorian
19. community.

20. With an appreciation of the public sector, you have proven executive experience leading large
21. reform agendas in complex environments. As a values driven leader, you will be known for your
22. collaborative approach and genuine commitment to developing staff and leading high
23. performing teams. You bring strong strategic thinking and a collaborative approach to engaging
24. with a diverse and broad range of stakeholders. You will demonstrate empathy, integrity and
25. fairness through your leadership style, and will bring a results-focused approach, including
26. driving accountability throughout the organisation.

27. To apply for this role, please email your resume and brief cover letter to
28. recruitment@johnsonexecutive.com with reference number MC-0000-1969-1000 in the subject.
29. For further information or a confidential discussion, please call (03) 9910 0000.

30. BRISBANE | MELBOURNE | SYDNEY johnsonexecutive.com

Source: adapted from advertisement published in *The Age*, 14 September 2019, p. 8

END OF INSERT