



Victorian Certificate of Education 2003

ENGLISH LANGUAGE

Written examination

Wednesday 12 November 2003

Reading time: 3.00 pm to 3.15 pm (15 minutes)

Writing time: 3.15 pm to 5.15 pm (2 hours)

QUESTION BOOK

Structure of book

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>
1	12	12	40
2	5	5	20
3	3	1	40
			Total 100

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

Materials supplied

- Question book of 11 pages, including **Assessment criteria** on page 11.
- One or more script books.

Instructions

- Write your **student number** in the space provided on the front cover of the script book(s).
- All written responses must be in full sentences and in English.

At the end of the examination

- Place all other used script books inside the front cover of the first script book.
- You may keep this question book.

Students are NOT permitted to bring mobile phones and/or any other electronic communication devices into the examination room.

SECTION 1**Instructions for Section 1**

Section 1 requires short answers to questions about two texts in the same domain. Answer **all** questions in this section. You are advised to allocate your time for each question in Section 1 according to its mark. In your response you are expected to demonstrate your ability to use relevant descriptive and analytical metalinguistic tools. You are required to demonstrate familiarity with the 'Englishes in Contemporary Australia' and 'Texts in their Contexts' areas of study.

Text 1 below is a screen from the web site of the Longwood Cricket Club (LCC). Line numbers have been included at the left-hand side of the text.

Text 1

Due to copyright restriction,
this material is not supplied.

Question 1

Identify the purpose and audience of this text.

2 marks

Question 2

List **four** proper nouns/names that occur in this web site text.

Refer to the line numbers in which they occur.

4 marks

Question 3

How does the use of proper nouns/names support the purpose of the text?

2 marks

Question 4

Identify **two different** uses of modal auxiliaries in this text. Explain the difference in tone of each example you choose.

Refer to the line numbers in which they occur.

4 marks

Question 5

Note the sentence in the passive at line 16. The implied agent here is the Board of Governors of the Longwood Cricket Club. Rewrite the sentence, changing it to active voice.

2 marks

CONTINUED OVER PAGE

Text 2 below is an item from *BabbleOn*, a segment in the Lifestyle section of *The Sunday Age*, on 18 December 2002, prior to the Australian Open Tennis Championship in Melbourne.

This text was accompanied by a photograph of Anna Kournikova on the tennis court.

Text 2

1 Court Chic

2 Galling as it doubtless is for the better performing but far less blonde grunTERS
3 of the international tennis set, the fact remains intact that Anna Kournikova
4 could pull a crowd to watch paint dry. Yes indeedy.
5 Exactly how this pretty slip of a lass (and, what's she got — huh —
6 but spun-gold hair, dazzling smile, legs up to there ...) so invigorates the tedious
7 plock-back-and-forth business of racquets and rubber balls, I cannot fathom. But,
8 there you have it. She just does.

9 Which is why legions of ardent fans take such careful note of her
10 invariable adidas attire and consequently, why replicas of her skirts,
11 tops and frocks sell by the squillion. This one (pictured) is, in
12 adidas-speak; "her retro inspired outfit with a chic modern edge". (Read: "very
13 noice skirt and top" in BabbleOn-speak.) It will be popped into the
14 pretty plocker's suitcase for her appearance at the adidas International at
15 Sydney's Olympic Park next month (January 2003) which virtually
16 guarantees it star status on sports shop racks soon after.

17 The V-plunge tank top (\$75) is in ClimaLite fabric that sucks the
18 Kournikova sweat up and away from her skin (adidas has a nicer way of
19 saying that). The pleated baby-blue skirt (\$75), in the same fabric, is
20 remotely similar to a little group that Collette Dinnigan showed in Paris
21 in October (well, it's short). Fanciers of Kournikova Chic, circa 2003,
22 should telephone 1800 801 891 quick smart before the racks are
23 rendered bereft in their area.

Question 6

What are the purposes and audience of Text 2?

3 marks

Question 7

Choose any **three** of the language features listed below, and provide **one** example from the text, with the line reference, of each feature.

- onomatopoeia
- alliteration
- pun
- idiom

3 marks

Question 8

Identify **one** example of the use of the hyphen in creative word formation in the text. Give the line reference. What is the effect of the word formation you have chosen?

2 marks

Question 9

The text makes frequent use of brackets (parenthesis) for words, phrases and sentences. Choose **two different** ways in which parenthesis is used and explain the purpose of each example.

Refer to the line numbers in which each occurs.

4 marks

Question 10

Identify the linguistic features of this written text, which are similar to those of spoken language.

4 marks

Question 11

Identify **three different** sentence structures used in the text. Refer to the line numbers in which each occurs.

How does the variety of sentence structures support the tone of the text?

4 marks

Question 12

Compare the tone of Text 1 and Text 2.

Identify the linguistic features that contribute to any difference.

6 marks

Total 40 marks

SECTION 2

Instructions for Section 2

Section 2 requires you to respond to questions about a single text.

Answer **all** questions in this section. You are advised to allocate your time for each question in Section 2 according to its mark. In your responses you are expected to demonstrate your ability to use relevant descriptive and analytic metalinguistic tools. You are required to draw on knowledge and material covered throughout the year in 'Englishes in Contemporary Australia' and 'Texts in their Contexts' areas of study.

The text below is a transcript of a conversation between a consultant from an insurance company and a customer. The customer has telephoned the company to arrange to have her car repaired. The transcript covers the telephone interaction from its beginning to its conclusion.

The following transcription conventions are used.

(0.5)	pauses in fractions of a second
...	very brief pause less than half a second
* _____	onset and duration of overlapping utterances
^	a primary accent in an intonation unit
=	lengthening of vowel sound
\	terminal pitch direction
/	rising pitch direction
-	level pitch
.	final tone
,	continuing tone
?	questioning or appealing tone
(H)	noticeable intake of breath
<F ... F>	forte; that is, words inside arrowed brackets are spoken loudly
<CR ... CR>	crescendo; that is, words inside arrowed brackets are getting louder

Recorded voice Please be aware that your call may be monitored to ensure quality assurance

- 1 Jason Good morning this is ^Smartinsure claims ... this is ^Jason.
- 2 How can I ^help you.
- 3 Carol Uh good morning, my name is Carol ^Bates\ (1 sec)
- 4 I have a problem with my ^car ... my car is ... n needs to be fixed ...
- 5 (H) *It hap
- 6 Jason Sorry to interrupt you but there is information I require.
- 7 Can I have your ^policy number please\
- 8 Carol Sorry ... um ... yes it's just here ... it's six two ... nine eight three ... seven double eight.
- 9 Jason That's Ms Carol Bates, forty-two Springhope Street, Bentleigh/
- 10 Carol Yes, I ^want to *get
- 11 Jason You have an ^excess payment of four fifty dollars on your policy.
- 12 Carol Yes, I know ... now the car's ^back section, um, the um spoiler has come off.
- 13 ^You know one one of those ^things? ...

- 14 I don't know what they're ^for ... you know at the back of the hatch thing? (2 sec)
- 15 I was driving a^long and the thing ... it uh ...
- 16 Jason I need to take the ^details of the accident.
- 17 Carol Oh it wasn't an ^a=ccident ... it was the spoiler that was loose and came off while I was
*driving and I
- 18 Jason What date did the ^acc ... did this occur?
- 19 Carol Yesterday ... ^Sunday I ... I was ^*travelling
- 20 Jason Sun=da=y twelfth Ja=nuary -
- 21 At approximately what time of ^day.
- 22 Carol Um ... oh it it was about two pm I was *just
- 23 Jason And what was the ^location of the accident.
- 24 Carol It wa=sn't an ^a=ccident as such, (H) *it was
- 25 Jason Where did this event occur.
- 26 Carol It was on the Hume ^Highway ... just south of Euroa
- 27 Jason What is the nearest ^intersection.
- 28 Carol <F There ^i=s none, it was on the hi=ghway F>
- 29 Jason Were there any ^other vehicles involved?
- 30 Carol (sigh) no=, as I ^said, the spoiler just flew off/...
- 31 I saw it in the rear vision ^mirror/
- 32 It landed on the ^ro=ad behind me.
- 33 Jason Was it ^raining at the time/
- 34 Carol (H) <CR No=, it was ^ye=sterday ... It was 40 degrees ^ce=ntigrade CR>
(Next 6 turns omitted, in which Jason asks for information about the make and year of manufacture of the car)
- 35 Carol (H) I should ^tell you that the spoiler was damaged about a year ago when some idiot friends of mine tried to lift the car out of a ditch and ...
- 36 ... (H) and they used ... they grabbed the ^spoiler to lift rather than putting their hands u=nder the car.
- 37 It ripped off ^then.
- 38 I stuck it back and it's been ^fine ... a bit rattly at times (2 secs)
- 39 What er ... what er happens now?
- 40 Jason What happens is ^this\
- 41 I will arrange an appointment for the car to be assessed.
- 42 Please hold a moment while I check the times available.
- 43 Yes, ^here we are/ (2 secs)
- 44 Can you bring the car in on Friday at four pm for assessment?
- 45 Carol <F ^Fri=day F> ... not till ^then/... but this is ^Monday.
- 46 Jason Yes I ^am sorry Madam but it is extremely busy at the moment.
- 47 Carol (sigh) Okay, I suppose so, yes.
- 48 Jason I am assigning you a Client Consultant.

- 49 Her name is ^Jodie ^Carter.
- 50 Her number is nine five two zero four double five six\
- 51 She will call you ... probably next Monday ... and tell you ^which repairer has the car and when it is likely to be finished.
- 52 I'll now *give you a
- 53 Carol Okay, right. Would you have any idea of of how ^long it will take?
- 54 You see I need the car for *work and
- 55 Jason I'm sorry I can't say
- 56 It will depend on the assessor ... the repairer
- 57 Carol I cannot ^choo=se the repairer then?
- 58 Jason No ... it isn't ^done that way.
- 59 We have our accredited repairers.
- 60 Carol Okay ... that's that's fine.
- 61 Jason This is your reference number\
- 62 You might like to write this down.
- (Next 7 turns omitted in which the reference number is given and locations for dropping off the car are discussed)*
- 63 Jason We can arrange for a ^taxi to take you home from the depot.
- 64 We can ^also arrange for a taxi when you collect the car when it's repaired.
- 65 You just arrange ^that with your Consultant.
- 66 ^Jodie\
- 67 Carol Yes ^Jodie.
- 68 Jason ^Now ... if I could just arrange for the payment of your policy excess.
- 69 How would you like to pay the four fifty dollars?
- 70 Carol Credit card please.
- (Next 10 turns omitted, in which Carol provides credit card details and Jason processes payment of \$450 excess)*
- 71 Jason ^Now ... I think that's all in order.
- 72 Carol Thank you very much/
- 73 Jason It's a pleasure Mrs ... Ms Bates.
- 74 If you have any ^queries contact Jodie Carter.
- 75 Carol Um ... yes ... I will.
- 76 ^Goodbye
- 77 Jason Goodbye.
- 78 And thank you for insuring with Smartinsure.
- 79 Carol Yes ... thank you ... ^goodbye.

Question 13

Identify **two** prosodic features of Carol's speech between lines 24 and 34 inclusive. What do these prosodic features indicate about Carol's feelings at this stage of the interaction?

Refer to line numbers in your answer.

4 marks

Question 14

Which speaker is controlling the topic between lines 6 and 23 inclusive? Provide examples from the text to support your answer.

Refer to line numbers in your answer.

4 marks

Question 15

In what way does Jason's purpose change at line 40?

2 marks

Question 16

What evidence is there that Jason is more familiar with the domain of this interaction? You should comment on both lexical and discourse features.

Refer to line numbers in your answer.

6 marks

Question 17

There are conventions associated with the opening and closing of telephone conversations. How do the opening and closing sequences of this telephone conversation reflect the purposes of each speaker?

Refer to line numbers in your answer.

4 marks

Total 20 marks

SECTION 3**Instructions for Section 3**

Section 3 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 analytic metalinguistic tools. You are required to draw on knowledge and material covered throughout the year in 'Englishes in Contemporary Australia' and 'Texts in their Contexts' areas of study.

Question 18

'Political Correctness' (PC) in language is intended to prevent discrimination against individuals on the basis of their sex, ethnicity, lifestyle, sexuality, disability and age.

Discuss the use of politically correct language in contemporary Australian society.

OR

Question 19

The pressures to maintain traditional forms of language are as strong as the forces for change.

Do you agree?

OR

Question 20

Variations in language occur according to the social relations between people and the different roles they have at any particular time.

How are these variations demonstrated in contemporary Australian society?

Total 40 marks

END OF SECTION 3

Assessment criteria

Criteria for evaluation of responses

The examination will address all of the criteria. All students will be examined against each criterion.

Knowledge of the relevant content

- ability to identify specific language choices, conversational features and/or discourse features in a range of spoken and written texts
- understanding of how such language choices, conversational features and/or discourse features achieve particular purposes in particular social contexts
- awareness of a range of attitudes towards varieties of language; awareness of how language reflects personal, social and cultural understandings; and awareness of how language constructs a sense of identity

Analysis of relevant content

- appropriate use of the terms of language description relevant to the task
- effective and appropriate analysis

Clear and effective organisation of the response

- appropriate selection and use of material
- logical structure
- coherence

Control of the conventions of English language to support meaning

- effective, accurate and fluent language
- clarity of meaning