



Victorian Certificate of Education 2004

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

Letter

Figures

Words

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ENGLISH LANGUAGE

Written examination

Friday 12 November 2004

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

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

QUESTION AND ANSWER 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	6	6	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 and answer book of 20 pages, including **Assessment criteria** on page 20.

Instructions

- 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 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. 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 – *The Whitsundays – Out of the Blue*

This text is part of a web page. Its purposes/functions include: to provide information to prospective visitors and to promote the Whitsundays as a desirable destination.

THE WHITSUNDAYS
OUT OF THE BLUE™

Home

- Home
- Our Region
- Accommodation
- Attractions
- Events
- Tours
- Hire & Charter
- Transport
- The Rest of The Whitsundays
- Conventions and Incentives
- Whitsundays Business Directory
- About Us
- Members Services
- Whitsunday Regional Statistics
- Whitsunday Regional Map

Contact Us | Site Map | Currency Converter | Discover Queensland

You Will Find the Most Amazing Places Out of the Blue....

Welcome to the Whitsundays, heart of the Great Barrier Reef and Australia's most desirable holiday destination. The Whitsundays boasts 74 tropical islands rising from pristine turquoise water and a vibrant coast that is full of excitement. With 70% of the region protected National and Marine Park, this is a truly unique destination.

This stunning aquatic playground, 150km north of Mackay and 300km south of Townsville, enjoys a tropical climate year round and offers easy access to the wonders of the Great Barrier Reef. From world class Island Resorts to the cosmopolitan resort village of Airlie Beach on the coast, the Whitsundays has something for everyone.

Whether it is romance or adventure, relaxation or action you are seeking, the Whitsundays has something for everyone: snorkelling, diving, island hopping, cruising, fishing, seakayaking, parasailing, quad-biking, touring and jetskiing are just a few of the activities to enjoy. Sail yourself around the clear waters of the Whitsundays or choose a crewed charter and be pampered whilst you relax and enjoy what this destination has to offer. Soak up the beauty and wildlife on one of many island or coastal walking trails & unspoilt wetlands, play golf on Queensland's number one resort golf course, sip cocktails by the pool, take a joy flight, try a tandem skydive or simply enjoy a picnic on a deserted beach.

Question 1

The words *pristine* (line 7), *vibrant* (line 8), *unique* (line 10), *stunning* (line 12) and *unspoilt* (line 28) belong to what word class/part of speech?

2 marks

Question 2

How does the use of the words identified in Question 1 support the purposes/functions of the text?

2 marks

Question 3

Consider the two sentences in lines 23–30. What sentence type are these sentences? How does the use of this sentence type support the purposes/functions of the text?

3 marks

Question 4

List **two** different noun phrases which refer to the Whitsundays. Refer to line numbers. What effect is created by these two noun phrases?

4 marks

Question 5

Identify **one** example of lexical repetition/listing and **one** example of grammatical repetition/listing in the text. Refer to line numbers. Why has the writer chosen this stylistic device for this text?

4 marks

Identify **three** of the following features in the text. Refer to line numbers. Explain the effect of each of the three features you have chosen.

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SECTION 1 – continued
TURN OVER

Text 2 – Wilsons Promontory

This text is an extract from an information brochure available to people planning to visit Wilsons Promontory National Park, in Victoria. Its purposes/functions include: to provide information to prospective visitors; to promote the park as a desirable destination; and to instruct visitors on how to protect and care for the park.

1 Wilsons Promontory National Park

2 ... a place of many moods

3 Wilsons Promontory, or 'the Prom', as it is affectionately known, is the
4 southern most tip of the Australian mainland. First reserved for a national
5 park back in 1898, it is now one of our best-loved and most popular national
6 parks.

7 Visiting the Prom

8 Walking, camping, swimming, snorkelling and scuba diving, photography, nature study and simply relaxing are
9 among the many things to do in the national park.
10 It's a park for everyone and for all seasons. Autumn generally has the most stable weather, but the storms and
11 mists of winter, the wildflowers of spring and the summer's heat all have their attractions. Be prepared for anything,
12 any time – the park tends to be exposed to sudden weather changes.

13 Living lightly at the Prom

14 Please help to protect and care for this magnificent national park!

- 15 • Firearms, dogs and other pets are not allowed.
- 16 • All plants, animals and other natural features are protected and must not be disturbed or removed.
- 17 • Use a gas or fuel stove for cooking. Free gas BBQs are available in the picnic areas at Norman Bay and
18 Tidal River.
- 19 • Please separate recyclable material from rubbish and place it in the appropriate bins.
- 20 • Please do not feed wildlife, especially rosellas and wombats at Tidal River.
- 21 • Stay on the tracks at all times to prevent erosion and damage to plants, and to avoid getting lost.
- 22 • Use water wisely at the Prom.
- 23 • Bicycles are not permitted on any walking track or management vehicle tracks.

Question 7

List **two** different ways in which Wilsons Promontory National Park has been named between lines 2 and 23. Refer to specific line numbers in your answer.

2 marks

Question 8

Why has the writer varied the ways in which Wilsons Promontory National Park is named in the text?

2 marks

Question 9

Identify the sentence type used in lines 19–22. Compare the use of this sentence type with the use of the sentence type in Text 1 lines 23–30.

4 marks

Question 10

Identify the following constructions in Text 2.

- one compound sentence
- one simple sentence
- two different examples of conjunctions used in coordination

Refer to line numbers in your answer.

4 marks

Question 11

Explain, with an example of each, how sentence structure and lexical choice create an impersonal style/register in this text. Refer to line numbers in your answer.

4 marks

Question 12

Identify **one** example of lexical or grammatical repetition/listing in the text. Refer to line numbers. In what ways is the use of repetition/listing in Text 2 similar to repetition/listing in Text 1?

3 marks

Total 40 marks

CONTINUED OVER PAGE

END OF SECTION 1
TURN OVER

SECTION 2

Instructions for Section 2

Section 2 requires you to respond to questions about a single text. Answer **all** questions in this section. In your responses you are expected to demonstrate your ability to use relevant descriptive and analytical 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 transcript below is an extract of a conversation between two teenagers, Erin (E) and Faye (F), about their favourite desserts.

The transcript is divided into **intonation units**, which are numbered consecutively.

The following transcription conventions are used.

.	final intonation unit
,	continuing intonation unit
?	questioning or appealing intonation unit
\	falling/terminal pitch direction
/	rising pitch direction
--	truncated intonation unit
-	truncated word
..	very short pause
...	brief pause less than half a second
^	primary accent
=1	lengthened syllable one second duration
* ____	onset and duration of simultaneous speech
@	laughter
<F...F>	forte; that is, words inside arrowed brackets are spoken loudly
<L...L>	lento; that is, words inside arrowed brackets are spoken slowly and distinctly
<RH...RH>	rhythmic quality; that is, words inside arrowed brackets have a rhythmic quality

- 1 E: Well,
 2 Chocolate sponge cakes go down well actually,
 3 F: O= they're beautiful,
 4 With the egg,
 5 And the sugar,
 6 And *the o--
 7 E: O=
 8 And little little little little strawberries on top.
 9 F: Strawberries?
 10 Cream\
 11 E: Ând cream\
 12 F: And chocolate\
 13 E: Yeah.
 14 F: And *o--
 15 E: And the chocolate cream,

16 You have two layers with the chocolate *cream in.. the middle,
 17 F: Yes.
 18 E: With strawberries *in the middle.
 19 F: Yes... yes, yes, yes.
 20 E: O= yum.
 21 F: And um o= it's delicious.
 22 It's delicious.
 23 Okay\
 24 Um... what else is good?
 25 E: Pavlovas are real*ly nice and lov- --
 26 F: Pavlovas are delicious.
 27 E: With the *beautiful fruit on top--
 28 F: <RH whipple whup whup whup whup whup whup RH>
 29 E: Yep,
 30 F: <RH whup whup RH>
 31 E: with the beautiful whipped cream on top,
 32 F: <RH whup whup whup whup whup whup whup whup RH>
 33 E: with--
 34 F: Well you've gotta whip the entire thing to start with,
 35 E: Yeah I know,
 36 It's shock- --
 37 F: mm.
 38 E: That's why we don't make them,
 39 We just eat someone else's *that they made.
 40 F: @@@@
 41 F: Or you buy it.
 42 E: Yeah\
 43 F: Anyway,
 44 Um... what else is nice?
 45 E: <F Oh= F>,
 46 I had the nicest dessert the other day.
 47 F: What did you have?
 48 E: We=ll,
 49 It was like,
 50 It was... pastry/
 51 F: Yep/
 52 E: That was cooked/
 53 F: Yep/
 54 E: And inside was Nutella/
 55 F: O=h yum.
 56 E: It was so= warm,
 57 And it was just spêwing it's an... spewing... ah.. Nutella out,
 58 It was so= warm,
 59 It was like <L this pâstry with wârm Nutêlla coming out L>,
 60 And it was u=l yum.
 61 So anyway yeah\

Question 13

There are **three** main topics in the discourse structure of this text. Referring to line numbers, identify the beginning and end of each topic.

3 marks

Question 14

Explain the discourse function of *well* (line 1) and *yeah* (line 42), and the discourse function of *okay* (line 23) and *anyway* (line 43).

2 marks

Question 15

Identify **one** instance of Faye overlapping Erin and **one** instance of Erin overlapping Faye. Refer to line numbers in your answer. What do these instances reveal about their approach to turn-taking?

3 marks

Question 16

Consider Faye's responses in lines 51–55. Explain the discourse function of Faye's responses.

2 marks

Question 17

What is the social relationship between Faye and Erin? Explain how the conversational features/strategies discussed in Questions 15 and 16 and at least one other conversational feature/strategy in this text support your answer. Refer to line numbers in your answer.

5 marks

Question 18

The primary functions/purposes of conversational interaction are to communicate, to share social rapport and to maintain social relationships. Explain whether or not this spoken interaction upholds the cooperative principle of conversation. Provide examples and refer to line numbers.

5 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 analytical 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.

Tick the box beside the question that you are answering.

Question 19☐

'Jargon has two distinct functions: the primary function is to serve as a technical or specialist language. The other is to promote in-group solidarity: to exclude those people who do not use the jargon.'

How does jargon (professional or popular) create cohesiveness within a speech community? Support your response with specific examples.

OR**Question 20**☐

Texts do not exist in a vacuum; they are created to be interpreted within a particular context. Discuss how context determines the register and the degree of formality of language use. By drawing on a range of subsystems of language, support your response with specific examples of Australian English.

OR**Question 21**☐

By taking a range of examples from the different subsystems of language, discuss how at least one particular group or individual has constructed their identity. Explain the range of attitudes that arise in response to this constructed identity.

Total 40 marks

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[illegible]

[illegible]

[illegible]

END OF SECTION 3
TURN OVER

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

END OF QUESTION AND ANSWER BOOK