



Victorian Certificate of Education 2011

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

Letter

Figures

Words

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ENGLISH LANGUAGE

Written examination

Thursday 17 November 2011

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

Section	Number of questions	Number of questions to be answered	Number of marks
1	5	5	23
2	5	5	22
3	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 and/or white out liquid/tape, dictionaries.
- No calculator is allowed in this examination.

Materials supplied

- Question and answer book of 20 pages including a detachable insert for Sections 1 and 2 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 1 – Written text**Instructions for Section 1**

Refer to the insert from the centre of this book while answering this section. Section 1 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. You are required to demonstrate familiarity with the topics of Unit 3 ‘Language in Society’ and the topics of Unit 4 ‘Texts in their Australian Contexts’. Section 1 is worth 30% of the total marks.

Text 1 – Questions 1–5**Question 1**

- a. Which word class does ‘really’ belong to? What effect is created by its position in this sentence? (line 3)

2 marks

- b. Identify and explain the effect of a metaphor in this section of the text. (lines 3–5)

2 marks

- c. Which sentence type is repeated in this section of the text? Explain the author's intent in using this sentence type at the beginning of her article. (lines 3–5)

2 marks

Question 2

Identify **two** examples of anaphoric reference in the text between lines 18 and 30 and explain the role of each in creating cohesion.

3 marks

Question 3

Explain how cohesion is achieved between lines 6 and 14, referring to **two** different cohesive devices.

2 marks

Question 4

How do the lexical choices between lines 23 and 45 support the functions of the text? Provide examples to support your answer.

[illegible]

6 marks

Comment on the use of syntactic patterning throughout the text.

[illegible]

Total 23 marks

END OF SECTION 1
TURN OVER

Question 7

Q is the expert tennis commentator. Analyse **two** of the following features of his commentary between lines 57 and 78.

- hedging
- ellipsis
- fronting
- metaphor

[illegible]

4 marks

Question 8

What is the function of L and D's interactions in this discourse? How do the linguistic features and conversational strategies in lines 13–26 reflect this?

4 marks

Question 9

Compare the syntactic features of Q's utterances in lines 48–54 with the syntactic features of the interaction in lines 83–98.

4 marks

Question 10

How do the turn-taking and the topic management in this transcript reflect the roles of the speakers?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

6 marks

Total 22 marks

SECTION 3 – Essay

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 metalinguistic tools. You are required to demonstrate familiarity with the topics of Unit 3 ‘Language in Society’ and the topics of Unit 4 ‘Texts in their Australian Contexts’. In your response you **must** refer to the stimulus material provided. Section 3 is worth 40% of the total marks.

☐

Question 11 Tick the box next to the question you are answering.

- a. What determines the degree of offensiveness is a set of social attitudes or conventions, and these can vary hugely from group to group and even between individuals of the same group . . . Word meanings and their associations vary continuously. We have to bear in mind the relationship between the speaker and the audience, the setting, and the subject matter; change any one factor and the language may also have to change.

(Kate Burridge, *Gift of the Gob*)

- b. The quickest way to relax an audience is to use the f-word. Everyone laughs. It’s a way of saying: we’re all grown-ups here. I’m real, just like you . . . Swearing together can be a way of asserting a cultural cohesion; and Australians are famous for our ability to meet and instantly insult each other as a way of breaking the ice.

(Kate Holden, *The Age*, 27 November 2010, *Colourful and cultured language you can swear by*)

- c. The world’s crazy! No more Noddy and Big Ears, no more drunken sailor, no more kookaburras having a gay life, no more golliwogs. What sort of sick, perverted people see the offence in these innocent things? Once again, it’s ‘big brother’ deciding that these things are no good for us and that we aren’t smart enough to see them in the context intended. We had more freedom of speech fifty years ago than we have now – much more.

(Jillamanda–blogger’s name–posted 22 January 2011)

d.



Michael Leunig cartoon

Is anything in language taboo these days? Refer to at least **two** subsystems in your response.

OR

☐

Question 12 Tick the box next to the question you are answering.

- a. Australia's multicultural policy embraces our shared values and cultural traditions. It also allows those who choose to call Australia home the right to practise and share in their cultural traditions and languages within the law and free from discrimination.
(Department of Immigration website)
- b. Different languages and cultures are part of Australia's multicultural society and need to be incorporated in mutually beneficial ways. The cultures of Aboriginal peoples and Torres Strait Islanders are a rich and important part of this Australian heritage.
(Bullying: No Way website)
- c. Two Australians can grow up side by side, go to the same schools, do the same job, but end up speaking English using different words, different grammar and with different accents.
(Convictcreations website)
- d. Today there is a growing trend for Australian-born children of migrants from non-English speaking backgrounds to embrace their cultural heritage and express their niche identities by using new Australian Ethnocultural dialects. They contain features of Standard Australian English combined with some non-English language features.
(Macquarie University website)

'Australian voices reflect our diverse culture.' Is this your understanding of contemporary Australian English? Refer to at least **two** subsystems in your response.

OR

☐

Question 13 Tick the box next to the question you are answering.

- a. . . . the blogosphere is saturated with people and opinions ‘of such limited intellectual value as to be barely discernible from massive ignorance’ . . . when this ignorance is published by a major newspaper, or on a blog hosted by the paper, the danger is multiplied.

(Irfan Yusuf, *The Age*, 23 September 2010, *Reckless racial stereotyping by those who know little*)

- b. . . . great speeches can make a difference by helping unite the world . . . console its grief, save it from evil, and just simply entertain us.

(Dennis Glover, *The Age*, 28 November 2010, *Power and Persuasion*)

- c. You can’t beat a handwritten letter because it means the sender made the extra effort . . . Internet communication is brilliant but rue the day if ever the personal note goes into mothballs.

(Lawrence Money, *The Age*, 17 January 2011)

- d. . . . the fact remains that modern society makes available to its members two very different systems of communication, each of which has developed to fulfil a particular set of communicative needs, and now offers capabilities of expression denied to the other. Writing cannot substitute for speech, nor speech for writing, without serious disservice being done to each.

(David Crystal, *How Language Works*, Penguin, 2006)

- e.

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this material is not supplied.

Wiley cartoon

Spoken language or written language – which has greater influence in Australia today? Refer to at least **two** subsystems in your response.

Total 30 marks

Working space

Write the number of the question you are answering in the box.

[illegible]

[illegible]

SECTION 3 – continued

[illegible]

[illegible]

[illegible]

END OF SECTION 3
TURN OVER

Assessment criteria

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

1. Understanding of the range of distinctive characteristics of different varieties of English used in Australia.
2. Identification of differing attitudes within the community to varieties of Australian English.
3. Analysis of the role of language variation in the development of a sense of identity.
4. Analysis of how situational factors influence linguistic variation.
5. Identification of the range, nature and functions of different kinds of written and spoken English.
6. Analysis of key stylistic features and differences in the nature of written and spoken English.
7. Use of appropriate metalanguage to describe and analyse linguistic usage.
8. Ability to write responses that are clearly organised, using effective, accurate and fluent language.

END OF QUESTION AND ANSWER BOOK

Insert for Sections 1 and 2

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

SECTION 1: Written text – Questions 1–5

Text 1

Passenger etiquette: the rules of air travel

Sydney Morning Herald, 6 May 2010

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SECTION 2: Spoken text – Questions 6–10

Text 2

The following is part of the commentary from 774 ABC Radio during the 2011 Australian Tennis Open in Melbourne in January. This match is between two women, the Italian player, Francesca Schiavone, and Caroline Wozniacki, a Danish player. The commentators are Lindy Burns (ABC local radio drivetime presenter), Quentin Hull (ABC 'Grandstand' sport presenter) and Daniela Di Toro (wheelchair tennis player and guest commentator).

The following transcription symbols are used in the transcript.

<A A>	fast-paced utterance	?	questioning intonation
<L L>	slow-paced utterance	/	rising pitch
<P P>	soft voice	\	falling pitch
<F F>	loud voice	_____	stress
<CRE CRE>	crescendo, getting louder and faster	@@@	laughter
(.)	short pause	(H)	intake of breath
(...)	longer pause	=	lengthening of a sound
,	continuing intonation	[]	overlapping speech
.	final intonation		

Glossary

backhand	}	ways of hitting the ball with a racquet in tennis
crosscourt		
drop		
forehand		
half volley		
sliced return	}	scoring terms in the game of tennis
five-two		
match point		
deuce		
break point, game point		
touch		to hit the ball well and with accuracy
wing		side
rally		a continuous sequence of play
to net		to hit the ball into the net

Q = Quentin Hull

L = Lindy Burns

D = Daniela Di Toro

- Q: <A Backhand angle from the Italian/
- Wozniacki runs it down/ A>
- <CRE Schiavone pumps the forehand,
- Comes to net,
- Plays a half volley and, CRE>
- L: [@@@]
- Q: <F [It's a winner] F>
- <L [It's] another winner from Francesca Schiavone/ L>
- D: [Wow].
- L: [@@@]
- Q: <L Great touch from the Italian/

12. Q: Three match points saved\ L>
 13. L: Danni (.) did she do that on purpose?
 14. D: [Oh,]
 15. L: [That] little drop [there]?
 16. D: [Mainly] to give me a heart attack,
 17. L: [@@@]
 18. D: [And to] give everyone out there a heart attack.
 19. But that's astounding (.)
 20. Half volley, what wonderful touch.
 21. <A Remember A>, er, this is match points we're talking [about]
 22. L: [Yeah]
 23. D: This isn't, you know,
 24. a, a one all in the first set or something,
 25. to come up with a shot like that,
 26. when you are (.) just (.) at this stage of a match (H)
 27. Q: (...) Five two and deuce/
 28. Wozniacki has blown three chances to win this match/
 29. Her first serve at deuce is in/ (H)
 30. <CRE And Schiavone gets the return back in play/ CRE> (H)
 31. The Italian goes with the backhand/
 32. And <F Wozniacki nets F>
(crowd clapping and cheering)
 33. (...) <L Schiavone's got a break point\ L>
 34. D: The crowd really showing their appre[ciation],
 35. L: [Yes]
 36. D: now in (.) in this last game.
 37. L: They love a fight.
 38. D: <F They want more/ F>
 39. L: Mm, hm [@@@]
 40. D: [They] don't care [that Francesca's] tired,
 41. L: [@@@]
 42. D: <F [They] want more/ F>
 43. L: [@@@] <A It's only been two hours and twelve minutes A>
 44. D: <F [Keep playing] F>
 45. L: <A [She can go] another two ho=urs A>
 46. D: (.) [@@@]
 47. L: [She's shown] that already.
 48. Q: (H) <P Game point for Schiavone P>
 49. (.) Wozniacki serve
 50. (.) Out to the backhand wing,
 51. A sliced return that Wozniacki plays
 52. (.) With good depth off the forehand,
 53. <A And Schiavone overhits it A>
(umpire's voice and crowd applause)
 54. <P Back to deuce P>
(crowd applause)

55. L: <P Just every now and then you see that tiredness creep in,
 56. <A just-just A> in terms of concentration P>
(crowd noise)
57. Q: (...) And Schiavone's taking the towel at the back of the court,
 58. <A Just a quick A>
 59. (.) wipe down on her forehead.
 60. He=re's the first ball. It's in,
 61. A shortish return from Schiavone/
 62. (.) And both players elect to stay back/
 63. And again trade fierce backhands crosscourt,
 64. Great depth from Wozniacki,
 65. But on the back foot,
 66. Schiavone's able to get great top spin,
 67. and power on her forehand.
 68. Crosscourt they go/
 69. and now a bit more down the middle of the court,
 70. Schiavone with the backhand/
 71. Wozniacki's forehand\
 72. <A And both about a half metre behind the baseline,
 73. in this trading of blows A>
 74. <F Approaching twenty strokes of the rally/
 75. Great angle from Schiavone/ F>
 76. <CRE Can she [finish it]? CRE>
77. L: [Oh, wow]
78. Q: <F Yes she can F>
(crowd cheering and clapping)
79. Q: <F She got the short ball,
 80. Came to net,
 81. Played a backhand winner,
 82. And gets another game point F>
83. L: It's so much, Danni, isn't it?
 84. About picking (.) your time (.) to make the move.
85. D: Yep, isn't it?
86. L: [Yeah].
87. D: [And] having (.) um (.) some (.) you know (.) faith in (.) in that play,
 88. L: Yeah.
89. D: And actually going for it and there's (.) you know (.) there's no risk,
 90. When you're actually making the right call and,
 91. (.) putting all you got into that [ball]/
92. L: [Yep] it [is].
93. D: [It's] interesting.
 94. You have to have the courage of your convic[tion]/
95. L: [Yes].
96. D: To [know] that even though it's tight,
 97. L: [Yep].
98. D: you (.) you must do what you know that you have to do.

END OF INSERT FOR SECTIONS 1 AND 2