



Victorian Certificate of Education 2012

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

Letter

Figures

Words

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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

Section	Number of questions	Number of questions to be answered	Number of marks
A	6	6	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, 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.

4 marks

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.

4 marks

END OF SECTION A
TURN OVER

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

Working space

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

END OF SECTION B

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.’

<http://theinspirationroom.com/daily/2007/sam-kekovich-says-vote-lamb>
Australia Day ’10 campaign, courtesy of BMF

b.

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this material is not supplied.

Mel Campbell, ‘Tribe Talking’, *The Age*, 22 January 2011

- 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.’

Richard Castles, ‘My Word’, *The Big Issue*, 4–17 November 2008

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

Question 9**Stimulus****a.**

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Katie Cincotta, 'Broken English', *Green Guide, The Age*, 18 September 2008

b.

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Jerry Scott and Jim Borgman, 'Zits', *The Age*, 6 November 2007

c.

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

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

Question 10**Stimulus****a.**

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this material is not supplied.

Brant Parker and Johnny Hart, *The Age*, 25 September 2008

b.

Due to copyright restriction,
this material is not supplied.

David Campbell, 'Thankfully we can still go wee wee wee all the way home', *Sydney Morning Herald*, 2 January 2012

c.

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this material is not supplied.

Don Watson, *Death Sentence: The decay of public language*, Random House, Sydney, 2003, p. 28

d.

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this material is not supplied.

Baz Blakeney, 'Language of the game is losing its bite', *Herald Sun*, 20 February 2012

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.

[illegible]

[illegible]

SECTION C – continued

[illegible]

[illegible]

[illegible]

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 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.

END OF QUESTION AND ANSWER BOOK



Insert for Sections A and B

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

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
4. terms and conditions before submitting your application for courses. Persons lodging
5. unauthorised applications on behalf of other parties will be liable to further action and expense.
6. Full investigations will be conducted into the submission of unauthorised applications.
7. By submitting a VTAC course application, you are agreeing to the following terms and
8. conditions:
9. I declare that I have read and understand the advice and instructions in this document.
10. I declare that I will provide true and complete information while completing my VTAC course
11. application or will contact VTAC or self correct any errors or omissions immediately.
12. I authorise VTAC and participating institutions to obtain available official records from any
13. education institution attended by me. I understand that VTAC is not responsible if any
14. institution does not provide these records.
15. I authorise VTAC to verify any information provided by me. ***
16. I authorise any future educational institution I attend as a result of this application to provide all
17. my results from future studies to VTAC or a person nominated by VTAC. I authorise VTAC or
18. the nominated person to collect, receive, store, transfer and use all such information and all
19. information in or connected with this application for research purposes. I give these authorities
20. on condition that all information provided pursuant to them is de-identified by VTAC or the
21. nominated person.
22. I understand that VTAC may disclose the personal information I have given in this application
23. to the Department of Education, Employment and Workplace Relations (DEEWR), or its
24. successor, for the purpose of:
25. (i) use in connection with the Higher Education Information Management System (HEIMS);
26. and/or
27. (ii) use in connection with the National Data Collection on University Applications and Offers;
28. and/or
29. (iii) other collections as DEEWR, or its successor, may lawfully require from time-to-time.
30. I understand that VTAC and the participating institutions have the right to vary or cancel an
31. application or enrolment made on the basis of what VTAC or a participating institution
32. determines to be untrue or incomplete information from any source. ***
33. I understand that all fees paid to VTAC in connection with my application are not refundable
34. 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
3. course you wanted and now it’s time to start getting ready for the world of tertiary study.
4. For some of you the news isn’t so great. But if you didn’t get into the course you wanted, don’t
5. panic. You’re not alone. Almost a third of all students who apply for a tertiary course through
6. VTAC don’t get offered their first choice of course places.
7. But there’s comfort to be had. From second and third round offers to work experience and study
8. alternatives, there are plenty of options still available to you . . .

Source: www.youthcentral.vic.gov.au/Studying+%26+Training/Changing+your+mind/VTAC+offers+-+Don't+panic!/

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

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?
14. M Sort of.
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. <CRE Look at this/
 22. woohoo,
 23. let's go. CRE> [@@@]
 24. J [@@@]
 25. M But when we wash him in the laundry sink,
 26. it's as if we're murdering him\
 27. [@@@@@@@]
 28. J [@@@@@@@]
 29. <F It's like a torture chamber. F>
 30. M @@@
 31. J So how ol- (.) how big's Scruffy?
 32. What sort of dog is he?
 33. M Oh (.) he's a mixture of Maltese Shih tzu and King Charles.
 34. J Oh okay/
 35. M He's such a gorgeous [little terrier.]
 36. J [Has he got] pop-eyes?
 37. M Nup.
 38. J <F Good. F>
 39. M He's that (.) he's about that fat.
 40. (gesturing with arms) [@@@]
 41. J [@@@]
 42. M We need to start walking him,
 43. now that the weather's getting better\
 44. J Ah, yeah, good idea.
 45. M John had yesterday off,
 46. and he took Bella up the country\
 47. It was so easy to look after her.
 48. J Hmm.
 49. M Yes.
 50. You know he said (.) he said,
 51. I don't (.) I don't think I need to put the lead on.
 52. J She's good isn't she.
 53. M She is.
 54. (...) And she does what you say, when you say it,
 55. [even if she's after a rabbit].
 56. J [hmm]
 57. M Whereas dumb-dumb\ [@@@@@@@]
 58. J [@@@@@@@]
 59. M he could take lessons from Bella any day. @@@
 60. J @@@
 61. M They're the dumbest dogs\ @@@

62. (.) They are so= dumb\
63. J You can say that again\
64. <CRE You should have seen how (.) the other day (.) Patch went one way around a pole,
65. and I went the other way/
66. and he got himself tangled up in his lead/
67. and he just stopped and looked at me. CRE>
68. M Scruffy did that the other day,
69. and I said,
70. <CRE 'One of us has gone wrong here,
71. and it's not me' CRE>
72. J @@@
73. M He just went <F 'Whaaaaa?' F>
74. J @@@
75. M He just had no idea what to do.
76. J They're stupid, [just stupid].
77. M <CRE [When I got home] I told the boys about it,
78. and they were hysterical\ CRE>.
79. J @@@
80. M Matt said,
81. <D 'You big dummy' D> [@@@@@@]
82. J [@@@@@@]
83. (8 seconds while J rummages in her bag)
84. I can't find my mascara.
85. (...) I bought it in one of those discount chemists (.)
86. it only cost four dollars/
87. but I tell you what,
88. it wasn't worth it.
89. M @@@
90. J (.) (H) <F Oh my God\ F>
91. (.) it was thick\
92. it was gluggy\
93. it was dry\
94. (.) it was so dry.
95. I looked like one of those sort of sort of Gothic chicks in the movies [@@@@@@]
96. M [@@@@@@]
97. J Hmm (.) I thought (.) I thought, Oh (...)
98. I've bought a lemon here.
99. M @@@
100. J I wanted to take it back,
101. and say (.)
102. look, it's crap.
103. M Just live with that one.
104. J Yeah (.) and just say that was [four dollars]
105. M [Yeah, that was four dollars.]
106. J Hmm (.) yeah (.) it was worth a try/
107. M Yeah, it was worth a try.