



Victorian Association for
the Teaching of English

VATE Publications

2014

ENGLISH LANGUAGE

Written examination sample paper

Total reading time: 15 minutes

Total writing time: 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>Marks</i>
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, 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.
- 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.

Disclaimer: Exam section instructions and the Assessment criteria are taken from the Victorian Curriculum and Assessment Authority 2013 English Language written examination. The VCAA does not endorse the content of this exam.

This exam cannot be reproduced whole or part thereof without the permission of the Victorian Association for the Teaching of English.

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** (3 marks)

What is the purpose of this speech and how is this supported by the register? Provide examples of at least two different lexical features in your response. Refer to line numbers in your answer.

Question 2 (3 marks)

Discuss two examples of nominalisation between lines 34 and 49. How does nominalisation contribute to the register of this discourse? Refer to line numbers in your answer.

Question 3 (3 marks)

Analyse the use of the agentless passive between lines 1 and 13 and how it supports the purpose/s of Text 1. Provide examples and line numbers.

Question 4 (3 marks)

What is the structure of the sentence between lines 2 and line 4 ('Accordingly...')? What effect is created by the use of phrases in this sentence? Provide examples.

Question 5 (3 marks)

How is cohesion achieved in this speech? Discuss three different language features that contribute to cohesion in this text. Provide examples and line numbers in your response.

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

[illegible]

This image shows a blank 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.

[illegible]

Insert for Sections A and B

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

SECTION A

Text 1

This text is a speech by Mr Peter Ryan, Minister for Regional and Rural Development, which he delivered in the Parliament of Victoria on Thursday 20 February 2014 and which is recorded in Hansard (official record of parliament). Minister Ryan is reporting to Parliament about the Hazelwood coal mine fire in the Latrobe Valley and its effects on the local communities in the area.

Glossary

House — another word for parliament

Member — an elected representative in the parliament

1. I thank the member for his question. The full economic impact of the fires which
2. continue to burn in Gippsland is yet to be assessed. Accordingly we are unable as a
3. government at this point in time to put numbers around that all-important element
4. of the consequences of the events we are continuing to see unfold.
5. It must be said, though, that there are even more pressing matters that are currently
6. of concern to all of us – to the Parliament at large, I suggest, and certainly to the
7. communities in Gippsland and very particularly in the Latrobe Valley. Smoke from
8. the Yallourn and Hazelwood coalmine fires and the fires throughout the area is
9. affecting air quality in and around the Latrobe Valley in particular and in Gippsland
10. more generally. The fire at the Hazelwood open-cut mine is a complex and very
11. difficult fire. The reality is that it will be some time before it is able to be
12. extinguished. I pay tribute to those who have thus far been engaged in the terrible
13. task of fighting that fire.
14. Nevertheless, the impact on air quality and the potential health risks associated
15. with these events is understandably, and with every justification, causing concern
16. amongst local residents and the community. I commend the local member, the
17. member for Morwell, who has been very active in bringing these matters to the
18. attention of government and advocating on behalf of his community.
19. I can tell the house that a community health assessment centre is being established
20. at the Ambulance Victoria office in Morwell. I am advised by Ambulance
21. Victoria that that centre will operate from 8.00 a.m. tomorrow and will run
22. through until 8.00 p.m. on a daily basis. Paramedics and nurses will provide health
23. information to those in attendance and provide advice, as well as an assessment
24. service, for people who are concerned about their health. They will be working of
25. course in conjunction with local general practitioners, who will be the main focus
26. of actual attention which may be required by people who are affected.
27. In addition, the Department of Human Services, together with the Latrobe City
28. Council, has established a community respite centre in Moe for those seeking
29. respite in accordance with the chief health officer's advice. It will also serve as a
30. hub for various agencies of government origin that people need to seek advice
31. from with regard to the matters pertaining to their needs. It will also include the
32. Red Cross and the Victorian Council of Churches. The Minister for Health visited
33. there yesterday, accompanied by the local member.

34. In addition to all of this, various initiatives are being undertaken with regard to the
35. warnings appropriate to the community at large. The Environment Protection
36. Authority (EPA) has monitoring in place for fine particles to measure the impact
37. of smoke on local air quality. Similar monitoring is being undertaken not only at
38. the mine site but around the town of Morwell and the Department of Health will
39. continue to monitor those health impacts and will continue to liaise very closely
40. with local GPs.
41. The EPA will continue to issue smoke advisories when air quality levels require
42. action to be taken by the community. A static information bus has been located
43. outside the Morwell Coles store. It's open from 9.00 a.m. until 5.00 p.m. today.
44. There are also community officers walking the streets in Morwell providing
45. information. Various other forms of communication mechanisms are being
46. implemented so that people are kept abreast of the current issues. Initiatives are
47. also being undertaken to ensure that schooling is provided in appropriate ways for
48. the students in the area. We are concerned in a primary fashion for the health and
49. welfare of the people of the Latrobe Valley.

Source: pages 505–506

<http://www.parliament.vic.gov.au/images/stories/daily-hansard/Assembly_2014/Assembly_Daily_Extract_Thursday_20_February_2014_from_Book_2.pdf>

SECTION B

Text 2

This transcript is an extract of a conversation from a talk-back segment on local ABC radio which aired on Monday 31 March 2014. The topic being discussed by the radio host, Ali Moore (AM), with the caller, Andrew (A), is the recent announcement by the AFL (Australian Football League) not to allow any scoring in younger children's Aussie Rules football matches to discourage competitiveness amongst children and adults, and to focus on participation rather than winning.

The following symbols are used in the transcript.

/	rising pitch	=	elongated sound
\	falling pitch	<u>stress</u>	emphatic stress
?	questioning intonation	(H)	intake of breath
,	continuing intonation	<A A>	allegro - fast-paced utterance
.	final intonation	<L L>	lento - slow-paced utterance
-	truncated word	(.)	very short pause
--	truncated intonation unit	(..)	short pause
[]	overlapping speech		

1. AM: <A Morning Andrew A>
2. A: Good morning Ali/
3. Look, I support the AFL's idea/
4. (H) I think it's= very important for kids to learn (.)
5. sportsmanship (..)
6. before they get infected by the=
7. <A winner takes all A>/
8. (H) <A I did m- best but I didn't win therefore I'm a loser A>,
9. mentality that's=
10. been imported from the US/
11. AM: <A But Andrew, my question is, and I guess--
12. I mean the previous caller was just sort of (.)
13. he was agreeing with you/ A>
14. My question is that <L the kids keep score anywa=y/ L>
15. Why's it so different whether it's jus-,
16. it's actually up on the board or not?
17. A: (H) [Well]
18. AM: [Isn't] education more impor[tant]?
19. A: [When]
20. When I go out with my mates,
21. out on the road or up 'n- mountain biking/
22. and we (.) give it a thrash\,
23. And, you know, we, we know who won/
24. We know who came second and third, we (..)
25. (H) We know all that,
26. But we still give each other a pat on the back and say well done,
27. It doesn't matter if you came first, last, second or in the middle/
28. AM: [Mm]
29. A: [It], it jus-,
30. that's not (.) the point,
31. That's, that's not the purpose of why (.)
32. humans engage in these things.
33. Maybe you do in war/

34. (H) But this is not war,
35. AM: So, so, do [you agree] (.)
36. A: [this is fun].
37. AM: that after, I think, it's at, that once you get to, to the under 11s,
38. the AFL says yes, scoring should be introduced,
39. <A Do you back that? A>=
40. <A Do you think that point is a, is a level of [maturity] A>?
41. A: [Yeah/, oh yeah/]
42. Yeah because (.)
43. by that time kids have learnt that there is something else besides,
44. raw competition/
45. And what a, what a correlation with subjects you had,
46. with the depression [issue]
47. AM: [Mm]
48. A: amongst young [people]
49. AM: [Mm]
50. A: before/
51. AM: Mm
52. A: If a kid does their very best (..)
53. really thrashes themselves to the limit/
54. and/ they don't win (H)
55. And/ they are told because of that that they are a loser/
56. What's that kid gonna think about themself[ves]\
57. AM: [Mm]
58. Andrew, really--
59. Look, good points/
60. and, and really thoughtful points,
61. Thank you (.) very much for, for joining us this morning\

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.

Question 7 (30 marks)

Stimulus

- a. ‘That is one of the reasons I am a fierce advocate for Aboriginal people being taught to be able to read and write English. We cannot and should not be denied these basic tools.’

Nova Peris, maiden speech in Australian Federal Parliament, 13 November 2013.

- b. ‘You hear people on the radio and you hear them who can’t even get the tenses right, who get the words wrong, and in my view it’s a sign of a misspent youth and a bad education.’

John Elliott, *The Agony of Manners*, ABC 1, Wednesday 16 April 2014.

- c. Zits cartoon



© 2014 Zits Partnership.

- d. ‘The High Court’s decision in favour of Norrie May-Welby’s campaign to register as a person of “non-specific” sex has more than just legal and social implications. It also leaves us with a new problem of language...of how to refer to people of “non-specific” sex, and how to address them... Anglo-Australian English doesn’t have a singular third-person pronoun for “non-specific” sex in addition to “he”, “she” and “it”.’

Roland Sussex, ‘Our linguistic lag on all things sex’, posted on *The Drum*, Wednesday 9 April 2014

‘Language is central to our identity – without the ‘right’ language, you always remain an outsider.’ Discuss with reference to contemporary Australian society. Refer to at least **two** subsystems in your response.

OR

Question 8 (30 marks)**Stimulus**

- a. ‘...when a recruiting manager is confronted by a mound of CVs for a particular job, those with obvious errors on the front page will be consigned to the bin. In a society where high-paying jobs are increasingly hard to find, the inability to use English correctly can have real consequences.’

Tom Elliott, ‘Basically, schools fail our children’, *The Herald-Sun*, Saturday 22 March 2014.

- b. ‘I’ve met people who are geniuses at what they do but they’re not great spellers...That stuff doesn’t matter, you know, and you don’t want to be one of those grammar Nazis that bores everybody as well.’

Julia Zemiro, *The Agony of Manners*, ABC 1, Wednesday 16 April 2014.

- c. ‘Stop the verbifying. Attention all commentators at Channel 10’s Olympics coverage. The word “medal” is a noun, not a verb. Therefore, it is as incorrect to describe an athlete as “medalling” or “podiuming” in an event as it would be to say they “carred” it to training. They drove to training in the hope they would one day win a medal and stand atop a podium. Try to correctly use the language we’ve all agreed upon, or leave commentary to those who can.’

Nicholas Langdon, Letters and Opinion, *The Age*, Thursday 20 February 2014.

- d. ‘It’s just that there are times when you wear your tracksuit and times when only your “Sunday best” will do, and so it is with your use of language.’

Collins, Peter and Hollo, Carmella, *English Grammar: An Introduction*, Palgrave Macmillan, 2010, p. 21.

‘Standard English must remain the most important and prestigious variety in contemporary Australian society.’
Do you agree? You must refer to at least **two** subsystems in your response.

OR

Question 9 (30 marks)**Stimulus**

- a. 'We do not have to have training in linguistics to recognise the various ways in which the pronunciation of words and choice of words and constructions differ from day to day, from person to person, from activity to activity.'

Collins, Peter and Hollo, Carmella, *English Grammar: An Introduction*, Palgrave Macmillan, 2010, p. 20

- b. '**Dr Blake blunders No.1.** I agree on historical blunders in the ABC's *The Doctor Blake Murder Mysteries* (Letters, 6/3). I enjoy the series, but sometimes the language jars. In last week's episode, "pissed off" should have been "cheesed off" or "browned off". They would never have said, "Have a great night"; more likely, "Enjoy yourself" or, maybe, "Have a good time". Enlighten generations X, Y and Z about our past. Give an ageing worker a job as a consultant.'

Janice Florence, Letters to the Green Guide, *The Age*, Thursday 13 March 2014

- c. Zits cartoon



© 2014 Zits Partnership.

- d. 'OMG – r u watchin game? Amaze!! Hawks n Cats even but Geelng just kicked another so in front now. TomHwk off – bloodrool – back on grnd now...he's SO got the goods. Meet up l8r? What/where suits? Txt me after game. Gotta go – Dave;s back w chips n drnks ;-)'

Text message to a friend during a football game at MCG.

'To fully understand the nature, features and functions of language, you must always consider the context.' Discuss with reference to contemporary Australian English. Refer to at least **two** subsystems in your response.

Working space

11

[illegible]

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.

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.

[illegible]

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.

CONTRIBUTORS

Josephine Smith, Louisa Willoughby

© VATE 2014

This publication has been prepared by the Victorian Association for the Teaching of English. While reasonable checks have been made to ensure the accuracy of the statements, no responsibility can be taken for errors and omissions however caused. VATE accepts no responsibility for any loss occasioned by any person acting on or refraining from action as a result of material in this publication.

END OF QUESTION AND ANSWER BOOK



Victorian Association for
the Teaching of English