

SECTION A – Short-answer questions**Instructions for Section A**

Refer to the insert in 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)

Describe the register of the text. Using line numbers, provide **two** examples of specific language features to support your answer.

Question 2 (2 marks)

Identify the sentence structure that follows and explain how it supports the function of the text:
I rode to her house that morning, through the intermittent shade of birch trees and liquid ambers. (L3–4)

Question 3 (2 marks)

Identify and explain **two** different ways that cohesion is achieved in the text. Provide evidence with line numbers to support your explanation.

Question 4 (4 marks)

Identify **two** different figurative language techniques in the text and discuss how they contribute to the writer's construction of the landscape. Provide evidence with line numbers to support your response.

Question 5 (4 marks)

Using **two** linguistic features, each from different subsystems, explain how the author has established a sense of time in the piece. Use evidence with line numbers to support your response.

SECTION B – Analytical commentary**Instructions for Section B**

Refer to the insert in 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

SECTION B – continued

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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. 'Beware of overkill. Too many exclamation marks make writing overheated. There are no real rules about using them, except *Please restrain yourself*. If you overdo it –

I'd love to! Thank you so much for asking! I'll be there in plenty of time! Oh, I'm so excited!

I'll kill you!!!!!!

Get out!!!!

It tastes disgusting!!!!

– you lose the impact that a single, well placed exclamation mark might have. A well written sentence should be able to pack its own punch.'

Caroline Taggart and J.A. Wines, *My Grammar and I (or should that be 'Me'?)*, Michael O'Mara Books, 2008, pp. 159–160

- b. '12–17 year olds send or receive an average of 60 texts per day. Texting is a significant communication channel for teens and ... an important area for study of gender identity and cross gender interaction. Boys seek social acceptance from girls using text and the ability to edit the conversation in private undoubtedly makes it easier. On the other hand, potential for misunderstanding and disagreement is high.'

Taylor and Francis, 'Teen texting: difference in girls, boys text talk, reflection on gender identity', *Science Daily*, 2 October 2014
<http://www.sciencedaily.com/releases/2014/10/141002123413.htm>

- c. 'For several centuries, the written language held a preeminent place. It was the medium of literature, and, thus, a source of standards of linguistic excellence. It was felt to provide language with permanence and authority ... 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.'

David Crystal, *How Language Works*, Penguin Books, 2006, pp. 147–148

- d. 'When writing with a computer, you must guard against wordiness. The click and flow of a word processor can be seductive, and you may find yourself adding a few unnecessary words or even a whole passage just to experience the pleasure of running your fingers over the key board and watching your words appear on screen. It is always a good idea to reread your writing later and ruthlessly delete the excess.'

William Strunk and E.B. White, *The Elements of Style*, Penguin Books, 2000, p. 106

'The written mode is becoming increasingly insignificant.' To what extent is this true in contemporary Australian society? Refer to at least **two** subsystems of language in your response.

OR

SECTION C – continued

Question 8 (30 marks)**Stimulus**

- a. ‘Australians rapping in American accents was a contentious topic long before Australian rapper Iggy Azalea stole the No 1 and No 2 spots on the US Billboard charts with her adjusted accent. For the uninitiated, Azalea’s speaking voice presents a girl from the Australian bush, while her rap delivery is more gangsta Nanny Fine. She has always said this nuance comes from learning to rap as a teenage runaway in the US, which she did, but it’s worth considering that her native Australian accent could have ended her career way before it even began. The irony is that a 2003 study found that Australian rappers actually exaggerate their own accent when rapping – making it broader in order to show solidarity with their peers.’

Erika Jarvis, ‘Iggy Azalea’s American accent: identity smoke-screen or hip-hop survival?’
The Guardian, 11 July 2014

<http://www.theguardian.com/music/musicblog/2014/jul/11/iggy-azalea-american-accent-hip-hop>

- b. ‘The idea that men and women metaphorically “speak different languages” – that they use language in different ways and for different reasons – is one of the great myths of our time. Research debunks the various smaller myths that contribute to it: for instance, that women talk more than men (research suggests the opposite); that women’s talk is cooperative and men’s competitive (research shows that both sexes engage in both kinds of talk); that men and women systematically misunderstand one another (research has produced no good evidence that they do). There is a great deal of similarity between men and women, and the differences within each gender group are typically as great as or greater than the difference between the two. Many differences are context-dependent.’

Deborah Cameron, *The Myth of Mars and Venus*, Oxford University Press, 2007, pp163–164

- c. ‘Women don’t advance in their careers beyond a certain point without learning to interrupt, at least in this male-dominated tech setting. This is really striking, and starts to put data behind the stereotype whereby strong female leaders are often dismissed with the pejoratives *bossy*, *unpleasant*, and *bitchy*.’

Kieran Snyder, ‘How to get ahead as a woman in tech: interrupt men’,
Slate, 23 July 2014

http://www.slate.com/blogs/lexicon_valley/2014/07/23/study_men_interrupt_women_more_in_tech_workplaces_but_high_ranking_women.html

- d. ‘[In a UK study] More than 70 per cent of bosses claim that the rising trend among Britons – especially teenagers – of adding inflections to the ends of sentences is “particularly annoying.”... Almost 85 per cent said that when non-Australian people use this language trait it is a “clear indicator of insecurity” and could hinder their chances of a promotion or pay rise.’

‘Want a promotion? Don’t speak like an Aussie, *Daily Mail Australia*, 13 January 2014
<http://www.dailymail.co.uk/sciencetech/article-2538554/Want-promotion-Dont-speak-like-AUSSIE-Rising-pitch-end-sentences-make-sound-insecure.html>

‘Social variation in language influences how users construct identities and how others respond to them.’ Discuss, referring to at least **two** subsystems of language in your response.

OR

SECTION C – continued
TURN OVER

Question 9 (30 marks)**Stimulus**

- a. 'For some reason I always start emails with the phrase *I just wanted to let you know that*, and then I get to my point. So I always have to go back and rewrite my emails so I don't belittle my own sentiment and waste the reader's time. For example, I'll write, "I just wanted to let you know that I love your podcast." Ugh! Just say it: Dear Tod, I love your podcast. There's no need to sneak up on the sentence like you're trying to lasso a wild horse! I actually don't even think it's grammatically correct, or at least it's not good writing, because it uses the past tense (i.e., I just wanted) as if I wanted to tell him yesterday, but I'm writing today and, even though I'm not so sure anymore, I'll just say it anyway.'

Mignon Fogarty, *Grammar Girl Blog*, Episode 12, 14 November 2008
<http://www.quickanddirtytips.com/education/grammar/wordiness-and-idioms#sthash.xpeY2vw8.dpuf>

- b. 'Turgid writing and some of the other flaws of academic prose are hazards of the profession: You forget that the tools that have become clear to you are confusing to everyone else. So you...start to write about concepts and frameworks, which are tools used by experts, instead of the objects in the real world, which is how non-experts think of things. For example, instead of talking about calling the police, an expert talks about "approaching things from a law-enforcement perspective".'

Gretchen McCulloch, 'What can linguistics tell us about writing better? An interview with Steven Pinker', *Slate*, 30 September 2014
http://www.slate.com/blogs/lexicon_valley/2014/09/30/interview_steven_pinker_on_the_sense_of_style_and_what_at_linguistics_and_cognitive.html

- c. 'Human relationships depend on communication. Bad writing is a barrier to communication. When a large organisation such as the Government tries to communicate with the man and woman in the street the scope for misunderstanding is enormous. Too often clarity and simplicity are overwhelmed by pompous words, long sentences and endless paragraphs. If we all wrote in plain English, how much easier – and efficient – life would be. It is no exaggeration to describe plain English as a fundamental tool of good Government.'

Baroness Margaret Thatcher (former British Prime Minister), Plain English Campaign website
<http://www.plainenglish.co.uk/about-us/quotes.html>

- d. 'People in business say toner cartridges are in *short supply*, that they have *updated* the next shipment of these cartridges, and that they will *finalize* their recommendations at the next meeting of the board. They are speaking a language familiar and dear to them. Its portentous nouns and verbs invest high adventure, executives walk among toner cartridges, caparisoned like knights. We should tolerate them – every person of spirit wants to ride a white horse.'

William Strunk and E.B. White, *The Elements of Style*, Penguin Books, 2000, p. 118

'Formal language is a necessary tool for establishing the power and authority of its users.'

To what extent is this the case in contemporary Australian society? Refer to at least **two** subsystems in your response.

Working space

Question No.

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END OF QUESTION AND ANSWER BOOK

END OF SECTION C

Assessment criteria

Examination responses will be assessed on the extent to which they demonstrate the ability to

- use metalanguage tools 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.

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