

STUDENT NUMBER:

VCE ENGLISH LANGUAGE

2016 Unit 3&4 Practice Paper 2

Total Reading Time: 15 minutes

Total Writing Time: 2 hours

QUESTION AND ANSWER 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, highlighters, erasers, rulers.

Students are NOT permitted to bring into the examination room: blank sheets of paper and/or white out liquid/tape or a dictionary.

No calculator is allowed in this examination.

Materials Supplied

Question and answer book of 23 pages with Assessment Criteria on page 23, and a separate 4 page insert for Sections A and B.

Instructions

Detach the insert from the centre of this book during reading time.

Write your student number in the box at the top of 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.

Disclaimer: Examination instructions and the examination assessment criteria are taken from the Victorian Curriculum and Assessment Authority (VCAA) 2012 – v3 – March 2016 English Language examination specifications. The VCAA does not endorse the content of this exam. Every effort has been made to gain permission to reproduce any images herein; failure to do so is not intended to limit the rights of the owner. This examination paper is licensed to be printed, photocopied or placed on the school intranet, and used only within the confines of the purchasing school. It may not be issued or passed on to any other party including other schools, practising or non-practising teachers, tutors, parents, websites or publishing agencies without the written consent of BooBook Education.

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. Answer **all** questions in this section.

In your response you are expected to

- demonstrate your ability to use relevant descriptive and metalinguistic tools
- demonstrate your familiarity with the topics of Unit 3, 'Language Variation and Social Purpose' and Unit 4 'Language Variation and Identity'.

Section A is worth 15 marks.

Text 1**Question 1**

Discuss the function of the pauses used between lines 2-6.

2 marks

Question 2

How does the use of emphatic stress used between lines 18 – 30 support the social purpose of the text? Provide two examples.

2 marks

SECTION A – continued

Question 3

How is the identity of the speakers reflected in the language they use? Provide two examples to illustrate your response.

4 marks

Question 4

Comment on the ways in which Lucas observes the positive face needs of others between lines 3-14. Provide two examples.

3 marks

SECTION A – continued**TURN OVER**

Discuss how lexical repetition is used to create cohesion between the two sections, lines 1- 35 and lines 37-68. Provide three examples with line numbers.

[illegible]

©BooBook Education

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.

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 Unit 4 'Language Variation and Identity'.

Section B is worth 30 marks.

Question 6

Write an analytical commentary about 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

30 marks

Working Space

SECTION B – continued
TURN OVER

SECTION B – continued

SECTION B – continued
TURN OVER

SECTION B – continued

SECTION B – continued
TURN OVER

SECTION B – continued

END OF SECTION B
TURN OVER

Instructions for Section C

In your response you are expected to

- Section C is worth 30 marks.**

Question 7

Ellen McGregor, Heathmont The Age 4.5.16

- Michael Mason, Head of Radio, ABC quoted in The Age 2.5.16*



- Wikipedia*

SECTION C – continued

Question 8

Stimulus

- i. Politicians seek to exploit social media but in doing so open themselves up to a degree of direct public accountability that they have not previously experienced. Because social media is open to all, it broadens and intensifies public scrutiny of all in public life, including politicians and professional media.

Dennis Muller 'Ideas for Australia – beyond the abuse social media has improved public political debate', The Conversation 27.4.16

- ii. In response to the Department of Immigration and Border Security's statement that "detention involves a 'public numbing and indifference' similar to that allegedly experienced in Nazi Germany", a furore erupted on social media, with comments such as:

"Free advice to Border Force: it's NOT best practise [sic] to put 'allegedly' next to 'Nazi Germany'."

"Bad Sentence Structure? or did Australia's Border Force just use the word 'allegedly' about the Holocaust."

"Border Force allegedly a competent organization."

Twitter, 9.3.16

iii.



- iv. Online and social media's capacity to enable anyone to communicate their ideas and views is much celebrated. So why do so many people feel nervous about getting involved with online debate? Too often, the reason is they have had vitriol poured all over them, or seen that happen to others.

David Rowe, Helen Barcham, 'Five ways to fight online abuse with good manners', The Conversation 31.10.14

'Thanks to social media, public discussion and debate has been enriched and made more accessible.' Do you agree?

SECTION C – continued
TURN OVER

Question 9

Stimulus

- i. Rob Thomas, singer with the group 'Matchbox Twenty', made a racist joke about Aboriginal Australians during his first concert in Melbourne on 20 February 2016. Later he wrote on his Facebook page: "When I was made aware of it, the ground fell out beneath me, and I realized that people may now see me as the exact opposite of who I am... I know that words are just words, but to those I offended, I deeply, DEEPLY apologize! Everyone who knows me is aware that for the past 20 years I have been a fervent supporter of civil rights, so I am incredibly embarrassed by my ignorance. I feel like a fool and apologize to all Australians."

ii.



Picture from a 1993 movie in which a male character disguises himself as a woman.

- iii. A computational analysis of the words used by over 65,000 consenting Facebook users in some 10 million messages revealed that women use language that is warmer and more agreeable than men. Some of the most commonly words used by women include wonderful, happy, birthday, daughter, baby, excited and thankful whereas the words most commonly cited by men are freedom, liberty, win, lose, battle and enemy. Analysed by psychologists and computer scientists from Stony Brook University, the University of Pennsylvania and the University of Melbourne in Australia, the study found that additionally, algorithms of language use predicted one's gender on Facebook 90 per cent of the time. The findings suggest gender influences the way people express themselves on Facebook.

Mini Dixit, 'Women use polite words, men most likely to swear and abuse on social media', India Today, 26.5.16

- iv. "I want to de-layer the organisation--creating a closer day-to-day relationship and clearer line of sight for myself into the business. We will organise our activity into more clearly delineated client-focused product sets."

Anthony Jenkins, Chief Executive Officer of Barclay's, explaining a change of policy.

'There's no escaping it; you are what you speak.' Do you agree?

SECTION C – continued

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

[illegible]

©BooBook Education

SECTION C – continued

SECTION C— continued
TURN OVER

SECTION C— continued

SECTION C—continued
TURN OVER

SECTION C— continued

SECTION C—continued
TURN OVER

END OF SECTION C

EXAMINATION CRITERIA

- 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

Examination instructions and the examination assessment criteria are taken from the Victorian Curriculum and Assessment Authority (VCAA) 2012 – v3 – March 2016 English Language examination specifications. The VCAA produces the only official, up to date versions of VCAA publications. Readers should consult the VCAA website <http://www.vcaa.vic.edu.au> for VCAA publications and the latest course information, including information in the Bulletins and Notices to Schools.

END OF QUESTION AND ANSWER BOOK