

Year 12 Trial Exam Paper

2016

ENGLISH LANGUAGE

Written examination

STUDENT NAME:

Reading time: 15 minutes

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>Number of marks</i>
A	5	5	15
B	1	1	30
C	3	1	30
			Total 75

- Students are permitted to bring the following items into the examination: pens, pencils, highlighters, erasers, sharpeners and rulers.
- Students are **NOT** permitted to bring into the examination: blank sheets of paper and/or white out liquid/tape and dictionaries.
- No calculator is allowed in this examination.

Materials provided

- The question and answer book of 23 pages, including a removable insert for Sections A and B and **Assessment criteria** on page 23.

Instructions

- Write your **name** in the box provided.
- Remove the insert 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.

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

Refer to the insert provided while answering this section.

Section A requires answers to questions about Texts 1 and 2. Question 1 refers to Text 1.

Question 2 refers to Text 2. Questions 3–5 refer to both Text 1 and Text 2. 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** (2 marks)

Discuss **one** way that information flow contributes to cohesion in lines 1–5. Use metalanguage and evidence of a specific discourse strategy to support your answer.

Text 2**Question 2** (4 marks)

Identify **two** politeness strategies JW uses to meet negative or positive face needs. Provide evidence of each strategy and explain if it would meet a negative or positive face need in the context in which it occurs.

Texts 1 & 2**Question 3** (2 marks)

Explain both the function(s) of these texts and their social purpose(s).

Question 4 (3 marks)

Identify **two** different prosodic features in Texts 1 and/or 2 and explain their effect on the discourse. Use metalanguage and refer to line numbers in your answer.

Question 5 (4 marks)

Explain how figurative language supports the speaker's social purpose(s) in lines 22–28 (Text 1) and in lines 48–53 (Text 2). Use metalanguage and refer to line numbers in your answer.

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

Refer to the insert provided while answering this section.

Section B requires an analytical commentary on Text 3. Question 6 refers to Text 3.

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 3**Question 6** (30 marks)

Write an analytical commentary on the language features of Text 3.

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]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

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.** ‘It would be wrong to assume that Aboriginal spokespeople or leaders with a high profile in mainstream society are not AE speakers. Frequently they are people who can choose the variety of English which best suits their purpose. Like bilingual speakers, they can use their linguistic and communicative skills to participate effectively both in their own communities and in mainstream society.’

Diana Eades, *Aboriginal English*, PEN Vol. 93, Primary English Teaching Association

- b.** ‘Australian English is famous for its vivid idioms – though many display literary creativity rather than everyday frequency: bald as a bandicoot, scarce as rocking horse manure, and look like a consumptive kangaroo. Domestic idioms – such as bring a plate (“bring some food to share”), or full as a goog (literally “egg” i.e. “drunk”) – have been neglected by comparison, though some have been brought to outside attention through television commercials, as in the case of amber fluid for ‘beer’ (known from 1906). There are also important differences in the force of some expressions compared with British English, notably the ‘routine’ use of bloody and bastard.’

David Crystal, *The Cambridge Encyclopaedia of The English Language*, Cambridge University Press, 2003, p. 352

- c.** ‘The children of migrants speak the language of the wider community (in this case Australian English) as their first language, but the English they speak can be modified by aspects of their parents’ language – in pronunciation, grammar and vocabulary. Their parents’ language has the power of the familial bond, and it also has strong links to the cultural values of the country from which the parents migrated. Australian English has the power to express the children’s new status as Australians ... and Australian English is that language of the world where they must move, work and live.’

Bruce Moore, *Speaking our Language: The Story of Australian English*, Oxford University Press, 2008, p. 193

- d.** ‘Big mob of family live in our cottage. There’s Ada, me and my sisters – Eva, Sarah and Lily. Eva’s my big sister, we always fightin’ but we really close, too. Sarah was born when I was minya wunyi [small girl], only three. She the quiet one. I always look out for ‘er ‘cause she a softie and gets hurt sometimes. Lily, come next, she ‘The Lilly of the Valley’, like in the song, or most of the time we call ‘er Lil-Lil, like minya [small], ‘cause she little girl.’

Dylan Coleman, *Mazin Grace*, University of Queensland Press, 2012, p. 1

‘The language choices we make reflect our cultural identity.’

Discuss this statement in the contemporary Australian context. Refer to at least **two** subsystems of language in your response.

OR

Question 8 (30 marks)**Stimulus**

- a. 'An alternative to the gendered titles Ms, Mrs, Miss and Mr, the gender-neutral Mx (pronounced 'mux' or 'mix') allows those people who do not wish to reveal their gender or who do not identify as male or female to select a gender-neutral title not related to some kind of career or qualification (like Justice or Dr) ... we're really looking forward to the day we report to you that the *Macquarie Dictionary*'s entry for Mx has been updated to include more than its current definition of "Maxwell".'

Allie Severin, 'Out with the newspaper, in with the gender-neutral title!',
Fully (Sic), Crikey, 12 June 2015

- b. '*Macquarie Dictionary* has announced "*mansplain*" as 2014 word of the year, and "*share plate*" as the people's choice ... The committee said they felt mansplain was a much-needed word and that it was clever, neatly capturing "the concept of the patronising explanation offered only too frequently by some men to women" ... Runners-up for word of the year were *lifehacking*, *binge*, and *bamboo ceiling*. The committee gave a dishonourable mention to *selfie stick*.'

Candice Marshall, 'Mansplain chosen as *Macquarie Dictionary*'s 2014 word of the year',
ABC News, 30 March 2015

- c. 'The forthcoming second edition of the *Australian National Dictionary* will include a number of terms derived from bogan. The first decade of the twenty-first century produced *bogan chick*, 'a female bogan', *boganhood*, 'pride associated with being a bogan', *boganism*, 'the state or quality of being a bogan; an instance of bogan behaviour or language', and *boganity* and *boganness*, both referring to 'the state or quality of being a bogan'. More recently bogan has generated: *boganesque*, 'having the characteristics or resembling the style of bogans', *boganest* (superlative adjectival form – 'he's the boganest politician in parliament'), *bogandom*, 'bogans regarded as a group', *boganology*, 'the study of bogans', and two terms for a wealthy bogan, *boganaire* and *cashed-up bogan* (also CUB). As is clear, the term has become very productive and the possible forms are almost endless: hence attributive forms such as *bogan pride* and *bogan vote*.'

Mark Gwynn, *Oz Words*
 Vol. 24 No. 1, April 2015, Australian National Dictionary Centre

- d. 'ANZAC: Initial letters of Australian, New Zealand Army Corps contracted. The area on the Gallipoli Peninsula occupied by the Anzac Corps. One who was on Anzac during the campaign. Used sarcastically in reference to Military Policemen. The Provost Corps was originally named "Anzac Provost Corps". The term "Anzac" also implied gallantry, another reason for its sarcastic application to the Military Police. ANZAC SOUP: Shell-hole water polluted by a corpse. ANZAC STEW: The ordinary Army stew diluted with water to a greater extent than usual. ANZAC WAFER: Name given to the Army Biscuit issued as portion of the Iron Ration, or when bread was not fully available. "Anzac" because of their constant use on Gallipoli, and "wafer" sarcastically because of their size and extreme hardness.'

Glossary of slang and peculiar terms in use in the A.I.F. 1921–1924, Australian War Memorial

'Informal language use is the source of language innovation.'

To what extent do you agree? Refer to at least **two** subsystems of language in your response.

OR

SECTION C – continued
TURN OVER

Question 9 (30 marks)**Stimulus**

- a.** ‘As a linguist working in disability studies and a friend of a number of blind people I come across a lot of howlers when well-meaning people attempt to euphemise terms for blindness. Unsighted; Differently sighted; Sight-challenged. As a friend remarked on the last one “seeing for me is not a challenge – if anything I’m sight-impossibled!” ... Many older terms for specific disabilities have become general insults: spastic, lame, retarded. If your disability term of choice would be equally happy ending the sentence “I’m not watching that show, it sounds...”, you need to find a new term.’

Lousia Willoughby, ‘Referring to people with disabilities: A how-to guide’,
Fully (Sic), Crikey, 13 September 2015

- b.** ‘The relaxed attitude of Australians has been known to cause problems. Because Australians are difficult to offend, they are not sensitive to causing offence in others. To outsiders, Australians often appear very blunt and rude. They tend to call a spade a spade when perhaps more tact is required. Furthermore, because Australians see people as equal, they frequently offend international visitors who feel a more respectful attitude is warranted. For example, Australians may refer to some foreigners as “mate” instead of using more respectful titles such as *your honour, sir, madam, mrs, mr, ms, lord, and your highness.*’

Social etiquette in Australia, Convict Creations website

- c.** ‘We generally put more effort into being polite to people who are in positions of greater social power than we are. For instance, I am more polite to the government official processing my passport application than I am to the telemarketer who rings me during dinner. That is because I want the official in the passport office to do me a favour and speed up my application, but when the telemarketer rings me I am the one with the power and they need something from me. That is the effect of power on politeness.’

Miriam Meyerhoff, ‘Being polite as a variable in speech’
Introducing Sociolinguistics, Routledge, 2006, p. 91

- d.** ‘The basic rules governing conversation have been acquired by children by the time they go to school. There is, of course, still quite a bit left to do. Rules have to be learned about how to converse in more structured situations, talking to a wider range of people than would have been encountered at home. The rules of engagement for formal occasions (such as job interviews) have to be acquired, as well as those needed in sensitive settings, such as funerals. It will take several more years to become a competent conversationalist, capable of participating in the myriad situations that define adult life. But the basis of good conversational practice is well established by the age of five.’

David Crystal, *How Language Works*, Penguin, 2006, p. 274

‘An awareness of individuals’ face needs is essential for harmonious social interaction.’

To what extent is this true in contemporary Australian society? Refer to **two** or more subsystems of language in your response.

Working space

Question No.

[illegible]

[illegible]

[illegible]

[illegible]

[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.

END OF QUESTION AND ANSWER BOOK