



Victorian Association for
the Teaching of English

VATE Publications

2016

ENGLISH LANGUAGE

Written examination sample paper

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>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, correction fluid/tape and dictionaries.
- No calculator is allowed in this examination.

Materials supplied

- Question and answer book of 24 pages including a detachable insert for Sections A and B in the centrefold and **Assessment criteria** on page 24.

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 2015 English Language Written examination (November 2015). The VCAA does not endorse the content of this exam.

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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)

How does the register of Text 1 support the social purpose of Malcolm Turnbull’s speech? Provide two lexical features to support your response.

Question 2 (2 marks)

Discuss the function of the modal verb(s) used in lines 7-14.

Analyse how Turnbull uses prosodics in lines 15-28 to help the listener follow his speech.

What effect is created by the use of the passive voice between lines 40 and 51? Provide examples and line numbers in your response.

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Question 5 (4 marks)

Analyse the information flow in lines 43-47. How does this contribute to cohesion in Text 1?

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

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END OF SECTION B

Insert for Sections A and B

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

SECTION A

Text 1

Text 1 is an extract of a speech by Australian Prime Minister Malcolm Turnbull delivered on 7 July 2015 at the Sydney Institute. The Sydney Institute is a current affairs forum devoted to encouraging debate and discussion. Turnbull's speech is titled 'Magna Carta and the Rule of Law in the Digital Age'.

The following symbols are used in the transcript:

/	rising pitch	=	lengthening of a sound
\	falling pitch	—	emphatic stress
,	continuing intonation	<A A>	allegro – fast-paced utterance
(.)	very short pause	<F F>	forte – loud voice
(..)	short pause		

Glossary

<i>Distillation:</i>	The process of retaining the essential features or components of something while removing non-essentials.
<i>John Locke:</i>	A seventeenth-century English philosopher.
<i>King John:</i>	A monarch of medieval England, most associated with the signing of the Magna Carta in 1215.
<i>Magna Carta:</i>	A celebrated charter of liberties which the English barons forced King John to agree to in 1215.
<i>Tyranny:</i>	Cruel and oppressive government or rule.
<i>Venerated:</i>	Regarded with great respect; revered.

1. <F Tonight F> (.)
2. I am going to talk about (..)
3. balancing security/ (.)
4. and individual liberty\ (.)
5. It's a balance
6. our Government has <A I believe A> got right\ (.)
7. <F But F>
8. in order to ensure that we continue to do so/ (.)
9. this conversation is one that should proceed,
10. in a considered manner/
11. respectful of the views and experience of others\
12. And to better understand where we should go=/
13. we should not forget (.)
14. from whence we came\
15. <F Eight hundred years ago/ F>
16. England's most despised King (.)
17. affixed his seal, (.) to (.)
18. England's most venerated document\
19. As a peace treaty/ the Magna Carta failed\
20. King John renounced it (.) <A within a month A>,
21. the civil war was resumed/ (.)
22. and the rebellious barons effectively renounced it within a ye=ar,
23. when they offered the throne to the French heir\
24. Most of its sixty-three chapters are long forgotten\

25. but generations of Britons,
26. <A and their descendants in the New Worlds of the Western and Southern Hemispheres A>,
27. drew from it the very distillation (.)
28. of the rule of law\
29. Now it was not lo=ng (.)
30. before Magna Carta
31. was invoked by philosophers/
32. such as John Locke,
33. <A and later the founders of the American republic A>\
34. to protect the citizen not from the tyranny of kings/
35. <A the revolution had seen to that A>, (.)
36. but from the tyranny of the majority\ (.)
37. <A In 1791 the United States' Constitution's Fifth Amendment A>
38. emphatically cemented the supremacy of the rule of law,
39. as administered by the courts of justice (.)
40. No person shall be deprived (.)
41. of life, liberty or property, (.)
42. without the due process of law (..)\
43. Carved in stone in congresses and courthouses,
44. recited in State Constitutions,
45. Magna Carta has been even more celebrated/
46. in the United States,
47. than in the land in which it was written\
48. And by the time our Australian Constitution was being framed,
49. <A a century or so later A>
50. these rights were judged inalienable and inherent
51. among the British people who formed our Commonwealth\

Used with permission of the Sydney Institute.

Source: <http://www.malcolmturnbull.com.au/media/speech-to-the-sydney-institute-magna-carta-and-the-rule-of-law-in-the-digit>

SECTION B**Text 2**

This text is from the travel blog ‘Happiness and Things’ which is authored and maintained by Silke Elzner. Silke is a German born, Sydney resident who is a travel enthusiast and mother of two. Her travel blogs are about quick getaways for families and couples.

1. Australia’s Gold Digging Past at Sovereign Hill

2. I love history! There, I said it. I am officially a history nerd. So when my Melburnian friend
3. asked me whether I would like to see Sovereign Hill, I naturally jumped at the opportunity.
4. Little did I know how fantastic a place this would be.
5. Sovereign Hill is an outdoor museum about Australia’s days during the famous gold rush. It’s
6. a replica frontier town complete with main street, shops, an industrial complex, civic
7. buildings, a theatre, a slum, and of course a mine. It’s huge. It’s like a Disneyland for history
8. lovers – the size really surprised me.
9. But not just the size is exceptional for an outdoor museum like this – it’s the many, many
10. details that are truly astounding. Just take a self-guided tour through the many shops along
11. the main street – all of them open for business – where you can look at the pharmacy’s
12. inventory, or check out what the sweets shop has on offer ... the interiors are just lovely up to
13. the very detail, polished wooden surfaces, lots and lots of drawers, handwritten labels, old-
14. fashioned packaging. Shop assistants are, of course, in costume and sometimes in character.
15. And all of them extremely knowledgeable about their specific trade and the history of nearby
16. Ballarat.
17. There’s the sweets shop and the soap shop, the jeweller, the photographer and lots, lots more!
18. Expect to spend some money here to purchase some traditional candy or other beautifully
19. packed souvenirs. What I really loved was that the bakery, for example, would only sell “old-
20. fashioned” soft drinks like ginger beer and not Coca-Cola.
21. Then there is the whole industrial complex awaiting you. Again, I was totally surprised by
22. the size of the whole area – you can watch the artisans and craftspeople at work, working metal,
23. making candles, boiling sweets. The most impressive bit is probably the wheelwright, with
24. the whole shed used up by a massive original-looking machine that would noisily do its work
25. of making wheels. Or the lovely girls at the candle works who would show you the
26. painstakingly slow art of candle making.
27. Residential areas encompass a whole village with workers’ huts (where you can see a meat
28. safe, something I never knew existed), and the picket-fenced white houses of the richer
29. residents, plus a whole Chinese community complete with makeshift tents and a Buddhist
30. temple (where you can light an incense stick, if you like). This is also where the kids can try
31. their luck panning for gold in the little river that flows alongside the camp.
32. Speaking of gold – this is of course the main reason this part of Australia was populated in
33. the first place. The little town of Ballarat next door is a prime example of the endeavours of
34. the first settlers and pioneers. Sovereign Hill has its very own mine where you can learn
35. everything about the business of gold mining. However, this is an attraction that will set you
36. back some extra dollars, so in the end we decided to take the smaller mining tour which is

37. included in the regular ticket price. It is a bit corny ... with voices coming from a tape and the
38. group being guided through a network of underground tunnels that take turns in telling you a
39. story about the dangers and rewards of gold digging, but at the end of the day I am sure the
40. kids in particular will love it.
41. Museum staff (and I am sure many of them volunteers) are all wearing traditional dresses,
42. and there are many smaller, random acts that you can witness. There's the hobo lady and the
43. policeman, the theatre director and so many other characters who ensure that these buildings
44. are not just a scene but also a place with lots and lots of stories to tell. Their interactions and
45. conversations happen in the main street rather spontaneously, something that delights not just
46. the children but also the grown-ups.
47. It is probably not the cheapest attraction in Australia but the scale of the operations and the
48. love for detail justifies the price you will pay. In my view a great experience not just for the
49. kids (besides, very educational, too!) but also for the adults. I certainly had a blast exploring
50. the different areas of Sovereign Hill and chatting to the people who work the stores and the
51. workshops. Unfortunately, I didn't bring the kids but Sovereign Hill is definitely a museum
52. that I will make sure they will visit before they have grown up. Highly recommended!
53. Sovereign Hill, Bradshaw Street, Ballarat VIC. <http://www.sovereignhill.com.au/>
54. **Post a comment**
55. Write your message here...

Used with permission of Silke Elzner.

Source: <http://www.happinessandthings.com/2015/07/15/australias-gold-digging-past-at-sovereign-hill/>

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. 'Here's a fun solution to the spreading use of sexist, crude language, Kathleen Murray (Letters, 28/11). Try saying "woman up" instead of "man up" or even "grow some tits" rather than "grow some balls". People may react with laughter and sometimes shock, but it clearly makes them reconsider their gender bias.'

Alison Cook, *The Age*, 1 December 2015

- b. 'Daniel Andrews' pledge to "smash" gang violence is a simplistic and counterproductive response. By using violent language, he fuels the macho rhetoric that constitutes gang violence ... [He] would do well to reflect on how he, as a role model for Victorians, could promote anti-retaliatory language and behaviour.'

Anna Kjer-Nielsen, *The Age*, 16 March 2016

- c. 'By using marriage equality, we are preparing for an inclusive – and bureaucratically simpler – definition to be used in the next iteration of the Marriage Act. When we speak only of same-sex marriage or gay marriage we may inadvertently set our system up to discriminate once again against individuals to whom these labels do not apply.'

Elisabeth Griffiths, 'What's in a name? Language and the (gay) marriage (equality) debate', 16 October 2015
<http://blogs.crikey.com.au/fullsysic/2015/10/16/whats-in-a-name-language-and-the-gay-marriage-equality-debate/>

- d. 'The term "single mother" has been grating at me for a while now ... It still conjures up an image of a miserable woman who feeds her kids mac and cheese, and a house in a shambles and a trail of unpaid bills ... I think I will go with ["sole parent"], but change it to "soul parent". It's a sweet reminder that my identity as a parent is not shaped by my relationship status.'

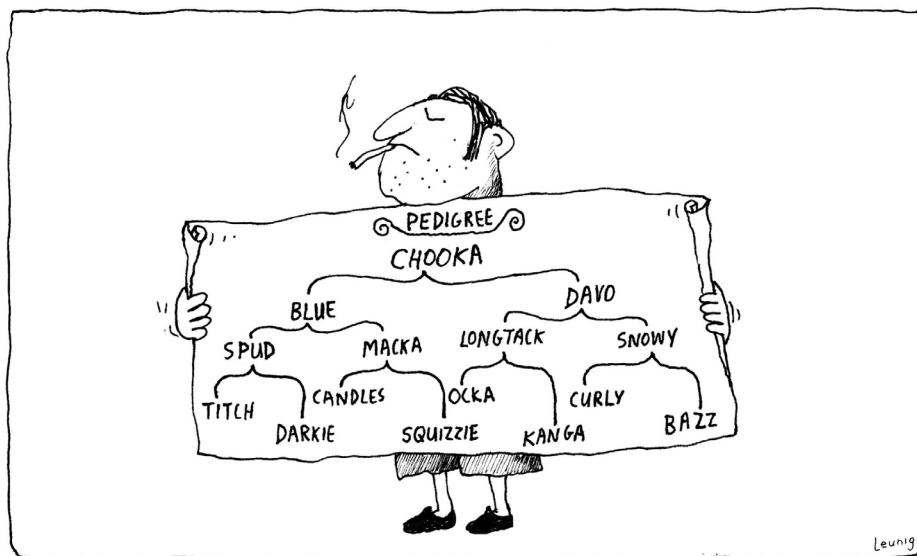
Veronica Sherman, 'Ditch the negatives and put soul into sole parenting', *The Sunday Age*, 13 March 2016

'Social inequality is often represented linguistically. Thus, the first step towards a more inclusive society is removing inaccuracies, stigma and prejudice from our language.'

To what extent is this true in the contemporary Australian context? Refer to at least **two** subsystems of language in your response.

OR

SECTION C — continued
 TURN OVER

Question 8 (30 marks)**Stimulus****a.**

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b. Text message**A:** So I have some good news.**B:** ?**A:** I got a raise today**B:** !**A:** And it came with a promotion**B:** !!!

<https://theconversation.com/emoticons-and-symbols-arent-ruining-language-theyre-revolutionizing-it-38408>

c. ‘A female friend is the most muscular potty-mouth I know ... She often greets me by shouting across a café in the chummiest manner, “How are you Cam, you old c#@t?” I wince ... not thinking of myself as old.’

Anson Cameron, ‘When “jingoese” just doesn’t cut it’, *The Saturday Age*, 12 March 2016

d. ‘Forty-four. That’s how many times Madonna uses the word “bitch” on her latest album, *Rebel Heart*. She has reclaimed and owns it – proudly, powerfully and with panache ... It’s a word that, to an extent, has been adopted as a sisterhood term: “me and my bitches/biatches”.’

Gary Nunn, ‘Power grab: reclaiming words can be such a bitch’, 30 October 2015
<http://www.theguardian.com/media/mind-your-language/2015/oct/30/power-grab-reclaiming-words-can-be-such-a-bitch>

‘When we wish to build rapport or strengthen social bonds, we invariably rely on informal language.’

Discuss, referring to at least **two** subsystems of language in your response.

OR

Question 9 (30 marks)**Stimulus**

- a. 'Put simply, talking "posh" doesn't have the same prestige it once had. All over the English-speaking world, growing egalitarianism and social democracy is seeing the solidarity function of dialects and accents gaining over the status function. Many people are now trying to speak more "down-to-earth", wishing to avoid the "crème de la crème" connotations of the Standard (or "Superstandard") and its associated accents. Certainly in Australia it is not uncommon to encounter hostile (or amused) reactions towards these more prestigious varieties.'

Kate Burridge, 'Proper English: Rhetoric or Reality', *EA Journal*, Vol 22, No. 1

- b. 'To the dominant sections of society language is virtually invisible. "Language" is their medium for exercising their influence over affairs but since "their" language – their particular dialect and the registers they command within their linguistic repertoire – is neither in a state of attrition, nor stigmatised, deficient or aberrant in any important way, it is rarely an issue. The society reinforces and reflects their language.'

Joseph Lo Bianco, 'Making language policy: Australia's experience'
http://www.multiculturalaustralia.edu.au/doc/lobianco_1.pdf

- c. '... I am a second-generation migrant, the child of parents who came to Australia from another country. And ... I took my father's long, unpronounceable surname. Ever since I have carried those 13 letters around my neck like a millstone.'

Peter Papathanasiou, 'I hate my long ethnic surname, and that's got to stop', *The Age*, 18 December 2015

d.



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Car yard, Ringwood, Saturday 3pm

"We've got shitloads of these, but f--k-all of those."

'Standard Australian English may have overt prestige in mainstream society, but non-Standard varieties of Australian English carry their own linguistic value for local communities and groups.'

Discuss, referring to at least **two** subsystems of language in your response.

Working space

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[illegible]

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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

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END OF QUESTION AND ANSWER BOOK



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