

Victorian Certificate of Education
2017

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

								Letter
--	--	--	--	--	--	--	--	--------

ENGLISH LANGUAGE

Written examination

Thursday 16 November 2017

Reading time: 11.45 am to 12.00 noon (15 minutes)

Writing time: 12.00 noon to 2.00 pm (2 hours)

QUESTION AND ANSWER BOOK

Structure of book

Section	Number of questions	Number of questions to be answered	Number of marks
A	4	4	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 22 pages, including **assessment criteria** on page 22
- Detachable insert for Sections A and B in the centrefold

Instructions

- Detach the insert from the centre of this book during reading time.
- Write your **student number** in the space provided above on this page.
- All written responses must be in English.

At the end of the examination

- You may keep the detached insert.

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.

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 1–4 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** (2 marks)

Identify **two** social purposes of this speech.

Question 2 (4 marks)

Identify and comment on the use of **two** different prosodic features between lines 12 and 20. Refer to line numbers in your response.

Question 3 (4 marks)

Using appropriate metalanguage, identify and explain **two** specific language features that reflect Tim Minchin's identity. Refer to line numbers in your response.

Question 4 (5 marks)

Using appropriate metalanguage, discuss the features and/or strategies of spoken discourse that Tim Minchin uses to manage this text. Refer to specific examples and line numbers in your response.

[illegible]

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 5 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 5** (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]

[illegible]

SECTION B – continued

[illegible]

[illegible]

[illegible]

END OF SECTION B
TURN OVER

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 6 (30 marks)**Stimulus**

- a. 'Michelle Guthrie has said she wants to see more diversity right across the ABC and I think that's important. I think the ABC should look and sound like us, who we are and a full range of that,' he said.

Stan Grant quoted in Holly Byrnes, 'Stan Grant returns to ABC in new role as editor of Indigenous Affairs coverage and Leigh Sales fill-in', News Limited, <www.news.com.au>, 28 October 2016

- b. 'Most women, most people and online outlets use remnants of teen-speak all. THE. TIME, often to hilarious effect.

It's called linguistic appropriation and it happens more than you think. Did you know more men are using uptalk? And that more men are also using "like" and "you know"?'

Natalie Reilly, 'Do you talk like a girl?', *The Age*, 25 August 2014

- c. 'Despite what some people think, English is not the official language of Australia – there is no official language specified in the constitution. But, it is the most widely used language in the country. According to the 2011 census, 76.8% of people in Australia speak English at home. Many other people also use English, but in addition to one or more languages that they use at home. There are hundreds of other languages spoken by people in Australia – around 50,000 people speak an Indigenous language at home ...'

The Linguistics Roadshow, <<https://lingroadshow.com/resources/englishes-in-australia>>

- d. 'While Australia may still have gendered marketing in its toy stores, we do have an officially recognised gender-neutral pronoun. It's called singular *they* and it is already in the Macquarie Dictionary ... There are English speakers, however, who prefer to use *they* as their personal pronoun. As with the Swedish *hen*, this is usually because they do not identify as either "male" or "female". Meanwhile, some speakers prefer other pronouns. There are lots of options in English which are not in the dictionary (yet), such as *xe*, *ze*, and *thon*.'

Allie Severin and Hedvig Skirgård, 'Swedes and Australians say yes to gender neutrality', Crikey, <<https://blogs.crikey.com.au/fullysic>>, 2 April 2015

'The use of language in Australia today reflects social diversity.'

Discuss, with reference to contemporary Australian society. Refer to at least **two** subsystems of language in your response.

OR

Question 7 (30 marks)**Stimulus**

- a. “Political correctness” might be a tired old debate, yet the concept is still being used to paint common sense ideas about health, equality and basic decency as silly and hysterical. As an easy way of dismissing issues that are tough or inconvenient.

And it’s not true to say that people don’t have the “right” to say or do what they think anymore.

They just don’t have the right to say and do whatever they want without consequences.’

Judith Ireland, ‘Political correctness – a great term to dismiss issues that become too hard or inconvenient’,
Sydney Morning Herald, 26 January 2016

b.



Fiona Katauskas, ‘Spot the difference’, Eureka Street, <www.eurekastreet.com.au>, 21 February 2017

c.

Due to copyright restrictions,
 this material is not supplied.

Dr Louisa Willoughby, ‘Referring to people with disabilities: A how-to guide’, Crikey,
 <<https://blogs.crikey.com.au/fullysic/>>, 23 July 2015

- d. ‘Member for Stuart [Northern Territory Parliament] Bess Price wants to change the standing orders so that members may speak in any language other than English as long as they then immediately translate their comments in English ...

“We are belittled, ignored, harassed and patronised in English all of our lives ... if we are to be able to properly represent ourselves in the parliaments of our country then our languages need to be recognised in some way, we need to be able to use our own voices.”

‘NT MP wants to speak Walpiri language’, Sky News, <www.skynews.com.au>, 16 March 2016

‘Language is a powerful tool for influencing social attitudes within contemporary Australian society.’

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

OR

Question 8 (30 marks)**Stimulus**

- a.** ‘Few areas of our experience are closer to us or more continuously with us than our language. We spend a large part of our waking life speaking, listening, reading and writing. The central part of a language ... is its grammar, and this should be of vital interest to any intelligent educated person. If it has not been of such interest, then the fault must be in the way in which it has been presented, or in the failure to recognize its importance within this essentially human activity, language.’

Frank Palmer, *Grammar*, Penguin Books, Harmondsworth, 1973

- b.** ‘There has been a noticeable upsurge in the use of Australian slang in politics from the 1970s. When Gough Whitlam became prime minister in 1972, Australia’s highest office took on a distinctly Australian voice. This was the case in terms of accent ... but also in the use of a distinctly Aussie idiom ...

Yet, it’s important to note that pollies don’t use Australianisms the same way and some are better at doing it than others.’

Howard Manns and Kate Burridge, ‘Slanguage and “dinky di” Aussie talk in elections’, *The Conversation*, <<http://theconversation.com/au>>, 30 June 2016

- c.** ‘Some may think this generation of Millennials is destroying the English language with every word that comes out of their mouth, but Melbourne University linguist Rosey Billington says it’s quite the opposite.

“When you are able to use language in a creative way, you show you are linguistically savvy because you know the language rules well enough to use words in a different way,” she said.’

‘Millennial lingo is getting a lot more complicated’, *News Limited*, <www.news.com.au>, 31 December 2015

- d.** ‘Although many young texters like to be different, and enjoy breaking the rules, they also know they need to be understood. There is no point in paying for a message if it breaks so many rules of a language that it ceases to be intelligible.’

David Crystal, *Txtng: The Gr8 Db8*, Oxford University Press, New York, 2008, p. 36 (electronic resource)

‘An understanding of Standard Australian English is needed to be able to communicate in all contexts in contemporary Australian society.’

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

Working space

Question no.

[illegible]

[illegible]

[illegible]

SECTION C – continued

[illegible]

END OF SECTION C
TURN OVER

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.

Insert for Sections A and B

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

SECTION A

Text 1

In a pre-recorded video, Australian actor and comedian Tim Minchin gives his acceptance speech for the Most Outstanding Supporting Actor Logie at the 2016 Logie Awards. The award is for his role in ‘The Secret River’, a television drama dealing with British colonisation and the dispossession of Indigenous Australians. The Logie Awards celebrate Australian television, in front of both a live and a television audience.

The following symbols are used in the transcript:

<L L>	lento – slow-paced utterance	/	rising pitch
<A A>	allegro – fast-paced utterance	\	falling pitch
(.)	very short pause	—	emphatic stress
(H)	intake of breath	=	lengthening of a sound
,	continuing intonation		
.	final intonation		

1. Hello Logies/
2. thank you so= much,
3. I hope you’re all having an excellent night/
4. (H) I wanna thank Daina Reid for having faith in me,
5. (.) a=nd <A Stephen Luby and the ABC A> for having such passion for this project\
6. The story of Secret River was (.) often very upsetting to (.) tell,
7. (.) a=nd <A if it was upsetting for me,
8. I can only imagine what it was like for Trevor Jamieson and Angus Pilakui,
9. and the rest of the Indigenous cast A>
10. I particularly want to acknowledge Natasha Wanganeen,
11. who spent our (H) <L sickeningly violent scene L> reassuring me that everything was cool\
12. (.) I- I- I think it’s incredibly important that we keep telling the story of the true history of Australia\
13. It’s extremely (.) complicated and painful\
14. (H) and (.) it’s hard to know how to tell the story respectfully/
15. and how to make sure we amplify the right voices\
16. but I do know that (.) “let’s get over it and move on” [*spoken in a Broad Australian accent*]
17. doesn’t cut it\
18. and never has\
19. in any culture\
20. in the history of the world.
21. (H) Ah David (.) Dan (.) and Ryan/
22. it’s an honour to be nominated alongside you/
23. you handsome bastards/
24. (.) a=nd,
25. <A I’m moving back to Australia next year/ A>

26. So (.) if you're a casting agent,
27. and you need <L passable performances from weird looking people L>
28. and you can't get Toby Truslove [*clicks tongue, points to himself, smiles*]
29. (.) give us a ca=ll\
30. Thank you so much, [*waves to the camera*]
31. it's a massive honour,
32. thank you.

Source: Tim Minchin, <www.youtube.com/watch?v=BeYFSFKSbeM>

SECTION B**Text 2**

This article, 'House of the Week', written by Lou Sweeney, appeared in the real estate section (*Domain*) of *The Age* newspaper.

Due to copyright restrictions,
this material is not supplied.

Due to copyright restrictions,
this material is not supplied.

Source: adapted from Lou Sweeney, 'House of the Week', *Domain, The Age*,
7–8 October 2016

END OF INSERT