

Victorian Certificate of Education
2018

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

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ENGLISH LANGUAGE

Written examination

Friday 16 November 2018

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	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 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 1–5 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** (1 mark)

Identify the register of this text.

Question 2 (2 marks)

Identify how the use of verbs in the present tense in lines 1–11 helps to create the register. Referring to line numbers, provide **two** examples of this language feature to support your response.

Question 3 (3 marks)

Using appropriate metalanguage, comment on **two** language features that reflect Colin Bisset's identity. Refer to line numbers in your response.

Question 4 (4 marks)

Using appropriate metalanguage, comment on **two** features in lines 17–26 of this text that resemble spoken language. Refer to line numbers in your response.

Question 5 (5 marks)

Using appropriate metalanguage, analyse the discourse features that contribute to coherence in this text. Refer to 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 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

[illegible]

[illegible]

[illegible]

[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 7 (30 marks)**Stimulus**

- a. ‘... some of the topics with which current research into politeness is concerned go back decades. They include the acquisition of linguistic politeness behavior by children, cross-cultural pragmatics, the conceptualization of the notion of face, honorifics, and the interaction of gender with politeness. Topics that have only recently or occasionally been explored are impoliteness, [and] the role of politeness in language change ...’

Daniel van Olmen, ‘Politeness in language’, Oxford Bibliographies, <www.oxfordbibliographies.com>

- b. ‘Phubbing is a portmanteau¹ of phone and snubbing, a combination that describes the act of being distracted by your smartphone when really you ought to be concentrating on the person with whom you’re supposed to be interacting.’

James Adonis, ‘Phone snubbing: How to tell you’re doing it’, *The Sydney Morning Herald*, 5 October 2017

c.



Jon Kudelka, © Limebridge Australia

- d. ‘At other times, individuals have to fight to preserve their face. Brown and Levinson in their classic work on politeness, present face as “the public self-image that every member of a society wants to claim for himself/herself.” Face is a social image that individuals would like to preserve for themselves.’

John Ng, ‘The four faces of face’,
Mediate.com, <www.mediate.com/articles/the_four_faces_of_face.cfm>, May 2008

¹**portmanteau** – word made up of a combination of two other words

‘Users of Australian English must always negotiate positive and negative face needs in order to communicate successfully in the contemporary Australian context.’

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

OR

Question 8 (30 marks)**Stimulus**

- a. 'Until yesterday, Urban Dictionary's top entry for the word *Aboriginal* contained references to substance abuse, crime and welfare dependency.

According to the site's crude rating system, more than 5,000 people had "liked" the entry. It had been the most popular for seven years.

That wasn't the only offensive entry: it was followed by dozens more.'

Tiger Webb, 'Urban Dictionary removes racist "Aboriginal" definition but problems remain', ABC News, <www.abc.net.au>, 9 February 2018

- b.



Fiona Katauskas, <www.fionakatauskas.com>; © Fiona Katauskas; reproduced with permission

- c. 'Free speech does the work of democratic governance by providing the people with the information they need to govern themselves, to hold their representatives accountable, and to decide which policies to accept or reject.'

Katharine Gelber, 'Free speech is at risk in Australia – and it's not from Section 18C', The Conversation, <<http://theconversation.com.au>>, 13 September 2016

- d. 'Changing Happy Christmas to Happy Holidays is probably an over-reaction, but motivated by a genuine concern that someone could be offended. Banning hugs is certainly an over-reaction to a policy that is set up to stop inappropriate schoolyard touching.

But it's more than an over-reaction when political correctness is used as the reason for not acting.

Just look at a couple of examples. We tip-toe around the asylum seeker debate, so that we don't look as though we're racist – and politicians are the beneficiary of that because it allows them to not act.'

Madonna King, 'Political correctness has crossed the line', ABC News, <www.abc.net.au>, 23 November 2010

'In contemporary Australian society, freedom of speech is sometimes considered to be the freedom to say or write anything.'

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

OR

Question 9 (30 marks)**Stimulus**

- a. 'The classic sociological definition of **dominant group** is a *group with power, privileges, and social status*. Another related definition is a *social group that controls the value system and rewards in a particular society*. The dominant group is often in the majority but not necessarily. If we assume for a moment that the dominant group in Western Culture is white, heterosexual men, they are not in the majority. Women represent more than half of the population. If we expand to the world, about 75 percent of the population is not white, but I would submit that whites constitute the dominant group.'

Mary-Frances Winters, 'What's in a word? – Part 4: Dominant group',
The Inclusion Solution, <www.theinclusionsolution.me>, 23 April 2015

- b. 'A number of studies have demonstrated that English speakers who are identified with an ethnic minority group are subjected to a higher degree of negative evaluation in terms of intelligence and status than are people who speak the English associated with the ethnic majority ...'

Gai Harrison, "'Oh, you've got such a strong accent': Language identity intersecting
with professional identity in the human services in Australia',
International Migration, vol. 51 (5), 2013, p. 198

- c. 'A study by the Service to Youth Council (SYC) found that seven out of ten articles written in Australia about youth are negative. The media is a powerful social influencer. People believe what the media tells them. No wonder there are so many negative connotations associated with Gen Y.'

'Young people want more positive stories about youth in the media',
ABC Heywire, <www.abc.net.au/heywire>, 30 April 2013

- d. Due to copyright restrictions,
this material is not supplied.

Janet Holmes, *An Introduction to Sociolinguistics*, second edition,
Pearson Education Limited, Harlow (UK), 2001, p. 371

'Language use can reveal the underlying attitudes of dominant groups to a range of identities and cultures in the contemporary Australian context.'

Discuss, referring 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

This text is a blog post written by Colin Bisset, who describes himself as a ‘writer, traveller, broadcaster’. He is a regular contributor to *Blueprint for Living*, an ABC Radio National program that covers topics related to architecture, food, travel and fashion.

1. I sit down to write about architecture, a few pieces for my regular spot on *Blueprint for Living*.
2. I have my notes spread next to the keyboard, things I’ve jotted down over the past days, facts I’ve
3. checked, a book open with a large colour photograph of one building. There’s some banging going
4. on from the house at the corner, where they’re nailing tiles into place on a new extension. It’s really
5. gone up very quickly, that extension. Is it a new kitchen or just another living area? My phone pings
6. as someone likes one of my tweets. That’s nice. And oh look, there’s a list of people who’ve liked
7. my last Instagram post. So I scroll down to see if there are many new names or any comments. Yes,
8. a comment about a photograph I commented on, so I respond. He’s mentioned Michelucci, the
9. Italian architect I studied at university. Spent weeks wandering around Florence looking at his stuff
10. but didn’t have the courage to try to see him in his villa in Fiesole. A small regret. Silly the stuff
11. you don’t do.

12. Now, back to work. I press shuffle on my iPod for a bit of background music and write my first
13. sentence. Someone’s singing something Baroque which is a bit jerky and frenetic so I press FF on
14. the remote. Do I really have *The Sound of Music* on my iPod? FF again, and it’s gone to Mahler
15. and I’m really not in the mood for Mahler right now. FF again and now it’s *Mad Men*. Nope, this
16. won’t do ...

17. Rightio, we’re off again. But I glance out of the window and a couple of pelicans are wheeling
18. above in the sky. That sets me off on a reverie, wondering just how far they can see from that
19. height. And that the air current must be strong for them to do that. And aren’t they lucky, to be
20. able to wheel about in the sky like that. They hang out by the boat ramp waiting for fishermen who
21. return with their catch and chuck them the entrails of the fish they’ve filleted. Or they stand on the
22. top of lampposts, looking vaguely ridiculous and out of scale. I do love pelicans.

23. Back to work. I’ve got a few things here – an Australian building, one in China and one in Mexico.
24. Never been to Mexico although my father’s uncle lived in Mexico. He was a sculptor, did lots of
25. portrait stuff, won the Prix de Rome but went to Athens instead because of Mussolini and his
26. politics. Worked with Henry Moore at Leeds but they didn’t get on. I keep meaning to research
27. more about him. I’ve always imagined that he was gay. So now I’m musing about what it must be
28. like to be a sculptor. Choosing marble in Carrara. Rather romantic.

29. So, here we go. Another sentence but this chair doesn't feel very comfortable. My partner is away
30. so I trundle his chair in and try that. Much better than mine. Maybe I need a new chair. Do a
31. Google search of office chairs which all look horrible so decide to stick with what I've got.
32. Now where was I? It's not exactly flowing ... Maybe a coffee will help.

Source: Colin Bisset, 'The princess and the pea', <www.colinbisset.com>, 8 September 2016;
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SECTION B

Text 2

The following speech was given at Government House in Canberra by Australia's Governor-General, His Excellency General the Honourable Sir Peter Cosgrove AK MC (Retd), on the occasion of Australian Citizenship Day on 17 September 2016. During his speech, the Governor-General addresses 'little Lewis Kang', a small child who is present at the ceremony with his family (lines 48–53).

The following symbols are used in the transcript:

<L L>	lento – slow-paced utterance	,	continuing intonation
<A A>	allegro – fast-paced utterance	.	final intonation
<F F>	forte – loud voice	/	rising pitch
(.)	very short pause	\	falling pitch
(..)	short pause	—	emphatic stress
(...)	longer pause	@@@	laughter

1. Ladies and gentlemen (.)
2. <L Good morning (.)
3. Welcome to Government House L>.
4. And welcome to this Citizenship Ceremony,
5. on what is National Citizenship Day.
6. This is a significant day for Australia,
7. and for you.
8. Because today,
9. <A along with nearly 6000 people,
10. from 133 countries,
11. at 89 ceremonies across Australia A>,
12. you will become Australian citizens.
13. <L You will take an affirmation,
14. and pledge your allegiance to Australia,
15. its people and its democratic beliefs L>.
16. You will officially become Australian citizens.
17. (..) And you will become part of what is one of the most diverse and harmonious nations in the world\
18. (..) A nation of many people,
19. (..) many cultures, religions and faiths.
20. (..) A nation that is actually made stronger and more resilient by our differences,
21. (..) A nation united by respect and tolerance.
22. (..) A nation that values the creativity, ingenuity and enthusiasm/
23. of all those who come here.
24. (..) And as Governor-General (..) I am proud to be with you,
25. as you become part of the Australian story.
26. (..) A story that began with Indigenous Australians,
27. who have lived on this land for some 40 000 years.
28. (..) A story enriched by those who have since come here,
29. from 200 countries around the world\
30. A story you are now part of,

31. (...) a story you will contribute to and make your own.
32. Here/
33. (.) with family and loved ones,
34. I know there are many reasons for becoming Australian citizens/
35. (..) There's the promise (.) a new start and new opportunities,
36. (..) the reassurance that comes from our open, free and democratic way of life,
37. (..) and there's the wide open spaces and vast, beautiful landscapes that defines this continent.
38. (.) All these things make Australia feel like home/
39. And so citizenship is the next natural step.
40. You come here from many countries,
41. (.) South Korea, Brazil,
42. <A I've spent a bit of time there myself lately at the Olympics and Paralympics A>,
43. (.) China, Vietnam, Pakistan,
44. (.) and quite a number of Canadians,
45. (..) to name just a few.
46. And you are from many backgrounds,
47. (..) engineers, academics, home-makers and doctors\
48. (.) And in the case of little Lewis Kang,
49. there's no need to choose a career path just yet,
50. (...) I understand that playing with the hip hops,
51. @@@@ @@@@
52. <F Kangaroos F>,
53. (.) is keeping you busy enough for now.
54. (...) The point is that each of you brings new life,
55. new spirit,
56. and new enthusiasm to this nation.
57. Your diversity is our diversity.
58. It is our strength.
59. (.) It is what we thrive on,
60. (.) it is what enriches and defines us.
61. And I say to you wholeheartedly,
62. and unreservedly,
63. <F welcome,
64. (.) and congratulations on becoming Australia's newest citizens F>.

Source: Governor-General of the Commonwealth of Australia, <www.gg.gov.au>; CC-BY 3.0