



Trial Examination 2021

VCE English Language Units 3&4

Written Examination

Suggested Solutions for Sections A and B

SECTION A**Question 1** (3 marks)

The register of this text is informal. This is reflected through the author's use of colloquial and non-standard lexis. The interjection 'yay!' (line 2) is non-standard in the written mode, thereby lowering the register. The colloquial neologism 'fantabulous' (line 22) reflects a sense of linguistic playfulness within the text by blending the adjectives 'fantastic' and 'fabulous'.

3 marks

Note: To receive full marks, responses must identify the register correctly and connect it to at least two examples of lexical choices from the text. Responses may include two different examples of one feature, or examples of two separate features. The examples must be informal with a brief explanation of how the features contribute to the informal register of the text. Full marks cannot be awarded if the metalanguage for the language features discussed is incorrect.

Other acceptable examples of lexical choices include: 'woohoooo' (line 22), use of first person pronoun 'I' to close social distance, use of second person 'you' to directly address the readers, the opening informal greeting of 'Hey' (line 1) and the non-standard use of 'pumped' (line 4) as an adjective.

Question 2 (3 marks)

Declarative sentences are the dominant sentence type used in the text. They are used to support the social purpose of providing information to students about their upcoming trip to Fiji. For example, the listing of declarative sentences between lines 9–14, including 'There will be minimal access to shops.' (line 9), 'Getting vaccinated is up to you.' (line 11) and 'You will need some money' (line 13) allows for clear and concise information to be presented to the students.

3 marks

Note: To receive full marks, responses must correctly identify declarative sentence types as the dominant type. They must also give a correct social purpose and connect the declarative sentences to the identified social purpose.

Full marks cannot be achieved if an invalid social purpose is given, or a sentence type other than declarative is given. Likewise, responses should not confuse sentence types and structures (identification of structure rather than type cannot receive any marks).

Question 3 (4 marks)

The relationship between Mr Cavanagh and the students going on the trip (the intended readers of the text), is one of professional rapport and relatively close social distance. Mr Cavanagh signs off the email using his professional address, however he also includes his first name 'Tim' in brackets (line 31). In doing so, he attempts to build rapport with the readers and encourage a degree of intimacy while still acknowledging the teacher–student relationship. This relationship is further emphasised when Mr Cavanagh signals himself as a part of the group by using plural pronouns such as 'we' (line 11), 'Our' (line 16) and 'us' (line 19). This suggests a level of solidarity between the students and himself, establishing a relatively close social distance despite the power imbalance of teacher and student.

4 marks

Note: To receive full marks, responses must interpret the relationship of Mr Cavanagh and the intended readers of the text as well as demonstrate appropriate use of metalanguage. Responses must correctly identify the intended readers, provide two separate language features using correct metalanguage and provide a clear discussion of how each feature reflects the nature of the relationship. Multiple layers to the relationship may be identified. For example, teacher–student, adult–child or as members of the same group. There is scope within responses to refer to face needs, such as Mr Cavanagh addressing the positive face needs of the readers to promote in-group solidarity. Likewise, the use of the formal vocative 'Mr Cavanagh' reflects his negative face needs as a person with intrinsic authority.

Question 4 (5 marks)

There are several discourse features that contribute to the cohesion of the text. The repetition of the proper noun 'Fiji' (lines 2, 17, 18), reinforces and maintains one of the key topics of the text; that is, the students' trip to Fiji.

The use of coordinating conjunctions as cohesive ties allows for multiple ideas to be clearly connected to each other. For example, 'and' (line 2), and 'so' (lines 9, 13 and 17).

Front focus contributes to cohesion by drawing specific phrases into focus and giving them prominence. This can be found in line 7 'As the date gets closer', highlighting that the departure date is approaching, and in line 22 'As a group', which places focus on the writer and intended readers of the text as working together as members of a team.

5 marks

Note: To receive full marks, responses must either identify and discuss three different discourse features, or identify two cohesive features with multiple examples and a detailed, accurate discussion. It is integral that coherence and cohesion are clearly differentiated. Cohesion can contribute to coherence, but the question specifically asks about cohesion and not coherence.

Other acceptable examples of cohesion within this text include anaphoric referencing ('it', line 14, and 'their', line 19); substitution, particularly the use of various pronouns to refer to their group ('us', line 19, and 'we', line 26); and collocations ('get in touch', line 28, and 'daily basis', line 10).

SECTION B

Question 5 (30 marks)

Sample response:

This text is a speech given at Feeling Flighty Travel Agency by CEO Dolores Day on the retirement of a colleague, Rose Miller. The speech is mostly formal in register, with some minor lapses into informality. The audience is wide as the speech was broadcast to various branches of the agency as well as presented live in the head office. The primary social purpose of this text is for Day, on behalf of Feeling Flighty Travel Agency, to acknowledge the work that Miller has achieved during her time with the company and to wish her well. A secondary social purpose is to reminisce with colleagues to foster a sense of gratitude and nostalgia towards Miller, while keeping the audience entertained.

The language of the speech is guided by the wide audience and the public context of the presentation. The primarily formal register is reflective of the public context and Day's authoritative position in relation to her audience. Day employs a formulaic opening, 'Good morning everyone' (line 1), using the formal conventions of a speech. Elevated, polysyllabic lexis helps sustain the formal register throughout the text, examples including the adjective 'vivacious' (line 7), the noun 'anecdote' (line 30) and the verb 'encapsulates' (line 32). This language also asserts Day's authority as it reflects a level of education and formality that would be expected of someone in her position as CEO. Despite Day holding a position of authority, she directly refers to the audience using the second person plural pronoun 'you' (lines 25, 28 and 30). This builds mutual solidarity between her and audience as members of Feeling Flighty Travel Agency, and serves the social purpose of creating a sense of nostalgia towards the work that Miller has achieved. Lexis, both within the semantic fields of travel such as 'flights' (line 39) and 'booking' (line 39), and travel agencies, such as 'front desk' (line 19) and 'head office' (line 20), reflect the shared profession of the speaker and the audience.

Day employs the formal stylistic device of parallelism between lines 49–52, repeating the verb phrase 'is/are truly grateful' with differing noun phrases to support the social purpose of expressing the gratitude of different people connected to the company. Parallelism is also used in the closing of the speech: 'Thank you for your years of service' (line 56), 'thank you for your years (...) of friendship' (line 57). Through this, Day not only highlights her gratitude, but also highlights the fact that Miller is viewed equally as a colleague and a friend. Alliteration in the positively connotated lexis 'happiness' (line 53), 'health' (line 54) and 'hopefully' (line 55) also aid the social purpose of wishing Miller well.

Day's utterance 'and still young in comparison to me!' (line 12) is intended to entertain the audience, with a rising intonation welcoming the laughter response in line 13. This intonation pattern is repeated again on line 42, with the utterance 'he had flights to Roma (...) Queensland!', as Day signals the punchline of a humorous anecdote, with tension built by the pause in the middle of line 42, followed by laughter on line 43. The involvement of the audience coupled with the social purpose of entertainment intermittently lowers the formal register of the speech. Day's pauses at the start of lines 5–7 act to emphasise the adjectives that occur respectively in each utterance, including 'young' (line 5), 'bubbly' (line 6) and 'vivacious' (line 7). This appeals to the positive face needs of Miller while aiding the primary social purpose.

Emphasis on lexemes such as 'efficiency' (line 32) and 'tirelessly' (line 47), as well as the noun phrase 'work ethic' (line 32), further support Day's praise of Miller. Similarly, the slow pace placed on the utterance '<L for days L>' (line 15) highlights the extent to which Miller's praises can be given, just as the slow pace on the phrase '<L truly grateful L>' (line 48) serves a tool of emphasis.

Various discourse features are employed by Day throughout the text to create a sense of flow and maintain topic management. To keep the discourse engaging and succinct, fast-paced utterances take place on information that is offered as an aside to the main content of the speech, such as '<A but I will keep it succinct A>' (line 16) and '<A who was relatively new A>' (line 38). Rising intonation at the end of 'front desks of travel agencies/' (line 19) and 'the phones in head office/' (line 20) serve to indicate a list of varying places that Miller has worked at Feeling Flighty Travel Agency. The fast-paced utterance '<A There will be many of you here A>' (line 25) signals the introduction of a new topic within the speech, just as the rising intonation at the end of lines 4, 33 and 51 introduce the next story or focus of Day's speech. The rising intonation on the utterance '(...) Rose/' (line 51), coupled with the initial long pause, indicates that the following utterances (lines 52–57) are directed at Miller, and the subsequent pronouns 'you' (lines 52 and 53) no longer refer to the audience but to Miller.

30 marks

Note: Responses must include a detailed analysis of the language used in the text.

It must demonstrate an understanding of the social purpose of the text and identify the text as primarily formal in register, with elements of reduced formality as the text progresses.

Responses must demonstrate an understanding of the influence of contextual factors in the text. The context guides the language used by the speaker, Dolores Day, so this should be acknowledged regularly where appropriate, including the close social distance between Day and the subject of her speech, her colleague Rose Miller. In order to do this, the commentary must acknowledge that the relationship between Miller and Day differs from that of the wider audience. Responses may also identify that Day holds a position of authority over her audience, as the CEO of Feeling Flighty Travel Agency.

When referring to the speaker, it is always preferred that they are referred to by their name to show engagement and understanding of the text.

A detailed discussion of a range of stylistic features must be included. Given the spoken mode of the text, prosodic and discourse features must also be referenced as part of the analysis. These may be included throughout the commentary or in a separate paragraph.

Regular use of accurate metalanguage is required to achieve a high score. Where possible, lexical items should be referred to by their word class rather than just the generic term 'lexeme'. An appropriate line number must be provided for each example.

Relevant examples should support analysis and not simply provide a list of language features. In order to achieve a higher mark, each example must clearly link to discussion of an overall feature or function of the discourse.

The commentary should be tightly structured with an emphasis on quality of analysis rather than volume of examples. Differing structures of commentary are acceptable, as long as the required areas are addressed. However, the structure must be logical and signposted throughout the commentary through the use of topic sentences at the start of each paragraph.

Reference must be made to at least two subsystems, although higher scoring responses will tend to reference more than two and discuss them within the context of the text.