

Trial Examination 2021

VCE English Language Units 3&4

Written Examination

Question and Answer Booklet

Reading time: 15 minutes

Writing time: 2 hours

Student's Name: _____

Teacher's Name: _____

Structure of booklet

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>
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 and/or correction fluid/tape and dictionaries.

No calculator is allowed in this examination.

Materials supplied

Question and answer booklet of 24 pages, including **assessment criteria** on page 24

Insert for Sections A and B

Instructions

Write your **name** and your **teacher's name** 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 Insert for Sections A and B.

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

Students are advised that this is a trial examination only and cannot in any way guarantee the content or the format of the 2021 VCE English Language Units 3&4 Written Examination.

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SECTION A – SHORT-ANSWER QUESTIONS**Instructions for Section A**

Refer to the Insert for Sections A and B 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** (3 marks)

How do the lexical choices of the author reflect the register of this text? Refer to line numbers in your response.

Question 2 (3 marks)

Identify the dominant sentence type and discuss how it contributes to **one** social purpose of the text.
Refer to line numbers in your response.

Question 3 (4 marks)

Using appropriate metalanguage, identify and discuss **two** different language features that reflect the relationship between Mr Cavanagh and the intended readers of the text. Refer to line numbers in your response.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

SECTION B – ANALYTICAL COMMENTARY

Instructions for Section B

Refer to Insert for Sections A and B while answering this section.

Section B requires an analytical commentary on Text 2. Question 5 refers to Text 2.

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 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

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. 'The use of swearing by women in public has been increasingly normalised. Yet women are still more likely to be judged for swearing, which can still be seen as "unladylike".'

Reproduced from Laugensen, Amanda (26 November 2020), 'From 'common scolds' to feminist reclamation: the fraught history of women and swearing in Australia'. Published in *The Conversation*. Accessed May 2021. <https://theconversation.com/from-common-scolds-to-feminist-reclamation-the-fraught-history-of-women-and-swearing-in-australia-150615>. Licensed under CC BY 4.0, <https://creativecommons.org/licenses/by-nd/4.0/>.

- b. 'Terms like Koori and Nyoongar are not interchangeable for 'Indigenous'. They refer specifically to a group of Indigenous Australians who identify with a specific area and language. Respect this distinction. If you're unsure how to refer to a specific group, or you want to know who to acknowledge for an Acknowledgement of Country, ask. Contact the Indigenous Engagement Unit. Some Aboriginal people refer to themselves as 'blacks' or 'Aborigines', but others consider these terms offensive. If you are not an Indigenous Australian, avoid them.'

Reproduced with permission from Monash University (n.d.), *Inclusive Language*, Monash Editorial Style Guide website. Accessed May 2021. <https://www.monash.edu/about/editorialstyle/writing/inclusive-language>

- c. Good morning Leigh,

I am emailing you to address something that happened in the staff first aid meeting last week. When addressing the group of staff being trained, Brian referred to us as 'girls'. I did correct him and say can you please say 'women', as we are in fact women. I am wondering if this can please be discussed with HR, just for future training days. I am sure it is well intentioned, but it falls a bit short.

Thanks,
Carol

Email sent from a staff member to the Human Resources (HR) department following a first aid staff training day

Question 6 continues on page 15

Question 6 (continued)

d.



Modified from Jake Clark (2015), *The Daily Struggle/Sweating Button Guy* [illustration]. Accessed 3 June 2021, <https://jake-clark.tumblr.com/post/100946716432>.

‘Our personal language use reflects our identity; however, it can also perpetuate negative attitudes towards our and others’ identities.’

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

OR

Question 7 (30 marks)**Stimulus**

- a. 'Sorry, how this ban is referred to I think is quite dismissive of the seriousness of the issue Phil and I would ask media to stop referring to it in that way.'

Scott Morrison referring to use of the term 'bonk ban' in relation to prohibited sexual relationships in the workplace

Reproduced from Morrison, Scott *Press conference –Australian Parliament House, ACT*. Prime Minister of Australia website (10 November 2020). Accessed 3 June 2021. <https://www.pm.gov.au/media/press-conference-australian-parliament-house-act-29>

- b. 'What some studies have found is that people are actually more likely to use euphemisms to save face socially than in consideration of the feelings of others. This, coupled with the desire to sound neutral, objective, and authoritative, can lead journalists to use euphemistic language to reframe a story obliquely, even when the facts themselves are indisputable. This can obscure or omit important information. Rather than reporting that, say, a politician told a lie, publications may prefer to use more roundabout phrases like the rather archaic "falsehood" or the technical-sounding "misrepresentation," if they don't avoid addressing it at all. By reframing events to sound more socially acceptable, to avoid the disagreeable, such tentative reporting not only reveals hidden biases and value judgments, it also can fall into ethical traps that have real-world and legal repercussions.'

Reproduced with permission from JSTOR Daily. Luu, Chi (30 September 2020), 'The Ethical Life of Euphemisms', *JSTOR Daily*. Accessed May 2021. <https://daily.jstor.org/the-ethical-life-of-euphemisms/>

- c.



Reproduced from Pixabay website. Accessed May 2021. <https://pixabay.com/photos/security-freedom-controversy-need-3071106/>

- d. 'Everyone, I know that we are on camp but can we please keep swearing to a minimum just in case someone from the public hears you.'

Teacher talking to a group of students on a school camping trip

'The way that language is used in society is driven primarily by a desire to maintain social harmony.'

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

OR

Question 8 (30 marks)**Stimulus**

- a. ‘Unfortunately, many countries took up the phrase “social distancing”, when what was needed was “physical distancing”, continuing social interaction as an important part of maintaining well being. The World Health Organisation agrees. Next time – and there certainly will be a next time – we need to be better prepared. There will be new vocabulary to describe, and perhaps to help tame, potential new threats. The messaging may be very similar, and we will know, from our experience with COVID-19 in 2020, how best to stop “covidiot” from acting “coronacrazy”.’

Adapted from Sussex, Roland (30 November 2020), ‘Rona’, ‘iso’, ‘quazza’ – words of the year speak to our Australian take on COVID’. Published in The Conversation. Accessed May 2021. <https://theconversation.com/rona-iso-quazza-words-of-the-year-speak-to-our-australian-take-on-covid-150949>. Licensed under CC BY 4.0, <https://creativecommons.org/licenses/by-nd/4.0/>.

- b. ‘Your oral presentation must be written and presented in Standard Australian English. Failure to do so will result in the inability to obtain full marks.’

Taken from a school’s Year 10 English Assessment Guidelines

- c.



Text message between a mother and son

- d. ‘I avoid using social media because I’ve noticed that the vocabulary in my work emails is deteriorating.’

Overheard statement from a phone conversation

In a contemporary Australian society, what role does context play in setting the linguistic boundaries of both spoken and written language? Refer to at least **two** subsystems of language in your response.

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 the relationships between language and identities in society
- identify and analyse differing attitudes to varieties of English in contemporary Australian society
- 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 BOOKLET



Trial Examination 2021

VCE English Language Units 3&4

Written Examination

Insert for Sections A and B

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SECTION A**Text 1**

Teacher Tim Cavanagh and a group of Year 10 students are preparing for a school excursion to Fiji. They are required to raise money for the local Fijian community they will be spending time with. Mr Cavanagh has emailed the group of students with an update on their excursion preparations.

1. Hey everyone,
2. I am emailing to touch base with you about our upcoming trip to Fiji (yay!) and to finalise a
3. few key points.
4. First of all, I hope that you are all as pumped as I am. I know that the local community is
5. really excited to meet you all.
6. **Packing**
7. As the date gets closer, there are a few key points that you need to remember, especially as
8. you begin to pack:
9.
 1. There will be minimal access to shops, so please bring all of the essential items that
 10. you require on a daily basis.
 11. 2. Getting vaccinated is up to you. We are not going to pressure anyone into getting the
 12. travel shots, but we strongly recommend that you do.
 13. 3. You will need some money, but not a lot. Bring as little as possible so that you do not
 14. lose it while we are overseas.
15. **Program**
16. A few of you have asked me what the plan is for the two weeks we are away. Our program for
17. the trip is being finalised by the village community in Fiji, so it may well be a matter of
18. 'going with the flow' – Fiji time at its finest! There is not much planning that happens on Fiji
19. time, but the locals will be going out of their way to accommodate us. Please be patient.
20. Please be adventurous.
21. **Fundraising**
22. As a group, we have raised a fantabulous total of \$3000 to take with us – woohoooo. A big
23. virtual pat on the back to you all. I will make sure that all of the money is converted into
24. Fijian dollars. If you have any money floating around that you need to give me, please do so
25. as soon as possible.
26. We will have a few more meetings before we go so that you can ask questions and so we can
27. plan the logistics of getting to the airport. In the meantime, if you do have any questions
28. please get in touch. You can come by my office or email back ☺
29. Again, well done and thank you for all of your efforts.
30. See you all soon.
31. Mr Cavanagh (Tim)

SECTION B

Text 2

The following speech was given at the Feeling Flighty Travel Agency head office in Melbourne. The CEO of the company, Dolores Day (D), presented the speech at the Melbourne office in front of an audience (A) of company employees to recognise and celebrate the retirement of her colleague, Rose Miller. The speech was also broadcast to branches of the agency around the state.

The following symbols are used in the transcript.

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

1. D Good morning everyone\
2. It is my pleasure to speak today\
3. as we celebrate a woman who has given so much to the tourism industry.
4. (..) 30 years ago I met Rose/
5. (.) a young,
6. (.) bubbly,
7. (.) <A vivacious human A>
8. who glided into our Shepparton office.
9. Over those 30 years she has moved around the state,
10. taking on various roles and responsibilities within our business
11. (.) She is still very much the bubbly, vivacious woman I met 30 years ago,
12. (..) and still young in comparison to me/
13. A @ @ @
14. D I could go on about the achievements of Rose
15. <L for days L>
16. <A but I will keep it succinct A>
17. (..) Business wise,
18. Rose's warmth has kept customers coming back time after time.
19. From her days at the front desks of travel agencies/
20. to days on the phones in head office/
21. she has succeeded to tame even the hungriest of lions.
22. There are not many people whose patience extend that far.
23. There is no doubt/
24. that she has single handedly saved our reputation many a time.
25. <A There will be many of you here A>
26. that will have been trained by Rose when you began your career\
27. and I am sure,
28. (.) you hold fond memories of that time.
29. (..) I am sure that you are better at your jobs for it.

30. (...) You will have your own anecdotes about her,
31. but here is one that is etched in my memory/
32. and encapsulates her efficiency and work ethic.
33. (...) In 2015/
34. a man called the agency to book a flight to Rome\
35. <A When he called to book his trip A>,
36. he mentioned to the agent that he wanted return flights to Roma.
37. (.) The agent,
38. <A who was relatively new A>
39. eagerly set about booking flights.
40. (...) A month later (.) on flight day,
41. an irate man called the head office saying that instead of Rome Italy/
42. he had flights to Roma (...) Queensland/
43. A @ @ @
44. D An unfortunate error\
45. Rose's quick thinking, warmth and sincere apologies,
46. allowed the man to travel home without filing a formal a complaint against us\
47. She worked tirelessly throughout the night in order to combat time zones\
48. For that (..) I am always <L truly grateful L>
49. The agent is truly grateful\
50. The customer is truly grateful\
51. (...) Rose/
52. We are truly grateful for you.
53. <L We wish you nothing but happiness,
54. health L>,
55. <A and hopefully A> plenty of travel in your retirement.
56. (...) Thank you for your years of service,
57. (.) and thank you for your years (..) of friendship

END OF INSERT