



VICTORIAN ASSOCIATION FOR THE TEACHING OF ENGLISH

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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>Number of 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 **assessment criteria** on page 24
- Detachable insert for Sections A and B in the centrefold

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: Examination Instructions and the Examination Assessment criteria are taken from the Victorian Curriculum and Assessment Authority (VCAA) 2020 English Language Written examination (November 2020). The VCAA does not endorse the content of this exam. VCE® is a registered trademark of the VCAA.

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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** (2 marks)

Discuss **one** language feature that supports the register of Text 1.

Question 2 (3 marks)

How does the lexical choice between lines 17-21 support the social purpose of this text?

Refer to at least **two** different examples.

Question 3 (3 marks)

Comment on the syntactic features of the sentence in lines 4-6 and how these contribute to the register.

Refer to at least **two** different examples.

Question 4 (3 marks)

Discuss **two** different language features that reinforce the ASRC's position on refugees and asylum seekers.

Analyse at least **two** different stylistic or discourse features that contribute to the coherence of Text 1.

[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

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This image shows a single 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.

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Insert for Sections A and B

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

SECTION A

Text 1

Text 1 is taken from the ‘Who we are’ page on the **Asylum Seeker Resource Centre** (ASRC) website. The ASRC provides support to people in Australia seeking asylum and advocates on their behalf to challenge asylum seeker policy in Australia. Describing their service as both a ‘place and part of a movement’, the ASRC is an independent organisation, largely run by volunteers.

1. **About us**

2. Founded in 2001, the Asylum Seeker Resource Centre (ASRC) is Australia’s
3. largest human rights organisation providing support to people seeking asylum.
4. We are an independent not-for-profit organisation whose programs support and
5. empower people seeking asylum to maximise their own physical, mental and
6. social well being.
7. We champion the rights of people seeking asylum and mobilise a community of
8. compassion to create lasting social and policy change.
9. The ASRC movement is proudly supported by a community of committed
10. volunteers and supporters.

11. **From little things, big things grow**

12. We began as a TAFE project in 2001, when Kon Karapanagiotidis, then a teacher,
13. discovered that people seeking asylum were living in the community with virtually no
14. basic support. This led to the creation of a student-run and community funded
15. Foodbank which was launched from a tiny shop in Footscray with only a few boxes of
16. food. That same year, the ASRC was established on 8 June 2001.
17. As an independent, community-led organisation the ASRC is in a unique position to
18. advocate for the human rights of people seeking asylum, exempt from the pressures of
19. government or the private sector. For this reason, the ASRC has been able to take a
20. leading position in the opposition of Australia’s asylum seeker policy, while offering
21. alternatives to issues faced by people seeking asylum and refugees.

22. **Today**

23. Today, we are the largest independent human rights organisation for refugees and people
24. seeking asylum, delivering more services on the ground than any other independent
25. asylum seeker organisation in the country. Our work on the frontline with people seeking
26. asylum informs our practice and enables us to effectively advocate for, and alongside
27. people with lived experience.

28. We offer more than 40 holistic programs that protect people seeking asylum from
 29. persecution and destitution, support well-being and dignity, and empower people to
 30. advance their own future.
31. We are proudly owned and run by our community and supported by a network of more
 32. than 1000 volunteers and 100 staff in assisting around 7000 people seeking asylum each
 33. year.
34. **Our vision**
35. Our vision is that people seeking asylum can live safely, sustainably, independently
 36. and equally.
37. **Our mission**
38. ASRC is a place and part of a movement. We support and empower people at critical
 39. junctures of their journey.
40. Building on our proximity to those with lived experience, we mobilise and partner for a
 41. community of compassion, justice and opportunity.

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END OF SECTION A

SECTION B

Text 2

Text 2 is a conversation, recorded in 2021, between husband Aaron (A), wife Bec (B), and Aaron's workmate Steve (S), all aged in their mid-30s. Bec and Aaron are showing Steve their recently completed deck at their home in Melbourne. It is part of a longer conversation during a tour of their ongoing home extension and renovations.

The following symbols are used in the transcript:

,	continuing intonation	<A A>	<i>allegro</i> – fast-paced utterance
.	final intonation	<L L>	<i>lento</i> – slow-paced utterance
?	questioning intonation	<P P>	<i>piano</i> – softer voice
-	truncated word	<F F>	<i>forte</i> – louder voice
\	falling pitch	=	elongation of sound
/	rising pitch	—	emphasis
(.)	very short pause	[]	overlapping speech
(..)	short pause	@ @	laughter

1. S: Well/ very nice/
 2. A: Yeah
 3. Even having just like all the finished painting and stuff out here now,
 4. With all the colour/
 5. S: Yep
 6. A: <A We weren't sure A> cos we just sorta went oh= (..)

SECTION B — continued

7. We just said,
 8. Oh make it the same I spose as the house or the poles and he goes oh=,
 9. Recommend makin' it Monument,
 10. The same colour as all the the <F downpipes [and the roof] F>/
 11. S: [Cos the do-,]
 12. Yeah the windows and all that sort of stuff, yeah.
 13. A: And we just went (.) oh yeah alright/
 14. S: For sure (.)
 15. A: But it's good/ they they,
 16. When y- they ask you first <A they don't just say oh you should do this A>,
 17. <A They ask you what you sorta want and then they suggest A>,
 18. May=be you should do this and [you] go (.) yeah,
 19. S: [Yeah]
 20. B: @@
 21. A: Thanks for that/
 22. S: Yeah [I wouldn't have matched the colour]
 23. A: [You sort of do this everyday dude]
 24. S: [@@@]
 25. B: [@@@]
 26. S: Yeah exactly,
 27. B: <L You've been [doing] this fo=r many years= L> (..)
 28. S: [Yeah]\
 29. B: It's like when you go the hairdressers and they're like<A whadda you want A>/
 30. I'm like <L well= L>,
 31. It's your job you tell me/ (.)
 32. What would look good on my head? @
 33. A: But yeah (.) <A we've still gotta figure out A> what we're,
 34. I reckon/ we'll probably get low couches out here/ like two couches,
 35. or somethin- there or or [over here],
 36. B: [I wanna] couch under there=/
 37. A: To sort of sit on and then/
 38. S: Yep
 39. A: Maybe have like a smaller table than that/
 40. Sort of like where it is,
 41. S: [Yeah]
 42. A: [But] a bit tall=er so you could put the chairs under it an-,
 43. S: Yep
 44. A: You know it's not as big/
 45. B: We'll wait and see.
 46. S: Yeah we (.) we had a bi=g table on our deck and I got rid of it\
 47. Cos I ha=ted it (.) in the [middle]/
 48. B: [Yeah] that's the thing,
 49. S: And I'd rather have like open [space]?
 50. B: [Yeah]
 51. S: Like I'd have it (.) on the side so like,
 52. B: [Yeah]
 53. A: [Yeah] (.)
 54. S: So yeah we got rid of that and just got a little wicker set

55. B: <P Like a coffee table? P>
56. S: Which I put,
57. Ahh= it's the wicker set had like a little t- tiny table
58. But (.)
59. I'=m (.)
60. This weekend/
61. I'm installing a kitchen along the wall.
62. B: Yeah okay.
63. S: Yeah\
64. So I got the bench space there\
65. B: <P Yep P> (.)
66. A: Well that's what we thought,
67. <A Like if we're gunna have the bigger table there and these doors are open A>/ (.)
68. You sorta got the big table, you'd sorta sit there and eat,
69. Rather than filling up this area where you would sit (.) outside and be sort of,
70. S: Yeah
71. B: The only thing is you can't like
72. You can't really put anything the=re
73. Because the doors (.)
74. Needa (.) open?
75. A: Yeah
76. B: So then like (.) @@
77. Like put it the=re/
78. But then you're blocking the (.)
79. <A But not many people there's no step there so I dunno\ A>
80. <A We just have to sort of live with it for a while I think/ A>
81. [And see]
82. S. [Yeah exactly]
83. B. See see what we feel.
84. S. Yup.

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. ‘[Hypocoristics] can have so much impact in Australia that some speakers are not aware of the original forms of the words and expressions. For example, some young people are surprised to hear that *Vinnies* is in fact an alternate form of the St Vincent de Paul charity. Not only would most of the community talk of *Vinnies*, but the organisation now uses the hypocoristic in its own public communication. Their use in formal contexts, such as by a chief medical officer advising people to clean up their back yards to avoid providing a breeding ground for *mozzies*, can be surprising to non-Australians.’

Helen Bromhead, ‘Gatho, lippy, rego – why Australians love hypocoristics’,
<www.lingoblog.dk>, 9 March 2021

- b. ‘Facebook’s cheugy yeah?’

Tweet by @delasarah, 31 May 2021

- c. ‘Pick your level of formality in writing carefully. If you sound too formal, readers may brush you off as pretentious. However, if you’re too casual, readers may not take you seriously or feel annoyed by your assumptions about them. Though semi-formal is a good stand-by for blogs, consider your relationship with your audience every time you write ...’

Rebekah Weaver, ‘Should you say that? 4 levels of formality in writing’,
<<http://blog.writersdomain.com>>, 19 January 2017

- d. ‘Teens use coded language as an expression of independence, a way to create an identity separate from their parents and, sometimes, to keep their parents in the dark. Knowing the right words also creates an instant bond for a social group, or “fam,” the latest lingo for the inner circle.’

Brenda Breslauer and A. Pawlowski, ‘Teens Tell All: Your guide to teen slang, from bae to woke’,
<<https://www.today.com>>, 1 December 2016,

‘The choices that individuals make when speaking and writing often reflect their personal attitudes as well as social/cultural contexts.’

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

OR

SECTION C — continued
TURN OVER

Question 8 (30 marks)**Stimulus**

- a. 'In trying to articulate Australia's identity, words and phrases and values like mateship, a fair go, the Aussie battler, egalitarianism, multiculturalism, larrikinism, and the lucky country are often cited, but do they all really apply today?'

'Australian identity: What does it mean to you?', Monash Lens (Episode 11),
< <https://lens.monash.edu> >, 22 January 2019

- b. 'Some audience members have been asking about the ABC's terminology in stories and coverage around Australia Day ... The default terminology for the ABC remains "Australia Day"... We also recognise and respect that community members use other terms for the event, including "26 January", "Invasion Day" and "Survival Day", so our reporting and coverage reflect that.'

ABC Communications, 'Australia Day? Invasion Day? Or just 26 January?',
< <https://about.abc.net.au> >, 24 January 2021

- c. 'The Governor-General Hon. David Hurley has agreed to the Commonwealth Government's recommendation to make an amendment to Australia's National Anthem, Advance Australia Fair. The second line of Advance Australia Fair will change from "For we are young and free" to "For we are one and free." The new Anthem will take effect from 1 January 2021. Prime Minister Scott Morrison said the change was made for all Australians.'

Prime Minister's Office, Media Release,
< <https://www.pm.gov.au/media> >, 1 January 2021

- d. '... there's no substance to the view the Australian accent is "lazy". If you're promoting it, then in the wise words of American "philosopher" Jeffrey Lebowsky, "that's just, like, your opinion, man". And it's an opinion that is neither helping the view of Aussies overseas, nor is it helping the people it proposes to help. So let's learn to love our Aussie accents ... in all forms – posh, broad, ethnic, Aboriginal — and by this we mean love the people who use them.'

Howard Manns and Kate Burrige, 'Oi! We're not lazy yarkers, so let's kill the cringe and love our Aussie accent(s)',
< <https://theconversation.com> >, 12 March 2019

'Australian English continues to evolve as contemporary texts in spoken and written modes both question and construct what being an Australian means.'

Discuss. Refer to at least **two** different subsystems of language in your response.

OR

Question 9 (30 marks)**Stimulus**

- a. ‘... if someone says, “I’m offended by it,” then no-one else should be able to judge, except for that person – “I’m offended by it.” So I guess if we’re talking about, you know, whether it’s racism or whatever it may be, if I say, you know, you were racist, and I’m offended by it, quite often, 99% of the time, it’d be a white person to say, “But I was only joking. I’ve got an Aboriginal friend.” You know, that old chestnut.’

Nova Peris (former Olympian and Northern Territory MP), ‘The Australian Identity: Who are we?’,
<<https://www.abc.net.au/qanda/>>, 2 March 2020

- b. ‘Sixty-seven per cent of [Australians] believe that “freedom of speech is often used to justify discrimination against minority groups” ... But it gets even more complicated! When asked whether “accusations of discrimination against minority groups are often used to silence legitimate debate” 67 per cent (again) of us agree.’

Osman Faruqi, ‘Australians say political correctness has gone too far – but do they mean it?’,
<<https://www.abc.net.au/everyday/>>, 11 December 2019

- c. ‘COVID-19 variants are to be known by letters of the Greek alphabet to avoid stigmatising nations where they were first detected, the World Health Organization announced ... “While they have their advantages, [the] scientific names can be difficult to say and recall and are prone to misreporting ... As a result, people often resort to calling variants by the places where they are detected, which is stigmatising and discriminatory.”’

SBS News, ‘WHO renames COVID-19 variant names with Greek letters to prevent “stigma and discrimination”’,
<<https://www.sbs.com.au/news/>>, 1 June 2021

- d. ‘In Australia, there is systematic discrimination towards speakers of Australian Aboriginal English, as well as towards speakers of “ethnolects”, which are a way of speaking characteristic of a particular ethnic group — such as Greek, Italian or Lebanese. When people hear these accents, they may think that person does not speak English well. But having an accent is special: it signals you are multilingual and you have the experience of having grown up with multiple cultural influences.’

Chloé Diskin-Holdaway and Paola Escudero, ‘Don’t be afraid to pass your first language, and accent, to your kids. It could be their superpower’, <<https://theconversation.com/au/>>, 8 February 2021

‘In contemporary Australia, deciding which uses of language are acceptable is a continual challenge.’

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

Working space

Question no.

5

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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



VICTORIAN ASSOCIATION FOR THE TEACHING OF ENGLISH