

Trial Examination 2022

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 21 pages, including **assessment criteria** on page 21

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 2022 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** (2 marks)

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

Question 2 (4 marks)

Using appropriate metalanguage, discuss the function of **two** modal verbs used between lines 20–35. Refer to line numbers in your response.

Question 3 (4 marks)

Using appropriate metalanguage, identify and discuss **two** language features that contribute to the register of this text. Refer to line numbers in your response.

Question 4 (5 marks)

Using appropriate metalanguage, analyse the discourse strategies that contribute to coherence in this text. Refer to line numbers in your response.

SECTION B – ANALYTICAL COMMENTARY

Instructions for Section B

Refer to the 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 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 analytical commentary, you should address:

- contextual factors surrounding the text
- social purpose and register of the text
- stylistic and discourse features of the text.

Refer to at least **two** subsystems of language 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. 'We looked at publically available COVID-19 information from government websites from Australia (federal and three states), the United Kingdom, New Zealand, and three international public health agencies (including the World Health Organization). Most public information was above the recommended reading level for the general population (8th grade). In Australia, information was commonly written at postgraduate level. This means it is too difficult for people with average reading ability to understand.'

Adapted from Muscat, Danielle Maire; Ayre, Julie; McCaffery, Kirsten; Mac, Olivia (30 July 2021) 'No wonder people are confused. Most official COVID vaccine advice is way too complex'. Published in *The Conversation*. Accessed 23 August 2021. <https://theconversation.com/no-wonder-people-are-confused-most-official-covid-vaccine-advice-is-way-too-complex-165307>. Licensed under CC BY 4.0, <https://creativecommons.org/licenses/by-nd/4.0/>.

- b. Subject: Homework today

Hey Miss,

My homework is gonna b late again coz I didnt have me books at home.

Can I pleas have another day to finish it?

Cheers

Brett

An email from a student to a teacher

- c. 'Athletes swearing on TV is not acceptable. I wish people would just learn how to speak properly these days, it's not hard.'
- Overheard on a Melbourne tram
- d. 'English as an Additional Language or Dialect (EAL/D) is designed to develop students' knowledge, understanding and skills in Standard Australian English (SAE). Students studying this subject will benefit in all curriculum areas from explicit teaching of the structure, linguistic features and sociolinguistic and sociocultural aspects of SAE.'

Adapted from Australian Curriculum, Assessment and Reporting Authority (ACARA) (n.d) 'Senior secondary English subjects'. *Australian Curriculum*. Accessed 23 August 2021. <https://www.australiancurriculum.edu.au/senior-secondary-curriculum/english/senior-secondary-english-subjects/>. Licensed under CC BY 4.0, <https://creativecommons.org/licenses/by-nd/4.0/>.

'Non-standard varieties of English in Australia are essential in achieving successful communication.'

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

OR

Question 7 (30 marks)**Stimulus**

- a. 'While you may not view profanity as anything more than words, many of your audience members might be shocked or angered if you included profanity in your speech. It is impossible to know which swear words might be accepted and which might not, so as a general rule, we would caution you against the inclusion of any profanity in your speeches.'

Adapted from material provided by Florida State College at Jacksonville, *Lumen Learning: Fundamentals of Public Speaking* (n.d) 'The Power of Language'. Accessed 23 August 2021. <https://courses.lumenlearning.com/atd-fscj-publicspeaking/chapter/the-power-of-language/>. Licensed under CC BY 4.0, <https://creativecommons.org/licenses/by-nd/4.0/>.

- b. *I'm sorry. I really am xx*

Note attached to flowers

- c. 'What we specifically want to happen is for teachers to intervene in everyday school life and to ban abusive language – in the classroom, in break-time, in the playground, and indeed at parents' evenings.'

Adapted from Pöppelbaum, Yvonne (trans C Cave) (November 2016) 'We are Experiencing a Brutalization of Language'. *Goethe-Institut*. Accessed 23 August 2021. <https://www.goethe.de/en/m/spr/spr/20872965.html>. Licensed under CC BY 4.0, <https://creativecommons.org/licenses/by-nd/4.0/>.

- d. The World Health Organization (WHO) has announced a new naming system for the coronavirus that uses Greek letters to refer to the different variants. For the variants of concern, B117 (the UK or Kent variant) will now be known as alpha, B1351 (South Africa) will be beta, P1 (Brazil) is gamma and B16172 (India) delta... The hope is that this new system will end the stigmatising practice of naming the variants after where they were identified, with phrases such as the 'Indian variant' being dropped in favour of the 'delta variant'.

Adapted from Feil, Ed (1 June 2021) 'Coronavirus variants have new names: we can finally stop stigmatising countries'. Published in *The Conversation*. Accessed 23 August 2021. <https://theconversation.com/coronavirus-variants-have-new-names-we-can-finally-stop-stigmatising-countries-159652>. Licensed under CC BY 4.0, <https://creativecommons.org/licenses/by-nd/4.0/>.

'Language has the power to both hurt and heal.'

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

OR

Question 8 (30 marks)**Stimulus**

- a. 'Australian Vernacular English is a variety which can be heard in the conversational speech of some Australians, especially working class and country men. Some Australians consistently use the full range of Australian Vernacular English features in conversation while others use only part of the range.'

Adapted from Andrew Pawley (2020) 'Australian Vernacular English', In: Kortmann, Bernd & Lunkenheimer, Kerstin & Ehret, Katharina (eds.) *The Electronic World Atlas of Varieties of English*. Accessed 23 August 2021. <http://ewave-atlas.org/languages/60>.
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- b.



- c. 'PRIME MINISTER (Scott Morrison): I think Warren Mundine is a top bloke. Entschy knows Warren Mundine really well, don't you mate?'

Reproduced from Morrison, Scott, Media release – Doorstop, Cooktown, Queensland, Prime Minister of Australia, 22 January 2019, accessed 25 August 2021. <https://www.pm.gov.au/media/doorstop-cooktown-queensland>. Licenced under CC BY 4.0, <https://creativecommons.org/licenses/by-nd/4.0/>.

- d. 'As First Nations people, we would love our languages to be taught and recognised in the schooling system – it would make us feel like valued members of Australian society.'

Koori Education Officer at a Victorian secondary school

'Language use in Australia suggests that there is no clear way to define what it means to be Australian.'

To what extent is this true in contemporary Australian society? 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 Australian English
- draw on contemporary discussion 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 2022

VCE English Language Units 3&4

Written Examination

Insert for Sections A and B

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SECTION A**Text 1**

RidinSolo is a company that hires out bicycles for members of the public to use. The following text is an extract from their terms and conditions, which are required to be read and signed by all customers prior to bicycle hire.

1. **Terms and Conditions of Hire:**
2. As a customer of RidinSolo, you agree to the following Terms and Conditions of hire:
3. **Definitions**
4. For the purpose of these Terms and Conditions, unless otherwise stated:
 5. • **Hire** means the provision of bicycles, including all associated equipment such as
 6. helmets, or services supplied by the Company (RidinSolo) to the Hirer
 7. • **Customer** refers to the person, persons, partnership or other entity hiring the Hire
 8. Equipment from RidinSolo and anyone directly affiliated.
9. **Deposit**
10. There is a \$50 deposit required prior to the bicycle leaving our premises. The deposit can be
11. made by cash or by card. The deposit is fully refundable when the bicycle is returned to
12. RidinSolo provided that it is returned in a satisfactory condition. An unsatisfactory condition
13. is defined as, but not limited to:
 14. • torn seat
 15. • significant scratching to the paint of the bicycle
 16. • damaged tyres
 17. • any other visible damage to the structure of the bicycle, such as handlebars
 18. or spokes.
19. If the bicycle is returned later than the agreed upon return time, you forfeit your deposit.
20. **Age Requirements**
21. All customers must be at least 15 years of age. Customers below this age must be
22. accompanied by an adult of 18 years or older. People under 16 years are able to participate
23. in the bicycle hire program by hiring a tandem bicycle with an adult of 18 years or older.
24. Penalties apply for allowing a person or persons under the age of 16 to use a bicycle that
25. has been hired by a customer.
26. **Risk Responsibility**
27. In accepting these Terms and Conditions, customers take responsibility for all safety of their
28. person when riding a RidinSolo bicycle. RidinSolo will not take liability for any accidents
29. that occur to customers while the bicycle is out to hire. All damage, whether caused by the
30. customer or not, will be the responsibility of the customer. Customers are able to purchase
31. insurance for an extra \$30, which will cover them for any damage incurred by the bicycle.
32. Should insurance not be purchased, customers will lose their deposit and be required to pay
33. for the bicycle to be either repaired or replaced. The insurance is void if the customer is not
34. wearing a helmet or if the customer breaks any laws. Hire will not be permitted if the
35. customer refuses to wear a helmet.

SECTION B

Text 2

The following dialogue is between two friends, Prudence (P) and Zara (Z). The two women share mutual friends and have known each other for several years. Both have experienced the COVID-19 lockdowns in Victoria. It is Saturday morning and they are sitting in a café.

The following symbols are used in the transcript.

/	rising pitch	@ @ @	laughter
\	falling pitch	—	emphasis
,	continuing intonation	<A A>	allegro – fast-paced utterance
?	questioning intonation	<L L>	lento – slow-paced utterance
.	final intonation	[]	overlapping speech
(.)	very short pause	-	truncated word
(..)	short pause	=	lengthening of a sound

1. P Oh there is so much choice/
2. I don't know what to get.
3. Z The pesto and bacon looks good(..)
4. I had the chorizo-baked eggs last time which were deli=sh
5. P Yeah/ but I don't know if I wanna eat meat\
6. Like I'm trying to cut back
7. Y'know/
8. Z Mmmm maybe you should get the haloumi burger?
9. P I'll make a last minute decision(..)
10. <A and change my mind when the waiter comes over A>
11. Z @ @ @
12. Classic you\
13. How was Jill's party last weekend?
14. P It was good(..) um(..)
15. Lots of people(..)
16. But not as many as she had hoped because of the re-
17. Cos of the restrictions
18. Z [Oh no]
19. P [and people] who couldn't come from interstate
20. Z Mmmmm
21. I forgot her parents lived in Sydney/
22. That's shit
23. P I just hope that when I turn 30 I can have everyone there
24. Z That's why I am just having a small one
25. Too hard(..) and too expensive(..)
26. And you don't have to invite people you don't like
27. [@ @ @ @]

28. P [@ @ @ @]
29. Z Are you going to eat meat at my birthday?
30. <A You bedda A> 'cos I wanna do <L pulled pork L>
31. P It can be my meat day
32. <A Like a cheat day A>
33. But meat/
34. Z @ @ @
35. P Yeah, but I think Jill had a good time
36. <A But like A>
37. it's hard to know cos you don't get to talk too much with others around.
38. Z Yeah . nah/ it is hard
39. It was great that you could go
40. P mmmmm
41. <A Anyway A> your birthday is soon
42. And we have the weekend away coming up/
43. So lots to look forward to/
44. Z and I am looking forward to my pesto and bacon
45. @ @ @
46. No I am looking forward to the weekend away.
47. Thanks for organising that/
48. P Yeah/
49. no worries.
50. Takes the pressure off you.
51. Nothing worse than um trying to organise too many things at once
52. Z and that is why we are friends
53. I eat the meat/ you eat the vegetables\
54. You do the planning/ I come along for the ride\
55. P @ @ @
56. Don't sell yourself short.. or shorter than you are
57. [@ @ @]
58. Z [@ @ @]
59. P [You can do the next one]
60. Z [Babe]
61. At least I acknowledge that I am short
62. <L Petite Prudence L>
63. P @ @ @
64. Ok. Fair call\
65. Z I'm gonna make that name stick
66. P Hey, that reminds me/
67. Did you ever hear back from that guy that we used to call Mini Mark?
68. Z Oh my gosh/
69. I legit forgot about him/

70. No. never. He was nice though.
71. We went out for dinner twice, had coffee, he even came for a dog walk..
72. Look/ now that I think about it he probably just wanted a doggo fix.
73. P O=h @ @ @
74. Well/ everyone needs a doggo fix(..)
75. But no more than a Zara fix(..)
76. he is the dog in this scenario\
77. Z It doesn't matter, my dog is better company anyway.
78. [@ @ @]
79. P [@ @ @]
80. Ahhh quick the waiter is coming.
81. <A Major anxiety. Don't want food regret A>
82. Haloumi burger or smashed avo/
83. Z <A burger burger burger A>
84. Smashed avo is for basic brunchers... commit.
85. And you know that the burger here is good\
86. P Ok. But you go first/
87. Order your food <L really slowly L> and make sure you order coffee too to add
88. extra time by then I will have committed... or changed my mind\

END OF INSERT