



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) 2021 English Language Written examination (October 2021). 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)

How does the register of Text 1 support the social purpose?

Provide at least **one** example and refer to line numbers in your response.

Question 2 (2 marks)

Identify **one** example of syntactic patterning in Text 1 and explain its discourse function.

Identify at least **two** different features in your response.

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are approximately 20 visible lines. On the left side, there is a vertical margin line, creating a narrow left margin. The top edge of the paper has some faint, illegible markings that appear to be from a previous scan or document header. The overall appearance is that of a clean, unused piece of stationery.

Using appropriate metalanguage, discuss at least **two** different strategies used to manage the discourse.

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.

Identify and discuss **two** different examples. Refer to line numbers in your response.

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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 of language in your analysis.

Working space

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[illegible]

[illegible]

Insert for Sections A and B

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

SECTION A

Text 1

On 1 March 2022, Sammy J (SJ), the host of ABC Radio Melbourne Breakfast, conducted an interview with Andrew Munroe (AM), a Councillor for the City of Whitehorse in Melbourne's eastern suburbs. SJ discusses with AM the recent call to heritage list the sites of the homes that the popular Australian television show *Neighbours* has used in Pin Oak Court and Weeden Drive following the announcement that *Neighbours* will be cancelled after 37 years of production.

The following symbols are used in the transcript:

,	continuing intonation	<AA>	<i>allegro</i> – fast-paced utterance
.	final intonation	(H)	intake of breath
?	questioning intonation	@@	laughter
\	falling pitch	(.)	very short pause
/	rising pitch	(..)	short pause
—	emphasis	(...)	longer pause
[]	overlapping speech	=	lengthened syllable
-	truncated word		

Pin Oak Court / Weeden Drive – streets in Vermont South, a suburb in Melbourne's east, where the external houses (facades) were used for filming throughout the *Neighbours* series

Heritage listing – a Council ruling that prevents or restricts alterations on buildings or sites of historical or cultural significance

Harold and Joe Mangle, Charlene, Scott – popular characters from *Neighbours*

Bouncer – a pet dog that featured on *Neighbours*

Erinsborough – the fictional suburb in which the Australian soap opera *Neighbours* is set

Tudor Council – Shakespeare lived in Tudor England

1. SJ: Ok Melbourne, <A let's bring it down now\ let's bring it local\ let's bring it live A>
2. let's bring it to the streets/ (...) of Vermont South,
3. where heritage listing is being considered (.)
4. for Ramsay Street better known as Pin (.) Oak (.) Court.
5. Whitehorse City Council (..) considering a heritage (H) proposal,
6. As we know, *Neighbours* is unlikely to continue (...)
7. ah having received (..) no funding from the UK/ (...)
8. <A which we take as a personal slight (H) in Melbourne A>\
9. But/ some people aren't in support of the heritage listing proposal
10. and one such person is Whitehorse Councillor Andrew (..) Munroe/
11. Andrew, (H) have you no heart? Think of Bouncer, think of Harold,
12. think of Joe Mangle.
13. AM: @@@ Good morning Sammy um, I I I think I switched off *Neighbours* when ah,
14. Charlene and Scott got married I think ah, a long time ago.
15. (H) Um, I think ah, look, what last night Council decided to do,

16. was ask officers for a report on, ah, Pin Oak Court
 17. and two houses in Weeden Drive around the corner (H),
 18. as to whether they're worthy of heritage listing but (..)
 19. I was hoping to ah (...) to knockout the um, the expense of having to go to (...)
 20. through that report and the stress on the (...) the residents/
 21. because (H) while, um, certainly it does
 22. hold a pretty significant (...) cultural ah, history part (..) ah, in Australia and
 23. and our projection to the world/ Neighbours/ (..) um,
 24. in time that will fade\ and and, the heritage listing won't/ fade\
 25. and those people will be restricted, possibly, in (H)
 26. making modifications to their home/ that ah, and for most people the the
 27. family home is their biggest asset and to (H) be dictated to ah,
 28. ah by Council as to what they can and can't do=
 29. I think is a bridge too far/
 30. SJ: Andrew, I reckon, you know,
 31. the Tudor Council was saying the same thing about
 32. Shakespeare's birthplace <A 400 years ago A>, I mean,
 33. some places just need to be preserved/
 34. AM: Er Sammy, I'm not sure that (.) there's an equivalence between Neighbours and Shakespeare\
 35. SJ: Well [we'll have to agree to disagree there, Councillor.]
 36. AM: [So, I, er (...) @@@@ @@@@ @@@@ @@@@]
 37. So ah, look, I'm I'm sure there's some great lines
 38. ou-out of Neighbours um, but ah, Shakespeare, ah
 39. certainly delivered culture all around the world (H) um
 40. SJ: Ah [yes, as did (.) this (.) series/]
 41. AM: [Look I'm not sure, I'm not sure]
 42. Well, not sure about the longevity of ah, of Neighbours/
 43. and of course we're only talking about the facades of the homes, you [know,]
 44. SJ: [Mm]
 45. AM: the the actual sets were at ah, the studios
 46. <A where I did work experience as a 15 year old A>
 47. [At the old (*inaudible*)]
 48. SJ: [Wha-/ don't go ruining the magic for people] listening,
 49. Erinsborough is re=al, Erinsborough lives on,
 50. and you're trying to destroy it/ Andrew\
 51. AM: @@@ Ah well yes, a party pooper but you know [I'm, I], I look,
 52. SJ: [@@@]
 53. AM: I hope the residents of Pin Oak Court and Weeden Drive
 54. (H) certainly (.) make their thoughts known to Council
 55. as to whether they think it's appropriate
 56. to have heritage [listing]
 57. SJ: [Well], this is their chance to do it, Andrew.

SECTION B

Text 2

Australian Red Cross Lifeblood is a not-for-profit organisation that is funded by the Australian government to provide life-giving blood, plasma, transplantation and other biological products for world-leading health outcomes. The following advertisement features on its website and has appeared in a range of settings and formats in 2022.

1. **Australian Red Cross Lifeblood®**
2. **Take the Bloody Oath**
3. We're asking Australians around the country to take the Bloody Oath: an important promise to be
4. a regular blood donor.
5. **Australia needs you**
6. Right now, 1 in 2 donors are unable to make their donation due to isolating or feeling unwell.
7. Can *you* take their place?
8. It's a big responsibility, but the feeling you get knowing you've helped save a life is nothing short
9. of extraordinary.
10. If you're ready to give hope, joy and second chances, take the Bloody Oath and book your blood
11. donation today.
12. **A commitment to making a difference**
13. "I hereby swear to be the lifeblood of Australia.
14. Of community and country.
15. To give what I can, as often as I can.
16. Even when I don't feel like it. Or if I'm scared.
17. And if I give excuses, don't take them.
18. Hold me to my word.
19. Because Australia needs me.
20. To give hope.
21. To give joy.
22. Give second chances.
23. To give life.
24. Do I promise to be a blood donor?
25. Bloody Oath, I do."
26. **"I swear to give hope."**
27. A new blood donor is needed every 4 minutes.
28. **"I swear to give what I can."**
29. 1 in 3 Australians will need blood in their lifetime.
30. **"I swear to give second chances."**
31. 1 donation can save up to 3 lives.
32. **Together, we're Australia's Lifeblood.**
33. Call 13 14 95. Book now.

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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. ‘[O]ne will ordinarily say *It’s me* to the question *Who is it?* asked by a familiar interlocutor, but, when asked the same question by one from whom one seeks prestige, the same speaker may say *It is I.*’

Grover Hudson quoted in ‘Definition and Examples of Linguistic Prestige’,
<<https://www.thoughtco.com>>, 25 June 2020

- b. ‘The social rules for writing are different from the rules for speech, and different communities (including academic fields of study) have their own usage rules. Because people invented usage rules, people can also change, break, or ignore them.’

Joanne Baird Giordano, ‘You’re Not Bad at Grammar: Social Rules for Using Language in College Writing’,
< <https://openenglishatslcc.pressbooks.com> >, 27 May 2021

- c. ‘Understanding the [meaning] of emojis is a necessary component of dating in the modern era. Globally, messaging – including texting, WhatsApp, and Instagram Messenger – is the most popular form of non-verbal communication.’

Natasha Clark, ‘Approach with extreme caution: The art of flirting using emojis’,
<<https://thenewdaily.com.au>>, 26 March 2022

- d. ‘Can I ask why Australians “don’t” swear on TV? We swear at work and at home and when we play sport and when we go to the theatre. We swear in restaurants and on first dates and at our parents and our kids. Why are we afraid of acknowledging how we actually speak?’

Tweet by @vanbadham, 27 July 2021

- e. ‘Skateboarding is one of the most unique activities on the planet. Naturally, it comes with its own language ... With words like, “shredding, fakie, goofy, mongo” and infinite variations used to describe tricks, obstacles and inside knowledge, for a novice learning these terms it can mean the difference between remaining an outsider or being accepted into the crew.’

Zane Foley, ‘Learn the Top 150 Skateboarding Terms in 10 Minutes’,
<<https://www.goskate.com>>, 24 September 2021

‘The language that gains prestige varies according to the context and the purpose, so it’s important to get the language right.’

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

OR

SECTION C — continued
TURN OVER

Question 8 (30 marks)**Stimulus**

- a. ‘The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. ... Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English.’

<<https://victoriancurriculum.vcaa.vic.edu.au/english/english/introduction/rationale-and-aims>>

- b. ‘(Non-linguist here) People told me its lazy and rude to not use punctuation in texts. Young people use emojis and tone indicators instead because they’re more effective at conveying tone and intent.’

Tweet by @Sir_Possum, 27 May 2021

- c. ‘Some critics defend Standard English by stating, essentially, that its rules are crucial for people to understand each other. However, non-Standard varieties of the English language also have grammatical rules.’

Willem Hollman, Professor of Linguistics, ‘Five things people get wrong about Standard English’,
<<https://theconversation.com>>, 9 October 2021

- d. ‘I’d just like to raise this question – Is grammar really useful these days? Seriously? Most communication is by text, email or via social networking. How important is a grammatical sentence in these contexts? Communication these days is also tending more towards these methods, letters, reports etc are all written on line and a whole generation is growing up with text based language as their major means of communication.’

DMalone, Comments, ‘English teachers told to focus on grammar, punctuation as writing declines’,
< <https://www.smh.com.au>>, 18 March 2022



Popular meme

‘The “rules” of Standard English are really no longer relevant to our modern way of communicating.’

Is this true of contemporary Australian society? Refer to at least **two** subsystems of language in your response.

OR

Question 9 (30 marks)**Stimulus**

- a. ‘Our distinctive dialect remains the most creative and colourful branch of English on the planet.’

Kel Richards, ‘Aussie Language’,
<<https://spectator.com.au>>, 15 January 2022

- b. ‘It wasn’t easy learning to speak and understand Australian. Observing people talk was literally:

Person 1: Scarnon?

Person 2: Eeeenomuchayscarnonwiyuu’

Tweet by @drvym, 10 May 2022

- c. ‘**Moreland Council votes to change name to Merri-bek, an Aboriginal word meaning “rocky country”**’. Moreland Council in Melbourne’s inner north has voted to change its name to Merri-bek following a community survey to find a replacement for the current slavery-linked name.’

Ashleigh Barraclough, ABC News,
<<https://www.abc.net.au>>, 3 July 2022

- d. ‘There are also clear markers of difference in the way Australian-born English speakers from Asian backgrounds talk; likewise with the descendants of people from the Middle East, Africa and the Indian subcontinent, whose accents “establish themselves through generational imitation of the family accent blended with the social accents that are heard”, McCrossin-Owen says. Aboriginal English also has its own distinctive patterns and sounds.’

Karl Quinn, “‘Howzitgarn’: Where did the Australian accent come from?”,
<<https://www.smh.com.au>>, 22 August 2021

- e. ‘Later, Morrison began repeatedly referring to Albanese as a “loose unit” to highlight his lapses in memory and alleged lack of policy coherence. What Morrison perhaps did not consider was that in a country where “getting loose” is considered a patriotic duty, particularly among younger voters, winning the label of a “loose unit” is in fact a badge of honour.’

Khaled Al Khawaldeh, ‘Corflutes, ukeleles and loose units: what is going on in the Australian election?’,
<<https://www.theguardian.com>>, 18 May 2022

‘Aussie English reflects and reveals much about the Australian people and way of life in the twenty-first century.’

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

Question no.

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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