

NAME: _____

VCE[®] ENGLISH LANGUAGE

Written Trial Examination

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 18 pages, including **Assessment Criteria** on Page 18.
- Detachable Insert for Sections A and B. (6 pages)

Instructions

- Detach the insert of this book during reading time.
- Write your **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 detached Insert.

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

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** (1 mark)

Identify one social purpose of this text.

Question 2 (3 marks)

Describe the register of the email and provide two examples of language features to support your answer, including line numbers and appropriate metalanguage.

Question 3 (3 marks)

Explain the function of the modal verbs in line 12 and line 15.

Question 4 (4 marks)

Using appropriate metalanguage, discuss how coherence is achieved to uphold the function of this text.

Refer to line numbers in your response.

Using appropriate metalanguage, discuss how cohesion is achieved to uphold at least one social purpose in this text.

[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 analytical commentary, you should address:

- Contextual factors surrounding the text.
- Social purposes 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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Insert for Sections A and B

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

SECTION A

Text 1

The following email was written by Executive Principal Alphonso Balculja at Barrington College and sent to parents and caregivers. In the email, Mr. Balculja announces Barrington College's mobile phone Policy.

1 Mobile Phone Policy Announcement

2 Inbox

Executive Principal <Executive.Principal@barringtoncollege.vic.edu.au>

30 Jan 2023,

13:29

To: school@barringtoncollege.vic.edu.au

3

4 Dear parents and guardians,

5 Last year parents were invited to take part in a survey which was designed to gain feedback
6 regarding the school's mobile phone policy. The results are in and overwhelmingly, parents and
7 caregivers supported the ban on students accessing mobile phones during class time, citing that
8 they pose a serious distraction to learning.

9 Consequently, Barrington College Board of Directors have approved the total ban on mobile
10 phones during class and during recess and lunch breaks.

11 We understand that it is important for students to be able to contact parents when specific needs
12 arise. Therefore, we are permitting students to bring phones to school, but they must be
13 STRICTLY kept in school bags or lockers. Under NO circumstances, will students be permitted
14 to carry a mobile phone on their person during the course of the school day or access mobile
15 phones during class time.

16 Any student that is found carrying or accessing their mobile phone during school will have their
17 phone confiscated. Parents will be notified via email and expected to collect the confiscated
18 phone from the main office. Students will not be permitted to collect any confiscated phones.

19 We foresee that this decision will be challenging for students to accept and abide by. Therefore,
20 we ask for your support in ensuring that the mobile phone remains out of the classroom and stays
21 in your child's school bag.

22 Mobile phones continue to be an enormous distraction to students. Our central focus at
23 Barrington College is to ensure your child remains safe and can immerse themselves fully in
24 quality teaching and learning that Barrington College is renowned for.

25 We look forward to your continued support.

26

27 Kind regards,

28 

29

30 Alphonso Balculja

31 Executive Principal – Barrington College

SECTION B

Text 2

In the following transcript Claire (C) phones Better Wealth and speaks with customer service manager Emma (E) to find out why money has not appeared in a term deposit account she recently opened.

The following symbols are used in this 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	=	lengthening of sound
(..)	short pause		

- 1 E: Good morning, welcome to Better Wealth/
2 you are speaking with Emma\
3 How can I be of assistance?
4 C: Please (.) help me/
5 I opened up this account/ I (..) I gave all the details (.) and (..) and I look now, and I find
6 the money is out of my account (..) and (..) I'm <A I've had no contact from you people
7 whatsoever A>
8 E: Okay/ do you have any applica=tion reference/ (..) or anything like that/ (..) that I can
9 look up from the system? An <L account number maybe? L>
10 C: Hang on a sec/
11 I'm (..) I'm just looking\
12 I'm (..) I'm very stressed out as you can well imagine/
13 Do you have a customer complaint area?
14 E: Yes, yes we do/ I just need to bring up your information first.
15 Even if you can supply me with a phone number? A name? Any information?
16 C: [Wha(.) what like my surname?]
17 E: Any information\
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- 18 C: Okay my name is Claire, that's C (.) L (.) A (.) I (.) R (.) E
19 Brown as in the colour Brown.
20 That's B (.) R (.) O (.) W (.) N
- 21 E: Okay and what was your date of birth please Claire?
- 22 C: Wait (..) how do I know you are Better Wealth?
23 How do I know that you're not <L one of those scams? L>
- 24 E: What number did you call Claire?
- 25 C: [How do] I know you're not one of those people
26 pre=tending to be the bank and you've stolen my money?
- 27 E: Claire (..) you called us/
28 What number did you call?
29 It was either the <A 1800 number or the 1300 number? A>
- 30 C: Right. I I'm just so upset.
31 One minute my (..) my money was there/ next minute its gone.
32 I'm (..) 82 years old\
33 This has really stressed me/
34 I'm shaking.
35 Oh I've found my account number, it's 209 302 771\
36 E: Okay Claire (..) I understand. Let's see if I can't sort this out for you/
37 Okay (..) I'm just pulling up your details now\
38 Thank you for your pa=tience/
39 It won't take too much long=er\
40 C: I don't understand (..) the money was there yesterday and now it's gone?
- 41 E: Thank you for waiting Claire\
42 I have your account history on screen. Now, let's take a look shall we?
- 43 C: This has been very stressful and <A I'm shaking A>
- 44 E: I understand Claire/
45 Right, okay. You opened (..) the term deposit on Monday/ (..) and the money transferred
46 from your savings account (..) Monday afternoon\

- 47 C: But wh (.) where is it?
- 48 E: Your money has not cleared into the term deposit yet (.)
- 49 but the transfer has been approved\
- 50 C: [Why? Wait (..) What?]
- 51 E: It takes up to <L 5 business days for the money to clear L> and then, and then it will
- 52 appear in your term deposit.
- 53 C: Okay so it hasn't been stolen?
- 54 You sure you're not some sort of scam I hear about?
- 55 E: @@@ no Claire, I assure you that your money will appear in the term deposit no later
- 56 than Friday\
- 57 C: Are you sure dear?
- 58 E: I tell you what (..)
- 59 I will make a note on your file, and ring you lunch time Friday to ensure the money has
- 60 appeared in your term deposit/
- 61 How does that sound?
- 62 C: Okay dear.
- 63 I'm sorry I got so stressed/
- 64 I thought my money had been stolen\
- 65 E: [I completely] understand.
- 66 Is there anything else I can help you with today?
- 67 C: So the money is somewhere in the internet/ or Better Wealth La La Land/ and it will
- 68 show up in my account on Friday?
- 69 You'll ring me on Friday to make sure?
- 70 E: I certainly will Claire/ I will ring you 12.00 p.m. sharp\
- 71 Is that okay with you?
- 72 C: Yes dear, so now I'll be stressed to my eyeballs until Friday\
- 73 E: Please don't worry yourself/ the money will be in your account by Friday and I will call
- 74 you to confirm\
- 75 C: Well okay (..) That sounds reasonable.

- 76 What was your name again dear?
- 77 E: Emma\
- 78 C: Emma?
- 79 E: Yes (.) Emma\
- 80 C: How do you spell that dear?
- 81 E: E (.) M (.) M (.) A
- 82 C: Just like my granddaughter\
- 83 E: Okay Claire, we are good to go\
- 84 Expect a call from me on Friday.
- 85 Is there anything else I can help you with?
- 86 C: That's if for now dear (..) I will hear from you on Friday?
- 87 E: Yes Claire, on Friday. Thank you for calling us today\
- 88 C: Yes dear, bye bye and thank you\
- 89 E: Have a great afternoon Claire. Bye\
- 90 C: Cheerio dear\

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal black lines across its entire width, typical of notebook or legal stationery. The background is a solid off-white color, and there are no margins, text, or other markings present.

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. ‘Jamarra Ugle-Hagan is a young 20-year-old player trying to forge a career as an AFL footballer... We stand with his family in calling out the racist comments, comments that cause significant hurt and harm for Aboriginal and Torres Strait Islander people.’

(Excerpt from AFL Statement - <https://www.afl.com.au/news/890906/clubs-league-investigate-alleged-racist-comments-aimed-at-bulldog>)

- b. Roald Dahl is next in the politically correct firing line; joining such illustrious children’s book authors as Enid Blyton, who also faced accusations of racism and sexism for language that represented the historical time in which their classic books were written.

- c. ‘Language is a powerful tool for building inclusion and exclusion at work. It can be used to create a sense of being valued, respected and one of the team or of being under-valued, disrespected, and an ‘outsider.’’

(Diversity Council Australia, ‘Words at Work - Building Inclusion Through the Power of Language’, Sydney, Diversity Council Australia, 2016) ‘

- d. ‘Addressing hate speech does not mean limiting or prohibiting freedom of speech. It means keeping hate speech from escalating into something more dangerous, particularly incitement to discrimination, hostility, and violence, which is prohibited under international law.’

(United Nations Secretary-General Antonio Guterres, United Nations website, May 2019)

‘Despite the promotion of non-discriminatory language, it seems we still have a long way to go in challenging and changing social attitudes.’

To what extent is this true in contemporary Australian society?

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

OR

Question 8 (30 marks)**Stimulus**

- a. Clips of Australians saying ‘no’ have been trending on social media over the last year. The world is fascinated by how Australians pronounce it, sounding more like ‘*naur*.’
- b. ‘To put it bluntly; Aussies cut the sh*t and tell it straight — something that’s a refreshing perspective from Americans who are linguistically cautious. We also swear. A lot. Australians employ expletives like we’re paid to use them.’

Molly O’Brien, ‘Aussie speech is helping us get ahead,’ News.com.au, 14 July 2018,
<https://www.news.com.au/travel/destinations/north-america/aussie-speech-is-helping-us-get-ahead/news-story/c6813d1b56be670c1482256d02321ad7>

- c. Promoting Aboriginal English is an important step towards recognizing and valuing Indigenous Australians' cultural identity and diversity, improving educational outcomes, and preserving language diversity in Australia.
- d. Ethnocultural varieties of Australian English not only reflect Australia's multicultural heritage but provide evidence of different cultural groups making significant contributions to the development of Australian English.

‘Linguistic diversity is an integral part of the cultural fabric of Australia, as it reflects the country’s history and the diversity of its people.’

Discuss.

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

OR

Question 9 (30 marks)**Stimulus**

- a.** ‘Language is constantly changing, and words are the most volatile of all. Expressions come and go, and meanings are always on the move. The modern use of literally is following “to the letter” a route that is already well-trodden. It is well on its way to go to joining its plain-speaking cousins like really, truly, and very.’

(Kate Burridge, ‘I literally don’t like that word: the reinvention of meanings’, *The ABC Radio National Program* 15 June 2022)

- b.** A new kid on the neologism block is “sharenting,” which refers to the practice of parents sharing information, photos, and videos of their children on social media platforms.
- c.** ‘The language we see online is in no way a degeneration of what has come before. Written communication has evolved from something used to count grains of wheat through to ancient legal documents, recording stories, sharing the news, and now a digital supplement to speech. In each case, humans had to bend, change, and create in order for language to express what was needed.’

(Nick Beaumont, Technology on the words we use’, <http://www.harvard.co.uk> 11 Feb 2021)

- d.** Efforts to revive and promote Indigenous languages in Australia are also contributing to changes in the language landscape. Indigenous words and expressions are increasingly being adopted into Australian English, reflecting a growing recognition of the importance of Indigenous languages to Australia's cultural heritage.

‘Language change in Australia reflects the dynamic nature of society and culture. As the country continues to evolve and change, so too will its language.’

Discuss this statement in relation to contemporary Australian society.

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

Question no.

[illegible]

[illegible]

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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.