

English Language

Question and Answer Book

2024 VATE VCE Examination

- Reading time is **15 minutes**
- Writing time is **2 hours**

Materials supplied

- Question and Answer Book of 28 pages
- Detachable Insert for Sections A and B in the centrefold

Instructions

- Detach the Insert from the centre of this book during reading time.
- Write your responses in English.
- You may keep the Insert after the examination.

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

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Section A (4 questions, 15 marks)	2–5
Section B (1 question, 30 marks)	6–12
Section C (1 of 3 questions, 30 marks)	13–25
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Section A

Instructions

- All questions in Section A relate to Text 1 in the Insert.
 - Answer all questions in this section.
 - In your responses, you are expected to:
 - demonstrate your ability to use relevant, descriptive and appropriate metalanguage
 - demonstrate familiarity with the topics of Unit 3, 'Language variation and purpose', and the topics of Unit 4, 'Language variation and identity'.
 - Section A is worth 15 marks.
-

Question 1 (3 marks)

How is the identity of speaker **S** demonstrated in her use of language?

Use **two** different examples, with metalanguage, to support your response.

Question 2 (3 marks)

Identify **one** discourse feature between lines 80 and 94 that has been used to manage the topic.

Use an example with metalanguage in your response.

Question 3 (4 marks)

Analyse how turn-taking occurs in the conversation.
Use **two** different examples, with metalanguage, to support your analysis.

Question 4 (5 marks)

How do the register and tenor of the text support one or more functions or purposes? Use at least **two** different examples, with metalanguage, to support your analysis.

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Instructions

- ### Question 5 (30 marks)

In your response, you should comment on the:

- Refer to at least **two** subsystems of language in your analysis.

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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.

Section C

Instructions

- Section C requires a sustained expository response to **one** question: Question 6, Question 7 **or** Question 8.
 - In your response, you are expected to:
 - demonstrate your ability to use relevant, descriptive and appropriate metalanguage
 - demonstrate familiarity with the topics of Unit 3, ‘Language variation and 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)

'The language we find offensive is predominantly a reflection of the time and place of its use.'

To what extent is this true? Discuss in relation to contemporary Australian society, referring to at least **two** subsystems of language in your response.

Stimulus A**Prohibited language or behaviour on public transport**

While using public transport it is an offence to:

- use language that is indecent, obscene, offensive or threatening
- behave in an obscene, offensive, threatening, disorderly or riotous manner.

Whether your language or behaviour is indecent, obscene, offensive, threatening, disorderly or riotous depends on whether ordinary members of the public would have found it to be so.

Victoria Legal Aid, <<https://www.legalaid.vic.gov.au/common-public-transport-offences>>

Stimulus B

'That is something that is typically Australian that you wouldn't find in other English-speaking countries. So it's just more the attitude towards public swearing is more relaxed and more accepted. In the US or UK, it will mainly be found in more private contexts or pop culture.'

Carolyn Krafzik quoted by Jamie Seidel, 'I swear, this is a bloody good study', *Cosmos Magazine*, <<https://cosmosmagazine.com>>, 6 May 2022

Stimulus C



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Stimulus D

End the sledging

The AFL is right to crack down on homophobic and racial slurs in sport. But why not take on sledging altogether? It breaks my heart that the little Auskickers will be taught that part of the game seemingly is to verbally abuse and demoralise the opposition.

Penny Hawe, Lorne, 'Letters', *The Age*, <<https://www.theage.com.au>>, 11 May 2024

Question 7 (30 marks)

‘Attitudes towards varieties of English can influence perceptions of identity and belonging.’

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

Stimulus A

Standard Australian English (AusE) is the language used in law, media, politics, and education in Australia, holding vast power. Over the years, many Indigenous people have been forced to speak AusE at the expense of ancestral language, Kriol, or Aboriginal English (AbE). Language bias, although largely implicit, is just as powerful and forces Aboriginal people to navigate linguistic imperialism daily.

Sharon Davis, ‘Aboriginal English’, AIATSIS, <<https://aiatsis.gov.au/blog/aboriginal-english>>, 18 February 2022

Stimulus B

Proponents of language tests for citizenship see them as promoting migrant integration and social inclusion. Requiring prospective citizens to pass an English test seems like an easy way to ensure they can be educated, employed and participate in society more generally.

Matteo Bonotti, ‘Should new Australians have to pass an English test to become citizens?’, *The Conversation*, <<https://theconversation.com>>, 26 January 2022

Stimulus C**Aussies, grow up**

I'm at a loss to understand why this country, which I love and where I was born, finds it necessary to abbreviate so many words and names of people and places; Brissie, Tassie, Albo etc. When will we grow up, and use big words and people's actual names?

Maureen Goldie, Blackwood, SA

Shorties

In reply to your correspondent's comment on us Aussies abbreviating everything; it is our way of communicating, showing how friendly we are.

Susan Munday, Bentleigh East

Letters to the Editor, *The Age*, <<https://www.theage.com.au>> 18-19 May 2024

Stimulus D

Globally, more people are using English than ever, and it's a dominant language in business, science and government. English is constantly evolving, because of the diverse ways different nations and groups use it. Yet instead of embracing this linguistic diversity, we still rank particular types of English higher than others – which means that both native and non-native speakers who differ from what's considered 'standard' can find themselves judged, marginalised and even penalised for the way their English sounds.

Christine Ro, 'The pervasive problem of "linguistic racism"', <<https://www.bbc.com>>, 3 June 2021

Question 8 (30 marks)

'The effects of our language choices depend just as much on who we are communicating with as on what we intend to achieve.'

Discuss in relation to the contemporary Australian context. Refer to at least **two** subsystems of language in your response.

Stimulus A

It may not have been deliberate, but the persistent use of Higgins' first name, and Morrison's comments about consulting his wife Jenny on how to handle the alleged rape, all gave the impression that this was a matter to do with Women's Feelings.

Women's Feelings is a private emotional realm, tricky to navigate and best left to the ladies.

It has little to do with male leaders, and nothing to do with important matters of state.

Morrison said that after learning of the report of Higgins' alleged rape in April 2019, he consulted his wife, who has a way of 'clarifying things' for him.

'Call her Ms Higgins: the PM's over-familiarity is revealing', *The Sydney Morning Herald*, <<https://www.smh.com.au>>, 21 February 2021

Stimulus B

CartoonStock_614750_CX303263jpg. Reproduced with permission.

Stimulus C

As history tells us, banning language will only foster new language, since humans are hard-wired to communicate, be that on matters of state, or the vulnerable state of our own minds.

David Astle, 'What happens when we ban words? A new one emerges', *The Sydney Morning Herald*, <<https://www.smh.com.au>>, 15 March 2024

Stimulus D

An inclusivity language guide issued to staff by charity giant Oxfam has raised eyebrows after it urged them to not use the terms 'mother' and 'father' and apologised to employees for writing the document in English, 'the language of a colonising nation'. ...

The Oxfam document warned against 'colonial' phrases such as 'headquarters' and stated use of the word 'people' could be seen as patriarchal language, because of its links to men.

Oxfam outlined that 'feminine hygiene' should be avoided, and employees should use the phrase 'people who become pregnant' instead of 'expectant mothers'. Other words that might make some uncomfortable, according to Oxfam, included 'youth', 'the elderly' and 'seniors'. ...

'It is intended as a thought-provoking tool for our staff on how the words we use can subvert or inadvertently reinforce different forms of inequality that we work to end,' [Oxfam] said in a statement.

Mark Saunokonoko, *9news*, <<https://www.9news.com.au>>, 20 March 2023

Shade the **box** of the Question you have selected 6 ☐ 7 ☐ 8 ☐

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

Extra space for responses

Clearly number all responses in this space.

[illegible]

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 debates about language
 - write clearly organised responses with controlled and effective use of language appropriate to the task.
-

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VICTORIAN ASSOCIATION FOR THE TEACHING OF ENGLISH

English Language

Insert for Sections A and B

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

Section A

Text 1

The following is a conversation between family members who were catching up after a recent trip to Malaysia. The mum (**M**) and the dad (**D**), who went on the trip, are talking to their daughter (**S**). **S**'s daughter (**P**) is also present.

Definitions

<i>cendol</i> :	Malaysian dessert
<i>nenek</i> :	Malay for grandmother
<i>ringgit</i> :	the currency of Malaysia
<i>rosak</i> :	Malay term meaning 'damaged, not functional'

The following symbols are used in this transcript:

,	continuing intonation	(.)	very short pause
.	final intonation	(..)	medium pause
?	questioning intonation	<u>word</u>	emphatic stress
=	elongated sound	[]	overlapping speech
\	falling pitch	@@	laughter
/	rising pitch	--	truncated intonation
((<i>italics</i>))	non-verbal communication or transcriber comment	-	truncated word

1. S: So how was the trip?
2. M: Oh my goodness, it was a good trip\
3. S: So where was the best cendol?
4. M: U=m (.) I dunno the large one at (..) Low Yat, Low Yat plaza\
5. the ice was shaved so fine it was like snow\
6. S: Oh that's kinda cool.
7. M: Yeah and the- and the coconut milk (.) coconut milk (.) been frozen\
8. S: Oh so not ice/
9. M: Right\
10. And I wonder why it so dry (.) right/
11. S: Yep\
12. M: And as it as it the ice melt and it turns into-- it was coconut milk\
13. S: That's clever.
14. M: And it's been iced (.) yep/
15. and very rich yeah/
16. and expensive/
17. S: Yeah oh well no wonder.

18. M: And it cost like twelve ringgit I think,
19. and we ate and we ate and it's just--
20. in the end we sorta sit there and we bash it in/
21. To get th- [to melt it\]
22. S: [to melt it out] yeah\
23. P: Mama= (.) can you put the microphone in the dolly?
24. S: Yes I can put the microphone on the dolly\
25. (..) hmm=
26. M: There's a hole in her hand\
27. Here I can do it
((M takes the doll and microphone from S))
28. S: Oh yeah there is a hole in her hand\
29. P: There is a hole for the microphone,
30. S: Yes\
31. P: And there's another one what's a microphone\
32. M: Does she have two microphones?
33. S: Oh another girl with a microphone\
34. M: Here's your trendy girl,
35. Here you go\
((M hands the doll to P))
36. S: Say thank you nenek\
37. P: Thank you nenek\
38. M: You're welcome.
39. (...)
40. D: Mum got a watch that tells her what [tune is playing,]
41. M: [what song's playing\
42. D: on the radio\
43. S: Oh it listens in?
44. That's/ a bit fancy\
45. M: Cheap.
46. S: Yeah?
47. D: Worked out it was hundred and twenty,
48. [hundred and twenty-nine ringgit]
49. S: [you could win those (.)]
50. competitions\
51. yeah you could win those competitions,
52. Where you gotta guess the song, (.) on the radio\
53. (..) I gotta new watch\

54. M: Yeah?
55. What's yours?
56. S: The Samsung six\
((S shows her watch to her parents))
57. D: Oh yeah yeah mum's got the big one of that\
58. S: Yeah cos mine fell apart\
59. literally fell apart\
60. The whole face went (..) ((koosh))
61. popped off,
62. rosak\
63. M: Serious?
64. S: Oh well it's four something years old,
65. M: Cannot be fixed?
66. No?
67. S: No apparently it's a known issue with the Samsung Active/
68. M: Oh yeah\
69. S: And they don't make the Active 2 anymore,
70. maybe because of [that\]
71. M: [Beca]use of that\
72. S: But it was a known issue,
73. that can happen any time from about two years onwards\
74. It's the glue that they use to seal the face\
75. M: Mmm ok\
76. S: So I was just out and about and it just popped off,
77. it was still attached (.) just,
78. and I tried cleaning and a bit of superglue,
79. but they say once it happens it's not waterproof anymore\
80. M: Not water resitant\
81. S: Right\
82. So, I splurged and got a discount on it.
83. M: Yeah so mine was a hundred and twenty-nine ringgit.
84. S: What's that in aussie?
85. D: Which is about (..) divide by three (..) forty bucks.
86. S: That's not bad.
87. M: Yeah\
88. And I was sitting there watching cops last night right/
89. and next thing you know my phone went--
90. my my watch went ((drdrdrdrdr))

91. and I looked down and it says Bad Boys [Bad Boys]
92. S: [Bad Boys] @@
93. M: Cops theme\
94. S: That's cute.

Section B

Text 2

The following text is published on the local government website for Hickson City Council. It appears in the Planning and Building section, and focuses on the Planning Conference which is part of the process for all those involved in an application to build within Hickson Council area.

1. **Urban Planning**

2. **Planning Conference**

3. Information Sheet

4. **What is a planning conference?**

5. A planning conference is a consultative meeting involving all persons who are party to
6. a planning application.

7. **Who attends a planning conference?**

8. The planning conference is chaired by a City Councillor and is attended by:
9. • Council officers;
10. • the applicant for the planning permit; and
11. • persons who have lodged an objection to the planning application.

12. **Can I attend if I haven't lodged an objection?**

13. Yes — planning conferences are public meetings and anyone is welcome to attend.
14. Only those who have lodged a written objection are officially part of the formal town
15. planning process.

16. **What is the purpose of the planning conference?**

17. • To ensure all parties have a clear and accurate understanding of the proposal.
18. • To provide an opportunity for all parties to express their views in respect to the proposal.
19. • To allow the community to air their views and concerns about a development proposal.
20. • To facilitate an understanding of the matters/issues which are in contention.
21. • Where possible, attempt to resolve or reduce the issues in dispute.

22. **Is the planning application decided at the planning conference?**

23. No, the planning application is formally decided by the full Council at a subsequent meeting.
24. In determining the application, Council considers a report on the application prepared by
25. Council's planning officers.

26. Contact

- 27. Hickson City Council
- 28. Corner Main and West Roads, Hickson
- 29. Telephone: 9674 3465
- 30. Website: www.hickson.vic.gov.au
- 31. Email: mail@hickson.vic.gov.au

32. Office hours

- 33. Monday to Friday 8.30am–5pm

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