VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

Victorian Certificate of Education 2010

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

									Letter
Figures									
Words									

ENGLISH LANGUAGE

Written examination

Wednesday 3 November 2010

Reading time: 3.00 pm to 3.15 pm (15 minutes)
Writing time: 3.15 pm to 5.15 pm (2 hours)

QUESTION AND ANSWER BOOK

Structure of book

Section	*Number of questions*	*Number of questions to be answered*	*Number of marks*
1	5	5	22
2	5	5	23
3	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 white out liquid/tape, dictionaries.
- No calculator is allowed in this examination.

Materials supplied
- Question and answer book of 19 pages including a detachable insert for Sections 1 and 2 in the centrefold and **Assessment criteria** on page 19.

Instructions
- Detach the insert from the centre of this book during reading time.
- Write your **student number** in the space provided above on this page.
- 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.

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SECTION 1 – Written text

Instructions for Section 1

Refer to the insert from the centre of this book while answering this section. Section 1 requires answers to questions about a written text. Answer **all** questions in this section. In your response you are expected to demonstrate your ability to use relevant descriptive and metalinguistic tools. You are required to demonstrate familiarity with the topics of Unit 3 'Language in Society' and the topics of Unit 4 'Texts in their Australian Contexts'. Section 1 is worth 30% of the total marks.

Text 1: Questions 1–5

Questions 1–3 relate to Part 1 of the text.

Question 1

a. Discuss two different functions of Part 1 of the text.

2 marks

b. Explain how two different sentence types support these functions of Part 1 of the text. Provide examples.

2 marks

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Question 2

'Every day a new idea takes off' (line 13)

Identify this stylistic feature and discuss its role in Part 1 of the text.

2 marks

Question 3

Comment on the linguistic function of at least two different discourse particles in Part 1 of the text.

4 marks

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Question 4 relates to Part 2 of the text.

Question 4

Discuss three features which contribute to the formality of Part 2 of the text. You must refer to at least two different subsystems in your response.

6 marks

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Question 5 relates to Parts 1 and 2 of the text.

Question 5

Is Part 1 of the text more formal or less formal than Part 2 of the text? Discuss and provide examples to support your analysis.

6 marks

Total 22 marks

END OF SECTION 1

TURN OVER

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SECTION 2 – Spoken text

Instructions for Section 2

Refer to the insert from the centre of this book while answering this section. Section 2 requires answers to questions about a transcript. Answer **all** questions in this section. In your response you are expected to demonstrate your ability to use relevant descriptive and metalinguistic tools. You are required to demonstrate familiarity with the topics of Unit 3 'Language in Society' and the topics of Unit 4 'Texts in their Australian Contexts'. Section 2 is worth 30% of the total marks.

Text 2: Questions 6–10

Question 6

Discuss the conversational strategies used in lines 1–5 and in lines 97–101.

4 marks

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Question 7

Comment on the discourse function of two different prosodic features between lines 6 and 18.

4 marks

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Question 8

How does the topic management between lines 19 and 33 reflect the relationship between C and A? Discuss using linguistic evidence.

5 marks

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Question 9

Discuss the function of two different non-fluency features between lines 70 and 96.

4 marks

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Question 10

Compare the syntactic features of the interaction in lines 41–54 with the syntactic features of the interaction in lines 55–59.

6 marks

Total 23 marks

END OF SECTION 2

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SECTION 3 – Essay

Instructions for Section 3

Section 3 requires a sustained expository response. Answer **one** question in this section. In your response you are expected to demonstrate your ability to use relevant descriptive and metalinguistic tools. You are required to demonstrate familiarity with the topics of Unit 3 'Language in Society' and the topics of Unit 4 'Texts in their Australian Contexts'. In your response you **must** refer to the stimulus material provided. Section 3 is worth 40% of the total marks.

☐ **Question 11** Tick the box next to the question you are answering.

a) 'It's not so much that language itself changes as that speakers and writers change the way they use the language.' (Janet Holmes, *Sociolinguistics*)

b) 'The Queen is slowly disappearing from Victoria's legal system. Referring to the Queen is outdated', [the Attorney General] said. 'Substituting DPP (the Director of Public Prosecutions) for the Queen or Regina reflects the legal and political independence from the United Kingdom and its monarch that has been achieved by Australia.' (Paul Austin, *The Age*, 17 December 2009, *Queen silenced in the courts*)

c) Non Sequitur cartoon *Life's hard lesson in grammar*

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this material is not supplied.

d) '[It is] an indication of how much technology is influencing the language. As new activities become possible in cyberspace, we must find ways to describe them.' (Jacqueline Maley, *The Age*, 31 December 2009, *In with new 'tweetup' and old 'snollygoster'*)

Discuss some of the driving forces that lead to language change in the Australian context. Refer to at least two subsystems in your response.

OR

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☐ **Question 12** Tick the box next to the question you are answering.

a) 'The problem with the modern, casual profanities that litter both my speech and writing is that they are . . . as my mother reprimanded me time and time again . . . simply lazy.' (Michaela McGuire, *The Sunday Age M Magazine*, 17 January 2010)

b) 'Perhaps Kevin Rudd should ditch the Strine and stick to wonk-speak. Rather than "fair shake of the sauce bottle", fair oscillation of the combined sauce receptacle and delivery system is more the PM's style.' (Anthony Thomas, Bundoora, Letters, *The Age*, 12 June 2009)

c) 'People who get their knickers in a twist over the use of Americanisms need to get a life. Don't agree? Then bite me. And have a nice day.'

(Michael Lallo, *The Age*, 4 August 2009, *Get a grip. Bite me. Have a nice day. And lighten up, dude*.)

d) 'Could people please stop saying "absolutely" all the time! Do I have any support out there?' (John Knoll, Camberwell, Letters, *The Age*, 30 May 2009)

'John Knoll, I and my friends we're, like, oh my God, like, we're in absolute agreeance with you.' (Annette Madden, Highett, Letters, *The Age*, 2 June 2009)

Explain why many people have such strong views about language. Refer to at least two subsystems in your response.

OR

☐ **Question 13** Tick the box next to the question you are answering.

a) 'Re: 'Graffiti tags help police'; could journalists call them by their proper name – graffiti vandals – and not feed their egos by referring to them as graffiti artists?' (Mary Wilson, Clayton, Letters, *The Age*, 23 December 2009)

b) '*Muck up day or final day* – she urged the media to stop using these terms "because language does bring about expectations".' (Lorna Edwards, *The Age*, 22 October 2008, *Principals see the need to celebrate – but keep it nice*)

c) 'Twenty years ago if someone called you green, it was an insult. They were saying that you were callow, unseasoned, untried or naive. Now the word has a whole new connotation that implies a deep concern for the environment. And not in an unkempt, tree-hugging way, either. Today you can be an anti-hippie – a nice middle-class person with a well-paid job in the finance sector, excellent personal hygiene and short hair – and still be green.' (Editorial, *The Age*, 10 January 2010)

d) '[Management speak] forces everyone to comply with whatever management is going to be the prevailing culture of the organisation. It is a dead language that works as an anaesthetic to prevent you from questioning anything.' (Don Watson, *The Age*, 7 November 2009, quoted in *Scrap the corporate claptrap* by Kath Lockett)

Discuss how language influences people's perceptions, thoughts and behaviour. Refer to at least two subsystems in your response.

Total 30 marks

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Working space

Write the number of the question you are answering in the box.

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END OF SECTION 3

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Assessment criteria

The examination will address all of the criteria. All students will be examined against the following criteria.

1. Understanding of the range of distinctive characteristics of different varieties of English used in Australia.
2. Identification of differing attitudes within the community to varieties of Australian English.
3. Analysis of the role of language variation in the development of a sense of identity.
4. Analysis of how situational factors influence linguistic variation.
5. Identification of the range, nature and functions of different kinds of written and spoken English.
6. Analysis of key stylistic features and differences in the nature of written and spoken English.
7. Use of appropriate metalanguage to describe and analyse linguistic usage.
8. Ability to write responses that are clearly organised, using effective, accurate and fluent language.

END OF QUESTION AND ANSWER BOOK

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Insert for Sections 1 and 2

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

SECTION 1: Written text – Questions 1–5

Text 1

Part 1 – There are 14 lines in Part 1 of the text. Lines 10–14 are reproduced on the right-hand side of the text.

10 That's like, really rad
11 Book now at your preferred V Australia travel agent or visit vaustralia.com.au
12 Vaustralia
13 Every day a new idea takes off
14 International airline of Virgin Blue

Part 2 – This is the small print that appears at the bottom of the original text.

15 * Departing Melbourne to Los Angeles. All fares are subject to availability and
16 may vary until ticketed, and are for international economy return travel. Conditions
17 and travel restrictions apply. For travel between 1 Dec and 16 Jan, 2009. Seats are
18 limited and may not be available on all flights or peak days. Tickets purchased
19 through the Guest Contact Centre cost $50 AUD more. Connecting flights
20 between Australian domestic ports are operated by Virgin Blue Airlines. Non-stop
21 flights from Melbourne due to commence 1 Dec 2009 and are subject to regulatory
22 approval. Fares are correct as at 23 Nov, 2009 and are subject to change. Fares are
23 non-refundable. Refunds on or after the day of travel are not permitted and fare
24 will be forfeited. Further conditions apply, see vaustralia.com.au for details.
25 Minimum 4 night stay. On sale until midnight 1 Dec, 2009 or until sold out.

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SECTION 2: Spoken text – Questions 6–10

Text 2

Catherine and Anita are at a local writers' festival. Catherine is working at a book stall and is selling Anita the books that Anita has selected.

The following transcription symbols are used in the transcript.

<A A>	fast-paced utterance
<L L>	slow-paced utterance
<P P>	soft voice
<F F>	loud voice
(.)	short pause
(…)	longer pause
-	truncated word
--	truncated intonation unit
,	continuing intonation
.	final intonation
?	questioning intonation
/	rising pitch
\	falling pitch
^	primary accent
@@@	laughter
<H H>	intake of breath
=	lengthening of a sound
[ ]	overlapping speech

1. C: <A Are you waiting to be served? A> (…)
2. A: <P Yep, just [the --] P>
3. C: [H-how] did you want to ^pay for ^those?
4. A: On my ^card/
5. C: <A Yep/, sure\ A> (.) ^o=kay/ (.)

Background sounds of scanner beeping, recording price of books selected.

6. C: How was the drive ^in?
7. A: I had three hours from Geelong, just arriv[ed]
8. C: [<H H>]
9. C: ^You're ^joking/ [^Oh]
10. A: [The] ^traffic, I've ^never seen [it] like this.
11. C: [Yeah],
12. C: It's=, I've hea=rd, it's ^shocking.
13. A: [Yeah]
14. C: [Yeah]
15. C: And, <A we've had a lot of people coming in late,
16. C: I think, well, obviously -- A>,
17. A: Yeah
18. C: Coz the traffic (.) <L ^three ^hou=rs L>.
19. A: ^Yes= coz the (.) I didn't come over the Westgate, I did a --,
20. C: Went arou=nd?

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21. A: I sort of went ‘rou[nd] the other way,
22. C: [Yeah]
23. A: But it was still --,
24. C: Yep
25. A: Everyone was [doing that too],
26. C: [Well everyone’s] doing that too @@@,
27. C: <A aren’t [they] A>?
28. A: [and] everyone’s going slow and, and --
29. C: Yeah [well]
30. A: [Yeah]
31. C: It’s, it’s, I mean it’s ^really ^pouring so= (…)
32. C: Well, you’re ^here [now]\
33. A: [which] is good.
34. C: [^Yes]
35. A: [So] I just said well/, <A [I’m] going to be late A>,
36. C: [Well]
37. A: And I’ll just have to miss the first session.
38. C: Yeah=, look, I think a lot of people,
39. C: I mean (.) [it’s just] (.) unusually (.) ^wet/ (…)
40. A: [Yeah]
41. C: Were you here yesterday? (.) Or is it [just] --
42. A: [Yes], yes, yeah
43. C: And how did you find yesterday?
44. A: Well, I got here in the two hours I expected it would take.
45. C: [Yeah]
46. A: [Yeah], yeah,
47. C: Yep\
48. A: And actually, I thought ^ooh, this is a breeze,
49. A: <A I thought I’d come along Barkly Street and A>,
50. C: [Yeah]
51. A: [Barkly] Street was deserted and at [forty ks]
52. C: [^Oh/ ^right/]
53. A: You’re actually going faster than [most cars] going [over the West]gate and--
54. C: [Yeah, yeah,] [that’s true, yeah]
55. C: <F It’s $146.50 for ^that/ F>
56. A: <P Thank you P>
57. C: [On/]
58. A: [On] credit\. Thank [you]/
59. C: [Credit/], okay\

Background sounds of EFTPOS machine processing the sale.

60. C: Yeah, sorry, you were saying (.) It was (.) a good run/
61. A: Yeah/
62. C: Yeah\
63. A: I thought ^ooh, I’m going to do that again today @@@,
64. C: ^Yes=

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65. A: <F Did you put that on ^savings, did you? F>
66. C: Ah ^no, it's on, um, credit.
67. C: You can put a PIN in or you can sign, <A whatever [you] -- A>
68. A: [I'll] sign [please]/
69. C: [You'll] sign/
70. A: Yeah
71. C: Yep/
72. A: Yep\
73. C: There's a pen there [for you]
74. A: <P [I'm not ready to --] ^sorry P>
75. C: That's alright/, that's ^fine\.
76. A: <P I know I should get technology P>
77. C: Well/, it's normally your (.),
78. C: It's normally the same PIN (.) as your, um (.) savings [so],
79. A: [Oh] okay/
80. C: So when I (.) well, that's what mine is [anyway].
81. A: [Right]
82. C: I just put in the same PIN that I use at the ATM and --
83. A: Oh okay/
84. C: If I did EFTPOS, I'd put in the same PIN [so=]
85. A: [Yeah]
86. C: Yeah, [um],
87. A: <P [Oh well\] P>. I'll sign ^this?
88. C: <A Sign that ^one A>.
89. C: Yes (.) I mean check with your ^bank but (.) often that's what it is.
90. A: Oh, okay/
91. C: And I just [did it] (...)
92. A: <P [I haven't got around to --]P>
93. C: I just tried it one day.
94. A: Yeah/
95. C: Actually, I'll, I'll staple that for you ^here.
96. A: Thank-you.
97. C: <F That's ^everything.
98. C: That's your ^invoice/ Enjoy the ^day/ F>
99. C: Thanks so much.
100. A: Thanks Catherine
101. C: It's a ^pleasure.

END OF INSERT FOR SECTIONS 1 AND 2

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