# English Language
## Written examination – October/November

## Introduction

The examination will be based on all outcomes in Unit 3 and Unit 4 of the *English Language VCE Study Design*. The examination description and criteria were published in the *VCE English Language Assessment Handbook 2006–2010*.

The examination contributes 50 per cent to the Study Score. The duration of the examination is two hours.

Students will complete the examination using a Question and Answer book. The following sample examination provides an indication of the type of questions and length of responses which teachers and students can expect on the English Language examination.

Teachers should refer to the Examination section of the current *VCE Administrative Handbook*, the VCAA website and *VCE Bulletins* for further advice during the year.

## Structure

The examination will consist of three sections.

### Sections 1 and 2

The examination paper will contain a detachable insert with material for Section 1 and Section 2 from sources such as literature, advertising, bureaucracy, the media, email, electronic chat rooms, scripted and spontaneous dialogues, conversations, interviews and television or radio commentary.

Section 1 will require short-answer responses to one or more texts in written mode. Section 2 will require short-answer responses to one or more texts in spoken mode. Section 2 may contain questions requiring comparison of the text(s) from Section 1 with the text(s) from Section 2.

Section 1 and Section 2 will contain 5–20 questions each. All questions in Section 1 and Section 2 are compulsory. Sections 1 and 2 together will be worth 60% of the total marks.

### Section 3

Section 3 will contain a choice of two or three topics for the essay question. Students will be required to write one essay in Section 3. The essay will be worth 40% of the total marks.

# Victorian Certificate of Education
# 2006

**STUDENT NUMBER**

Letter

Figures

Words

# ENGLISH LANGUAGE
# Written examination

**Day Date 2006**

**Reading time: \*.\*\* \*\* to \*.\*\* \*\* (15 minutes)**
**Writing time: \*.\*\* \*\* to \*.\*\* \*\* (2 hours)**

# QUESTION AND ANSWER BOOK

**Structure of book**

| Section | Number of questions | Number of questions to be answered | Number of marks |
|---------|---------------------|------------------------------------|-----------------|
| 1 | 12 | 12 | 30 |
| 2 | 11 | 11 | 30 |
| 3 | 3 | 1 | 40 |
| | | | Total 100 |

- 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, dictionary.
- No calculator is allowed in this examination.

**Materials supplied**
- Question and answer book of 14 pages including a detachable insert for Sections 1 and 2 in the centrefold.

**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.**

## SECTION 1

---

### Instructions for Section 1

Remove the insert from the centre of this book before answering this section. Section 1 requires short answers to questions about Texts 1 and 2. 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'.

---

## Text 1

### Question 1

The words *pristine* (line 7*), unique* (line 10), *stunning* (line 12) and *unspoilt* (line 28) belong to which part of speech?

_____

_____

1 mark

### Question 2

Explain how the use of the words identified in Question 1 supports the purposes/functions of the text.

_____

_____

_____

_____

2 marks

### Question 3

What sentence type are these two sentences? 'Sail yourself around the clear waters of the Whitsundays . . .' (lines 23–27) and 'Soak up the beauty and wildlife . . .' (lines 27–30).

**Underline** the correct answer.

interrogative          simple          declarative          imperative

1 mark

**Question 4**

Explain how the use of the sentence type identified in Question 3 supports the purpose/function of Text 1.

_____

_____

_____

_____

2 marks

**Question 5**

Identify **one** example of lexical listing and **one** example of syntactic parallelism in the text. Refer to line numbers in your answer.

_____

_____

_____

_____

2 marks

**Question 6**

Explain why the writer has chosen to use listing and parallelism in the text.

_____

_____

_____

_____

_____

_____

4 marks

**Question 7**

Identify an example of each of the following features in the text. Refer to line numbers.

**a.** deictics

_____

_____

**b.** antithesis

_____

_____

<div align="right">2 marks</div>

**Question 8**

Explain how the use of syntactic patterning and semantic patterning support the purpose of Text 1.

_____

_____

_____

_____

_____

_____

_____

<div align="right">4 marks</div>

## Text 2

**Question 9**

List **two** different ways in which Wilsons Promontory National Park has been named in Text 2 between lines 2 and 23. Refer to line numbers in your answer.

_____

_____

_____

_____

<div align="right">2 marks</div>

**Question 10**

Why has the writer varied the ways in which Wilsons Promontory National Park is named in Text 2?

_____

_____

_____

_____

2 marks

**Question 11**

Identify the following constructions in Text 2.

* one compound sentence
* one simple sentence
* two different conjunctions used in coordination

Refer to line numbers in your answer.

_____

_____

_____

_____

_____

_____

4 marks

**Question 12**

Identify **one** example of lexical listing and **one** example of syntactic parallelism in Text 2. Refer to line numbers. In what ways is the use of listing and parallelism in Text 2 similar to the use of listing and parallelism in Text 1?

_____

_____

_____

_____

_____

_____

4 marks

Total 30 marks

**END OF SECTION 1**
**TURN OVER**

## SECTION 2

> ### Instructions for Section 2
>
> Remove the insert from the centre of this book before answering this section. Section 2 requires answers to questions about Text 3 (insert). 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'.

**Question 13**

There are **three** main topics in this text. Referring to line numbers, identify the beginning and end of each topic.

_____

_____

_____

_____

_____

_____

3 marks

**Question 14**

What is the discourse function of *well* (line 1)?

_____

_____

1 mark

**Question 15**

What is the discourse function of *yeah (*line 42)?

_____

_____

1 mark

**Question 16**

Identify **two** examples of informal lexical choice in this text. Refer to line numbers in your answer. Why is informal lexical choice used in this interaction?

_____

_____

_____

_____

_____

_____

3 marks

**Question 17**

Identify **two** examples of prosodics in the conversation. Refer to line numbers. Explain the functions of these features.

_____

_____

_____

_____

_____

_____

4 marks

**Question 18**

Describe the social relationship between Erin and Faye. Explain how **three** conversational strategies/features in the text illustrate and support your answer.

_____

_____

_____

_____

_____

_____

4 marks

**Question 19**

Identify **one** instance of Faye overlapping Erin and **one** instance of Erin overlapping Faye. Refer to line numbers in your answer. What do these instances reveal about their approach to turn-taking?

_____

_____

_____

_____

_____

_____

_____

4 marks

**Question 20**

Identify **two** examples of Faye's minimal responses. Refer to line numbers.

_____

_____

_____

2 marks

**Question 21**

Explain the discourse functions of overlapping and minimal responses in this exchange between Erin and Faye.

_____

_____

_____

_____

_____

_____

_____

4 marks

**Question 22**

Lines 10–11 appear to violate which maxim?

_____

_____

1 mark

**Question 23**

To what extent is the conversation in Text 3 cooperative? Provide **two** examples to support your answer. Refer to line numbers in your answer.

_____

_____

_____

_____

_____

_____

3 marks

Total 30 marks

**END OF SECTION 2**
**TURN OVER**

## SECTION 3

---

### 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'.

---

**Question 24**

'Jargon has two distinct functions: the primary function is to serve as a technical or specialist language. The other is to promote in-group solidarity: to exclude those people who do not use the jargon.'

How does jargon (professional and/or popular) create cohesiveness within a speech community? Support your response with specific examples.

<div align="center"><strong>OR</strong></div>

**Question 25**

Texts do not exist in a vacuum; they are created to be interpreted within a particular context. Discuss how context determines the register and the degree of formality of language use. By drawing on a range of subsystems of language, support your response with specific examples of Australian English.

<div align="center"><strong>OR</strong></div>

**Question 26**

Public language is the language of . . . political and business leaders and civil servants – official, formal, sometimes elevated language . . . [It] is the language of power and influence . . . Deliberate ambiguities, slides of meaning, obscure, incomprehensible or meaningless words . . .

*example 1*

I went into a mode of self-preservation **(footballer, Fox Footy Channel)**

*example 2*

The inquiry may allow for relevant businesses or industries to be identified and for investigation into the possibility that certain regional or rural areas of the state would be more affected than others. **(Don Watson, *Death Sentence, the decay of public language*)**

Starting with the examples above, discuss some of the linguistic features of public language. Refer to at least two of the subsystems in your response.

How are the linguistic features of public language used to exercise power and authority in contemporary Australian society?

<div align="right">Total 40 marks</div>

Either **Question 24**, **Question 25** or **Question 26**

**SECTION 3** – continued

**END OF QUESTION AND ANSWER BOOK**

---

**Insert for Sections 1 and 2**

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

---

## SECTION 1

### Text 1 – *The Whitsundays – Out of the Blue*

This text is part of a web page. Its purposes/functions include: to provide information to prospective visitors and to promote the Whitsundays as a desirable destination.



THE
**WHITSUNDAYS**
OUT OF THE BLUE

Home

• Home
• Our Region
• Accommodation
• Attractions
• Events
• Tours
• Hire & Charter
• Transport
• The Rest of The
  Whitsundays
• Conventions and
  Incentives
• Whitsundays Business
  Directory
• About Us
• Members Services
• Whitsunday Regional
  Statistics
• Whitsunday Regional Map

toolbar:
Contact Us · Site Map
Currency Converter
Discover Queensland ▾

1  *You Will Find the Most Amazing Places*

2  *Out of the Blue....*

3  **Welcome to the Whitsundays**, heart of the
4  Great Barrier Reef and Australia's most
5  desirable holiday destination. The
6  Whitsundays boasts 74 tropical islands
7  rising from pristine turquoise water and a
8  vibrant coast that is full of excitement. With
9  70% of the region protected National and
10 Marine Park, this is a truly unique
11 destination.

This stunning aquatic playground, 150km north of Mackay and 300km   12
south of Townsville, enjoys a tropical climate year round            13
and offers easy access to the wonders of the Great Barrier          14
Reef. From world class Island Resorts to the cosmopolitan           15
resort village of Airlie Beach on the coast, the Whitsundays        16
has something for everyone.                                          17

18 Whether it is romance or adventure, relaxation or action you are seeking,
19 the Whitsundays has something for everyone:
20 snorkelling, diving, island hopping, cruising,
21 fishing, seakayaking, parasailing, quad-
22 biking, touring and jetskiing are just a few of
23 the activities to enjoy. Sail yourself around the
24 clear waters of the Whitsundays or choose a
25 crewed charter and be pampered whilst you
26 relax and enjoy what this destination has to
27 offer. Soak up the beauty and wildlife on one of many island or coastal
28 walking trails & unspoilt wetlands, play golf on Queensland's number one
29 resort golf course, sip cocktails by the pool, take a joy flight, try a tandem
30 skydive or simply enjoy a picnic on a deserted beach.

**TURN OVER**

**Text 2 –** *Wilsons Promontory*

This text is an extract from an information brochure available to people planning to visit Wilsons Promontory National Park, in Victoria. Its purposes/functions include: to provide information to prospective visitors; to promote the park as a desirable destination; and to instruct visitors on how to protect and care for the park.

---

# 1 Wilsons Promontory National Park

## 2 ... a place of many moods

3 Wilsons Promontory, or 'the Prom', as it is affectionately known, is the
4 southern most tip of the Australian mainland. First reserved for a national
5 park back in 1898, it is now one of our best-loved and most popular national
6 parks.

### 7 Visiting the Prom

8 Walking, camping, swimming, snorkelling and scuba diving, photography, nature study and simply relaxing are
9 among the many things to do in the national park.

10 It's a park for everyone and for all seasons. Autumn generally has the most stable weather, but the storms and
11 mists of winter, the wildflowers of spring and the summer's heat all have their attractions. Be prepared for anything,
12 any time – the park tends to be exposed to sudden weather changes.

### 13 Living lightly at the Prom

14 Please help to protect and care for this magnificent national park!

15 • Firearms, dogs and other pets are not allowed.

16 • All plants, animals and other natural features are protected and must not be disturbed or removed.

17 • Use a gas or fuel stove for cooking. Free gas BBQs are available in the picnic areas at Norman Bay and
18 Tidal River.

19 • Please separate recyclable material from rubbish and place it in the appropriate bins.

20 • Please do not feed wildlife, especially rosellas and wombats at Tidal River.

21 • Stay on the tracks at all times to prevent erosion and damage to plants, and to avoid getting lost.

22 • Use water wisely at the Prom.

23 • Bicycles are not permitted on any walking track or management vehicle tracks.

Parks
VICTORIA

## SECTION 2

### Text 3

The transcript below is an extract of a conversation between two teenagers, Erin (E) and Faye (F), about their favourite desserts.

The transcript is divided into **intonation units**, which are numbered consecutively.

**The following transcription conventions are used.**

| | |
|---|---|
| . | final intonation unit |
| , | continuing intonation unit |
| ? | questioning or appealing intonation unit |
| \ | falling/terminal pitch direction |
| / | rising pitch direction |
| -- | truncated intonation unit |
| - | truncated word |
| .. | very short pause |
| … | brief pause less than half a second |
| ˆ | primary accent |
| =1 | lengthened syllable one second duration |
| *___ | onset and duration of simultaneous speech |
| @ | laughter |
| <F…F> | forte; that is, words inside arrowed brackets are spoken loudly |
| <L…L> | lento; that is, words inside arrowed brackets are spoken slowly and distinctly |
| <RH…RH> | rhythmic quality; that is, words inside arrowed brackets have a rhythmic quality |

| | | |
|---|---|---|
| 1 | E: | Well, |
| 2 | | Chocolate sponge cakes go down well actually, |
| 3 | F: | O= they're beautiful, |
| 4 | | With the egg, |
| 5 | | And the sugar, |
| 6 | | And *the o=-- |
| 7 | E: | O= |
| 8 | | And little little little little strawberries on top. |
| 9 | F: | Strawberries? |
| 10 | | Cream\ |
| 11 | E: | Ând cream\ |
| 12 | F: | And chocolate\ |
| 13 | E: | Yeah. |
| 14 | F: | And *o=-- |
| 15 | E: | And the chocolate cream, |
| 16 | | You have two layers with the chocolate *cream in.. the middle, |
| 17 | F: | Yes. |
| 18 | E: | With strawberries *in the middle. |
| 19 | F: | Yes… yes, yes, yes. |
| 20 | E: | O= yum. |
| 21 | F: | And um o= it's delicious. |

**TURN OVER**

| 22 |    | It's delicious. |
| 23 |    | Okay\ |
| 24 |    | Um… what else is good? |
| 25 | E: | Pavlovas are real*ly nice and lov- -- |
| 26 | F: | Pavlovas are delicious. |
| 27 | E: | With the *beautiful fruit on top-- |
| 28 | F: | <RH whipple whup whup whup whup whup whup RH> |
| 29 | E: | Yep, |
| 30 | F: | <RH whup whup RH> |
| 31 | E: | with the beautiful whipped cream on top, |
| 32 | F: | <RH whup whup whup whup whup whup whup whup whup RH> |
| 33 | E: | with-- |
| 34 | F: | Well you've gotta whip the entire thing to start with, |
| 35 | E: | Yeah I know, |
| 36 |    | It's shock- -- |
| 37 | F: | mm. |
| 38 | E: | That's why we don't make them, |
| 39 |    | We just eat someone else's *that they made. |
| 40 | F: | @ @ @ @ |
| 41 | F: | Or you buy it. |
| 42 | E: | Yeah\ |
| 43 | F: | Anyway, |
| 44 |    | Um… what else is nice? |
| 45 | E: | <F Oh= F>, |
| 46 |    | I had the nicest dessert the other day. |
| 47 | F: | What did you have? |
| 48 | E: | We=ll, |
| 49 |    | It was like, |
| 50 |    | It was… pastry/ |
| 51 | F: | Yep/ |
| 52 | E: | That was cooked/ |
| 53 | F: | Yep/ |
| 54 | E: | And inside was Nutella/ |
| 55 | F: | O=h yum. |
| 56 | E: | It was so= warm, |
| 57 |    | And it was just spêwing it's an… spewing… ah.. Nutella out, |
| 58 |    | It was so= warm, |
| 59 |    | It was like <L this pâstry with wârm Nutêlla coming out L>, |
| 60 |    | And it was u=l yum. |
| 61 |    | So anyway yeah\ |

**END OF INSERT FOR SECTIONS 1 AND 2**