INSIGHT

Year 12 *Trial Exam Paper*

2013

ENGLISH LANGUAGE

Written examination

STUDENT NAME:

Reading time: 15 minutes
Writing time: 2 hours

QUESTION AND ANSWER BOOK

Structure of book

Section	Number of questions	Number of questions to be answered	Number of marks
A	6	6	15
B	1	1	30
C	3	1	30
			Total 75

- Students are permitted to bring the following items into the examination: pens, pencils, highlighters, erasers, sharpeners and rulers.
- Students are NOT permitted to bring into the examination: blank sheets of paper and/or white out liquid/tape, dictionaries.
- No calculator is allowed in this examination.

Materials provided

- The question and answer book of 24 pages with a removable insert for Sections 1 and 2.

Instructions

- Write your **name** in the box provided.
- Remove the insert 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.

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 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. Questions 1–6 refer to Text 1.

Text 1

Question 1 (1 mark)

Describe the register of this text.

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Question 2 (2 marks)

Identify the function(s) of this text. Explain how inference is required in order to understand the author's purpose.

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Question 3 (2 marks)

Find an example of parallelism between lines 12 and 18. Explain its effect on the discourse.

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Question 4 (2 marks)

Explain the semantic process that has occurred through the writer's employment of the proper noun 'Procrastination' (L1).

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Question 5 (4 marks)

Explain, using appropriate metalanguage, how the lexical choices contribute to the register of the text. Refer to specific line numbers and examples in your answer.

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Question 6 (4 marks)

Discuss the ways in which syntactic features and patterns reflect the situational context of the text. Refer to specific line numbers and examples in your answer.

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END OF SECTION A
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SECTION B – Task

Instructions for Section B

Refer to the insert from the centre of this book while answering this section. Section B requires answers to questions about a transcript, Text 2. 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 Variation and Social Purpose' and the topics of Unit 4 'Language Variation and Identity'.

Text 2

Question 7 (30 marks)

Write an analytical commentary on the language features of Text 2.

In your response you should comment on the

- stylistic and discourse features of the text
- social purpose and register of the text
- contextual factors affecting/surrounding the text.

Refer to at least **two** subsystems in your analysis.

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END OF SECTION B
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SECTION C – Essay

Instructions for Section C

Section C 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
- 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.

Question 8 (30 marks)

Stimulus

a. 'Extra-Visibility or Emphasis on Difference: In many contexts it is quite unnecessary to mention a person's sex, race, ethnic background or other characteristics, yet such characteristics are often mentioned even at the expense of information that would have been more relevant to the context. This is particularly true for members of minority groups. Unnecessary references of this nature should be avoided.'

Inclusive Language Policy, University of Western Sydney

b. 'When people talk, they lay lines on each other, do a lot of role playing, sidestep, shilly-shally and engage in all manner of vagueness and innuendo. We do this and expect others to do it, yet at the same time we profess to long for the plain truth, for people to say what they mean, simple as that. Such hypocrisy is a human universal.'

Steven Pinker, 'Words Don't Mean What They Mean', Time, 6 September 2007

c. '[M]odern writing at its worst does not consist in picking out words for the sake of their meaning and inventing images in order to make the meaning clearer. It consists in gumming together long strips of words which have already been set in order by someone else, and making the results presentable by sheer humbug.'

George Orwell, Politics and the English Language, Horizon, April 1946

d. 'It's an uphill battle to get broadcasters to recognise and avoid bureaucratese, jargon, clichés and sheer pomposity. Media releases are often the source of such language but reporters who use them should weed out and replace any stilted or unidiomatic expressions that they wouldn't normally use themselves … A politician may say, "We expect to see more ships going in and out of Sydney Harbour *going forward*". But journalists should be aware of how silly this cliché can make them sound, and realise that it's redundant anyway.'

Irene Poinkin, 'SCOSE notes', Australian Style, April 2009

Formal language can both promote and prevent social harmony. Discuss, referring to at least **two** subsystems of language in your response.

OR

Question 9 (30 marks)

Stimulus

a. 'We tended to see the emergence of the dictionary as a great nationalist monument, a visible sign of our maturity as a society, a validation of the normal coinage of the Australian idiom.'

Thomas Keneally, foreword to the Macquarie Dictionary *(4th Edition) p.vi*

b. 'Then there's … those excellent little sentences which draw on comparative comic images to tell an evocative story. Such as the bloke at the pub who dodges rounds, who wouldn't shout if a shark bit him. Or the unfortunate lady with the face like a dropped pie … Many of these terms don't use exclusively Australian words at all but are characterised by an Australian way of assembling words.'

David Penberthy, 'Cactus or Crackerjack? The state of Australian English', The Punch*, 24 January 2011*

c. 'Australian speech and writing have, from the outset, tended to be unconventional … Australian English has always been, or striven to become, natural, unaffected, sincere, direct, and therefore, all in all, simple.'

Eric Partridge, 'Their Language', The Sunburnt Country: Profile of Australia*, Collins, London, 1953, p. 213*

d. 'Hostility towards American usage is born of linguistic insecurity in the face of a cultural, political and economic superpower; American English usage poses a threat to authentic "downunder English" and is tabooed.'

Keith Allen and Kate Burridge, Forbidden Words: Taboo and the Censoring of Language*, Cambridge University Press, Cambridge, 2006, p. 113*

How have Australian Englishes been shaped by the Australian cultural context? Refer to at least **two** subsystems of language in your response.

OR

Question 10 (30 marks)

Stimulus

a. 'Aboriginal people have long used language and speech as markers of group identity … [Aboriginal English] signals Aboriginality in many subtle ways. The accent, vocabulary and grammatical patterns of AE enable Aboriginal people from all over the country to recognise other Aboriginal people, even in contexts where visible markers of identity are not present.'

Diana Eades, 'Aboriginal English', PEN*, Primary English Teaching Association*

b. '[S]peakers of an ethnolect are able to adjust their language according to the social context. The ethnolect is likely to be strongest when the speaker is in family situations, or in situations that involve the ethnic community – the church, a sporting club, a social club, etc. The ethnolect is likely to be weakest when the speaker is in Anglo-dominated situations such as school or the workplace.'

Bruce Moore, Speaking Our Language: The story of Australian English, *Oxford University Press, Melbourne, 2008, p. 193*

c. 'Sounding like Prince Harry or Hilary Clinton may lead people to evaluate your accent positively on a status scale, but it won't cut much ice in most local pubs or bars, or in soccer or netball changing rooms. Talking like a toff is all very well if you are a toff … but for the vast majority of the population, social identity is linked to their local community.'

Bauer, Holmes and Warren, Language Matters*, Palgrave Macmillan, New York, 2006, p. 184*

d. 'Teenagers have a particular desire to keep in with their peers and keep secrets from others; that's why teenage slang changes so quickly and why parents and mainstream media are always one step behind. The harder non-teens try to catch on to current teenspeak, the more painfully out of touch most of them sound.'

Philippa Law, 'Language and Age', BBC*, 2007*

Discuss the role of covert linguistic practices in establishing group solidarity. Refer to **two** or more subsystems in your response.

Working space

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

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END OF QUESTION AND ANSWER BOOK

END OF SECTION C
TURN OVER

Assessment criteria

Examination responses will be assessed on the extent to which they demonstrate the ability to

- use metalanguage tools 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.