

STUDENT NUMBER/NAME:

VCE ENGLISH LANGUAGE

2014 Units 3 & 4 Practice Exam 2

Total Reading Time: 15 minutes

Total Writing Time: 2 hours

QUESTION AND ANSWER BOOK

<i>Section</i>	<i>Number of Questions</i>	<i>Number of Questions to be Answered</i>	<i>Marks</i>
A	5	5	15
B	1	1	30
C	2	1	30
			Total 75

Students are permitted to bring into the examination room: pens, highlighters, erasers, rulers.

Students are NOT permitted to bring into the examination room: blank sheets of paper and/or white out liquid/tape or a dictionary.

No calculator is allowed in this examination.

Materials Supplied

Question and answer book of 16 pages including a detachable insert for Sections A and B in the centre and Assessment Criteria on page 16.

Instructions

Detach the insert from the centre of this book during reading time.

Write your student number/name in the box at the top of 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 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. Answer **all** questions in this section.

In your response you are expected to

- demonstrate your ability to use relevant descriptive and metalinguistic tools; and
- 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

Is this interaction spontaneous or planned? Support your response with linguistic evidence from the transcript.

3 marks

Question 2

What is the effect of the of the non-fluency features on the coherence of the discourse in lines 1 – 21? Provide three examples to illustrate your response.

2 marks

SECTION A - continued

Question 3

What is the effect of J1’s turn (lines 22-25) on PO’s utterances in lines 26-36?

2 marks

Question 4

Discuss the effect of the speaker’s lexical choices in lines 42– 54 on the register of the interaction.

3 marks

SECTION A – continued
TURN OVER

Question 5

How do the context and social purpose influence the conversational features and strategies in the interaction? Provide evidence to support your answer.

5 marks

END OF SECTION A

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.

In your response you are expected to

- demonstrate your ability to use relevant descriptive and metalinguistic tools; and
- 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.

Question 6

Write an analytical commentary about Text 2.

In your response you should comment on the:

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

30 marks

Working Space

SECTION B – continued
TURN OVER

Lined writing area consisting of 25 horizontal lines.

SECTION B – continued
TURN OVER

SECTION C – Essay**Instructions for Section C – worth 30 marks**

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'; and
- refer to the stimulus material provided.

Select **one** of the three following topics. Refer to AT LEAST two subsystems of language in your essay and provide examples from current discussions about language that you have studied in class.

Question 7**Stimulus**

- a) 'The linguist Roland Sussex has collected 10,000 Americanisms he says have penetrated Australian usage (The Macquarie Dictionary, for comparison, contains 112,000 entries).'

Excerpt from: <http://goo.gl/v99lWe> by David Humphries 13 August, 2011

- b) 'In 1992, at a conference on the Languages of Australia, David Blair argued: 'Australian English is currently a self-confident dialect, reasonably secure in itself, and prepared to set its own standards. It is confident enough to be open to outside cultural influences, as is the society in which it functions.'

Excerpt from: <http://goo.gl/ZRzFOY>

c)



<http://www.upfromaustralia.com/aussieslang.html>

- d) '... after years of being subjected to American films, American television and American music, the Australian accent has remained utterly unaffected by American accents.'

Excerpt from: *Speaking Our Language – The Story of Australian English*, by Bruce and Moore

Despite strong external influences, Australian English retains its distinctive qualities.

Discuss.

OR

SECTION C - continued

Question 8**Stimulus**

- a) BARRIE CASSIDY: But there's a big difference between being a close friend and an ally.
JULIE BISHOP: Tony Abbott has used various iterations of 'close partners,' 'best friends' to describe our relationship. You can have an ally, but the Capital-A 'Ally' is the United States. The only treaty ally that we have is with the United States under the ANZUS alliance (Australia, New Zealand, United States). But small -a 'allies' abound in South East Asia.
Excerpt from: ABC Insiders 6 April, 2014
- b) 'He states that he used force to prevent her escape, having used "verbal reasoning ... to de-escalate the situation initially".' Metro Ticket inspector after picking up a 15-year-old girl and body-slammng her to the ground.
Extract from: *The Age*, Adam Carey, 12 September, 2013
- c) 'The euphemistic vocabulary of language varieties such as military, political and medical jargons adds additional dimensions of guile and secrecy to the disguise. Here euphemism is used not so much to conceal offence but to deliberately disguise a topic and to deceive.'
Kate Burridge *Euphemism and Language Change: the Sixth and Seventh Ages*
http://lexis.univ-lyon3.fr/IMG/pdf/Lexis_7_-_Burridge.pdf
- d) 'A eulogy is a speech given at a memorial service in memory of the deceased. The best eulogies are brief while being specific, as well as thoughtful and not without the occasional touch of humour. Above all, a eulogy should unite the friends and family of the deceased.'
Guide to writing a eulogy, website of 'At Peace Funeral Directors'

Is the manipulation of language necessary for social harmony in Australia? Refer to at least two subsystems in your response.

OR

SECTION C – continued
TURN OVER

Question 9**Stimulus**

- a) 'On the In Melbourne Tonight show on 5 March 1975, Kennedy imitated a crow, saying "faaaaaark", during a live reading of a Cedel hairspray advertisement by announcer Rosemary Margan. The Nine Network reportedly received hundreds of complaints, followed by a rash of newspaper headlines the next day. Angry Nine executives reported the incident to the Australian Broadcasting Tribunal's Broadcasting Control Board. Kennedy was banned from performing live on TV for an indefinite period of time and was forced to prerecord the show on videotape.'

Extract from: <http://goo.gl/3tynlG> by Jacob Kastrenakes

- b) 'Potty-mouthed citizens of NSW, take note - swearing in public could soon cost you three times as much as it used to. When the state government more than tripled the on-the-spot fine for swearing in public last week, critics were left asking "what the f---"? As part of the raft of legislation to tackle alcohol-fuelled violence, police will soon be able to issue fines of up to \$500 to anyone that displays offensive language, up from \$150. But there is no official list of the words you will pay to use. Scott Webber, from the NSW Police Association, said deciding whether someone's language was offensive was a "nightmare" and relied on subjective judgment.'

Extract from: *Sydney Morning Herald*, 6 February 2014

- c) 'Target has been forced to defend itself against complaints about the British TV host Gok Wan's use of the word 'bangers' to describe breasts in its Australian advertising campaign. The Advertising Standards Bureau said it had received a number of complaints...One complainant said the ad was "offensive" and "degrading to women." ...Several people argued that it commoditised women... In response to the complaints, Target said Wan was 'playfully irreverent, colourful and fun' and the ads weren't inappropriate, sexualised or predatory. The Standards Bureau ruled that the overall tone of the advertisement is positive and light-hearted' and that it didn't break any of its codes on sexualisation, discrimination or obscene language.'

Extract from: *Sydney Morning Herald*, 26 August 2013

'Despite official attempts to set standards, individual attitudes to language use can never be regulated.'

Discuss.

SECTION C – continued
TURN OVER

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

SECTION C- continued

EXAMINATION CRITERIA

NB: These criteria are indicative for mid-year exams. The full list of criteria apply to the end of year exam.

- 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

Examination instructions and the examination assessment criteria are taken from the Victorian Curriculum and Assessment Authority (VCAA) 2012 English Language examination specifications. The VCAA produces the only official, up to date versions of VCAA publications. Readers should consult the VCAA website <http://www.vcaa.vic.edu.au> for VCAA publications and the latest course information, including information in the Bulletins and Notices to Schools.

END OF QUESTION AND ANSWER BOOK

VCE ENGLISH LANGUAGE

2014 Units 3 & 4 Practice Exam 2

Insert for Sections A and B

(Please remove from the centre of this book during reading time)

Background Information

Rewards of up to \$500 are being offered to people who report graffiti vandals under a 2014 scheme announced by the South Australia State Government. The reward applies when information is provided that leads to the conviction of a person for graffiti offences. Here, a senior member of the police force explains the scheme to a group of reporters. They are gathered at a location where, in the background, the walls of a derelict building are covered in graffiti.

TEXT 1

Speakers

Police Officer – PO

Journalist 1 – J1

Journalist 2 – J2

Source

<https://www.youtube.com/watch?v=gGxQuMnGhxk>

Transcript Key

<A A> fast speech

(...) medium pause

, continuing intonation

. final intonation

^ primary accent

word stressed word

? questioning intonation

/ rising pitch

\ falling pitch

PO

1. The police are heavily involved with ...
2. er government agencies, councils, and er businesses and community groups,
3. to er prevent and detect er ...
4. graffiti from occurring/

5. er, a lot of ^effort goes into that, and er you'll find that,
6. er er ^instances of graffiti er...
7. when we er apprehend the ^offenders/ ...
8. er ... are dealt with in the appropriate manner,
9. before the court...
10. I would encourage that er,
11. the community er ^embrace er this ^program.
12. The police support the program/
13. any program,
14. er that is involved in preventing and detecting,
15. er graffiti er offences/
16. <A and indeed any ^other offences,
17. and er I would encourage members of the community,
18. to er call ^Crimestoppers
19. on 1800 333 000/ A>
20. and er report that,
21. in the ^appropriate manner\

J1

22. But in ^practice,
23. what's the likelihood of a conviction/
24. given that you are .. ^basically,
25. taking the ^word of someone\

PO

26. Uuum, well, that's, that's a matter ..
27. er evidence is put before the court,
28. and erm, and er, each offence or act,
29. is dealt with on its merits,
30. so I can't er pre-empt,
31. what evidence er,
32. would be put before the court/
33. we would rely on erm erm,
34. sufficient ^evidence to er to er,
35. hopefully gain a likely conviction,
36. So er...

J2

37. <A Do you get much help,
38. from the public already, at all?
39. Do you get many people,
40. ringing in and and ...

41. dobbing in? A>

PO

42. Well, er, I haven't got any statistics,
43. to er give you any numbers,
44. but er, ^Crimestoppers is used,
45. as a forum by the community,
46. and we encourage that er...
47. very importantly/
48. that er whether there is a um ...
49. dob-in fine or not,
50. relating to any of the reasons,
51. why people will ^phone Crimestoppers,
52. but a lot of er major ^crimes and successful convictions,
53. have resulted from,
54. the calls from the public ^to Crimestoppers\

TEXT 2 (overleaf)

Background Information



Text 2 is a page from the website of a festival held in Melbourne in 2014. The festival's central theme was digital culture for creative, artistic and business people working in and with digital technology.

Reproduced with permission from PauseFest www.pausefest.com.au

TEXT 2

1. Pause is Australia's most progressive digital festival; one event for the thinkers, practitioners and entrepreneurs
2. of digital culture. It's a place to trade ideas, debate opinions, conceive projects, celebrate work, tell tales, get lit
3. up. From beyond the cutting edge of creative, four days of pleasure that'll inspire a year's worth of work.

Box 1

<p>4 New program is out 5 now!</p> <p>6 Click to read</p>	 <p>FEB 13-16 2014</p> <p>BUY TICKETS NOW</p>	<p>New program is out now!</p> <p>Click to read</p>
Box 2	Box 3	Box 4
<p>SCHEDULE</p> <p>THURSDAY</p> <p>1</p> <p>EVENT</p>	<p>SCHEDULE</p> <p>FRIDAY</p> <p>2</p> <p>EVENT</p>	<p>SCHEDULE</p> <p>SATURDAY</p> <p>3</p> <p>EVENT</p>
Box 5	Box 6	Box 7
<p>SCHEDULE</p> <p>SUNDAY</p> <p>4</p> <p>EVENT</p>	<p>SCHEDULE</p> <p>POCKET PROGRAM GUIDE</p> <p>DOWNLOAD</p> <p>EVENT</p>	<p>SCHEDULE</p> <p>FESTIVAL QUICK GUIDE</p> <p>EVENT</p>
<p>7 Become the 8 un-official film crew. 9 Download the app, 10 film the event and get 11 connected!</p>	<p>12 Become part of the 13 festival, open 14 brainstorming and 15 real-time questions to 16 speakers. Get 17 involved!</p>	<p>18 Tune in to chill, 19 drive, dance or just 20 work along.</p>
Box 8	Box 9	Box 10
<p>CONNECTED</p>	<p>Get a bit of Pause on your gear</p> <p>PAUSEFEST WALLPAPER DOWNLOAD</p>	

21. Pause Fest attracts various audiences from various different industries and presents the world's most creative
22. minds in Digital Culture. In this exploration of the vast digital creative universe the last thing we want to have
23. at the festival is a spectator's audience. We create intimate events and encourage our audience to get out of
24. their comfort zone, to be involved, question things, talk to presenters and peers at the event or at the party in
25. a fun and casual way. Pause initiates and encourages active participation across the board of different events.
26. You might have been to many networking events, and you've surely collected enough business cards to build a
27. house, but how many leads have you converted into actual business deals?

VCE ENGLISH LANGUAGE

2014 Units 3 & 4 Practice Exam 2

ANSWER GUIDE

Section A – Short Answer Questions

Text 1 (15 marks)

Question 1

Is this interaction spontaneous or planned? Support your response with linguistic evidence from the transcript.

As this is a media interview to announce a specific program it is likely that the Police Officer has a script. He uses very careful, official terminology and does not deviate from that, e.g., ‘detect’, ‘apprehend’, ‘offenders’, which suggests that the material he is presenting is familiar and possibly rehearsed. His speech speeds up in lines 16 – 19 where he appears to recite memorised information and a phone number. However, given the extent of the hesitations and non-fluency features (almost every line of the transcript) the speech appears to be spontaneous. When J1 asks him a question (lines 22-25) he seems momentarily unable to answer, resulting in a false start (lines 26-27: that’s, that’s a matter...er evidence is put before the court). He is also unprepared and unable to answer the question from J2 (lines 37-41) about numbers of people, and he deflects this question by referring to an official information gathering process, i.e., Crimestoppers.

Question 2

What is the effect of the of the non-fluency features on the coherence of the discourse in lines 1 – 21? Provide three examples to illustrate your response.

Extensive hesitations (‘well’ lines 26, 42) and pause fillers (er, um, erm) in every utterance of the police officer make his speech very ponderous and distracting for the listener. These features also interfere with the coherence of his address to the journalists, as the topics and key points of the discourse are artificially delayed. The speaker himself seems to lose track of what he is saying (lines 26-27), and he uses pause fillers to give himself time to formulate a response. Listeners might infer that the PO is uncertain or unconvinced about the new fine for graffiti.

Question 3**What is the effect of J1's turn (lines 22-25) on PO's utterances in lines 26-36?**

The journalist (J1) challenges PO's face with her question that implies that the process is flawed and open to abuse. In the PO's response he attempts to distance himself from the decision making. He uses the agentless passive in lines 27 – 29 ('evidence is put...', 'each offence is dealt with...'), which lends authority to the information he is conveying by suggesting that the action rather than the agent is important, and that this is a very formal and legalistic process. In keeping with the spontaneous elements of the speech, his utterances run on without stopping from lines 26 to 32, with coordinating conjunctions 'and', 'so'. He changes register slightly when in line 33 he refers to the police as 'we', thereby personalising it by putting himself in the role of spokesperson for the police force.

Question 4**Discuss the effect of the speaker's lexical choices in lines 42– 54 on the register of the interaction.**

The speaker uses official police jargon such as 'Crimestoppers', 'forum by the community', 'major crimes', and 'successful convictions' to describe the official process for reporting crimes. This language is formal and authoritative, and assumes that hearers know what 'Crimestoppers' means. In contrast, the speaker echoes the colloquial term 'dob-in' used by J2 in line 41, which diminishes the formality of the register briefly, and suggests PO is momentarily unable to think of a more formal or technical term.

Question 5**How do the context and social purpose influence the conversational features and strategies in the interaction? Provide evidence to support your answer.**

The situational context is a media briefing by a senior police officer, and it is therefore very public. The presentation is recorded for broadcast on the radio and TV news, as well as for the police department's own website, so that it will be permanently available on the public record. The topic of graffiti is contentious in Australian society, with some people believing it is a form of art and others regarding it as vandalism. Accordingly, the new fine is likely to attract both critics and supporters, and the police have to take a firm and authoritative stand when making the announcement. The PO's hesitations (e.g., line 36 'So, er...') and non-fluency features (all lines, e.g., 'um', 'er', 'uum') undermine the authority of his announcement. However, he does convey the important official information to fulfil the purpose of informing the public about the fines and the process for reporting offences (line 19 he recites the Crimestoppers phone number). The announcement and interview format require that the turn-taking conventions are observed, allowing PO longer turns than the journalists, who challenge him by questioning the rationale behind the new policy, e.g., line 22 'But in practice...'. The PO clearly indicates when he wishes to relinquish the floor (falling intonation line 21, line 54).

Section B – Analytical Commentary**Text 2 (30 marks)****Question 6**

Write an analytical commentary about Text 2.

In your response you should comment on the:

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

Pausefest is a website promotion for a digital festival held in Melbourne in 2014. The main social purpose is to advertise the festival in order to attract people and persuade them to attend. In addition, it seeks to provide information about the wide-ranging events being offered, and to ensure the details about the festival are accessible to as many people from the industry as possible, by offering multiple ways for them to find out about the event, e.g., via the website, by downloading the program (Box 6), or by installing the app (line 9). The website is highly visual and imaginative as befits the intended audience of digital enthusiasts and business people, combining images, technological jargon (e.g., ‘Digital Culture’ line 22), ‘download the app’ line 9) and up-beat phrases, such as ‘get lit up’ (line 2).

The text is organised via numbered boxes that guide the reader to the specific program for each day (Boxes 2 – 5), creating a coherent and readable page. Live links (Boxes 2 – 7 ‘Event’) invite the reader to click and follow a particular interest to the next page, which allows readers to interact with the site, as is commonly expected in contemporary online environments. The festival itself is referred to in various ways: ‘Pause, Pausefest, Pause Fest, event, digital festival’, suggesting that there is a familiar and fond relationship between the event and the participants who have attended previously.

The reader is addressed via the personal pronoun you (‘You might have been to many networking events’), creating close social distance between the event, the organisers and the prospective participants. This direct discourse supports the enthusiastic and energetic register of the webpage. Frequent use of exclamation marks (e.g., lines 5, 11, 17) imply excited and enthusiastic prosody, reinforcing the aim of promoting the event as highly engaging and relevant for individuals in the ‘cutting edge’ (line 3) world of digital culture.

The opening paragraph, and the paragraph at the bottom of the page, are written in standard English, with declarative sentences (‘Pause is Australia’s most progressive digital festival...’) that provide essential information to anyone who has not heard of the event before. Non-standard syntax, using ellipsis of the subject and verb and contractions (lines 2-3 ‘From beyond the cutting edge of creative, four days of pleasure that’ll inspire a year’s worth of work’) contribute to the familiar tone that seeks to engage potential attendees. Imperatives are used in an enticing and encouraging way (line 9 - ‘Download the app’, line 18 - ‘Tune in to chill’), and offer numerous options for readers to become involved. This supports the purpose of aiming to attract young, creative people to the event. Listing (line 2) ‘trade ideas, debate opinions, conceive projects’) ensures that many ideas and opportunities are able to be included in a confined webpage space.

The use of business lexicon ('networking', 'business cards', 'business deals', lines 26 – 27 'entrepreneurs' line 1) indicates that the festival is not just for pleasure, but also has a serious professional purpose. It promises many opportunities for people in the industry to do important and productive work, at the same time as they are being entertained and educated. '...[We] encourage our audience to get out of their comfort zone, to be involved, question things, talk to presenters and peers at the event or at the party in a fun and a casual way' (line 24) reinforces the image the organizers wish to create, i.e., that there are multiple reasons for young professionals in the digital industry to attend Pausefest. Lexicon from the IT semantic field is also used extensively, as befits the purpose of the text to engage with a digital audience. Examples include: 'real time' line 15, 'download' line 9, 'app' line 9, 'wallpaper' Box 9.

Overall, the register of the text is upbeat and positive and fairly informal, as illustrated by the colloquialisms, 'tell tales' line 2, and contemporary lexicon 'chill' line 18, while still observing the conventions of standard English, particularly in the prose paragraphs that introduce and close the text.

Section C – Essay

(30 marks)

Question 7

Despite strong external influences, Australian English retains its distinctive qualities. Discuss.

Students should avoid accepting the underlying premise of this statement, i.e., that there is such a thing as a single Australian variety of English, and that any outside influences on that variety are inherently a threat or have a negative impact on it.

Points could include:

- Some characteristics of Australian English that set it apart from other varieties can be discerned in all subsystems.
- Accent (phonology) is distinctive, with flat and elongated vowels and HRT, which are no longer commonly at the Broad end of the spectrum, but tend towards the middle (General) accent.
- Lexically, Australians do tend to adopt words and phrases from other varieties, notably America.
- Penetration of American English via internet, movie industry etc. As stimulus 2 states, AE is open to outside cultural influences, and this should not be considered a negative trend.
- New vocabulary associated with technology – a global trend and absorbed all over the world, enables people to communicate internationally using the same language.
- Stereotypes of Aussie Lingo, as suggested in stimulus 3, are not common any longer, except in comedy, movies or parody. This language is sometimes heard in parts of Australia that are not urbanised, or amongst generations that grew up in times when this vernacular was still current.
- Nevertheless there are some features of language that are markedly Australian, such as the tendency to add diminutives to many words, particularly names, with morphemes such as '-i.e.' as in 'Dougie' for Douglas, '-z' as in 'Baz' for Barry, and '-o' as in 'Johnno' for John.

- Distinctive Australian colloquialisms that continue to be used set the language apart from other varieties and are often mystifying for non-Australians, such as 'fair go', 'bring a plate'.
- Australian is a multicultural society that has absorbed features from many of the community languages that are found, such as 'lebspeak', names such as 'skip' for Australians, and words from Aboriginal languages, both anglicised ('secret men's business', 'deadly') and original ('boomerang').
- Some of these features are used for humour and are widely accepted, have been absorbed into contemporary AE.
- Australian English is thus eclectic and difficult to define as a single entity. This is true of most Englishes around the world, although the accent is still distinctive to those who hear it.

Question 8

Is the manipulation of language necessary for social harmony in Australia? Refer to at least two subsystems in your response.

Students should analyse the connotation of the term 'manipulation', which is generally considered negative, and discuss the extent to which this is necessary and inevitable for promoting respect and social harmony. They should also consider when manipulation of language oversteps those boundaries and society's attitudes to that.

Points could include:

- Freedom of speech debate underlies this discussion. Proponents argue that in a robust and mature society it should be acceptable for all views to be articulated, e.g., Andrew Bolt case, 'white-skinned' Aborigines.
- Even so, there are limits, such as vilification of people on the basis of race, religion, e.g., racial vilification act 'reforms'.
- Supporters argue that total freedom to speak one's mind promotes disharmony and hate, cf. Brandis' 'Everyone has a right to be a bigot'.
- Public discourse frequently relies on obfuscation to disguise and minimise negative perceptions of ideas and decisions, especially those made by politicians and large corporations, e.g., 'levy' rather than 'tax' in 2014 federal budget.
- Impenetrable language, such as in stimulus (a), is designed to shift the ground rules in a misleading way, i.e., Bishop has to spell out the distinction between capital A allies and small A allies, a distinction not commonly understood by the voting public.
- Use of euphemisms such as in stimulus (c) used to disguise the actions of those in authority and, in this case, to attempt to lay blame elsewhere, or to excise the agent of the attack from the account of the incident, thereby trying to protect the reputation of the official involved.
- Euphemism has healing or cohesive qualities, such as for marking significant events where negative aspects are omitted or glossed over, such as in a eulogy.
- Such manipulation of language is for purposes of preserving face, respecting individuals and promoting harmony.

Question 9

'Despite official attempts to set standards, individual attitudes to language use can never be regulated.' Discuss.

The underlying issue in this topic is the tension between descriptivism and prescriptivism, and attitudes within the community to the desirable standards and uses of language. Students should consider to what extent it is the role of government and the law to establish and maintain standards, balanced against the rights of individuals to express themselves, and the changing attitudes of society to what is acceptable.

Points to include:

- Laws about acceptable language use apply in certain arenas, such as broadcasting or other media, e.g., Andrew Bolt, Alan Jones cases.
- These institutions are expected to lead or model as well as reflect public standards of behaviour, including use of language, e.g., Broadcasting Standards Act.
- Language on the internet cannot be regulated; in the main self-regulation is required, e.g., trolls on Twitter who are condemned by other users, as in the case of Charlotte Dawson.
- Most online sites have terms of etiquette or acceptable use, e.g., Facebook, Twitter.
- When standards have been transgressed these providers sometimes intervene, often only after pressure from governments, to take down the offending pages, e.g., 'race hate' pages.
- As illustrated in stimulus (b), standards are subjective and very difficult to regulate.
- Swearing is as old as language itself, and attitudes change over time, e.g., Graham Kennedy's joke would be considered mild today.
- Sexist discourse is currently a much-debated topic in the community. In many ways this is the reverse trend, i.e., where formerly embedded sexism in language was unrecognised and unchallenged, it is now being 'outed' and challenged across society, e.g., stimulus (c).
- Relationship of standards to the face needs of individuals in society.