

STUDENT NUMBER:

VCE ENGLISH LANGUAGE

2015 Unit 3&4 Practice Paper 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 23 pages with Assessment Criteria on page 24, and a separate 4 page insert for Sections A and B.

Instructions

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

Write your student number 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
- demonstrate your familiarity with the topics of Unit 3, 'Language Variation and Social Purpose' and Unit 4 'Language Variation and Identity'.

Section A is worth 15 marks.

Text 1

Question 1

Compare the social purpose of the text in lines 4-8 with the social purpose of the text between lines 17-22. Provide examples of language use that reflect these differences.

3 marks

Question 2

Identify four examples of jargon from the semantic field of employee recruitment and discuss their effect on the discourse.

3 marks

SECTION A – continued

Question 3

Discuss how inference is required for coherence in lines 13-16, providing examples to support your discussion.

3 marks

Question 4

Comment on the way that the formatting of this document supports its functions. Provide examples from the text to illustrate your analysis.

2 marks

**SECTION A – continued
TURN OVER**

Question 5

How do nominalisations and passive structures establish the register? Provide linguistic evidence from the text.

4 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
- demonstrate familiarity with the topics of Unit 3 'Language Variation and Social Purpose' and Unit 4 'Language Variation and Identity'.

Section B is worth 30 marks.

Question 7

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

SECTION B – continued
TURN OVER

END OF SECTION B
TURN OVER

SECTION C – Essay**Instructions for Section C**

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 Unit 4 ‘Language Variation and Identity’
- refer to the stimulus material provided.

Section C is worth 30 marks.

Select **one** of the two 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****i. Eddie McGuire labelled 'boofhead' by NSW Upper House for Adam Goodes remarks.**

AFL identity Eddie McGuire has been condemned as a "continual boofhead" by the Upper House of the NSW Parliament for comments he made about an Indigenous dance performed by Sydney Swans star Adam Goodes. The Upper House passed a motion, moved by Greens MP Jeremy Buckingham, supporting former Australian of the Year Goodes as a "role model to all" and condemning McGuire for "being a continual boofhead".

ABC News 3 June 2015 <http://tinyurl.com/ndkzwr5>

ii.



https://upload.wikimedia.org/wikipedia/commons/a/ae/Swear_jar_2.jpg

iii. Australian politicians are the leaders of the Mang-lish movement (speakers who mangle English).

Parliaments around the country are plagued by politicians who can't pronounce basic words. Let's start with "Australia", not "Astraya"/"Austraya". "proibly" = probably, "bedder" = better, "community" = community, "anythingk" = anything. These common speech mistakes by our politicians are a symbol of a wider malaise around the country that began long ago. Australian speech patterns reflect a long-standing cultural imperative to communicate understatedly and stoically – and to be wary of bullshitting.

Dean Frenkel, Sydney Morning Herald, 4 August 2015 <http://tinyurl.com/nrrlxhe>

"The Australian public has come to expect poor standards of language from its leaders – what hope is there for the rest of us?" Discuss.

OR

SECTION C – continued

Question 8

Stimulus

- i. Children have much to gain from being on social media. They can learn how to communicate in today's connected world, and to find and share news and information. And sites like Instagram and YouTube allow them to be creative and share things they've made.

Jacinta Wong, Melton, Vic blog post

- ii. "I'll leave social media to its own devices. Social media is kind of like electronic graffiti and I think that in the media, you make a big mistake to pay too much attention to social media," Mr Abbott said on Australia Day.

Lucy Battersby, Sydney Morning Herald, 26 January 2015 <http://tinyurl.com/lnusbnu>

- iii. [Images for emoticons](#)

[Report images](#)



[More images for emoticons](#)

[List of Emoticons for Facebook - Facebook Symbols and ...](#)

www.symbols-n-emoticons.com/p/facebook-emoticons-list.html

Here is the complete list of all Facebook emoticons. As you can see, we have loads of great emoticons to choose from. You'll find an incredible selection of ...

[New Facebook Emoticons - Cute Emoticons - Love Emoticons, Smileys and ...](#)

<http://tinyurl.com/pb9bgru>

- iv. The latest studies (from a team at Coventry University) have found strong positive links between the use of text language and the skills underlying success in standard English in pre-teenage children. The more abbreviations in their messages, the higher they scored on tests of reading and vocabulary. The children who were better at spelling and writing used the most textisms. And the younger they received their first phone, the higher their scores.

<http://www.theguardian.com/books/2008/jul/05/saturdayreviewsfeatres.guardianreview>

“Digital communication is here to stay; get used to it.” Is this how you see it?

SECTION C – continued
TURN OVER

Question 9**Stimulus****i. The importance of words**

The poll reporting that 60 per cent of Australians want asylum seekers who arrive by boat to be treated more harshly shows what can be achieved by changing the description of refugees from "unauthorised boat arrivals" to "illegals". The majority of people who reach Australia by boat are found to be in danger if they return to where they came from, and so are indeed refugees. However, the constant use of the term "illegals" makes it appear that they have broken the law. It is sad to consider how easy it is to manipulate public opinion.

Margaret Whitstock, Templestowe 10 January 2014

ii. Woolworths singlet

A controversial singlet was pulled from the shelves of two Woolworths stores after accusations it was emblazoned with a 'racist' message. But Palmer United Party Senator Jacqui Lambie said the singlet's 'if you don't love it, leave' message did not go far enough. 'In my view, the message on the singlet didn't go far enough,' Ms Lambie told Daily Mail Australia on Wednesday. 'It should have read, "If you don't love it - leave - before we deport you."'

Daniel Piotrowski, Daily Mail 15 October 2015 <http://tinyurl.com/pxuk4rn>

iii.

<http://www.lwym.org/pure/wp-content/uploads/2012/04/thinkbeforeyouspeak-room400.jpg>

“For the sake of social harmony, people must take care with the language they use.” Discuss.

**SECTION C – continued
TURN OVER**

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

SECTION C- continued

EXAMINATION CRITERIA

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

- 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

2015 Unit 3&4 Practice Paper 2

Insert for Sections A and B

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

TEXT 1

Background Information

This is an online job advertisement from an employment website. The advertisement has been placed by a recruitment company on behalf of its client, who is not named.

1. **Manager Communications and Stakeholder Relations**
2. **Melbourne Area, Australia**
3. Posted 27 days ago by Super Recruitment Australia

4. Other details available here
5. **42** Applicants
6. **See how you compare to the competition**
7. Get more insights on who's applied with a Premium account.
8. Upgrade here

9. **About this job**
10. **Job description**
11. An exceptional opportunity to provide community and stakeholder engagement leadership
12. across a range of high-profile transport infrastructure initiatives.

13. **90K - 125K plus Super**
14. **6 month contract, with possibly to extend**
15. **CBD location**
16. **Leading a team of engagement and communication professionals**

17. **Position Purpose**
18. The Manager Communications and Stakeholder Relations will support communications and
19. stakeholder engagement activities across all transport projects being developed and delivered
20. by our Client, which includes providing support and guidance to a team of communications
21. professionals. The Manager will work with delivery agency teams to ensure communications is
22. being delivered in accordance with organisational standards and expectations.

23. **Key Success Measures of the Role**
24. - Project decision-making that effectively takes into account community / stakeholder views,
25. issues and interests to ensure high quality community and project outcomes.
26. - Communications issues are effectively managed through the development and
27. implementation of strategic stakeholder / community engagement and communications
28. strategies.

- 29. - Strong relationships are developed between the Communications and Stakeholder Relations
- 30. (C&SR) team and key portfolio partners to ensure an integrated approach to stakeholder
- 31. relations, communications and media for project development and delivery.
- 32. - Strong leadership including guidance and mentoring, is provided to the C&SR team and timely,
- 33. authoritative and strategic advice on project issues is provided to executives, Ministerial
- 34. advisors and project teams.
- 35. - Workload and resourcing is effectively coordinated across the team in accordance with a
- 36. significant pipeline of projects.
- 37. - Communications and stakeholder engagement activities on projects are delivered in
- 38. accordance with organisational policies, procedures, expectations and standards.

39. **Desired Skills and Experience**

40. To be successful in the role you will have:

41. **Technical Capabilities**

- 42. - Well-developed organisational and project management skills with demonstrated ability to
- 43. provide sound options for decision-making and negotiate agreements in an often sensitive
- 44. political and commercial environment.
- 45. - Strong negotiation skills with a proven track record in effectively managing complex and highly
- 46. sensitive negotiations with multiple stakeholders, often with competing priorities and
- 47. interests
- 48. - A strong background in proactively identifying major communications and stakeholder
- 49. relations issues and developing effective mitigation strategies.
- 50. - Extensive experience in communications, issues management, media management,
- 51. stakeholder relations and/or community engagement with a demonstrated ability to prepare
- 52. and implement strategies in these areas.

53. **Behavioural Capabilities**

- 54. - Excellent people management skills, including the ability to structure and develop a high
- 55. performing team that meets deliverables on time and contributes to our client's objectives.
- 56. - Ability to represent the organisation in stakeholder management activities, including
- 57. informing stakeholders, gathering views, managing expectations and negotiating effectively.
- 58. - Advanced communication and interpersonal skills with the ability to develop effective working
- 59. relationships and communicate in a clear and concise manner.
- 60. - Ability to perform strongly under pressure and produce high quality outcomes in short
- 61. timeframes.

62. **Qualifications**

63. **Mandatory**

- 64. A tertiary qualification in communications, journalism, public relations, public policy or
- 65. equivalent.

66. **Desirable**

- 67. Experience in the infrastructure, construction or government industries.

68. **About this company**

- 69. Our Client is a leading public-facing transport organisation about to embark on a significant
- 70. program of community engagement.

TEXT 2**Background Information**

Tyler (T), age 8, and his dad have been trail bike riding and have called in to visit a friend of the family, Elaine (E), on the way home. Elaine asks Tyler to show her his bike. It is on the trailer attached to his dad's car.

Transcript Key

<F F>	loud speech	[word]	overlapping speech	.	final intonation
<A A>	fast speech	/	rising pitch	,	continuing intonation
<u>word</u>	stressed word	\	falling pitch	(.)	short pause
wo=rd	elongated sound	?	questioning intonation		
word-	truncated word	!	excited intonation		

- | | | | | | |
|-----|----|---|-----|----|---|
| 1. | T. | On this bike there's good bounce, | 43. | E. | Well it's very nice. |
| 2. | | because the shockers are at the front. | 44. | | So what's a bike like this worth, |
| 3. | E. | O=h I see. | 45. | | do you know? |
| 4. | | So it cushions it, | 46. | T. | Um this one's not actually even that old. |
| 5. | T. | [Yeah] | 47. | | I got it last year, |
| 6. | E. | [when you land hard] | 48. | | so= probly around (.) |
| 7. | T. | and it makes it a lot more comfortable, | 49. | | two hundred and thousand dollars/ |
| 8. | | when you're landing, | 50. | | that's for one of these ones, |
| 9. | | and you're on the seat- | 51. | | then for the fifties we=ll, |
| 10. | | because the bike's that heavy, | 52. | | this one's actually second hand/ |
| 11. | | I just went <F boomph boomph! F> | 53. | | <L both our motor bikes have been second hand L> |
| 12. | E. | Oh really? @@ | 54. | | but this one was only two weeks old, |
| 13. | T. | But I was like <F woah woah! F> | 55. | | when we brought it, |
| 14. | E. | @@@ Fantastic! | 56. | E. | Oh= yeah? |
| 15. | | Oh sounds great, | 57. | T. | Cos that kid, |
| 16. | | good fun. | 58. | | had ridden it like about once, |
| 17. | T. | Yeah. | 59. | | and it was like (.) |
| 18. | E. | Have you got a special- | 60. | E. | Brand new. |
| 19. | | is this a special trailer? | 61. | T. | Yeah. |
| 20. | | for= | 62. | E. | Great/ |
| 21. | T. | Ah no. | 63. | | good buy then. |
| 22. | E. | carrying it? | 64. | T. | Yeah. |
| 23. | T. | No. | 65. | E. | Mmm. |
| 24. | E. | What's this thing here? (pointing) | 66. | T. | For brand new, |
| 25. | T. | To hold the wheel. | 67. | | <A about two thousand dollars'd get you probly one of these/ A> |
| 26. | | A proper trailer | 68. | | and for a second hand one, |
| 27. | | <A this isn't a proper trailer, | 69. | | like like this one, |
| 28. | | It's actually our gardening trailer. A> | 70. | | you'd probly pay about, |
| 29. | E. | Right. | 71. | | thousand fifty dollars, |
| 30. | T. | We put u=m, | 72. | | a thousand hundred fifty dollars/ |
| 31. | | soil in it and stuff. | 73. | E. | Uhuh. |
| 32. | E. | Do you have to have um | 74. | T. | And the for the fifty, |
| 33. | | a permit or something? | 75. | | which we've got at home- |
| 34. | | to ride it? | 76. | E. | Your sister rides that one. |
| 35. | T. | Um no, | 77. | T. | Yeah. |
| 36. | | that's only on road bikes, | 78. | | First the fifty was mine\ |
| 37. | | and if you're going to ride it | 79. | E. | Yeah. |
| 38. | | on a government road, | 80. | T. | Then I got I got this one\ |
| 39. | | but the track that I go to (.) | 81. | | My cousin's got the exact same bike as me, |
| 40. | E. | It's just for fun, | 82. | | but his (.) his was second hand too, |
| 41. | | [recreation]. | 83. | | but his was like a year old/ |
| 42. | T. | [Yeah.] | 84. | | and I think his is more of a racing style bike, |

85. and his has got more power.
86. But his chain,
87. his is wearing out,
88. and mine goes around the thing better,
89. because it's new/
90. E. O=hh\
91. T. And see on this side,
92. there's a spinner-
93. E. Yep.
94. T. or a shaft,
95. and it comes through here/ (pointing)
96. then it connects onto a disc/ (pointing)
97. connects onto the motor here/ (pointing)
98. and then it spins the chain,
99. can you see it here? (pointing)
100. E. Mmm.
101. T. And then it drives it.
102. E. Mmm.
103. T. And with the clutch,
104. you gotta hold it in,
105. rev it- but you don't have it on full\
106. <A or if you do,
107. you just about do a wheelie A>
108. E. @@@ So you know how to do it\
109. T. [Yeah]
110. E. [Obviously]
111. <F So you can control it. F>
112. T. Yeah.
113. E. And what's that thing there,
114. next to your foot? (pointing)
115. T. That- this? (pointing)
116. E. Is that like a stand?
117. T. This?
118. E. Yeah\
119. T. That's to start the motor.
120. E. O=h ok.
121. Well I'm impressed!
122. T. @
123. E. You know a lot!
124. T. I know.

VCE ENGLISH LANGUAGE

2015 Unit 3&4 Practice Paper 2

ANSWER GUIDE

Section A – Short Answer Questions

Text 1 (15 marks)

Question 1

Compare the social purpose of the text in lines 4-8 with the social purpose of the text between lines 17-22. Provide examples of language use that reflect these differences.

The text in lines 4-8 has been included by the online recruitment website where the job has been advertised. Its purpose is to promote the extra benefits and services offered by the site and to persuade job seekers to sign up for a 'premium account', by indicating that more information can be obtained about the competition. The language in this section of the text is less formal than the rest of the text, e.g. use of contraction 'what's', use of imperatives with a persuasive function, e.g. 'get more' and 'see how'. In contrast, the purpose of lines 17-22 is to provide a concise overview of the role. The language is standard and formal, with a long complex sentence (lines 18-21) containing an adverbial 'across all transport projects being developed and delivered by our Client' and a subordinate clause 'which includes providing support and guidance to a team of communications professionals'. The use of capitalisation for position titles (Manager Communications and Stakeholder Relations) adds formality to the text.

Question 2

Identify four examples of jargon from the semantic field of employee recruitment and discuss their effect on the discourse.

Examples include: job description (line 10), position (line 17), role (line 23), opportunity (line 11), 90K - 125K plus Super (line 13), Desired Skills and Experience (line 39), track record (line 45), behavioural capabilities (line 53), qualifications (line 62). (NB: other jargon relates to the actual position of Manager Communications and Stakeholder Relations rather than to recruitment, e.g. stakeholders, engagement, deliverables, teams, communication, outcomes etc.)

The jargon of employee recruitment is familiar to people actively seeking work and would be expected in such an advertisement. The language has overt prestige that establishes the authority of the advertiser and that implies this is the register that prospective employees need to be comfortable with and adopt in their applications.

Question 3

Discuss how inference is required for coherence in lines 13-16, providing examples to support your discussion.

Abbreviations such as '90K - 125K plus Super' (line 13), 'CBD' (line 15), and lexical items such as 'team of communication and engagement professionals' (line 16) are not explained or spelt out in full. It is expected that anyone interested in applying for this role would understand what is inferred by these terms, and that anyone who did not know what was meant is unlikely to be a suitable candidate. Applicants would be expected to be satisfied with the salary range and the central business district location, as well as the field of work required.

Question 4

Comment on the way that the formatting of this document supports its functions. Provide examples from the text to illustrate your analysis.

The document uses subheadings and bullet points to clearly and succinctly display all the necessary information about the job. This is to ensure that only suitably qualified people apply and that there is no misinformation or ambiguity about the role. Headings are bolded, as is key information about the nature of the contract, the location and the salary in lines 9-16. In lines 4 and 8 there are links to further information about how to upgrade with the recruitment website, fulfilling the purpose of selling the premium service.

Question 5

How do nominalisations and passive structures establish the register? Provide linguistic evidence from the text.

There is extensive use of nominalisations throughout the text, e.g. line 24 'Project decision-making', lines 26-27 'development and implementation', line 50 'issues management, media management', line 56 'stakeholder management activities'.

Passive structures are evident throughout, particularly in lines 24-38, including: line 26 'are effectively managed', line 29 'are delivered', line 32 'is provided', line 35 'is effectively coordinated', line 37 'are delivered'.

These discourse features elevate the register to a very formal, dense style that has authority and detachment, i.e. social distance, from the reader. The use of passives removes any mention of groups or individuals and creates an impersonal image of the company. Nominalisations also add density to the text; avoiding use of active verbs removes the human agent and the job is made to sound impersonal, complex, demanding and abstract.

Section B — Analytical Commentary**Text 2 (30 marks)**

The conversation between E and T is spontaneous and rapport building; the main social purposes are to allow T to display his expertise in the domain of trail bikes and for E to be an interested interlocutor who encourages him to express his enthusiasm for his hobby. There is fairly close social distance between E and T, as evidenced from the informal way in which they converse, including supportive laughter (e.g. lines 12-13) and the informal language choices they make (e.g. line 56 'Oh yeah?'). However, as E is the adult, it is expected that T will also be polite and respectful. T demonstrates this by elaborating on the information he provides to ensure E understands, e.g. lines 7-10. The politeness is reciprocated by E, who encourages T to explain his passion for the trail bike with interrogatives, e.g. lines 18-22, line 24, lines 44-45. Using minimal responses, E encourages T to continue, such as in line 65 'mmm', line 73 'uhuh' and line 79 'yeah'.

The conversation takes place outdoors, with the speakers looking at the trail bike on the trailer; they appear not to be constrained by any other listeners. T expresses himself with great enthusiasm (excited voice and sound effects on line 11 'Boomp boomph!' and line 13 'woah woah!'). When looking at the motorbike in front of them, the speakers rely on paralinguistic cues to assist the flow of conversation. E does not know the names of some items she asks about, e.g. lines 113-114 'What's that thing there, next to your foot?' and points at it to ensure T knows what she is referring to. T also points (line 115) to clarify E's meaning. Between lines 95 and 99 T points carefully to illustrate the description he is giving about how the mechanics of the trail bike work. Both speakers use referencing to aid the flow of conversation and avoid repetition, e.g., line 4 'So it cushions it', line 15 'Oh [that] sounds great', line 36 'that's only on road bikes'.

The conversation is cooperative, consisting of orderly turn-taking and supportive overlapping (e.g., lines 5 & 6, 41 & 42, 109 & 110). Other conversational strategies include elongated sounds to provide T with thinking time, e.g., lines 30, 48 & 51, while E uses this effect to show T how interested she is in what he's saying, e.g., lines 3, 56 & 90. A few instances of voiced hesitations, such as 'um' lines 30, 35 and 46 and repetitions, e.g., 'his his' (line 82) and 'his chain, his is wearing out' (lines 86-87) indicate the spontaneous nature of the interaction and contribute to the informality of the register. The topics are generally managed by E, who asks questions and listens to T's replies, which are on topic and informative. There is a slight topic shift in line 76 when E interrupts T, who is about to discuss the cost of the 'fifty' at home, by stating 'That's your sister's' and T doesn't return to complete what he intended to say about the cost of his sister's bike.

Typically, the syntax is loose and some of T's utterances in particular are long, joined by coordinating conjunctions. In lines 82-88 T uses 'and' and 'but' six times, and there are numerous other examples throughout the transcript. The use of conjunctions enables the speaker to hold the floor, extending his turn and signalling that he has not finished speaking.

Consideration each other's face needs is evident throughout the transcript. E does not question T's apparent confusion and uncertainty about the cost of the various types of bikes (lines 48-50 and 66-72), responding simply 'Uhuh' in line 73. T's positive face is preserved throughout due to E's minimal responses (e.g., line 29 'right' and line 56 'oh yeah') and interested questions (e.g., lines 19 'is this a special trailer?' and lines 44-45 'So what's a bike like this worth, do you know?') that encourage him to continue speaking.

E helps T to complete his utterances after he pauses briefly by inserting her own words that anticipate what T was trying to express, e.g. in lines 39-42:

T but the track that I go to (.)

E. It's just for fun,
[recreation].

T. [Yeah.]

and in lines 59-63:

and it was like (.)

E. Brand new.

T. Yeah.

E. Great/
good buy then.

In the final sequence she offers strong reinforcement for T's positive face with her comments: 'Well I'm impressed!' and 'You know a lot!'. Compliments can threaten negative face because they are a potential imposition whereby one has to respond gratefully but T's negative face is not challenged by these compliments, which he acknowledges with a modest small laugh and 'I know' (line 124)

T's familiarity with the motorbike's mechanics is illustrated in his use of some technical lexis. Between lines 92 and 98 he speaks about 'spinner', 'shaft', 'disc' and 'chain'. He also refers colloquially to 'shockers' (line 2), 'revs' (line 105) and 'wheelies' (line 107), E's lexis is similarly colloquial in parts, e.g. line 24 'What's this thing here?' and line 44 'So what's a bike like this worth'. These language choices reflect the informal nature of the conversation. T's non-standard phonology includes sound deletion 'proibly' (lines 48, 70), 'cos' (line 57), adding to the informality of the register.

The register of the transcript is informal, with features of colloquial lexicon, non-standard phonology and animated intonation. Nevertheless, the syntax is standard and does not exhibit many examples of ellipsis as might be expected in an informal dialogue.

Section C – Essay

(30 Marks)

Question 7

‘The Australian public has come to expect poor standards of language from its leaders – what hope is there for the rest of us?’ Discuss.

The topic canvases the idea that not only is the register or style of language used poor, but also the failure to use Standard English is of concern. It implies that language users are subject to the influence of community leaders when it comes to standards of discourse, and that leaders by definition should only use a particular variety of language. This opens up a discussion about context, social purposes, covert and overt norms, and also expectations of politeness. Furthermore, the role of individual identity as reflected in language style is suggested by the topic. The idea that the general population only imitates what it hears and reads from its leaders is also implied.

Students could explore the expected use of formal, standard language in public, particularly by leaders such as politicians, the media and, to some extent, celebrities and the idea that these people should model ‘proper’ language use for the rest of society. The issue of politeness in particular contexts could also be examined and contrasted with language use in private contexts.

Some recent examples of discussion about language standards include:

Prime Minister’s reference to Nazi figures when attacking the Opposition in Parliament;

The Foreign Minister’s facility with emoji in place of written language;

The use of doublespeak or obfuscation in political discourse, e.g. in relation to the 2014 Federal budget and when referring to asylum seekers;

The use of terms that incite fear or hatred, particularly in relation to acts of terrorism, ‘Border Security’ and seek to exclude others ‘Team Australia’;

Language used to discuss the paid parental leave scheme (‘double dipping’, ‘rorting’).

Stimulus i illustrates the use of slang by a politician (‘boofhead’) in the context of criticising an AFL personality for his prejudiced comments about the Goodes ‘war dance’ episode. Both speakers publicly used language that could be considered inappropriate and offensive. The term ‘boofhead’ is relatively mild and highly colloquial, but some observers may consider it to be not in keeping with the formal context of Parliament. The language used by McGuire is condemned by the Greens representative for having been inappropriate in the public sphere. This stimulus refers to lexicon, Australian variety, formal register and discourse.

Stimulus ii suggests that there are standards upheld in general society and that swearing is considered to be taboo, something that needs to be reduced, e.g., by imposing fines on those who do it. This stimulus refers to lexicon and politeness.

Stimulus iii takes a slightly different angle, criticising leaders, and in particular politicians, for not upholding ‘proper’ standards of pronunciation. This prescriptivist view typically conflates how speakers pronounce

English words in spontaneous speech with the standard written form of the language. This stimulus deals with phonology, Australian pronunciation and the modes of language.

Question 8

‘Digital communication is here to stay; get used to it.’ Is this how you see it?

Underlying this topic is the question - what is ‘digital communication’? It means more than the social media used in informal situations, because online texts are a vital part of, and used by almost all sectors of, Australian society. Students should avoid a soapbox approach to this topic and produce a balanced discussion about context, varieties, the benefits as well as the limitations of e-communication.

The discussion could include a focus on descriptivism and prescriptivism and the reluctance of some people to accept change in language modes and styles. It also allows students to write about covert and overt norms, the shift from asserting hierarchy to fostering inclusiveness in public discourse, the formality informality continuum, written compared to spoken communication, and the features digital texts sometimes share with spoken texts,

As usual, context is everything. Language choices should be made with the context and purpose in mind. People who have control over a range of registers are more likely to be successful communicators in a range of contexts, including business, academia politics and purely social discourse. This is true of their digital communication too. People adjust their language choices to suit the situational and cultural contexts that apply. People who can’t do that are disadvantaged socially and in other ways. Across the generations there is knowledge and acceptance by young (and older) people, who understand the difference between what is acceptable in a formal written context, such as an exam, as opposed to a chat with a close friend over social media.

Stimulus (i)

Outlines some positive benefits of social media and digital communication, including providing authentic audiences for their creative output. She suggests that children have to learn how to communicate effectively in this context just as they do in other social and cultural contexts.

Stimulus (ii) reports how Prime Minister Abbott downplayed the significance of the widespread criticism of his appointment of Prince Philip as an Australian knight on Australia Day. Abbott dismissed the commentary on social media as a barometer of social attitudes. By associating it with graffiti he suggests that social media is marginal and radical and therefore not to be considered respectable or taken seriously.

Stimulus (iii) is a screen shot of a search for emoticons that illustrates some of the conventions that apply in discourse on social media. Emoticons can give readers information about the tone to be conveyed in the message to avoid any ambiguity or misunderstanding. Emoticons can be humorous or shocking and are chosen by users to suit the context in which they are communicating.

Stimulus (iv)

This research suggests that assumptions about the dangers presented by digital communication in 'lowering standards of literacy' are not necessarily based in fact. This research seems to be suggesting that effective communicators on social media might also be also effective communicators in different contexts demanding different registers. The fact that texters who abbreviate are strong spellers supports Crystal's arguments that to effectively abbreviate a word or expression, one has to understand the standard spelling first.

Question 9

'For the sake of social harmony, people must take care with the language they use.' Discuss.

This topic allows students to discuss the issue of freedom of speech, its limitations and difficulties in modern society. It suggests that there is some standard of language use that everyone agrees with, and that when this is not adhered to conflict arises. Conversely, people argue that it is better to say things openly so that prejudices, hatred and 'wrong-headedness' can be challenged.

Some recent issues include:

Sacking of SBS journalists Stewart MacIntyre and Marion Ives for allegedly 'despicable' and 'unacceptable' social media posts;

Suppression of comments by staff working on Nauru and in other detention centres and the threat of prosecution if they fail to comply;

Discussions about how to most effectively include Indigenous Australians in the revised Constitution, with some leaders in disagreement about the wording;

Zaky Mallah's appearance on Q & A on ABC Channel 2.

Stimulus i highlights the effect of word choice and semantics on people's perceptions. The term 'illegals' arouses fear and resentment in the public, and the writer states that this is deliberate manipulation of public opinion. She says the term used previously, 'unauthorised boat arrivals', is less emotive and a more accurate description of the people concerned.

Stimulus ii recounts the opinion of a right-wing politician, who uses the incident of the Woolworths T-shirt to appeal to people's racist sentiments. Her view that anyone who isn't part of mainstream Australian society should not be tolerated incites the public to be intolerant of others and promotes an Anglo view of contemporary Australia.

Stimulus iii promotes the idea of harmony through words and language, with some aphorisms about being thoughtful when speaking.