



VICTORIAN ASSOCIATION FOR THE TEACHING OF ENGLISH

VATE Publications

2020

ENGLISH LANGUAGE

Written examination sample paper

Reading time: 15 minutes

Writing time: 2 hours

QUESTION AND ANSWER BOOK

Structure of book

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>
A	4	4	15
B	1	1	30
C	3	1	30
			Total 75

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners and rulers.
- Students are NOT permitted to bring into the examination room: blank sheets of paper, correction fluid/tape and dictionaries.
- No calculator is allowed in this examination.

Materials supplied

- Question and answer book of 24 pages, including **assessment criteria** on page 24
- Detachable insert for Sections A and B in the centrefold

Instructions

- Detach the insert from the centre of this book 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 room.

Disclaimer: Exam section instructions and the assessment criteria are taken from the Victorian Curriculum and Assessment Authority 2019 English Language Written examination (October 2019) and the Adjusted examination specifications for 2020. The VCAA does not endorse the content of this exam. VCE® is a registered trademark of the VCAA.

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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. Questions 1–4 refer to Text 1. Answer **all** questions in this section.

In your responses, 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’.

Section A is worth 15 marks.

Text 1

Question 1 (3 marks)

Describe the register of the transcript. Using appropriate metalanguage, identify **two** language features that support this register.

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. Question 5 refers to 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 the topics of Unit 4, ‘Language variation and identity’.

Section B is worth 30 marks.

Text 2**Question 5** (30 marks)

Write an analytical commentary on the language features of 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.

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

Working space

Insert for Sections A and B

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

SECTION A

Text 1

The following is a conversation between two friends, Carol (C) and Duana (D), while they were catching up over coffee at a local café. Duana had previously revealed to Carol that she was adopted when she was two years old and that she did not know much about her birth family.

The following symbols are used in the transcript:

/	rising pitch	=	lengthening of a sound
\	falling pitch	—	emphatic stress
,	continuing intonation	<A A>	<i>allegro</i> – fast-paced utterance
?	questioning intonation	<L L>	<i>forte</i> – loud voice
.	final intonation	@ @ @	laughter
(.)	very short pause	[]	overlapping speech
(..)	short pause	-	truncated word

1. C: So what was it you were telling me about the family tree?
2. D: (.) I'm not really interested, well I I am interested in sort of
3. C: No as in
4. D: But not (.) oh well my family [tree/]
5. C: [Yeah]
6. D: Not much to speak of, cos, you know, [adopted]
7. C: [Yeah]
8. D: Yeah\
9. I spose in a wa=y (.) I'd like to kno=w
10. But in a way not\ (.) in another way not\
11. C: Yeah but who is- who as in (.) so you know
12. [you saw your father?]
13. D: [I know my-] yeah yeah I saw my father when I was about (.)
14. I spose y'know seven years old I guess,
15. C: And you definitely knew it was him?
16. D: And I knew, instinctively I knew
17. <L That's my dad L>
18. C: Yeah
19. D: and even though they were talking in native-
20. <A You know A> in Hokkien\
21. C: uh huh
22. D: u=m I under- my my mother came back to me
23. my adopt- <A my mother came back to me A> and said (.)
24. she said that's your dad/
25. I said (.) I know
26. and then she was quite surprised,
27. yknow/ just instinct I spose
28. and that was the first and last time I saw him\ that I remember\
29. C: Yep\
30. (.) and then no interest in the like DNA testing testing?

31. D: oh, I don't think (.) you know
 32. I was born back in 1950 in Malaya
 33. I don't think they keep records that far back.
 34. C: <A no no no A> the like the like the [ancestry dot com]
 35. D: [Oh DNA]
 36. O=h <A yes but A> why would I wanna find out though\
 37. C: distant relatives? find cousins? [au=nties? Nie=ces?]
 38. D: [a=h I dunno (.) nah not really]
 39. not really no
 40. if I wanna find anything it is (.) for um biological reasons\
 41. C: medical reasons?
 42. D: <A health reasons medical reasons A> yes
 43. but apart from that I have no interest in making connections with them
 44. because to me my loyalty lies with my adopted mother,
 45. C: yep
 46. D: and the fact that I was just given away I think is what (.) hurt me
 47. C: yeah because you were two right?
 48. D: that's right yeah
 49. So= you know, right
 50. Therefore you know (.)
 51. in a way interested/
 52. but in a way not\
 53. C: yep
 54. D: divided, yeah fifty-fifty
 55. C: yeah, that's understandable
 56. I was half interested in the- the ancestry dot com stuff
 57. D: How come?
 58. C: Oh you know, the bit that tells you what races you are is pretty interesting,
 59. would be good to know exact racial background and stuff
 60. D: a=h ok
 61. C: but at the same time the whole thing seems a bit dodgy
 62. D: dodgy?
 63. C: yeah like (.)
 64. th- the <A collecting of your DNA A>
 65. and then storing it and stuff
 66. you have to agree to them being able to use your data (.)
 67. Seems a bit creepy
 68. D: Huh, never really thought about that
 69. C: Yeah
 70. That plus it's pretty bloody expensive to do the test, too
 71. D: How much?
 72. C: I think (.) couple hundred bucks for the test
 73. D: Ouch, exxy
 74. C: Yeah so that stopped me from doing it, too
 75. D: There's more important things to spend money on
 76. C: Like clothes and shoes
 77. [@@@]
 78. D: [@@@]

SECTION B

Text 2

This text was published on the website of the City of Melbourne on its Careers page. It outlines “Frequently Asked Questions” (FAQ) it receives from people who wish to apply for employment with the City of Melbourne, along with responses to them. Some sections of the original text have been removed for length.

1. **FAQ – applying for a role with the City of Melbourne**

2. **What happens after I have applied for a job?**

3. All applicants will be notified when their application has been received. If you do not receive a
4. confirmation email, or if you receive an error message, you can contact
5. careers@melbourne.vic.gov.au to report the problem.
6. • Following the advertising campaign closing date for each position, the Hiring Manager
7. reviews all applications under a merit process and then a short-list is drawn up usually within
8. two (2) weeks of the campaign closing.
9. • Shortlisted applicants are then notified of interview times. Interviews are conducted, and a
10. decision is made. Both the successful and unsuccessful interviewed applicants are notified of
11. the decision in the final stages of the recruitment process.
12. • The selection process may take up to four (4) to six weeks (6) to complete from the closing
13. date. All unsuccessful applicants will be notified via email when the selection process is fully
14. completed.

15. **Who is the contact for specific questions about the position or my application status?**

16. • Contact the City of Melbourne People and Culture team on (03) 9658 9140 during the hours
17. of 8.30am to 1.00pm (AEDT) Monday to Friday.

18. **Can I update my personal details?**

19. • Yes, once you are registered as an existing user you can select your personal details and
20. update them at any time. Click on your name in the top right-hand side of the Careers page,
21. and go to your Profile.

22. **How can a User Name or Password be retrieved if forgotten or misplaced?**

23. • Your username is your email address used to create your application. If you have forgotten
24. your password click on ‘*Forgotten password or username?*’ – this will prompt you to enter
25. your email address. An email will then be sent to you on how to reset your password.

26. **What do I do if I can’t complete my application in one sitting?**

27. • If you are unable to complete your application in one sitting, you can simply save your
28. application and log in at a later stage to pick up where you left off. Please ensure your
29. application is submitted by 11.45pm (AEDT) on the closing date stated on the job
30. advertisement. If your application is still left incomplete within two days of the closing date,
31. the City of Melbourne will send you an email as a reminder.

32. **Does the City of Melbourne accept paper applications?**

33. • Applications for positions at the City of Melbourne are only accepted through our online
34. Recruitment Portal on our Careers page.
35. • Should you need assistance with your application please contact People and Culture team on
36. (03) 9658 9140 during the hours of 8.30am to 1.00pm (AEDT) Monday to Friday.

37. **When are applications due?**

38. • Applications close at 11.45pm (AEDT) on the closing date unless otherwise stated in the
39. advertisement (this can be found at the bottom of the advertisement). After this time you
40. will not be able to submit an application online.

41. **Can I submit an application after the advertising close date?**

42. • We are unable to accept your application for fairness to candidates who applied within the
43. advertising period and our Diversity and Inclusion Merit based Recruitment Policy.
44. • If you feel that your application should be accepted after the closing time, you need to
45. discuss this with the Recruitment team; late applications may be accepted in **exceptional**
46. **circumstances only**.

47. **Can I withdraw my application once it has been submitted?**

48. • Yes, you can withdraw your application at any time by logging into the City of Melbourne's
49. Career page and proceeding to the recruitment portal. Go to your Profile and next to the job
50. application, you can select the option to 'Withdraw'. You will then receive an email
51. confirmation.

52. **Diversity and Inclusion**

53. City of Melbourne is an equal opportunity employer committed to providing a safe working
54. environment that embraces and values child safety, diversity and inclusion. If you are an Aboriginal
55. or Torres Strait Islander applicant, or if you have a disability and require advice and support during
56. the recruitment process, we encourage you to apply or contact us on the details listed above.

57. City of Melbourne recognises the value of the diversity and strength of Aboriginal and Torres Strait
58. Islander cultures to the heritage of all Australians and encourages Aboriginal and Torres Strait
59. Islander people to apply. You can speak with our People and Culture team on (03) 9658 9140 and
60. request to speak with our Aboriginal Employment Officer, who can support you in your application
61. between the hours of 8.30am and 1.00pm (AEDT) Monday to Friday.

62. City of Melbourne also offers career development programs for Aboriginal and Torres Strait Islander
63. identified applicants. This is offered through individual internal and external Aboriginal community
64. mentoring and support. For further information you can contact Aboriginal Employment Officer
65. before, during and after the recruitment process.

66. It is a requirement of City of Melbourne that applicants are willing to undergo reference checks, a
67. Police check and hold a current Working with Children Check or willing to obtain one. Furthermore,
68. to determine capability to perform the inherent physical requirements of a particular role, applicants
69. will be required to complete a health declaration form. If you are not willing to complete any of the
70. above, City of Melbourne will be unable to progress with your application.

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 the topics of Unit 4, ‘Language variation and identity’
- refer to the stimulus material provided.

Section C is worth 30 marks.

Question 6 (30 marks)

Stimulus

- a. ‘During significant fires in Victoria, stay tuned to your emergency broadcasters to hear fire updates, community alerts and other important messages. Emergency broadcasters include ABC Local Radio, UGFM – Radio Murrindindi, Stereo 974, Plenty Valley FM and commercial radio stations across Victoria and SkyNews television.’

<https://www.cfa.vic.gov.au/warnings-restrictions/emergency-broadcasters>

- b. ‘Kenny McAlpine, Melbourne University associate professor in interactive composition, says whilst entertaining, [songs] can also be a “phenomenally powerful” way to educate people about how to stay safe, especially in areas with low literacy levels. In Australia, well-loved children’s entertainer and musician Peter Combe has released a new version of “Newspaper Mama” that provides a more practical application. “Wash your hands, and don’t get too close, 1.5 metres, no closer than that,” he sings.’

<https://www.smh.com.au/national/coronavirus-ditties-to-beat-the-isolation-blues-20200401-p54g2b.html>

- c. ‘Some people took to Twitter to beg others to stop posting the black photos with the #BlackLivesMatter hashtag, saying it was drowning out information about protests, bail funds and how to help the movement. Searches for #blacklivesmatter on Instagram turned up nearly all black squares, with only a few posts containing information.’

<https://www.washingtonpost.com/technology/2020/06/02/black-out-tuesday-black-lives-matter-instagram/>

- d. ‘With hundreds of millions of people under lockdown around the world, telecommunication is going up. People I’ve spoken to have been connecting in new social ways, hosting virtual bachelorette parties, happy hours and reunions with friends who haven’t connected in decades. People have been hanging out on FaceTime while working on separate projects (almost as if they were in a coffee shop), or even gathering callers to pray together in a nightly video [session].’

<https://www.bbc.com/worklife/article/20200408-coronavirus-how-lockdown-helps-those-who-fear-the-phone>

‘In times of great stress and strain, language is an essential tool for communication to ensure the community has all the required information. However, the other functions it fulfils are equally as important.’

How is this true in Australia today? Refer to at least **two** different subsystems of language in your response.

OR

**SECTION C — continued
TURN OVER**

Question 7 (30 marks)**Stimulus**

- a.** ‘The most important role that emoji play is adding a layer of emotional framing to casual online written conversation. With the increasing use of social media in our lives, we spend a lot of time chatting via writing, and so emojis are a way of adding this back into the conversation. In that way they’re a digital solution to the way that modern communication has evolved.’

<https://www.independent.co.uk/life-style/emoji-day-2020-history-of-updates-apple-google-emojis-a9624056.html>

- b.** ‘1.) “climate emergency” or “climate crisis” to be used instead of “climate change”

Climate change is no longer considered to accurately reflect the seriousness of the overall situation; use climate emergency or climate crisis instead to describe the broader impact of climate change...

- 2.) “climate science denier” or “climate denier” to be used instead of “climate sceptic”

The OED defines a sceptic as “a seeker of the truth; an inquirer who has not yet arrived at definite conclusions”. Most “climate sceptics”, in the face of overwhelming scientific evidence, deny climate change is happening, or is caused by human activity, so “denier” is more accurate.’

<https://www.theguardian.com/environment/2019/oct/16/guardian-language-changes-climate-environment>

- c.** ‘As much as video call tools such as Zoom have made working remotely possible for millions and as much as these tools help us stay connected to friends and family, they are, often without us really realising it, limiting the quality of our social interactions. We cannot bump into someone in the street. We can’t hang out at someone’s house or a coffee shop and meet some friends-of-friends. We can’t join a discussion at the water cooler. There is no serendipitous interaction. We have to schedule a mutually-agreed time to interact.’

<https://uxdesign.cc/the-psychological-impact-of-video-calls-dbed57aa792b>

- d.** ‘Wherever we’re facing the possibility of being “dicky” or “Tom [and] Dick” (rhyming slang for “sick”), we take comfort in language play. New slang enables us to face our fears head-on. In these times of COVID-19, there are the usual suspects: shortenings like “sanny” (hand sanitiser) and “iso” (isolation), abbreviations like BCV (before corona virus) and WFH (working from home), also compounds “corona moaner” (the whingers) and “zoombombing” (the intrusion into a video conference). Plenty of nouns have been “verbed” too — the toilet paper/pasta/tinned tomatoes have been “maggied”. Even rhyming slang has made a bit of a comeback with Miley Cyrus lending her name to the virus (already end-clipped to “the Miley”). Some combine more than one process — “the isodesk” (or is that “the isobar”) is where many of us are currently spending our days.’

<https://www.abc.net.au/news/2020-05-11/the-new-words-coined-during-coronavirus/12233606>

‘Technology, major societal events, and environmental issues all enrich our language use in many ways.’

To what extent is this true in contemporary Australian society? Refer to at least **two** different subsystems of language in your response.

OR

Question 8 (30 marks)**Stimulus**

- a. ‘Person-first language is the most widely accepted terminology in Australia. Examples of person-first language include: “person who is deaf”, or “people who have low vision”. Put the person first, and the impairment second (when it’s relevant). Just because a person experiences disability, it doesn’t make them weak, a victim or someone to be pitied. Examples of language that can imply people should be pitied include: “suffering from...”, “struck down by...”, and “afflicted by/with...”. We try to remove the emotion from the language, for example, “Paul experiences depression”, “Ravi developed Multiple Sclerosis”, or “Katya has epilepsy”.’

<https://www.and.org.au/pages/inclusive-language.html>

- b. ‘Nothing says “Aussie” more than the penchant for shortening words and transforming correct English words into our slang versions. Whether it’s grabbing your sunnies, putting smashed avo on your toast, sucking on a ciggie or throwin’ back a tinnie, articulating full sentences is really just too much work. The coronavirus is sparking its linguistic substrate too, and the classic ones doing the rounds right now include: “Me boss tested posi for The ’Rona so now I’m in iso. Popped down to Woollies for some sanny, but it’s been bloody Magpie’d.”’

<https://thenewdaily.com.au/entertainment/people-entertainment/2020/03/25/coronavirus-slang-sanny-iso/>

- c. ‘In the Australian context, it’s time to capitalise the “I” in Indigenous. Every other outlet does it - and it’s stubborn at best and racist at worst that you refuse.’

Tweet by @mrbenjaminlaw, 1 July 2020

- d. ‘Prime Minister Scott Morrison’s own struggles with communication have been much scrutinised over the past days during Australia’s bushfire crisis...A crisis is often a test of leadership. Good communication is essential to this. During a press conference on the 3rd of January, the PM stated “I understand” six times. This was clearly an effort to verbally communicate empathy but it fell flat.’

<https://croakey.org/crisis-communication-and-leadership-teachable-moments-from-the-australian-bushfires/>

- e. ‘Interviewed on radio this morning. Did well I think. Interviewer: “wow, you’re really scary”. I commented (on air) that female academics who are clear and confident are often described as scary; male ones with same characteristics are authoritative and well-prepared.’

Tweet by @trishgreenhaigh, 15 July 2020

How can people ‘shape’ words and also ‘be shaped’ by them?

Discuss these ideas in a contemporary Australian context. Refer to at least **two** different subsystems of language in your response.

Working space

Question no.

Assessment criteria

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

- 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 English in contemporary Australian society
- draw on contemporary discussions and debates about language
- write clearly organised responses with controlled and effective use of language appropriate to the task.

CONTRIBUTORS

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END OF QUESTION AND ANSWER BOOK



VICTORIAN ASSOCIATION FOR THE TEACHING OF ENGLISH