

YEAR 12 *Trial Exam Paper*

2021

ENGLISH LANGUAGE

Written examination

STUDENT NAME:

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	5	5	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 23 pages, including **assessment criteria** on page 23
- Detachable insert for Sections A and B in the centrefold

Instructions

- Detach the insert from the centre of this book during reading time.
- Write your **name** in the space provided above on this page.
- All written responses must be in English.

At the end of the examination

- You may keep the detached insert.

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. Questions 1–5 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** (1 mark)

Identify **one** social purpose of this text.

Question 2 (2 marks)

Discuss the functions of **two** different prosodic features in the section of the speech between lines 1 and 19. Refer to line numbers in your response.

Question 3 (3 marks)

Using appropriate metalanguage, identify and discuss **one** language feature that contributes to the register of this text. Refer to line numbers in your response.

Question 4 (4 marks)

Using appropriate metalanguage, identify and explain **two** specific language features that reflect the identity of either Darcy Vescio or Elise O’Dea. Refer to line numbers in your response.

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 6 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 6** (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

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.

Insert for Sections A and B

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

SECTION A

Text 1

Behind the Game Changers is a weekly podcast hosted by Australian Football League Women's (AFLW) players from Carlton Football Club. This is the introduction to the first episode of the podcast's second series, and the hosts are Darcy Vescio (DV) and Elise O'Dea (EO). The episodes provide listeners with behind-the-scenes stories about playing in this team. O'Dea recently transferred to the Carlton Football Club from the Melbourne Football Club. Her nickname is 'Junior' and Vescio shortens it to 'June'.

The following symbols are used in the transcript:

<L L>	lento – slow-paced utterance	,	continuing intonation
<A A>	allegro – fast-paced utterance	.	final intonation
[]	overlapping utterance	?	questioning intonation
—	emphasis	@ @ @	laughter
(.)	very short pause	/	rising pitch
(..)	short pause	\	falling pitch
=	elongation of sound		

1. DV: Welcome to the *Behind the Game Changers* podcast\
2. G'day everyone,
3. g'day June.
4. EO: Hello Darcy/
5. DV: Uh firstly welcome (.) to the= (.) second season of,
6. <L *Behind the Game Changers* (.) L> podcast
7. EO: Yeah thanks I'm very excited to be on here/
8. Um (.) it's a weird building that we're in at the moment
9. <A But a good building A>
10. It's uh the Carlton college (.) is that correct?
11. DV: Ah (.) yeah the Carlton College of Sport
12. Is that [right]?
13. EO: [Carlton] College of Sport\ it's um it's the place to be,
14. and yeah I've never filmed a podcast or recorded a [podcast]
15. DV: [@ @ @]
16. EO: [But] yeah it's good to be here\
17. DV: Oh brilliant, I can't wait
18. Um so this season you and I will be hosting (..) ha=lf/ of the podcast [I guess]
19. EO: [Correct] yes.
20. DV: Well I guess we are doing a whole podcast
21. but um there will be ah other hosts um that we'll be alternating with
22. um but <A they can introduce themselves A>
23. We don't really need to get into (.) that and steal their thunder/
24. But we are first and they will be coming in next um
25. But I guess I (.) I was just going to kick off,
26. Like how are you?
27. EO: I um I'm going really well/
28. I am really happy with the @ @ @ headspace that I am in/

29. Um yeah I was trying to think when I came in,
 30. I thought I'd get the question like (.) how's things going at Carlton,
 31. What do you love most about it/
 32. And there'd be like a comparison,
 33. cos I'm obviously (.) I've been traded here/
 34. um (.) but yeah I think that the person I am yeah at the moment,
 35. I'm really happy to feel very accepted and I'm in a good headspace
 36. and I'm really enjoying it\
 37. So yeah nah I'm going really well\
 38. Um (.) back at work this week,
 39. Um working a few days from home and a few days in the office
 40. Um (.) due to COVID.
 41. But yeah nah can't complain <A feelin good A>\
 42. How about yourself?
 43. DV: Great to hear/
 44. I'm very happy here and glad that you're so happy,
 45. And um you know seeing that,
 46. Well (.) I tell you all the time,
 47. sometimes at training I just
 48. We're doin a drill and I just (.) look and I see [Junior]
 49. EO: [@@@]
 50. DV: [In the] navy blue and I just think wo=w how how did this happen?
 51. Um I feel very privileged and um (.)
 52. yeah just happy to be back on the same team\
 53. It's been [a while].
 54. EO: [Yeah] it has been too long/
 55. I must admit we caught up for um,
 56. I think about lunch maybe two years ago/
 57. An we were talking because obviously we were at Darebin girls (..) women\
 58. DV: [Women]
 59. EO: [Obviously]
 60. DV: [Sophisticated] women
 61. EO: [Yeah @@@]
 62. and we= were talking that we're most looking forward to maybe/
 63. potentially when football AFLW ended and we could play in the Masters League
 [together]
 64. DV: [Yeah yeah]
 65. EO: But nah it happened sooner than we thought [so]
 66. DV: [Yeah] I know I was thinking you know,
 67. once we (.) you know retire at like 37 or something,
 68. then we can slide into Masters/
 69. But it's happened a lot [sooner so=]
 70. EO: [I know]
 71. DV: I am very thankful for that
 72. EO: Yeah it's good, it's <A to be a Bagger. A>
 73. DV: That's it\
 74. And I can't wait for everyone to get to know you a lot better throughout the season too.

Source: Carlton Football Club, *Behind the Game Changers*,
 season 2 episode 1: Darcy Vescio and Elise O'Dea, 14 January 2021

**END OF SECTION A
 TURN OVER**

SECTION B

Text 2

This press release appeared on the Parks Victoria website following a decision made in the Federal Court in relation to the protection of flora and fauna in the Alpine National Park, Victoria. A brumby is a feral horse found in Australia.

1. **Protecting the Alpine National Park**

2. Friday 8 May, 2020

3. Federal Court finds in favour of Parks Victoria

4. The Federal Court of Australia has today delivered its judgement in the case between Parks
5. Victoria and the Australian Brumby Alliance (ABA), ruling in favour of Parks Victoria.
6. Parks Victoria welcomes the decision from the Federal Court today which recognises the severe
7. impacts of feral horses on the iconic Alpine National Park and allows horse control programs to
8. resume.

9. The ABA had sought an injunction to stop Parks Victoria undertaking removal of feral horses
10. from the Alpine National Park in accordance with its ‘Protection of the Alpine National Park-
11. Feral Horse Strategic Action Plan 2018–2021’. The question before the Court was whether the
12. removal of horses by Parks Victoria challenged cultural heritage values associated with horses
13. in the Alpine National Park, as defined under the *Environment Protection and Biodiversity*
14. *Conservation Act 1999* (EPBC Act) and the National Heritage List.

15. Parks Victoria has an obligation to reduce the abundance of feral horses in Victoria’s national
16. parks as necessary to protect natural values and meet legislative obligations.
17. His Honour Justice O’Byrne stated, ‘I am not satisfied that the Action, involving the removal of
18. brumbies from the Bogong High Plains and the reduction in number of brumbies in the Eastern
19. Alps, will have or is likely to have a significant impact on the National Heritage values of the
20. Australian Alps.’

21. Over the past 18 months, the injunction led to Parks Victoria suspending the majority of the
22. alpine feral horse management operation. Trapping and rehoming programs that were
23. previously implemented were put on hold, subsequently limiting the effectiveness in
24. significantly reducing the feral horse population and environmental damage to the fragile
25. wildlife, plants and habitats in the Victorian Alps.

26. During this period, a comprehensive aerial survey across the Australian Alps found a significant
27. increase in feral horse numbers, 2 to 3 times higher than in the previous survey (estimates rising
28. from 9000 to 24 000 horses over five years). Additionally, the bushfires over the 2019–20
29. summer have greatly impacted large areas of the Victorian Alps, resulting in significant loss of
30. threatened native wildlife and ecosystems. Remaining unburnt areas are being severely
31. overgrazed and damaged by large numbers of feral horses.

32. Given the current circumstances, Parks Victoria will be commencing an additional technique to
33. control horses. Small-team operations will be deployed into high-conservation priority locations
34. where ground-based professional shooters will use thermal imaging and noise suppressors to
35. cull free-ranging feral horses, under strict animal welfare protocols with expert equine
36. veterinary oversight. This will complement the current bushfire recovery works that have
37. removed more than 1300 deer from fire-impacted areas in eastern Victoria.

38. The longer-term program of trapping and rehoming of feral horses will continue. You can read
39. about the rehoming process, and how to submit an expression of interest at
40. www.parks.vic.gov.au/get-into-nature/conservation-and-science/conserving-our-parks/feral-animals ...
41. Media enquiries
42. Stephanie Zilles

Source: © Parks Victoria 2019, <<https://www.parks.vic.gov.au/news/2020/02/protecting-the-alpine-national-park>>, 8 May 2020, licensed under Creative Commons 4.0, <<https://creativecommons.org/licenses/by/4.0/legalcode>>

END OF INSERT

Question 7 (30 marks)**Stimulus****a.****A QUICK GUIDE TO SPEAKING AUSTRALIAN**

~~afternoon~~ **arvo**
~~mosquito~~ **mozzie**
~~tradesperson~~ **tradie**
~~cup of tea~~ **cuppa**
~~sick day~~ **sickie**
~~service station~~ **servo**

b. ‘Australianisms such as dialect words and local slang is now much more acceptable in mainstream use, including at parliamentary level.’Demetrius Williams, <<https://www.translatemedia.com/translation-blog/understanding-australian-english/>>**c.** ‘It’s a reminder even after a lockdown, even after all of this time, the virus hasn’t gone anywhere and it can be activated, and that’s why none of us can be off our game. We’ve got to stay match-fit on this all the time.’

Prime Minister Scott Morrison, 3AW Radio

d.‘Speak in an Australian accent in an instant’, <<https://9gag.com/gag/1920985>>

‘The most distinguishable feature of Australian English is its informality.’

Discuss this view, referring to at least **two** subsystems of language in your response.**OR**

Question 8 (30 marks)**Stimulus**

- a.** ‘Ms Davis said holding the view that Aboriginal English was broken English, or slang, was not only incorrect but could have detrimental impacts on learning outcomes for Indigenous students ...

“If kids are speaking Aboriginal English you might have different sounds, phenology, semantics and pragmatics that goes with it.”

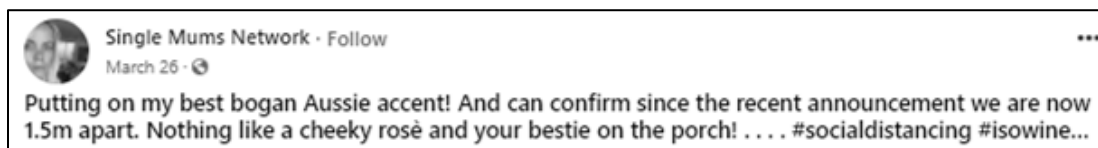
Ms Davis said 80 per cent of Indigenous Australians were Aboriginal-English speakers and the way it was spoken varied based on different language groups.’

Madison Snow, ‘Aboriginal English recognition in schools critical for improving student outcomes for Indigenous Australians’, *ABC Goldfields*, December 2019

- b.** ‘Negative attitudes to uptalk are not new. In 1975, the linguist Robin Lakoff drew attention to the pattern in her book *Language and Women’s Place*, which argued that women were socialized to talk in ways that lacked power, authority, and confidence.’

Richard Nordquist, ‘Speech Patterns: Uptalking’, updated 8 March 2018, <<https://www.thoughtco.com/uptalk-high-rising-terminal-1692574>>

- c.**



Single Mums Network, March 2020, Facebook

- d.** ‘If you’re unsure what someone’s pronoun is, you can ask them respectfully, and preferably privately. Use a question like “Can I ask what pronoun you use?” Do not ask “What pronoun do you prefer?” A person’s pronoun and identity are not a preference. Instead, just ask what pronoun they use.’

‘LGBTIQ+ Inclusive Language Guide’ < <https://www.vic.gov.au/inclusive-language-guide> >

‘While seemingly open to language change and variation, we still judge others based on how they use language.’

Is this true in the context of contemporary Australian society? Refer to at least **two** subsystems of language in your response.

OR

Question 9 (30 marks)**Stimulus****a. DM**

NOUN (dms) *informal*

A private message sent on social media, especially Twitter.

VERB (dms, dming, dm'd, dmed) [WITH OBJECT] *informal*

Send (someone) a private message on social media, especially Twitter.

Origin Early 21st-century abbreviate of direct message, from the Direct Message feature of the social media application Twitter.

adapted from Lexico.com (online dictionary), Oxford University Press, 2020

b. ‘Older people tend to be fond of the “over-literal emoji” – say, using the cat emoji to ask if the cat has been fed. For younger people, emojis are primarily used for intention, says McCulloch. So it might be “Good job” with a thumbs-up or “Good job” with a laughing emoji, which convey different meanings.’

Richard Godwin, ‘Those rules are for dead people’, *The Australian*, 18 October 2019

c.

Anita Heiss,

< https://twitter.com/AnitaHeiss?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor >

d.

‘DoggoLingo / Doggo-Speak’, < <https://knowyourmeme.com/memes/doggolingo-doggo-speak> >

‘From “periodt” to “lewk”, social media is clearly having an impact on language whether we like it or not.’

Discuss, with reference to contemporary Australian society. Refer to at least **two** 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 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.

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END OF QUESTION AND ANSWER BOOK