

Victorian Certificate of Education
2021

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER Letter

ENGLISH LANGUAGE

Written examination

Thursday 28 October 2021

Reading time: 3.00 pm to 3.15 pm (15 minutes)

Writing time: 3.15 pm to 5.15 pm (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 22 pages, including **assessment criteria** on page 22
- 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 **student number** 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.

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** (2 marks)

Explain the role of jargon in supporting **one** social purpose of the text. Provide **one** example to support your explanation. Refer to line numbers in your response.

Question 2 (2 marks)

Identify **one** example of patterning between lines 6 and 9. Using appropriate metalanguage, state the subsystem and type of patterning.

Question 3 (3 marks)

Using appropriate metalanguage, discuss how the variation in sentence types between lines 48 and 55 helps support one or more functions of the text. Provide at least **two** examples to support your discussion. Refer to line numbers in your response.

Question 4 (3 marks)

Using appropriate metalanguage, explain the role of **two** language features used to negotiate socially taboo topics such as body odour and perspiration. Provide **one** example for each language feature to support your explanation. Refer to line numbers in your response.

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Question 5 (5 marks)

Using appropriate metalanguage, discuss how different language features across the two modes of the text (written and spoken) help develop rapport with the audience. Provide at least **one** example from each mode to support your discussion. Refer to line numbers in your response.

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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 of language in your analysis.

Working space

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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.

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Question 7 (30 marks)

Stimulus

a.

BETTER-R**The Better-r Guide To Proper Eyewear Care & Maintenance
(aka how to have and keep nice things)**

Just because our sunglasses are affordable, it doesn't mean you should treat them like Ramsay Bolton treated Theon (... spoiler alert?). By following our care instructions, you can help to ensure that your sunglasses will outlive you and your children!

Adapted from a care card for Goodr sports sunglasses; courtesy of Goodr LLC

Note:

- This text is from Side 1 of a 'care card' that comes with new sports sunglasses. Better-r is the brand of sports sunglasses.
- Ramsay Bolton and Theon are characters from the television series *Game of Thrones*. In the series, Ramsay treated Theon very badly.

b. 'Linguistics is much like politics: you get the conservative and the progressive side.

If you're from the conservative side of linguistics, you're known as a "purist" or "prescriptivist". You love rules; they are for obeying. You resist change and take comfort in the sensible rationale of language as it should be ...

The other side, the side who'd understandably feed me a chill pill, is the linguistic evolutionists, or "descriptivists". They're more relaxed about language, and derive excitement from its pace of change. They talk about language as it is, not as it should be ...'

Gary Nunn, 'Are you a purist or evolutionist? What your language "pet peeve" reveals about you', ABC News, <www.abc.net.au>, 19 February 2019;

reproduced with permission of the Australian Broadcasting Corporation – Library Sales Gary Nunn © 2019 ABC

c. 'Managers generally try to reach decisions through inclusive avenues so employees can feel involved in the decision-making process. Therefore, brusque¹ orders are unappreciated and seen as arrogant. Instead, directions are generally hinted at and instructions are polite requests (e.g. "Perhaps we should try..." or "Do you think you could..."). This avoids regimentation and formality in the workplace, but it is understood that these suggestions are to still be followed as if they were given as firm orders.'

Excerpt from SBS's online Cultural Atlas, <<https://culturalatlas.sbs.com.au>>

d. 'As with any period of tremendous disruption, the explosion of informal writing is changing the way we communicate. The norms that we worked out for books and newspapers don't work so well for texts and chats and posts ... We have a sense, more or less, of how informal speech works. We have a long history of doing it, and it's the primary thing that linguistics studies, much as literature and rhetoric study formal writing and formal speaking. But the combination of writing and informality has been neglected ...'

Gretchen McCulloch, *Because Internet: Understanding How Language is Changing*, Vintage, London, 2020, pp. 7 and 8

¹**brusque** – abrupt and unfriendly

'It's just language. Who cares if it's formal or informal, standard or non-standard?'

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

OR

Question 8 (30 marks)**Stimulus**

a.

**Our staff are
here to help you,
please treat them
with kindness
and respect.**

Signage on the counter at a bank branch in Melbourne, adapted from third-party material

b. ‘Nestle has settled on new names for two Allen’s Lollies products out of respect for those who might feel marginalised by them.

The company says Red Skins and Chicos will be renamed as Red Ripper and Cheekies.’

‘Nestle renames Allen’s Lollies brands Red Skins and Chicos to Red Ripper and Cheekies to avoid marginalising people’, ABC News, <www.abc.net.au>, 16 November 2020; reproduced with permission of the Australian Broadcasting Corporation – Library Sales © 2020 ABC

c. ‘1. The University values the diversity of its staff and student populations. Inclusive language represents this diversity accurately, and facilitates a culture where difference is respected and valued. For many individuals associated with the University of South Australia, the culture within the University is important to their ongoing intellectual and personal development and their sense of wellbeing and shared community.’

Excerpt from the ‘Policies and Procedures’ section on the University of South Australia intranet, <https://i.unisa.edu.au>

d.

Use everyday words

Choose words that people are familiar with. Unfamiliar words make content harder to read and understand.

Like this ✓

Email your receipt by 5 pm today to claim the prize.

Not this ✗

You are required to disclose financial documentation in a timely manner or you will be deemed to be disqualified from this prize offer.

Excerpt adapted from the Australian Government Style Manual, <www.stylemanual.gov.au/format-writing-and-structure/clear-language-and-writing-style/plain-language-and-word-choice>

‘In contemporary Australian society, we must be careful with our use of language in public contexts.’

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

OR

Question 9 (30 marks)

Stimulus

a.



Editorial cartoon by Wendy Brown, Powell River Peak, <www.prpeak.com>, 30 January 2020

- b. ‘Many of the people who approach the Ombudsman are upset, not just about an authority’s mistake, but with the way the authority responded to their concerns. They want the authority to acknowledge and fix the problem, and treat them with respect.

A genuine apology is an important step towards achieving this. By acknowledging error and showing regret, authorities begin the process – hopefully – of repairing the damage and rebuilding trust.’

Excerpt from the ‘Apologies’ good practice guide on the Victorian Ombudsman website, <www.ombudsman.vic.gov.au/learn-from-us/practice-guides/apologies-guide>, 11 April 2017; CC-BY-NC-SA 4.0

- c. ‘Linguistic analysis of AFL [Australian Football League] post-match interviews has shown players follow a strict pattern: they avoid being overly positive, because this is perceived as arrogant; they avoid being overly negative, because this is perceived as weak.’

David Caldwell and John Walsh, ‘Want to really understand football culture? Here are 6 things to watch out for on Grand Final Day’, *The Conversation*, <https://theconversation.com/au>, 27 September 2019

- d. ‘When I sat down to watch the Australian drama *Bump* on the day of its release, I was excited to hear the term “uce” peppering the dialogue between two teenage characters.

This slang term of endearment, coined by the Samoan diaspora¹ in the US and New Zealand a couple of decades ago, has made its way across the Tasman and into mainstream conversation.

...

‘It makes you feel accepted, it makes you feel you belong, it makes you feel you have a place in Australian society.’ [Lefaoali’i Dion Enari, PhD student exploring the perceptions of Samoan culture held by the Samoan community in Australia]’

Inga Stunzner, ‘Samoan slang enters Australian mainstream, fuels interest in Polynesian culture, language’, *ABC News*, <www.abc.net.au>, 28 January 2021; reproduced with permission of the Australian Broadcasting Corporation – Library Sales Inga Stunzner © 2021 ABC

¹**diaspora** – people who have spread from one original country to other countries

‘When interacting with others, we make deliberate language choices that reveal elements of our social and individual identities.’

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

Working space

Question no.

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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.

Insert for Sections A and B

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

SECTION A

Text 1

Whiff-a-way is a boutique deodorant company, founded and owned by Maggie McDonald (MM) and Calen Collins (CC), that sells deodorant made from all-natural ingredients. Whiff-a-way deodorant is marketed as being effective and sweat-resistant.

The following text is an extract from the ‘Frequently Asked Questions’ page of the Whiff-a-way website. The page consists of questions with collapsed answers that the reader can expand – or open up – with a click (in the text below, questions with collapsed answers are indicated by ‘▶’ and questions with expanded answers are indicated by ‘▼’). Some of the questions contain embedded video responses, one of which has been included in this text.

<A A>	allegro – fast-paced utterance	,	continuing intonation
(.)	short pause	.	final intonation
/	rising pitch	—	emphasis
\	falling pitch	-	truncated word
(H)	intake of breath	@@@	laughter
[]	overlapping speech		

1.

Frequently Asked Questions
2. **Here are some of the most Frequently Asked Questions, asked by you, our amazing**
3. **customers.**
4. If you have a question that’s not covered off here, try our dedicated [Help Centre here](#). This
5. is a resource that condenses thousands of questions into an easy-to-use section of our site. ☺

6. **▼ Whiff-a-way sounds too good to be true. Does it actually work?**
7. Yeah it does! We’ve tested it on the sweatiest, smelliest people and it literally eliminates
8. armpit odour. We don’t believe in snake-oil cures, we believe in science. Whiff-a-way
9. creates a pH environment that smelly armpit bacteria can’t survive.

10. **▶ Where is Whiff-a-way made?**

11. **▼ I’m a sweater, so I need an anti-perspirant so I don’t turn up to meetings**
12. **with my ’pits dripping wet.**
13. Whiff-a-way is an extremely effective deodorant, but it is important to note that it is not an
14. anti-perspirant, and does not contain ingredients (which are often aluminium based) designed
15. to block sweat pores.
16. Anti-perspirants are actually a completely different category of product, and we are
17. conscious that we do not make those claims.
18. If you’ve been using anti-perspirants for some time you may find that you sweat more, but
19. you have no body odour. We have also had a lot of people find that after using Whiff-a-way
20. for a longer period of time that they actually sweat much less than before, as their pores can
21. breathe freely and their bodies are not constantly trying to produce as much sweat. ☺

The transcript below is from an embedded video that answers the question on lines 11 and 12.

22. MM Alright <A so we've got a question here from Brian A> (.) from Darwin Northern
 23. Territory/
 24. <A love Darwin A>
 25. um and he is asking (.) if (.) uh Whiff-a-way stops you from sweating\
 26. CC Gotcha. Great question Brian and a very valid question coming from Darwin,
 27. <A we love it up there/ A>, um (.) and it is very hot and potentially sweaty
 28. MM Yes.
 29. CC So (.) Whiff-a-way is not (.) an anti-perspirant\
 30. uh it does not contain ingredients that are designed to block pores
 31. and it's actually uh
 32. <A anti-perspirants and deodorants are considered completely different products A>
 33. um or categories of product by the TGA¹,
 34. (H) um anti-perspirants actually have (.) uh ingredients that change your bodily function
 35. which is (.) blocks- blocking your pores and stopping your sweat
 36. whereas deodorants do not they allow your skin to breathe\
 37. MM Yeah (.) and Whiff-a-way just stops the bacteria from growing on your skin
 38. which is how it stops you from smelling, but not from sweating,
 39. and customers have found that over time, once your body adjusts and gets used to it,
 40. they sweat less but no, it will not stop you from sweating,
 41. um, but yeah, it'll stop you from smelling for sure.
 42. CC Yeah and we've been through, look, we've been using it for a while
 43. and we find we sweat a lot less than we used to
 44. when we were continually blocking our pores/
 45. um, we've been through Darwin\ and don't sweat\
 46. MM Yeah [@@@]
 47. CC [@@@]

End of video transcript

-
48. ► **I have very sweaty skin. Which Whiff-a-way should I try?**
 49. ▼ **Urgh, I don't want to use my fingers to put deodorant on.**
 50. Why not? It's just like a lotion or a cream. And after you've used Whiff-a-way for the first
 51. time, you'll find your armpits are a much cleaner place.
 52. We also believe it's important to stay in touch with your body.
 53. For people with longer nails, some suggestions we've had from customers are:
 54. • try using the back of your nail to avoid getting product caught under your nail
 55. • try using the back of a teaspoon as an applicator! It works perfectly!
-

Source: adapted from 'Frequently Asked Questions', No Pong website,
 <www.nopong.com.au/faq/>; by kind permission of No Pong

¹TGA – Therapeutic Goods Administration

SECTION B**Text 2**

The following text is from the opening of an episode of the ABC television show *One Plus One*, which is a weekly half-hour interview show. In this episode, Australian Paralympian and TV host Kurt Fearnley (KF) interviews Australian tennis player Ash Barty (AB) about her tennis career. This interview aired on 13 August 2020.

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this material is not supplied.

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this material is not supplied.

Source: Kurt Fearnley, 'One Plus One: Ash Barty', ABC News, <www.abc.net.au>, 14 August 2020

END OF INSERT