YEAR 12 *Trial Exam Paper*

2022

ENGLISH LANGUAGE

Written examination

STUDENT NAME:

Reading time: 15 minutes
Writing time: 2 hours

QUESTION AND ANSWER BOOK

Structure of book

Section	*Number of questions*	*Number of questions to be answered*	*Number of marks*
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
- An insert for Sections A and B

Instructions

- 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 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 provided 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** language feature that supports the register of Text 1. Refer to line numbers in your response.

Question 2 (2 marks)

Identify **one** example of syntactic patterning in lines 4–22 and comment on its function in the text. Refer to line numbers in your response.

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Question 3 (3 marks)

Using appropriate metalanguage, comment on how **one** feature of spoken language is mimicked in the text and explain why it is suitable in this context. Refer to line numbers in your response.

Question 4 (4 marks)

Using appropriate metalanguage, discuss how **two** language examples in the two sections of the text (lines 1–30 and lines 31–39) support one of the text's social purposes. Provide at least **one** example from each section of the text to support your discussion. The examples should be from different subsystems. Refer to line numbers in your response.

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Question 5 (5 marks)

Discuss how coherence is established in Text 1. Provide examples and refer to line numbers in your response.

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END OF SECTION A

SECTION B – Analytical commentary

Instructions for Section B

Refer to the insert provided 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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END OF SECTION B
TURN OVER

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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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Insert for Sections A and B

SECTION A

Text 1

The following text is a post by the Alphington Neighbourhood Social Group on a local neighbourhood app. It is one of the many groups that feature on this app. The group is not-for-profit and managed by local residents. Members of the group can use the comment tool to respond to posts. Alphington is a suburb 7 km from Melbourne's Central Business District.

1. # Alphington Neighbourhood Social Group

2.

3. Hi Everyone!

4. We're starting up a local networking group for people that live in Alphington and
5. surrounding areas. The aim of the group is to create a happier and more connected
6. community following a tough couple of years. Yay!

7. To join the group, you just need to fill in a short survey – link below – telling us a bit
8. about you. And it's FREE!

9. **Community events**

10. We're planning a range of activities including trivia nights, picnics, causal sporting
11. competitions, book swaps, group walks, puppy play dates and much, much more …

12. We're also seeking locals with special talents so we can run community events. This
13. might be DIY workshops for bike maintenance or simple household jobs. Maybe a
14. learning to knit group. Or even a sports skills training afternoon so we can all learn to
15. kick a footy or dribble a soccer ball around cones. Sound good?

16. If you have other ideas you'd like to run by us, just direct message us and we can chat
17. online. We're very much open to ideas from our community members!

18. **Christmas party**

19. The first event we'd like to invite you to is the Christmas party in the Park. On Saturday
20. 18 December come down to Alphington Park from midday. The group will set up near
21. the barbecues but bring a picnic rug or camp chairs just in case! It's a BYO event – so
22. you'll need to provide your own food and drinks.

23. This is a community initiative so no profit will be made by any individuals who offer

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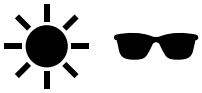
their services. It's all about building a happier and more connected neighbourhood and supporting each other.

Please note doggos and puppers are very welcome; however, they must be kept under control.

We look forward to catching up with you and wish you a safe and happy summer.



Alphington Neighbourhood Social Team

4 comments

John N. (Alphington)

Thanks for organising this!! Looking forward to Saturday and meeting new neighbours.

Anna Chew (Fairfield)

Great initiative 😊

Dhruv Rakesh (Alphington)

Will definitely attend with our dog, Edie! She looooooves to meet new people.

Mo A. (Alphington)

SAVE THE DATE! Twilight fete at the local children's centre in Feb 2022!

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END OF SECTION A

SECTION B

Text 2

The following speech took place in the Senate in October 2021. Leader of the Opposition in the Senate and Shadow Minister for Foreign Affairs, Penny Wong, was speaking to the senators during Youth Voice in Parliament Week. Part of Wong's speech uses the words of a young woman from Wong's electorate in South Australia, Winter Birkett.

The following symbols are used in the transcript:

<L L>	lento – slow-paced utterance	,	continuing intonation
<A A>	allegro – fast-paced utterance	.	final intonation
(.)	short pause	__	emphasis
/	rising pitch	-	truncated word
\	falling pitch	=	elongation of sound
(H)	intake of breath		

1. I am speaking today on behalf of uh (.)
2. A young Australian\
3. <A A young South Australian A>
4. As part of Youth Voice in Parliament Week.
5. Ms Winter Birkett is 17 years old,
6. and she lives in my duty electorate of Boothby, <A and these are her wo=rds A>.
7. As of August (.) Australia ranks 50th globally,
8. for the representation of women in national par=liaments\
9. <A It's 2021 A> and this statistic is (.) not (.) good enough\
10. (H)
11. It's not just that we can do better,
12. in terms of addressing the representation of women in Australian politics/
13. we must do better\
14. As such, in 20 yea=rs I want to live in an Australia where young girls,
15. of diverse backgrounds and from all all around the country,
16. aspire to one day become politicians.
17. (H)
18. I want to live in an Australia where instead of girls like me being actively discouraged/
19. from pursuing politics because it is something for men,
20. and a (.) dirty ga=me\
21. girls are uplifted and empowered to do so.
22. I hope that in 20 yea=rs Australia will come to place,
23. significant value on young girls and women being politically ambitious/
24. However, to achieve this, the status quo must change\

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25. Currently/ Australia's political culture <A sends a clear message to politically interested
26. girls A>
27. That politics is not for us\
28. And this message permeates through all levels of society,
29. stemming from parliament itself.
30. This narrative must be challenged (.) now,
31. so that in 20 years things change\
32. Because if not, Australia risks <L never achieving anything close L> to gender equality\
33. (H)
34. Ms Birkett is ri=ght, we must do better.
35. The majority of senators are now women/
36. And that's because Labor now has more women than men in the Senate/
37. And that is because of our affirmative a-action targets\
38. So again/
39. I once again call on all Australia's political parties\
40. To mandate targets for <L equal women's representation L>.

END OF INSERT

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Question 7 (30 marks)

Stimulus

a. 'Billy always spoke a smattering of Gamilaraay words, but growing up Aboriginal in small town Collarenebri in north west NSW, "language was in some ways the most difficult thing to access … my mob were told you can't talk it, don't you dare speak that, even don't say you're Aboriginal, even that far." Now 45, he's started formal lessons in Gamilaraay.

For Billy, speaking his language is about identity. "There's … a sense of connection," he explains.'

Masako Fukui, 'Australia has been called "a graveyard of languages". These people are bucking the trend' in 'Tongue Tied and Fluent', *Earshot*, ABC Radio National, 30 November 2019

Reproduced by permission of the Australian Broadcasting Corporation – Library Sales
Masako Fukui © 2019 ABC

b.

c.

Dear Students, Tomorrow the VCAA Examinations resume on site. We recognise that you have progressed through VCE in extraordinary circumstances over the last two years and we know you have worked hard for this moment. We wish you all the best for the examination period. *It is a requirement that you wear your full summer uniform for your exams.* Good luck!	Wuss good kids Tmr we runnin back sum exams on site We been known these yrs been crazi n we kno u done worked hard asl and its been tuff, wishin u the best Yall gotta remember to rock that full summer uniform Gl do ur best

School notice translated by a teenager, November 2021

d. 'There are two different kinds of accents. One is a "foreign" accent; this occurs when a person speaks one language using some of the rules or sounds of another one. For example, if a person has trouble pronouncing some of the sounds of a second language they're learning, they may substitute similar sounds that occur in their first language. This sounds wrong, or "foreign", to native speakers of the language.

The other kind of accent is simply the way a group of people speak their native language. This is determined by where they live and what social groups they belong to.'

Betty Birner, 'Why do some people have an accent?', *Linguistic Society of America*

'Language has important social functions, and it fosters feelings of both group identity and solidarity.'

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

OR

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Question 8 (30 marks)

Stimulus

a. ‘Bro, we going to Robo’s joint this arvo?’
‘Yeah like I’m keen as.’

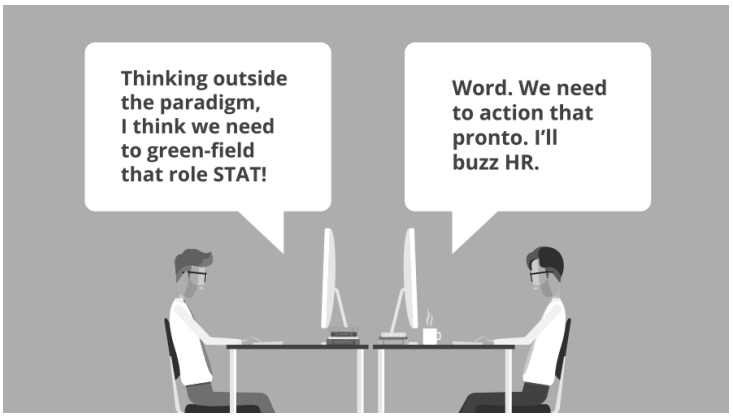
Teenage boys on a tram in Melbourne

b. ‘It’s #blakfriday, shout out to blackfullas doing deadly work. This is Keith Ritchie’s painting: Gunaikurnai Totems. The female Superb Fairy Wren is Gunaikurnai women’s totem. My totem. Purchased from @thetorchvic who run Indigenous Arts in Prisons and Community programs.

Shout out to the Ritchie family in Gippsland. Miss Yas and love Yas. Stay safe everyone xx’

Senator Lidia Thorpe, Instagram, October 2021

c.



Gemma Fahy, ‘9 examples of tech jargon that must be stopped’ <Brandchemistry.com.au blog >

d. ‘The term ***transgender*** describes people whose gender identity is different than the identity they were assigned at birth.
The term ***non-binary*** describes people who don’t identity as male or female. These people live as both, either, or no gender.
The term ***gender diverse*** is an umbrella term that encompasses a range of different gender identities.’

Minus18, ‘How to be a trans ally’, <www.minus18.org.au/articles/how-to-be-a-trans-ally>,7 October 2021

‘At all times, context is of primary importance when we are talking about language.’

To what extent do you agree? Refer to at least **two** subsystems of language in your response.

OR

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Question 9 (30 marks)

Stimulus

a. 'We found many first-generation migrant parents are hesitant to pass on their first language to their children. This is because they believe a different language at home will give their children a foreign accent.'

Chloe Diskin-Holdaway and Paola Escudero, 'Don't be afraid to pass your first language, and accent, to your kids. It could be their superpower', *The Conversation*, <https://theconversation.com/dont-be-afraid-to-pass-your-first-language-and-accent-to-your-kids-it-could-be-their-superpower-143093>, 8 February 2021

b. 'The series is, to quote a line in one of the episodes, "like deadly, like Blackfulla deadly, not like gammin [fake or pretend]" – a must watch!'

Bronwyn Carlson, 'Preppers is a deep reading of colonial violence – and a hilarious, must-watch Aussie TV comedy', *The Conversation*, < https://theconversation.com/preppers-is-a-deep-reading-of-colonial-violence-and-a-hilarious-must-watch-aussie-tv-comedy-170100>,10 November 2021

c. 'When Suresh first moved to Melbourne, he often wondered if Aussies had a language of their own. He knew his English was on par with native speakers. But he began to question his ability to understand the language after one week in the Land Down Under. "You have to be attentive when you come to Australia because an entirely new word is created by abbreviating or lengthening it," added Suresh.

Originally from India, he describes a funny incident while waiting for a friend at his university's library lawn. An Aussie student, Harry, who walked past the library, spotted Suresh, and asked, "How ya going?"

Surprised that his friend was concerned about how he would make his way into town, Suresh answered, "I am walking there." Puzzled, Harry just smiled awkwardly and walked away.'

IDP IELTS 'Understanding the Aussie slang', <https://ielts.com.au/>, March 2021

d.

CAPA World: Conversations on studying abroad, '16 tips for speaking like an Australian', <https://capaworld.capa.org/16-tips-for-speaking-like-an-australian>,18 November 2015

'Australia is a multicultural country, but its inhabitants must conform to language norms in order to fit in.'

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

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Working space

Question no.

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END OF SECTION C

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

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