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Trial Examination 2022

# VCE English Language Units 3&4

Written Examination

**Suggested Solutions for Sections A and B**

**SECTION A****Question 1** (2 marks)

One social purpose of this text is to inform customers of RidinSolo of the terms and conditions they are required to follow in order to hire a bicycle from the company. Another social purpose of this text is to establish the authority of the company RidinSolo over the customer.

2 marks

*Marking guide*

To achieve full marks, responses must identify two different social purposes of the text. Line numbers or examples do not need to be provided. The social purposes should engage with the context of the text, for example, by using the name of the company and the field of the terms and conditions.

One mark is awarded for each social purpose correctly identified.

**Question 2** (4 marks)

The repeated modal verb ‘must’ (line 21) outlines the compulsory nature of the age requirements of hiring a bicycle from RidinSolo. The use of this verb clearly indicates that all customers under 15 years of age are required to be accompanied by an adult. Furthermore, the modal verb ‘will’ is employed regularly (lines 28, 30–32 and 34). On line 32, the verb ‘will’ indicates the certainty of customers of losing their deposit in the event that they do not purchase insurance and cause damage to the bicycle.

4 marks

*Marking guide*

To achieve full marks, responses must correctly identify two different modal verbs from the lines specified. Any modal verb that is correctly identified from the specified lines may be awarded a mark (for example, ‘should’ (line 32)).

One mark is awarded for each modal verb identified and one mark is awarded for each subsequent discussion. Marks may not be awarded if line numbers are not provided, as responses must expand the discussion to what the modal verb means within the context of the text to correctly discuss the function. The function discussed must correspond to the example provided.

**Question 3** (4 marks)

This text is formal in register. The use of jargon such as ‘entity’ (line 7), ‘affiliated’ (line 8) and the phrase ‘Terms and Conditions’ (line 27) are associated with legal documents. This establishes RidinSolo as an authority, thereby contributing to the formal register of the text.

The agentless passive voice is used between lines 10–12. For example, ‘There is a \$50 deposit required...’ (line 10). This depersonalises the text, placing the emphasis of the sentence on the deposit rather than the customer. The depersonalisation maintains a wide social distance between customer and RidinSolo, elevating the register of the text.

4 marks

*Marking guide*

To achieve full marks, responses must clearly identify the register of the text. Responses may identify the register within the discussion itself or as an opening sentence. Responses may use qualifiers such as ‘highly’, but styles such as ‘frozen’ should be avoided in isolation. Instead, responses should state that it is a ‘frozen formal register’.

One mark is awarded for each language feature identified and one mark is awarded for each subsequent explanation. Each language feature must be identified with correct metalanguage and an example must be provided. Other language features that could be discussed include the clearly preformulated nature of the text reflected in the use of Standard Australian English, front focus used to highlight fields pertinent to the text (such as line 27) or other syntactic features such as the density of sentence structures.

**Question 4** (5 marks)

Several discourse strategies contribute to coherence in this text. Repetition of subject-specific lexemes such as ‘customer’ (lines 2, 21 and 29) maintains coherence by providing clarity on who is subject to the terms and conditions, which is particularly important given that the text is a legal document.

Bolded headings (line 1) and sub-headings (lines 3, 9, 20 and 26) allow for information to be organised into logical sections and clearly identified within the terms and conditions, drawing the reader’s attention to key points of information and supporting the overall coherence of the text.

The use of dot points to list multiple pieces of information in a succinct manner for the reader (lines 5–8 and 14–18) further contributes to the coherence of the text by providing information in a way that is quick to access.

5 marks

*Marking guide*

To achieve full marks, responses must give at least three separate examples of discourse strategies that contribute to coherence in the text. Responses should address coherence rather than cohesion, but if cohesive strategies are referenced, they should be discussed in relation to how they contribute to coherence.

Marks may not be awarded for simply listing features of coherence; an attempt must be made to explain how each feature contributes to coherence. Other examples that may be discussed include logical ordering, maintenance of lexemes within a semantic field and spelling and punctuation consistent with Standard Australian English.

## SECTION B

### Question 5 (30 marks)

#### *Sample response:*

This text is an informal, spoken dialogue between two friends, Prudence and Zara, who appear to share a close social distance. The primary social purpose of this text is to build rapport between the two friends and the secondary social purpose is for them to inform each other about what has been happening in their lives. The setting of the discourse is a public café and the fields of the text include mutual friends, COVID-19 restrictions and events in their respective lives.

The close social distance between the two friends is reflected in several linguistic features in the discourse and also reflects the social purpose of building rapport. Throughout the discourse, both Zara and Prudence share laughter (lines 27 and 28; 57 and 58; 78 and 79), indicating a shared sense of humour. In particular, laughter follows Zara using the address term ‘Petite Prudence’ to refer to her friend (line 62) after the intimate address term ‘babe’ (line 60). Prudence’s laughter in line 63 suggests that, instead of causing offence, the address term works to appeal to positive face needs, showing in-group solidarity. The same occurs in lines 57 and 58, when both friends laugh at the pun implying that Zara is short (line 56). Rather than imposing on face needs, the utterances seek to build on existing rapport. Furthermore, the social purpose of building rapport is reflected in the use of personal pronouns to appeal to the positive face needs of each speaker and acknowledge shared knowledge between speakers. For example, Zara’s use of the second person pronoun ‘you’ in combination with the adjective ‘classic’ (line 12) indicates shared knowledge between the interlocutors. Politeness markers such as ‘thanks’ (line 47) and ‘no worries’ (line 49) also appeal to the face needs of each of the speakers, thereby maintaining a close social distance. Inference is required to understand information such as ‘Mini Mark’ (line 67), further suggesting a close social distance.

The social purpose of Prudence and Zara informing each other about events in their lives is reflected in the field of the discourse and the syntactic features. Use of interrogatives, such as on line 13, allows Prudence to share information with Zara. Declarative sentences are the most common sentence type throughout the discourse and support the purpose of sharing information. Prudence’s declarative sentence types in lines 14–17 enable her to explain the party of their mutual friend, Jill, to Zara.

The purpose of discussing birthdays is maintained through lexemes within that semantic field such as ‘party’ (line 13), ‘invite’ (line 26) and ‘birthday’ (line 29). The field of the text changes intermittently back to what they like to eat for brunch as the purpose of the discourse shifts to discussing what the two friends will order at the café. This is reflected in hyponyms of breakfast food, including ‘chorizo-baked eggs’ (line 4), ‘haloumi burger’ (line 8) and ‘smashed avo’ (line 84). Other lexemes in the semantic field of brunch include ‘coffee’ (line 87) and ‘brunchers’ (line 84).

This discourse of the text is highly informal. The expletive ‘shit’ (line 22) indicates that this language is accepted amongst the speakers, lowering the register. Likewise, the address term ‘babe’ (line 60) not only reflects a close social distance but the intimate term reflects a highly informal register. Informality is also reflected in the overall use of non-standard language. The neologism ‘brunchers’ (line 83) mirrors a sense of playfulness, as do non-standard sentence constructions such as the fragment ‘major anxiety’ (line 81). The connotative meaning of the noun ‘dog’ (line 76) to criticise the individual referred to as ‘Tiny Tim’ further reflects informality through non-standard lexeme usage.

Some prosodic features support humour within the discourse. For example, the prosodic stress placed on the rhyming lexemes ‘meat’ (line 33) and ‘cheat’ (line 32) highlights that Prudence is being deliberately playful. Likewise, Zara employs rising intonation on the initial clause of parallelism, ‘I eat the meat’ (line 53), and then falling intonation on the second clause, ‘you eat the vegetables’ (line 53), to show a connection between the two. Additionally, phonological features reflect a relaxed setting, particularly in connected speech patterns. Assimilation occurs in ‘wanna’ and in the flap ‘bedda’ (line 30), and elision can be seen in ‘Y’know/’ (line 7). These phonological features primarily occur in relaxed, informal, spoken discourses.

The prosodic and discourse features support and reflect a range of other aspects of the text. Overall, the conversation is cooperative as there are minimal interruptions, with one instance of overlapping speech between lines 59–60. Rising intonation indicates the continuation of an utterance, such as in lines 68 and 69 where Zara holds the floor as she answers Prudence’s interrogative. Falling intonation signals the end of an utterance, such as in line 76 as Prudence finishes her personal assessment on ‘Mini Mark’. Emphatic stress throughout the discourse highlights key lexemes, including, for example, ‘no’ and ‘never’ (line 70) to make it clear that Zara did not stay in contact with ‘Mini Mark’ and the verb ‘am’ (line 46) with Zara’s assurance that she is looking forward to their ‘weekend away’ (line 42).

30 marks

*Marking guide*

To achieve full marks, responses must acknowledge the multiple social purposes within this text. This may be shown through differentiating social purpose and function or discussing two social purposes. Register must also be analysed. High-scoring responses will discuss the degree of informality and what this reflects about the situational context of the text.

When discussing the interlocutors, names should be used as much as possible to show engagement with the text as whole. Reference should also be made to other situational contexts such as the setting and the field of the text. Responses should discuss changes in the situational context to show a full understanding of the text.

Given that the text is spoken, phonological features must be addressed. Furthermore, discourse strategies must be discussed as there are two interlocutors.

Reference must be made to at least two subsystems, although high-scoring responses will tend to reference more than two and discuss them within the context of the text.

The commentary should be tightly structured with an emphasis on quality of analysis rather than volume of examples. Differing structures of commentary are acceptable, as long as the required areas are addressed and the paragraphs are centered around linguistic features. However, the structure must be logical and signposted throughout the commentary by using topic sentences at the start of each paragraph. An appropriate line number must be provided for each example.