

Student Name: \_\_\_\_\_

**ENGLISH LANGUAGE**  
**Units 3&4**  
**2023 Written Trial Examination**

**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 and/or correction fluid/tape.
- No calculator is allowed in this examination.

**Materials supplied**

- Question and answer book of 17 pages, including **assessment criteria** on page 17.
- Detachable insert for Sections A and B in 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)

Identify the register of the text. Using appropriate metalanguage, identify **one** language feature that contributes to the register.

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#### Question 2 (2 marks)

Using appropriate metalanguage, identify and discuss **one** example of syntactic patterning between lines 26 and 32.

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**Question 3** (3 marks)

Give **one** function of the text. Using example/s and appropriate metalanguage, explain how adverbial phrases support this function. Refer to line numbers in your response.

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**Question 4** (3 marks)

Using examples, discuss how the use of pronouns and proper nouns reflect the identity of the different authors. Refer to line numbers in your response.

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**Question 8** (30 marks)

It is groups, not individuals, that determine whether language is considered taboo or not. To what extent do you agree? Refer to at least **two** subsystems of language in your response.

**Stimulus**

a.



b. “Taboo words have sometimes been reclaimed by minority groups. Think of a word like ‘wog’ in the Australian context. This derogatory term was often applied to Italian and Greek immigrants and their families. The term has now been adopted by some Greek and Italian Australians as a positive marker of identity. If you're on Twitter, check out the hashtag #CripTheVote. Despite ‘cripple’ being strongly offensive, disability advocates have reclaimed a variant of this word to highlight issues which affect disabled people during election campaigns.”

*Quote by Joanne Arciuli in ‘Talking bots, taboo words and political slogans’, 11 June 2019: <https://www.sydney.edu.au/news-opinion/news/2019/06/11/talking-bots-taboo-words-and-political-slogans.html>*

c. “Office life is back, and, much to the annoyance of corporate workers, so is office jargon.

Professional business jargon has become so common in offices it's leaving employees annoyed and some confused.

A spokesperson for the company CV Maker said corporate jargon includes euphemisms, buzzwords, or ambiguous phrases, which eventually become day-to-day language.

They say it's often used as 'extra fluff' to make people sound professional. Instead, it's just making people sound like annoying tools.”

*‘Corporate Jargon Is One Of The Most Annoying Parts About Work, Research Shows’, The Project Australia, 4 November 2022: <https://10play.com.au/theproject/articles/corporate-jargon-is-one-of-the-most-annoying-parts-about-work-research-shows/tpa221104kysxu>*

d. “In his research on rugby players in New Zealand, Dr Nick Wilson, lecturer in linguistics, found that every team member he recorded swore and that swearing demonstrated high solidarity in the team environment. The captain swore most, especially in the pre-match huddle to motivate and energise the team.”

*‘Why do we swear?’, Dr Nick Wilson, 9 January 2019: <https://lighthouse.mq.edu.au/article/please-explain/why-do-we-swear>*

**Insert for Sections A and B**

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

## SECTION A

### Text 1

The following text is from the back cover of the book *Lebanese in Australia – A Changing Mosaic* written by Trevor and Andrew Batrouney. The non-fiction book was published in 2019 and explores the history and context surrounding Lebanese people in Australia. The back cover includes several endorsements written by some Australian public figures.

1 Lebanese Immigrants have been settling in Australia over the last 130 years. This book explains  
 2 better than any other the context of this migration and the great contribution those Lebanese/  
 3 Australians have made to our country. Trevor and Andrew Batrouney have produced a timely and  
 4 invaluable resource.  
 5 – **Hon. Steve Bracks**, AC, former Premier of Victoria. Third generation Lebanese descendant.

6 This book should inspire Australians from all backgrounds to listen to each other's stories, and  
 7 perhaps to produce new books and other media that give voice to the multiplicity of narratives that  
 8 is the great Australian conversation.  
 9 – **Prof. Robert Pascoe**, Dean Laureate, Professor of History, Victoria University, Melbourne.

10 *Lebanese in Australia: A Changing Mosaic* is a timely update of the Lebanese diaspora in Australia.  
 11 In the 34 years since *Lebanese in Australia* was first published, much has changed in Lebanon and  
 12 Australia - changes that have both tested and strengthened the ties between our two countries.  
 13 – **Hon. Jackie Trad MP**, Deputy Premier of Queensland. Second generation Lebanese descendant.

14 An engaging and surprising account of Lebanese settlement and communities in Australia from  
 15 the 1880s up to the present day. This book is the result of years of painstaking research by the  
 16 Batrouneys. They've written a book that is scrupulous in its detail but also accessible to all interested  
 17 readers, school and university students and researchers.  
 18 – **Prof. Ken Cruickshank**, Director,  
 19 Sydney Institute for Community Language Education, Sydney University.

20 *Lebanese in Australia- A Changing Mosaic* is an important work and a compelling read for those  
 21 interested in understanding the waves of Lebanese migration. This book outlines the settlement and  
 22 work ethic in city and country Australia of Lebanese immigrants. It is a comprehensive introduction  
 23 to a small population that is increasingly recognised for its large contribution to all walks of life in  
 24 Australia. This book is a must in the homes of all who trace their origins to Lebanon.  
 25 – **Emil Dan AM** (ne Doumany circa 1880's). Third generation Lebanese descendant.

26 Trevor and Andrew in this book, remind us that to know who we are now, we must understand  
27 where we came from and who we were then. With the indelible imprint of our ancestry, this book  
28 is about you and me. It is our collective stories, it is in our words, it is in our voice. As it weaves  
29 together the mosaic of Lebanese in Australia, it creates a view of multiculturalism that is honest  
30 and real and whilst keeping one foot in the East and the other firmly planted in the West, it builds  
31 on the already diverse and rich sacred Indigenous history that is Australia. Read this book, share it  
32 and read it again...it's a lens on multiculturalism.

33 – **Judy Saba**, Cross Cultural Psychologist, NSW police, Churchill Fellow.

34 Second generation Lebanese descendant.