



**SECTION 1 – Written text****Instructions for Section 1**

**Refer to the insert from the centre of this book while answering this section.** Section 1 requires answers to questions about two written texts. Answer **all** questions in this section. In your response you are expected to demonstrate your ability to use relevant descriptive and metalinguistic tools. You are required to demonstrate familiarity with the topics of Unit 3 ‘Language in Society’ and the topics of Unit 4 ‘Texts in their Australian Contexts’.

**Text 1****Question 1**

Identify the parts of speech of the words in **bold**.

- a. *Stage 1 **water** restrictions are now in place in Melbourne* (lines 1–2)

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- b. *Automatic watering systems . . . can only be used to **water** gardens and lawns between midnight–4am on alternate days.* (lines 11–13)

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2 marks

**Question 2**

The phrases *on alternate days* (line 9) and *at any time* (line 28) function as

adverbs          adjectives          nouns

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1 mark

**Question 3**

Identify **one** example of the use of passive voice (with line reference). What is the effect of using the passive voice?

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2 marks



**Question 7**

**Name** each of the following sentence structures.

- a. *As populations increase across Australia and the rest of the world, demand for water will also increase.* (line 23)

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- b. *We can also unlock economic benefits of being water efficient.* (line 37)

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- c. *This involves reassessing our relationship with water, and learning to use it more sparingly.* (lines 34–35)

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3 marks

**Question 8**

- a. Identify the independent and subordinate clauses in lines 32–33.

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- b. Explain the relationship between the two clauses.

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- c. Why is the information ordered in this way?

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3 marks

**Question 9**

Identify **two** different pronouns in the text (with line references). Discuss how these contribute to the formality/informality of the text.

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**SECTION 2 – Spoken text**

**Instructions for Section 2**

**Refer to the insert from the centre of this book while answering this section.** Section 2 requires answers to questions about a transcript of a spoken text. Answer **all** questions in this section. In your response you are expected to demonstrate your ability to use relevant descriptive and metalinguistic tools. You are required to demonstrate familiarity with the topics of Unit 3 ‘Language in Society’ and the topics of Unit 4 ‘Texts in their Australian Contexts’.

**Text 3**

**Question 11**

Identify **one** example of a repair (with line reference). Explain why this feature occurs in the utterance.

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2 marks

**Question 12**

Why does the interviewer say . . . *Oscar Oscar McNulty* . . . in lines 1–2?

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1 mark

**Question 13**

At lines 27 and 36–37 and 44–47 there is a change in tempo in the interviewer’s speech. Give **two** possible reasons for this.

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2 marks

**Question 14**

Identify the prosodic features in lines 53–57. What function do these prosodic features have?

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4 marks

**Question 15**

Identify **two** different examples of repetition in the interviewer's turns. Give line numbers. Why is repetition a feature of the interviewer's speech?

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3 marks







## SECTION 3

### Instructions for Section 3

Section 3 requires a sustained expository response. Answer **one** question in this section. In your response you are expected to demonstrate your ability to use relevant descriptive and metalinguistic tools. You are required to demonstrate familiarity with the topics of Unit 3 'Language in Society' and the topics of Unit 4 'Texts in their Australian Contexts'. In your response you **may** refer to the stimulus material provided.

#### Question 20

*Correctness, precision, purity, elegance are the qualities of the perceived Standard. It is the measure of excellence – the 'benchmark' against which we gauge all other varieties of the language. (Proper English: Rhetoric or Reality?, conference paper 2003, Professor Kate Burridge, Monash University)*

*My Greek migrant parents, relatives and friends who made it possible for me to develop into a tertiary-educated bilingual Australian . . . were in many cases illiterate in English. They were, however, model Australian citizens and their loyalty to this country was rock-solid. (letter to the Editor, published in The Age)*

*. . . punctuation could do with being cut down and the rules of language reviewed. (Professor Kate Burridge, Monash University)*

'Standard Australian English is no longer a relevant or important variety of language in Australia today.' **Discuss** with reference to both spoken and written language modes. Refer to at least **two** subsystems of language in your response.

OR

#### Question 21

*Why do people insist on holding private conversations in public? Intimate conversations, swearing, complaining about workmates – these are just not appropriate topics for discussion on the mobile phone on the train trip to work or school. (letter from a train traveller)*

*We've shampooed the camels, laid on a nice sunset, and the beer is waiting at the other end, so where the bloody hell are you? (Australian Government Tourism Authority advertisement)*

*As long as you stay mindful of the existence of a whole range of equally useful adjectives and superlatives it is almost un-Australian not to throw in the occasional expletive for a bit of no-nonsense impact. (Tracee Hutchison, journalist, in The Age, 4 February 2006)*

**Discuss** the use of appropriate language in one or more specific Australian contexts. Refer to at least **two** subsystems of language in your response.

OR

#### Question 22

*Language is what gives me greatest pleasure. I can't laugh without it. Yet in the depleted new language, you can't tell a joke. (Don Watson, author of Death Sentence, in The Age.)*

*It's simple. You've got to be careful what you say, what you think, and what you do. You just don't want to offend anyone. (Michelle O'Regan, Politically In-correct: words of mass deception exposed, 2006)*

*. . . technology allows users to communicate in a new language and deliver both text and images. Technology is constantly changing and affecting our lives both personally and in the workplace. (The Education Age, 11 September 2006)*

How have changing social attitudes influenced language use in Australia? **Discuss** at least **two** examples relevant to the 21st century. Refer to at least **two** subsystems in your response.

Total 40 marks

**SECTION 3 – continued**  
**TURN OVER**











## Insert for Sections 1 and 2

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

### SECTION 1 – Written text

#### Text 1

## 1 STAGE 1 WATER RESTRICTIONS 2 ARE NOW IN PLACE IN MELBOURNE

3 THE FOLLOWING KEY WATER RESTRICTIONS  
4 APPLY TO ALL MELBOURNE HOUSEHOLDS  
5 FROM 1 SEPTEMBER 2006:

#### 6 MANUAL WATERING SYSTEMS

7 Manual watering systems (the kind you turn on or off by hand) can  
8 only be used to water gardens and lawns between 6am–8am and  
9 8pm–10pm on alternate days.

#### 10 AUTOMATIC WATERING SYSTEMS

11 Automatic watering systems (the kind you set to turn on and off  
12 automatically) can only be used to water gardens and lawns between  
13 midnight–4am on alternate days.

#### 14 ALTERNATE DAYS

15 Alternate days means odd numbered houses can water on odd  
16 dates of the month and even numbered houses can water on even  
17 numbered dates. For example if you live at 45 Park Street, you can  
18 only use your watering system on the 1st, 3rd, 5th etc... of the month.  
19 Both odd and even numbered houses can water on the 31st of the  
20 month. Where there is no house number the property is considered an  
21 even numbered house.

#### 22 HAND-HELD HOSES

23 Hand-held hoses fitted with a trigger nozzle can be used at any time  
24 to water gardens and lawns. Hosing down driveways, paths, concrete  
25 and paved areas is not permitted. (see exemptions below)

#### 26 VEHICLE WASHING

27 A bucket, high pressure cleaning device or commercial car wash can  
28 be used at any time for vehicle washing. A hand-held hose fitted with  
29 a trigger nozzle can only be used for pre-rinsing and rinsing.

#### 30 LARGE POOLS AND SPAS

31 Before filling a new or existing pool or spa of 2,000 litres capacity  
32 or more, owners must submit a water conservation plan and have it  
33 approved by their Government water retailer. This plan must show  
34 how the volume of water required to fill the pool or spa will be, or has  
35 been, offset by water saved around the home. Only a hand-held hose  
36 fitted with a trigger nozzle, a bucket or a watering can may be used to  
37 top up an existing pool or spa.

#### 38 SMALL POOLS AND SPAS

39 To fill or top up a new or existing pool or spa with a capacity 2,000  
40 litres or less, a hand-held hose fitted with a trigger nozzle, a watering  
41 can or a bucket must be used.

#### Text 2

1 savewater.com.au

2 SITE SEARCH

3 local information

4 Enter your Postcode

5 Home > Research and resources > Why save water? > It's time

6 My water provider

7 Saving water in...

8 Products

9 Competitions

10 Programs and events

11 Research and resources

12 **Why save water?**

13 Global situation

14 Embodied water

15 Consumption

16 **It's time**

17 Around Australia

18 Research

19 Resources

20 About us

21 News & media

22 **It's time to be water efficient!**

23 As populations increase across Australia and the rest of the world, demand for water will also increase. If we  
24 don't reduce each individual's demand for water (both directly and through embodied water) the water situation  
25 will become dire.

26 It is obvious that we cannot increase demands for water much more without detrimental effects to the  
27 environment, society and the economy.

28 It's all too easy to blame someone else for the water situation – "if 70% of water is used for agriculture then  
29 that's what we should target" – but it's not that easy. We all depend on the food and resources that agriculture  
30 provides, and while there are definitely opportunities to increase water efficiency on the farm, the solution will  
31 take more than that.

32 We each share responsibility for the sustainable management of our water resources, which means using less water  
33 at home, in the workplace, at school, on holidays, on the farm, ... **everyone, everywhere, every time.**

34 It's time to become water efficient! This involves **reassessing our relationship with water, and learning**  
35 **to use it more sparingly.** On the most basic level, it requires a behavioural change, and assigning a value  
36 to water that truly reflects its worth.

37 We can also unlock economic benefits of being water efficient. There are many real world examples given in  
38 the case studies on this site.

39 Everybody has a responsibility to save water, if future generations are to enjoy a similar standard of living to  
40 the one we enjoy now. In fact, many of the impacts associated with water use are likely to have an effect on  
41 our own lives!

42 savewater.com.au has been designed to help you respond to the challenge to become water efficient. It acts  
43 as a central repository for relevant information and further advice, so that you can actually achieve significant  
44 savings. It also showcases those companies with products that will assist you in your goal.

**TURN OVER**

**SECTION 2 – Spoken text****Text 3****Key to transcription symbols**

Each intonation unit is numbered (1–102)

Speakers are identified by initials

[ ]	indicates overlapping speech
.	indicates end of intonation unit
,	indicates continuing intonation
/	indicates rising inflection
\	indicates falling inflection
=	indicates lengthening of a sound
^	indicates emphatic stress
<A A>	indicates fast speech
@	indicates laughter
(.)	indicates a short pause
(..)	indicates a medium pause
–	indicates truncated word

**Transcript**

The following transcript is an extract from an interview on ABC Radio National's *The Sports Factor*. The interviewer is Mick O'Regan (**M**). The interviewees are 10-year-old Henry McNulty (**H**) and 12-year-old Oscar McNulty (**O**). They are discussing the 'cross-generational' sport of orienteering.

1. **M:** Now let's turn to ^you Oscar/
2. Oscar McNulty you're twelve
3. how many orienteering events
4. have you participated in/
5. **O:** ^Lots (..) I've lost count,
6. of how many I've been in @@
7. it's that many\
8. **M:** Wha– what do you like most about it/
9. **O:** It's quite challenging just (..)
10. navigating through the bush
11. the ^map has all the controls on it/
12. and you have to ^go to them in order/
13. so= (..) if you're running f– the ^first control
14. some people are even (.) thinking ahead,
15. t– the next (.) <A few controls A>
16. where they gonna go
17. n– (..) and what ^attack features (..)
18. like (.) how you know where you are
19. so there might be a big ^rock or a ^river going across (..)
20. or something like that/
21. [ that you use ]

22. **M:** [So] so you have to identify you have to identify  
 23. those features that you can ^see  
 24. with features on the map  
 25. to ^know that you're at the right control/  
 26. **O:** Yes\  
 27. **M:** Now now when you <A when you set off A>  
 28. do you run with your ^mother  
 29. do you run with other ^adults  
 30. or do you run with ^young people\  
 31. **O:** I actually run by ^myself  
 32. unless you are (..) quite inexperienced\  
 33. you run by yourself  
 34. n- even at my age and Henry's age.  
 35. **M:** Right\  
 36. <A So so let's turn to Henry then  
 37. ^Henry you're nearly ten (.) A>  
 38. d- when you go orienteering with er,  
 39. with Oscar an- your Mum  
 40. do ^you (.) also run by your^self  
 41. or do you run with other people/  
 42. **H:** I usually run by myself\  
 43. **M:** An- tell me about ^that  
 44. <A does it ever worry you  
 45. that you're running along  
 46. through the bush by yourself  
 47. or do you feel confident/ A>  
 48. **H:** I ^usually feel confident  
 49. becau- I've been ^doing it for quite a while.  
 50. **M:** What's the best part of it/  
 51. **H:** Probably making friends/  
 52. **M:** Tell me about that  
 53. **H:** Half way through the ^year we went to Europe (..)/  
 54. for an international event/  
 55. and (.) I made two ^Finnish friends/  
 56. in about two ^days (.)  
 57. and that was pretty fun\  
 58. **M:** What makes a good orienteer/  
 59. **H:** I guess someone that (..)   
 60. kno=ws how fast they can run  
 61. while still being able to concentrate (..)   
 62. on their navigation/  
 63. **M:** Uh (.) are you ^good at navigation/  
 64. or do you find that difficult/  
 65. **H:** I'm okay (..)\  
 66. but (.) my age  
 67. most of my course is still on the track.

68. **M:** Do you feel like you're doing (.)  
 69. a grown-up sport as a ^young person  
 70. or do you think  
 71. it's just the sort of sport  
 72. that it doesn't matter  
 73. how old you are/  
 74. **H:** I think it's just a sport that (..)  
 75. it doesn't really matter  
 76. how old you ^are  
 77. you can enjoy it whatever ^age/  
 78. **M:** ^Oscar to come back to you  
 79. have you ever been 'geographically embarrassed'/  
 80. **O:** ^Ye=s\  
 81. **M:** Tell me about ^that  
 82. **O:** Well (.) I was doing a har- qui- quite (.) a hard course  
 83. n- I got pretty badly lost @@  
 84. **M:** So what happens @  
 85. when you @ get badly lost  
 86. do you just @ realise that you don't know  
 87. where you are (.)  
 88. and that you don't recognise any features  
 89. that the map's telling you you should be seeing\  
 90. **O:** Well normally (.) if you know what you're doing  
 91. you will actually ^stop an- look around  
 92. at the= ^shape of the land  
 93. and if there's rocks or whatever/  
 94. and (..) I'd actually found that  
 95. I'd got t- the control number ^eight  
 96. Rather than control number five/  
 97. **M:** So that obviously means you've overshoot a couple of controls  
 98. do you then have to find your way ^back to five  
 99. and then work ^through to eight/  
 100. **O:** Well (.) yeah you ^do  
 101. you have to do it in order (..)  
 102. you can't skip (.) a few and (.) then go back to them\