



## *Units 3 and 4 English Language*

*Practice Exam Solutions*

Stop!

Don't look at these solutions until you have attempted the exam.

Any questions?

Check the Engage website for updated solutions, then email [practiceexams@ee.org.au](mailto:practiceexams@ee.org.au).

## *Section A – Short answer questions*

All answers should be in full sentences. Please note that the use of bullet points is not advised – they have been used in these answers in order to clearly distinguish the main points necessary to receive marks/to provide different possible responses.

Line numbers must be provided to receive marks.

Marks allocated are indicated by a number in square brackets, for example, [1] indicates that the line is worth one mark.

Alternative answers to the ones below may be acceptable. Ask your teacher or tutor to look over your work if you are unsure.

### **Question 1**

The functions of this text are to provide information about the status of refugees in Australia [1], and to persuade all Australians to have more consideration for the personal circumstances that resulted in their emigration [1].

### **Question 2**

Two examples of syntactic features need to be identified and their discourse function discussed to achieve full marks for this question. Examples could include:

- Listing: such as 'men, women and children' (line 22) [1] Listing here provides emphasis on the human status of these refugees [1].
- Interrogative sentences: such as 'What should Australians do?' (line 20), and many other examples [1]. This sentence type attempts to engage directly with the audience and generate empathy [1].
- Antithesis: such as 'Day in, day out' (lines 34-35) [1]. Antithesis illustrates and emphasises the continual need for individuals to escape their current circumstances [1].
- Compound-complex sentence structure/use of multiple subordinate and coordinate clauses: such as 'What would they think...that came to Australia?' (lines 21-24), or numerous other examples [1]. Such clause structures are used to convey complex information efficiently and clearly [1].

### Question 3

To achieve full marks for this question, students must correctly identify two features of cohesion in the text and briefly discuss the function of each. Examples could include:

- Information flow (topic-comment structure): as in 'It is not surprising that people want to come to Australia because it is a place of safety. It is the only Refugee convention country...' (lines 38-40), or numerous other examples [1]. The text creates cohesive ties between different concepts by consistently using topic-comment structure, where the comment of one sentence becomes the topic of the next, allowing the reader to easily follow the information from one sentence to the next [1].
- Anaphoric reference: as in 'they' and 'them' (line 4), referring to 'refugees and asylum seekers' in line 3, or many other examples [1]. Reference ties ideas in the text together by referring back to a point previously stated [1].
- Lexical repetition: such as of 'we should' (lines 9, 11 and 12) [1]. Repetition creates cohesion by emphasising important ideas in the text [1].
- Synonymy: such as 'refugees' (line 3), 'asylum seekers' (line 3), 'boat people' (line 10), 'spontaneous arrivals' (37) [1]. Use of synonyms allows for variation in the text, while also restating many times one of its central concepts [1].
- Substitution: such as, 'That' (line 16), which refers to the content of the previous two sentences [1]. Substitution restates and refocuses the essential points of previously stated information in a shortened form that is less confusing for the audience to follow [1].
- Coordinating/subordinating conjunctions: coordinating conjunctions such as 'and' (line 52), and subordinating conjunctions such as 'because' (line 39) (or many other examples) [1] link and clarify the relationship between different ideas in the text [1].

### Question 4

To achieve full marks for this question, students must correctly identify the text's level of formality, provide at least two linguistic examples of this formality, and briefly discuss these examples.

- The text, spoken at an official, public event, is formal [1].

Examples of this text's formality include:

- **Formal lexis:** the inclusion of more complex lexis such as 'egregious' (line 30), and the absence of colloquialisms and contractions [1]. The use of more formal lexemes and the omission of colloquial ones is characteristic of scripted speech and is context appropriate [1].
- **Long, complex and compound-complex sentences:** such as 'Or just three days...risk within the country?' (lines 27-29) or many other examples [1]. Such complicated structures are usually impractical in any non-formal discourse, and are evidence of scripting [1].
- **Logical ordering/development of ideas:** as in the use of 'two very important messages' (line 8) which are addressed sequentially [1]. Strict logical development of this kind is less likely in any non-formal discourse, and demonstrates prior planning and scripting [1].
- **Stylistic patterning/features:** such as the constant use of parallel rhetorical questions like 'What would Australians do?...What should they do?...What would they think?' (lines 20-22), or numerous other examples [1]. This again demonstrates significant pre-planning and a deliberate and organised attempt at persuasion [1].

### *Section B – Analytical commentary*

Answers are not provided for this section as a range of responses are acceptable. Ask your teacher or tutor to look over your work and suggest improvements.

### *Section C – Extended response questions*

Answers are not provided for this section as a range of responses are acceptable. Ask your teacher or tutor to look over your work and suggest improvements.