EXTRA
EXPERIENCED TEACHER RESOURCES & ASSESSMENTS

Student Name: _____

2024 English Language

Question and Answer Book

Written Trial Examination

- Reading time: 15 minutes
- Writing time: 2 hours

Materials supplied
- Question and Answer Book of 23 pages
- Detachable Insert for Sections A and B at end of booklet

Instructions
- Write your name in the space above.
- Detach the Insert from the end of this book during reading time.
- Write your responses in English.
- You may keep the Insert after the examination.

Students are **not** permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.

Contents pages

Section A (5 questions, 15 marks) _____ 3-5

Section B (1 question, 30 marks) _____ 6-12

Section C (1 of 3 questions, 30 marks) _____ 13-23

Assessment criteria _____ 25

Insert _____ 27-32

SAMPLE

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Section A

Instructions

- All questions in Section A relate to Text 1 in the Insert.
- Answer all questions in this section.
- In your responses, you are expected to:
  – demonstrate your ability to use relevant, descriptive and appropriate metalanguage
  – demonstrate familiarity with the topics of Unit 3, 'Language variation and purpose', and the topics of Unit 4, 'Language variation and identity'.
- Section A is worth 15 marks.

Question 1 (1 mark)

List one function of this text.

Question 2 (3 marks)

Using appropriate metalanguage, discuss the use of prosodic features **and** vocal effects throughout this text. Refer to line numbers in your response.

SAMPLE

Section B

Instructions

- Section B relates to Text 2 in the Insert.
- Section B requires an analytical commentary on Text 2
- 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 purpose', and the topics of Unit 4, 'Language variation and identity'.
- Section B is worth 30 marks.

Question 6 (30 marks)

Write an analytical commentary on the language features of Text 2.

In your response, you should comment on the:

- function(s), purpose(s) and intent(s) of the text
- situational and cultural context(s) influencing and affecting the text
- the influence of register, tenor and audience
- relevant characteristics and features of language in the text.

Refer to at least **two** subsystems in your analysis.

SAMPLE

Section C

Instructions

- Section C requires a sustained expository response to **one** question: Question 7, Question 8 **or** Question 9.
- In your response, you are expected to:
  – demonstrate your ability to use relevant, descriptive and appropriate metalanguage
  – demonstrate familiarity with the topics of Unit 3, 'Language variation and purpose', and the topics of Unit 4, 'Language variation and identity'.
- Section C is worth 30 marks.

SAMPLE

Question 7 (30 marks)

'Without knowledge of ethnolects and Aboriginal Englishes in Australia, we cannot truly understand Australian English.'

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

Stimulus A

"In Australia, 22.3% of people used a language other than English at home in 2021.

Australia's language statistics show the proportion of the population who use a language at home other than English. They indicate how culturally diverse a population is and the degree to which different ethnic groups and nationalities are retaining their language."

ID, The Population Experts, 'Australia Community Profile: Language used at home', 2021, <https://profile.id.com.au/australia/language#:~:text=In%20Australia%2C%2022.3%25%20of%20people,English%20at%20home%20in%202021>

Stimulus B

"When colonisation began, it's estimated that there were over 250 distinct languages plus around 600-800 overlapping, connecting Aboriginal language varieties (Blake, 1981, pp. 5-6; The Australian Institute of Aboriginal and Torres Strait Islander Studies, 1994). Given that most settlers weren't that keen to learn our languages, Aboriginal people adapted English to enable communication. With our ancestral Aboriginal languages stolen, along with our land, and being the adaptive and highly intelligent people that we are, we took the way they talked (and forced us to talk) and decolonised it to suit our needs."

Sharon Davis, 'Aboriginal English', 18 February 2022 <https://aiatsis.gov.au/blog/aboriginal-english>

Stimulus C

"How can we fully understand Australian history and what it means to be Australian if we are only examining perspectives from sources communicated in the English language? …

Australia has always been multilingual, so understanding Australia requires more than just knowledge of the English language."

Quote by Professor Adrian Vickers, 'Re-imagining Australia using a multilingual lens', The University of Sydney, 28th June 2023

Stimulus D

Rebecca Foreman, 'A Guide to Australian Slang', 11 August 2023: <https://navitas-skilled-futures.com.au/news/a-guide-to-australian-slang/>

EXTRA
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2024 English Language

Inserts for Sections A and B

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

SAMPLE

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Section A

Text 1

The following text is a phone conversation between two friends, Alisha (A) and Rohan (R). They are discussing a film they have both recently watched. The film *Barbie* is a 2023 fantasy comedy film about fictional Barbie and Ken dolls. In the film, 'Barbie' is played by Australian actress, Margot Robbie.

Note: 'Kenergy' is a reference to the film, *Barbie*. It can be loosely defined as a man supporting a woman with confidence and openness.

The following symbols are used in the transcript:

<L L>	lento – slow-paced utterance	_	emphasis
<A A>	allegro – fast-paced utterance	=	elongation of sound
/	rising pitch	(.)	very short pause
\	falling pitch	(..)	short pause
[ ]	overlapping speech	,	continuing intonation
(H)	intake of breath	?	questioning intonation
@@@	laughter		

1	R	Hello?
2	A	Hey Ro (.) it's Alisha
3	R	Hey [Lisha]
4	A	[Sorry I] missed your call before\
5		I just finished watching a movie at the cinema\
6	R	Oh nah all good (.) was just calling to see how you're going\
7		what movie did you see?
8	A	Barbie (..) have you seen it?
9	R	Yes I saw it last week/
10		what did you think of it?
11	A	Yeah I enjoyed it (..) but I'd heard so much about it I kinda expected it to be a little better\
12	R	I thought it was really good (.) like the message it was trying to send (..) [you know\]
13	A	[Yeah]
14	R	And Margot Robbie did a good job as Barbie I reckon\
15	A	Yeah I love all of her movies (.) but I could hear her Aussie accent coming through a bit @
16	R	@@ yeah I heard that too (.) I watched a video the other day online about,
17		how some people thought she was putting on her Australian accent for interviews,
18		@@ basically thinking she was American [@@]
19	A	[@@] really?
20	R	Yeah (.) so anyway (.) what's been going on?

Section B

Text 2

The following text is an extract from the user manual for the 'anko 40cm Pedestal Fan', which is sold at Kmart in Australia. The user manual consists of seven chapters, including safety instructions, instructions for use, care and cleaning and warranty information. The extract below is of Chapter 3 – Assembly. It explains how to assemble the Safety Grille and Blade, and the Pedestal Stand and Base. The user manual can be found in hard copy when purchasing the Pedestal Fan, or in pdf format online.

3 Assembly

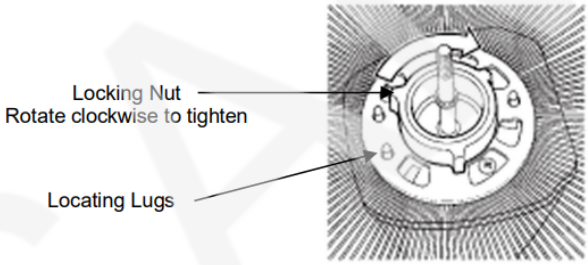
3.1 Safety Grille and Blade

Your Pedestal Fan has been boxed unassembled to minimise packaging waste.

Each part is designed to fit together and be disassembled easily for cleaning or storage.

To assemble the safety grille and blade assembly, take the motor assembly and place the rear safety grille into position ensuring the safety grille fits onto the locating lugs. If this is done correctly, the safety grille's carry handle will be at the top.

Fix the rear safety grille into position by replacing the locking nut tightly by hand Do not over tighten the locking nut.



Place the Fan Blade onto the motor spindle.

Note: The groove in the rear centre of the fan blade aligns with a T-bar on the motor spindle to ensure correct positioning.

Fix the blade into place by gently hand tightening the spinner **anticlockwise** onto the end of the motor spindle. The spinner nut is self-tightening when the motor starts so do not force it, just nip it up.

SAMPLE

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2024 English Language

Suggested Solutions

Written Trial Examination

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

SAMPLE

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Section A

Text 1

Question 1 (1 mark)

List one function of this text.

Marking Guide

Marks	Descriptors
1	• Identifies one function (from the list in the Study Design – see suggested responses) of the text.

Suggested Response

This text has a phatic function.

Other possible responses

Other functions listed in the Study Design that could apply to this text are:

- Referential
- Emotive
- Conative

Question 2 (3 marks)

Using appropriate metalanguage, discuss the use of prosodic features **and** vocal effects throughout this text. Refer to line numbers in your response.

Marking Guide

Marks	Descriptors
3	• Identifies at least one prosodic feature **and** at least one vocal effect from the text, referring to line numbers • Uses correct metalanguage • Appropriately discusses both prosodic features **and** vocal effects
2	Response is missing one of the following: • Identifies at least one prosodic feature **and** at least one vocal effect from the text, referring to line numbers • Uses correct metalanguage • Appropriately discusses both prosodic features **and** vocal effects
1	Response is missing two of the following:

SAMPLE

	• Identifies at least one prosodic feature **and** at least one vocal effect from the text, referring to line numbers • Uses correct metalanguage • Appropriately discusses both prosodic features **and** vocal effects

Suggested Response

Prosodic features such as tempo (for example the slow tempo on line 27 and fast tempo on line 31) and stress (for example on line 2) are reflective of a spontaneous conversation over the phone. The vocal effect of laughter (lines 56-57 and throughout the text) also suggests that the participants have a close relationship, and the conversation is casual and light-hearted.

Other possible responses

Other prosodic features evident in this text are:

- Pitch
- Intonation

Question 3 (3 marks)

Using examples and appropriate metalanguage, identify the register of this text. Refer to tenor your response.

Marking Guide

Marks	**Descriptors**
3	• Identifies the register of the text: mostly informal • Identifies more than one example that contributes to the register, using correct metalanguage • References tenor
2	Response is missing one of the following: • Identifies the register of the text: mostly informal • Identifies more than one example that contributes to the register, using correct metalanguage • References tenor
1	• Identifies the register of the text: mostly informal

Suggested Response

The register of this text is mostly informal. Some examples that reflect this register are the hypocoristic use of suffixes (for example "Aussie" on line 15) and informal lexis (for example the shortening of names "Lisha" and "Ro" on lines 3 and 2 respectively). These examples suggest the participants have a close relationship and therefore informal tenor throughout the conversation.

Section C

Question 7 (30 marks)

'Without knowledge of ethnolects and Aboriginal Englishes in Australia, we cannot truly understand Australian English.'

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

Stimulus A

"In Australia, 22.3% of people used a language other than English at home in 2021.

Australia's language statistics show the proportion of the population who use a language at home other than English. They indicate how culturally diverse a population is and the degree to which different ethnic groups and nationalities are retaining their language."

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Stimulus B

"When colonisation began, it's estimated that there were over 250 distinct languages plus around 600-800 overlapping, connecting Aboriginal language varieties (Blake, 1981, pp. 5-6; The Australian Institute of Aboriginal and Torres Strait Islander Studies, 1994). Given that most settlers weren't that keen to learn our languages, Aboriginal people adapted English to enable communication. With our ancestral Aboriginal languages stolen, along with our land, and being the adaptive and highly intelligent people that we are, we took the way they talked (and forced us to talk) and decolonised it to suit our needs."

Sharon Davis, 'Aboriginal English', 18 February 2022 <https://aiatsis.gov.au/blog/aboriginal-english>

Stimulus C

"How can we fully understand Australian history and what it means to be Australian if we are only examining perspectives from sources communicated in the English language? …

Australia has always been multilingual, so understanding Australia requires more than just knowledge of the English language."

Quote by Professor Adrian Vickers, 'Re-imagining Australia using a multilingual lens', The University of Sydney, 28th June 2023

Stimulus D

Rebecca Foreman, 'A Guide to Australian Slang', 11 August 2023: <https://navitas-skilled-futures.com.au/news/a-guide-to-australian-slang/>

Marking Guide

Marks	Descriptors
27-30	• Demonstrates confident and detailed examination of the topic, with sophisticated discussion of the social contexts of language use and depth and breadth of sociolinguistic knowledge as appropriate • Displays highly relevant use of evidence and examples from contemporary discussions and debate, including reference to the stimulus material • Includes excellent analysis, using highly appropriate and effective metalanguage • Creates a tightly structured essay characterised by assured use of the features of written discourse
23-26	• Demonstrates very good understanding of the topic, with broadly ranging ideas about the social contexts of language use • Displays relevant use of evidence and examples from contemporary sociolinguistic discussions and debate, including reference to the stimulus material • Provides very good analysis, with appropriate and effective use of metalanguage • Creates a well-structured essay characterised by assured use of the features of written discourse
19-22	• Demonstrates good understanding of the topic, making several points about the social contexts of language use, mostly supported by examples or evidence drawn from contemporary sociolinguistic discussion and debate • Includes some reference to the provided stimulus material • Includes analysis of ideas, mostly expressed accurately with metalanguage • Indicates ability to utilise appropriate features of written discourse in the essay's overall structure.

15-18	• Demonstrates some understanding of the topic, with some points illustrated by examples and evidence from contemporary sociolinguistic discussion and debate, and some reference to the stimulus material provided • Provides limited analysis throughout response and metalanguage is used sporadically and/or inaccurately • Shows mostly consistent use of features of written discourse
11-14	• Demonstrates limited understanding of the topic, with ideas that are general, superficial and/or repetitive • Includes few supporting examples or evidence • Creates a descriptive rather than analytical essay, with little or no use of metalanguage • Includes some features of written discourse, but they are not used consistently
7-10	• Demonstrates very limited understanding of the topic, with two or three points about language use and limited or no supporting examples • Creates a descriptive response with limited or no use of metalanguage • Shows poorly structured writing, containing few features of written discourse
0-6	• Demonstrates little or no understanding of the topic • Includes one or two ideas loosely related to the topic, but these are not developed and lack evidence and examples • Shows poorly structured writing, with minimal evidence of appropriate features of written discourse

Please note: This Marking Guide is a modified version of the VCE English Language Written Examination assessment criteria and expected qualities found here: <https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/English-Language.aspx>

Suggested Response

Australian English has been influenced by many languages and dialects throughout its history. Although knowledge of ethnolects and Aboriginal Englishes in Australia would enhance understanding of Australian English, the language can still be understood without it. Australian English is in fact a complex language that not only includes ethnolects and Aboriginal Englishes, but Standard English and informal varieties as well. As non-standard varieties become more prevalent in contemporary Australian society, and speakers become less reliant on Standard Australian English, there is an indication that there may not be a true uniform understanding of Australian English amongst speakers anyway.

Ethnolects have had a big impact on Australian English, and their influence continues to increase in contemporary Australian society. Historically, English has been influenced by many languages across the world. What may be more unknown to many is that Australian English had borrowed quite a few words from other languages before the rise of ethnolects; for example, French ('café'), Greek ('democracy'), Chinese ('chow down') and Telugu ('bandicoot'). As more and more non-English speakers have arrived in Australia, the multitude of languages and dialects used has meant Australian English is rich with variety from across the globe. As stated in Stimulus A, "in Australia, 22.3% of people used a language other than English at home in 2021…[which] indicate[s] how culturally diverse [the] population is and the degree to which different ethnic groups and nationalities are retaining their language". When

so many people are speaking a language other than English at home, it increases the chances of these languages coming into contact with English, thus creating an ethnolect. In contemporary Australian society, ethnolects are being shown in the public domain a lot more, meaning a more widespread knowledge of what Australian English can encompass. One such example of ethnolects being showcased is the television series 'Gogglebox'. Viewers can watch and listen to a variety of ethnolects such as Greeklish, Chinglish and Sri Lankan English, enabling them to build a wider understanding about Australian English and how it is used and spoken by others. With this knowledge of ethnolects, a truer understanding of Australian English may be achieved.

In recent times, the Australian public has been made more aware of Aboriginal Englishes, which builds an understanding of the richness of Australian English. Even though indigenous languages have existed in Australia for over 60,000 years, the sad reality is that many of them were eradicated when English arrived. Of the languages that survived, many have been combined with English to form what we now know as Aboriginal Englishes. Although it has taken a long time, Aboriginal Englishes are now being recognised in the public domain, adding another layer to what Australian English encompasses. For example, it is now quite common to see traditional indigenous names of places on signs and television, such as 'Naarm' (Melbourne) and 'Birrarung Marr' (Yarra River). Furthermore, reality television has embraced more indigenous peoples over the past few years; for example, Brooke Blurton appeared on The Bachelorette and Mindy Woods on Masterchef. This authentic representation of Indigenous Australians in the public domain further enhances understanding of how Aboriginal Englishes are used throughout Australia. This knowledge of the history of Aboriginal Englishes just adds another layer to what is Australian English today.

However, there is still a part of the Australian population that believes Aboriginal Englishes and other non-standard varieties should not play a part in Australian English. Late last year, a comment was made by former politician Gary Johns exclaiming that the Indigenous population should "learn English". This disregard for any variation other than Standard English is an opinion still prevalent amongst some Australians today. Although ethnolects and Aboriginal Englishes have influenced Australian English, Standard Australian English still holds overt prestige and can be understood without knowledge of non-standard varieties. In many contexts, especially formal ones, Standard Australian English is the preferred dialect. For example, the Victorian Curriculum expects Victorian students to read, write, speak and listen to Standard English. Even this essay is an example of where Standard English is preferred. So, if Australians are taught that non-standard varieties do not hold overt prestige in formal and professional contexts, they may not need to have the knowledge of anything other than Standard Australian English. Even when people are wanting to move to Australia, there are expectations about their level of proficiency in English. Prospective residents must sit tests to determine their level of proficiency, purely based on Standard English. Therefore, the level of understanding needed for a particular dialect of Australian English is often dependent on the audience.

Although this may seem like Standard Australian English is the only dialect that needs to be understood, it is no secret that non-standard varieties still exist in Australia and hold covert prestige amongst particular communities. So even though knowledge of every non-standard variety used in Australia would give a better understanding of Australian English, there may not actually be a 'true' understanding of it that exists. There are so many different uses of Australian English that one person's understanding of it would differ greatly from someone else's.