

SUPERVISOR TO ATTACH  
PROCESSING LABEL HERE

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Write your **student number** in the boxes above.

**Letter**

# English Language

## Question and Answer Book

VCE Examination – Wednesday 30 October 2024

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- Reading time is **15 minutes**: 11.45 am to 12 noon
- Writing time is **2 hours**: 12 noon to 2.00 pm

### Materials supplied

- Question and Answer Book of 28 pages
- Detachable Insert for Sections A and B in the centrefold

### Instructions

- Detach the Insert from the centre of this book during reading time.
- Write your responses in English.

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

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<b>Contents</b>	pages
<b>Section A</b> (5 questions, 15 marks) _____	2–5
<b>Section B</b> (1 question, 30 marks) _____	6–12
<b>Section C</b> (1 of 3 questions, 30 marks) _____	13–25
<b>Assessment criteria</b> _____	27

## 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’.
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**Question 1** (2 marks)

Identify **one** vocal effect in the text and describe its impact within the text. Use appropriate metalanguage and refer to line numbers in your response.

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**Question 2** (2 marks)

Using an example, explain how Koslowski establishes Alcott's contributions to society. Use appropriate metalanguage and refer to line numbers in your response.

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**Question 3** (2 marks)

Identify **one** example of a politeness strategy used in this interaction and justify how it influences the tenor between the participants. Use appropriate metalanguage and refer to line numbers in your response.

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**Question 4** (4 marks)

Explain how changes in function throughout the text reflect aspects of the situational context. Use appropriate metalanguage, including Jakobson’s functions of language, and refer to line numbers in your response.

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## Section B

### Instructions

- Section B relates to Text 2 in the Insert.
  - Section B requires an analytical commentary on Text 2.
  - In your response, 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’.
- 

### 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
- influence of register, tenor and audience
- relevant characteristics and features of language in the text.

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

Working space













## 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’
  - refer to the stimulus material provided.
-

**Question 7** (30 marks)

'Language defines our Australian identity, and its use is constantly changing.'

Discuss, referring to at least **two** subsystems of language in your response.

**Stimulus A**

When we say 'identity capital' about one person, it's similar to talking about the 'brand' or the 'mission' or the 'value' of a corporation ... But ... [i]identity capital has a lot more to do with connections and relationships and community.

Source: Adapted from Jason Lalljee, "Identity capital" is the key to getting your dream job and making friends in your 20s, according to Gen Z and millennials on TikTok' <[www.businessinsider.com](http://www.businessinsider.com)>, 11 February 2023

**Stimulus B**

... never lose sight of that other very important function\* of language and that is to express your identity, whether that's personal identity or whether that's shared identity. So, the fact that [social media users] have to use writing of course means that they have to ... define the gang, if you like, they have to break out of the written standard. So there is, for example ... I mean, using the freedom of the net to convey their personalities, their personal identity, but also accommodating to their peers.

Source: Adapted from Kate Burridge, *Big Ideas: Evolving English and the Role of Social Media*, video, <[www.abc.net.au](http://www.abc.net.au)>, 13 November 2011

\* not Jakobson's functions of language

**Stimulus C**

Australian citizenship is a privilege offering enormous rewards. By becoming an Australian citizen, you are joining a unique national community. Our country has been built on the contributions of our Aboriginal and Torres Strait Islander peoples, the democratic institutions we inherited from Britain, and migrants from all over the world. We celebrate our diversity, and at the same time strive for a unified and harmonious nation.

Source: *Australian Citizenship: Our Common Bond*, Commonwealth of Australia, 2020  
<[immi.homeaffairs.gov.au/citizenship-subsite/files/our-common-bond-testable.pdf](http://immi.homeaffairs.gov.au/citizenship-subsite/files/our-common-bond-testable.pdf)>

**Stimulus D**

'I just want to teach the world, the nation, about our language. It's very important. It talks about identity, who you are, where you come from. We want to keep our language strong and alive,' she said.

'That's why bilingual school is very important.'

Source: Olivia Ireland, 'How this teacher become [sic] the third member of her family to win a national Australian of the Year award' <[www.theage.com.au](http://www.theage.com.au)>, 26 January 2024

Working space

Do not write in this area.

OR

**Question 8** (30 marks)

'Our choice of variation in Australian English may both support and contradict our purposes in interactions with others.'

Discuss, referring to at least **two** subsystems of language in your response.

**Stimulus A**

<b>Employee characteristics by generation</b>			
<b>Baby boomers</b>	<b>Gen X</b>	<b>Millennials</b>	<b>Gen Z</b>
<ul style="list-style-type: none"> <li>• optimistic</li> </ul>	<ul style="list-style-type: none"> <li>• innovative</li> <li>• strong communicators</li> </ul>	<ul style="list-style-type: none"> <li>• tech-savvy</li> <li>• collaborative</li> </ul>	<ul style="list-style-type: none"> <li>• digitally fluent</li> <li>• practical</li> </ul>
<b>What they want from work</b>			
<ul style="list-style-type: none"> <li>• hierarchical culture</li> <li>• the chance to mentor others</li> <li>• respect</li> </ul>	<ul style="list-style-type: none"> <li>• autonomy</li> </ul>	<ul style="list-style-type: none"> <li>• training for new skills</li> <li>• flexibility</li> </ul>	<ul style="list-style-type: none"> <li>• culturally competent employer</li> <li>• mentorship</li> </ul>

Source: Adapted from Kiran Zain Ashraf, 'Embracing generational diversity: The key to effective leadership' <www.linkedin.com>, 2 August 2023

**Stimulus B**

You can safely bet your teens will continue to roll their eyes nearly every time you speak, but proper use of these new slang words and slang phrases will earn you at least grudging respect. Although I wouldn't go around speaking like a TikTok teen at the office ... that's just majorly cringe.

Source: Adapted from Robin Enan, 'Gen Z lingo explained: what every parent needs to know!' <www.familyeducation.com>, updated 1 August 2024

**Stimulus C**

I'm sensitive to the charge. We all grow up matured in the language of a previous generation. We use words without thinking about their implications and for no better reason than we grew up with them. The use of these phrases doesn't always imply bad faith.

Source: Richard Glover, 'Man up? Person up and put the gendered language in the past' <[www.smh.com.au](http://www.smh.com.au)>, 18 August 2022

**Stimulus D**

'We didn't really start thinking about this wide range of variation until recently,' Professor Cox says. 'What we're finding now is that Australian English is diversifying in really interesting ways.'

Source: Angus Mackintosh, 'Australian accents are changing across different regions, generations, and cultures' <[www.abc.net.au/news](http://www.abc.net.au/news)>, 28 January 2024

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Do not write in this area.

OR

**Question 9** (30 marks)

'Register and politeness often go hand in hand with the concept of social standing within contemporary Australian society.'

To what extent is this true? Refer to at least **two** subsystems of language in your response.

**Stimulus A**

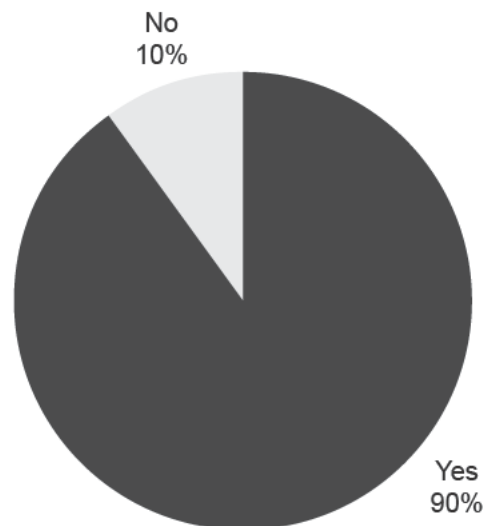
There is long-standing research demonstrating the dangers of chatbots and their capacity to harm human creativity and critical thinking. This happens because humans seem to automatically trust bots and their outputs.

Source: Lucinda McKnight and Leon Furze, 'Australia has its first framework for AI use in schools – but we need to proceed with caution' <[www.theconversation.com](http://www.theconversation.com)>, 4 December 2023

**Stimulus B**

A survey conducted in 2017 asked a range of senior Australians their thoughts regarding politically correct language and its impacts on society.

The pie chart below shows how they responded to one of the questions.

**Is political correctness ruining Australian society?**

Source: Adapted from The Australian Seniors Series: Modern Manners Survey <[www.seniors.com.au](http://www.seniors.com.au)>, 2017

**Stimulus C**

Memes that infantilized older adults often portrayed them as immature and illiterate despite their age and emphasized their dependence on others. Memes that barbarized older adults portrayed them as being uncultured or having inferior cultural tastes ...

Source: Adapted from Si Yu Lee and Jasmon WT Hoh, 'A critical examination of ageism in memes and the role of meme factories', *Sage Journals*, Vol. 25, Issue 12, 7 October 2021

**Stimulus D**

Politicians operate in an environment where their every word and action is scrutinized by the media and the public. This intense scrutiny can create an incentive to spin or distort the truth, as politicians may feel pressured to present themselves in the most favorable light or avoid potential controversies.

Source: T Grafton, 'What is the reason politicians use so much jargon and double-speak? Can you give some examples?', Quora <[www.quora.com](http://www.quora.com)>, 2023

Working space















## Assessment criteria

Examination responses will be assessed on the extent to which they demonstrate the ability to:

- use metalanguage to describe and analyse structures, features and functions of language in a range of contexts
  - explain and analyse linguistic features of written and spoken English in a range of registers
  - understand and analyse relationships between language and identities in society
  - identify and analyse differing attitudes to varieties of Australian English
  - draw on contemporary discussions and debate about language
  - write clearly organised responses with controlled and effective use of language appropriate to the task.
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# English Language

## Insert for Sections A and B

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

You may keep this Insert.

## Section A

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### Text 1

The following is a transcript of an interview between Sam Koslowski (K) and Dylan Alcott (A).

#### Background information:

The Daily Aus (TDA) is an online news service that also hosts a podcast about Australian news and current affairs.

- The owners, producers and hosts of the podcast are Zara Seidler and Sam Koslowski.
- TDA co-host Zara Seidler is not a participant in this interview excerpt.

Dylan Alcott is known for his sporting achievements and as Australian of the Year 2022.

- He has used a wheelchair since childhood and had a successful career as an Australian Paralympian.
- Now retired from sport, he continues his success as a motivational speaker and business owner. He is working to change the way people with disabilities are represented in the media.

**OGs** – originals

**Wimbledon** – a highly prestigious tennis tournament held in London

**NDIS** – National Disability Insurance Scheme

The following symbols are used in this transcript:

/	rising pitch	_____	emphasis
\	falling pitch	<AA>	allegro – fast-paced utterance
,	continuing intonation	<F F>	forte – loud utterance
?	questioning intonation	[ ]	overlapping speech
.	final intonation	=	lengthening of sound
(.)	very short pause	-	truncated speech
(..)	short pause	(H)	audible intake of breath
(...)	medium pause	°	aspiration; breathiness

1. K: Dylan,
2. thanks for joining us, at the TDA offices this morning.
3. <A Really appreciate you coming in. A>
4. A: Great to be= ere,
5. fan from afar/ for a while/
6. <A You know/ A> I love the TDA (.) so
7. jus dashin in to say hello to everyone <A it's cool. A>
8. K: We had this period early on
9. when (.) every post we did about you winning a tennis tournament
10. would just do better <A than every other post/ A>
11. A: You didn't get on the bandwagon you OGs gettin around me

12. which I was very grateful for
13. It was true [though]
14. K: [ <F Yeah F >]
15. So I got this theory about you,
16. and I want you to tell me if it's (.) right or wrong.
17. A: Yeah?
18. K: My theory is (.) that (..) you've got a mental pie chart in your brain/  
19. of different parts of society/  
20. and you= systematically go through/ <A one by one A >  
21. trying to figure out how to make it better for people with a disability,  
22. <A and you started A > with sport (.)  
23. and then you moved into politics and healthcare,  
24. and now you're onto (.) representation.  
25. <A Is that how A > you're thinking about (.) your career?
26. A: <A You give me A > too much credit °bro°ther,  
27. I know this sounds= simplified,  
28. uh (..) I= just <A wake up every day A > and try and be myself/  
29. and= in doing that, try and change perceptions around disability/  
30. <A I don't actually wake up to be a A > role model (.) or an advocate/  
31. but what I will (.) say/ (.) is that (..)  
32. I just try to come up with innovative (.) ways/ (.)  
33. <A to change perceptions A > around disability/  
34. and I'm so lucky to have people back me/ <A and be able to do it\ A >  
35. but yes there's (.) multiple industries I'd really wanna (.)  
36. try an (.) have an impact in/  
37. <A obviously sport was one of them, A >  
38. employment is a big one,  
39. (H) healthcare= was another one  
40. with NDIS and now media representation,  
41. and then I'm just gonna retire and then- <A ah nah A > I'll still be around  
42. but but (.) I don't-
43. K: There's no kind of (.) there's no order in your brain of=  
44. how to go about this?
45. A: Not really/ <A but A > I wanna do a lots (.) of different things  
46. all at the same time and (.)  
47. I think (..) just a testament of having a crack, and be bold=/ and  
48. having ideas/ and putting them out there/

49. and things happen of cour- of course and
50. you'd be surprised (.)
51. and you know this (.) as a young entrepreneur/
52. people °back° ya
53. K: Mm
54. A: People really do get around you sometimes,
55. and it can be scary/ and things will fail/ and you'll get things wrong/
56. (H) but I- <A you know A> as long as you do it
57. with the right mindset <A but also A>
58. I- my- my purpose is that- is to <A change those perceptions A>
59. I don't- I don't (.) care about any likes I get/
60. or any followers/ or any of that crap.
61. K: Mm [mm]
62. A: [I couldn't] care less.
63. K: Mm
64. A: And (.) obviously having a platform helps/ (.) with that stuff/
65. but (..) th- the reason I get out of bed is that every day
66. it's never to win Wimbledon, it's never to win gold medals,
67. and it's been to support my community/
68. <A and when you care about something A> that's bigger like that,
69. <A you end up winning more gold medals cos A> you don't care as much,
70. but (.) the fact we keep (.) doing these things and
71. <A the public keeps backing us mate I'm very grateful for it A>
72. K: And so= (.) now the latest one in your (.) Sam Koslowski appointed checklist,
73. is (.) media representation.
74. I want you to talk me through what it was like growing up (...)
75. <A in terms of A> what you were seeing in media and television.

Source: *The Daily Aus* podcast <[www.thedailyaus.com.au/podcast/dylan-alcott-on-the-change-he-doesnt-want-you-to-notice](http://www.thedailyaus.com.au/podcast/dylan-alcott-on-the-change-he-doesnt-want-you-to-notice)> 21 September 2023; Reproduced with permission.

## Section B

### Text 2

The following information is found on a webpage on the Reconciliation Australia website: 'We are an independent not-for-profit organisation which promotes and facilitates reconciliation by building relationships, respect and trust between the wider Australian community and Aboriginal and Torres Strait Islander peoples.'

Lines 18–45 inclusive are the transcript of an embedded YouTube clip, as indicated by the border.

Narrator = 'N' within the transcript of the YouTube clip.

The following symbols are used in the transcript of the YouTube clip (lines 18–45):

/	rising pitch	(...)	medium pause
,	continuing intonation	_____	emphasis
.	final intonation	<AA>	allegro – fast-paced utterance
(.)	very short pause	<F F>	forte – loud utterance
(..)	short pause	=	lengthening of sound

## 1. Narragunnawali: Reconciliation in Education

- Narragunnawali supports schools and early learning services to foster knowledge
- and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions.



- Reconciliation Action Plans**

Create a Reconciliation Action Plan (RAP) for a school or early learning service
- Professional learning**

Strengthen staff understanding of reconciliation with teacher-led professional learning
- Curriculum resources**

Bring reconciliation and Aboriginal and Torres Strait Islander histories, cultures and contributions into the classroom
- The Narragunnawali: Reconciliation in Education platform has the resources and tools for your school or early learning service to contribute to the reconciliation movement.
- Start a Narragunnawali Reconciliation Action Plan to build relationships, respect and opportunities in the classroom, around the school or early learning service and with the community.

**Text 2** continues on the next page.

14. From professional learning and curriculum resources, to a national awards program,  
15. the Narragunnawali platform is free and available for everyone to advance  
16. reconciliation in education.  
17.

18. N: The lands on which we live and learn hold many stories.  
19. Some new (..) some old (...) some yet to be heard (..) some yet to be told.  
20. Narragunnawali (..) named after the Ngunnawal word/  
21. meaning alive/ (..) wellbeing/ (..) coming together/ (..) and peace/  
22. is a program designed by educators for educators  
23. <A and <F everyone F> A> in the community.  
24. Schools and early learning services can get involved=  
25. by embracing our land's deep hist'ry  
26. and fostering knowledge and pride (..)  
27. in Aboriginal/ and Torres Strait Islander peoples/  
28. cultures/ and contributions.  
29. Reconciliation Action Plans (..)  
30. can be developed through the Narragunnawali online platform (..)  
31. to guide educational institutions (.) to make commitments to reconciliation (.)  
32. in the classroom/  
33. around the school or service,  
34. and with the community.  
35. Professional learning and curriculum resources (.)  
36. are on hand (.) to support educational communities build relationships,  
37. strengthen respect/ (..) and create opportunities.  
38. Whether you're a principal/ (.) teacher/ (.)  
39. parent/ (.) student/ (.) or community member,  
40. your journey is important (.) and Narragunnawali is here  
41. to guide you every step of the way.  
42. Reconciliation Australia invites you to join (.)  
43. the Narragunnawali community (..)  
44. and be a part of the national movement (.) towards reconciliation.  
45. Together/ (.) through education/ (.) we're shaping Australia's next/ (.) chapter.

46.

47. **Awards**

48. There are many schools and early learning services that show exceptional  
49. dedication to reconciliation. The Narragunnawali Awards are Australia's first national  
50. awards program to recognise and celebrate this excellence.

51. [LEARN MORE ABOUT THE AWARDS](#) →

52.

53. **Webinars & Workshops**

54. Join a webinar or workshop to learn about how Narragunnawali can support your  
55. school or early learning service to take the next steps towards driving reconciliation  
56. in the classroom, around the school and with the community.

57. [JOIN A WEBINAR/WORKSHOP](#) →

58.

59. **Narragunnawali News**

60. Narragunnawali News captures the latest in reconciliation in education – with  
61. features on schools, teachers and current events.

62. [READ NARRAGUNNAWALI NEWS ONLINE](#) →

63.

64. **Our Impact**

65. Read this summary of our impact so far and our goals for the future.

66. [NARRAGUNNAWALI IMPACT](#) →

67.

68. Narragunnawali (*pronounced narra-gunna-wally*) is a word from the language of the  
69. Ngunnawal people, Traditional Owners of the land on which Reconciliation  
70. Australia's Canberra office is located.

71. The word means alive, wellbeing, coming together and peace.

72. We pay our respects and thank the United Ngunnawal Elders Council for giving us

73. permission to use the word *narragunnawali*.

Source: Adapted from <[www.reconciliation.org.au/our-work/narragunnawali-reconciliation-in-education/](http://www.reconciliation.org.au/our-work/narragunnawali-reconciliation-in-education/)>;  
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