



Victorian Association for
the Teaching of English

VATE Publications

2015

ENGLISH LANGUAGE

Written examination sample paper

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>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, white out liquid/ tape and dictionaries.
- No calculator is allowed in this examination.

Materials supplied

- Question and answer book of 24 pages including a detachable insert for Sections A and B in the centrefold and **Assessment criteria** on page 24.

Instructions

- Detach the insert from the centre of this book during reading time.
- All written responses must be in English.

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

Disclaimer: Exam section instructions and the Assessment criteria are taken from the Victorian Curriculum and Assessment Authority 2014 English Language Written examination (November 2014). The VCAA does not endorse the content of this exam.

This exam cannot be reproduced whole or part thereof without the permission of the Victorian Association for the Teaching of English.

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** (3 marks)

How does the register of Text 1 support the social purpose/s of this conversation? Discuss at least **one** phonological and **one** lexical feature in your response.

Question 2 (3 marks)

Rachelina’s language reflects her identity as an Italian migrant in the Australian community. Using metalanguage, discuss **three** different grammatical and/or syntactic features that characterise her particular use of English.

Question 3 (3 marks)

How does the topic management between lines 1-28 reflect the role of Vasili in this conversation? Provide examples and line numbers.

Question 4 (4 marks)

Using metalanguage, analyse the turn-taking in lines 49-73. Is this a cooperative conversation between Vasili and Rachelina?

Question 5 (2 marks)

How does Vasili, through his language choices, meet Rachelina's face needs in Text 1?

Discuss **two** different examples and provide line numbers.

SECTION B — Analytical commentary**Instructions for Section B**

Refer to the insert from the centre of this book while answering this section.

Section B requires an analytical commentary on Text 2. Question 6 refers to 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 social purpose', and the topics of Unit 4, 'Language variation and identity'.

Section B is worth 30 marks.

Text 2**Question 6** (30 marks)

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

In your response, you should comment on the:

- contextual factors affecting/surrounding the text
- social purpose and register of the text
- stylistic and discourse features of the text.

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

Working space

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Insert for Sections A and B

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

SECTION A

Text 1

This text is an excerpt from the television program *Vasili's Garden to Kitchen* which screened on Channel 31 during February 2015. It is a conversation between the host Vasili Kanidiadis (V) and his guest Rachelina (R), an elderly Italian woman, and it takes place at Rachelina's home in Mulgrave, in Melbourne's south-east.

The following symbols are used in the transcript.

/	rising pitch	=	elongated sound
\	falling pitch	<u>stress</u>	emphatic stress
?	questioning intonation	(H)	intake of breath
,	continuing intonation	<A A>	allegro - fast-paced utterance
.	final intonation	<F F>	forte – loud utterance
-	truncated word	<P P>	piano – quiet utterance
--	truncated intonation unit	(.)	very short pause
[]	overlapping speech	(..)	short pause
@ @	laughter		

1. V: <F You married at thirteen years [old]? F>
2. R: [Thirteen] years
3. I di- no- understanda nothing (..)
4. No=think
5. V: <A Nothink A>/
6. R: Yeah [justa]--
7. V: [Y, you're] over eighty years of [age now]
8. R: [I hava to] learna for everything
9. V: For cooking/
10. R: For cooking breade/
11. V: Yeah,
12. R: Wash in the river/
13. Eh, cuta the (.) tree for put in the oven for maka bread/
14. V: Yes,
15. For the char[coal]/
16. R: [I go the], in the (..)
17. Down the tree\ (.)
18. V: Out in the tree and you ca-, you cou-
19. And you learnt all [this],
20. R: <P [Carrying the]--
21. What's the aceti, what's it called? P>
22. V: The branches (.)
23. R: <A [Yeah, the] branch A>
24. V: [the wood].
25. V: Cu-, cut the wood/
26. R: Put in the head/
27. V: @ @ @
28. R: and bring it home.
29. V: [@ @ @]
30. R: [@ @ @]
31. V: Okay, so we've got a very long history here,

32. [Traditional culture],
 33. R: [Oh, very long story]
 34. V: Young married,
 35. R: That's a true story.
 36. V: And I believe, I believe,
 37. <A How many children you have now? A>
 38. R: Four girl.
 39. V: Four girls/
 40. Beautiful [okay]
 41. R: [The first] girl in Italy she no coma here.
 42. V: Nice.
 43. R: Coma just for visit [a coupla] times\
 44. V: [Okay]
 45. And the other three are here now\
 46. R: An- the other three--
 47. V: And we'll meet the other three girls
 48. 'r inside the kitchen doing some prep work/
 49. <A We go for a tour outside the garden and have a look/ A>
 50. R: Yeah, maybe
 51. Thirteen grandchildren/
 52. V: @@
 53. R: And twenty-four grand, grandchildren\
 54. V: Oh @@
 55. Twenty-four [great grandchildren?]
 56. R: [And one, and one] grand, grand, grand
 57. Three [grand]
 58. V: <F [What?] F>
 59. Great, great (.) grandchild (.) one,
 60. R: One
 61. V: So [you got--]
 62. R: [And one] (.) and one the way\
 63. V: So there's thirteen [grand--] @@
 64. R: [Another] one the way
 65. V: Thirteen grandchildren (H)
 66. And twenty-four great (.) grandchildren
 67. R: An- two--/
 68. V: It's a production house here guys [@@@]
 69. R: [An- two]/
 70. An- two grand, grand, grand
 71. V: @@@
 72. Okay [@@]
 73. R: [I be] so= happy having beautiful family
 74. V: Oh, that's beautiful, that's beautiful
 75. R: My daughter very nice/
 76. V: Yes
 77. R: My son-in-law very goode/
 78. V: Ah
 79. R: My neph-, [you know],
 80. V: <A [Everything's beautiful] A>
 81. R: Grandson very [good]/
 82. V: [Mm]
 83. R: My grand-daughter very nice/
 84. Respect me (.) everybody

85. V: Oh, that's wonderful.
 86. R: But I cook every Saturday for all the family
 87. V: I gather that much
 88. So you must be a fantastic cook, [chef], slash great, great, great grandmother
 89. R: [Yeah]
 90. Oh, everybody li=ka my cooking
 91. V: Well, let's go and see if everybody gonna like your garden.
 92. R: Okay
 93. V: Alright, show me the way\
 94. R: I show you

Used with permission.

SECTION B

Text 2

This speech was given by the French Ambassador to Australia, Christophe Lecourtier, on 26 February 2015 in a ceremony at the French Consulate in St Kilda Road, Melbourne. At this ceremony, Lecourtier is awarding the Legion d'Honneur, France's highest decoration, to four Australian World War II veterans.

1. Since Napoleon created the Legion of Honour, a little more than 200 years ago, this
2. award [still] represents for the French the most solemn manner, and perhaps the
3. most moving manner, to pay tribute to remarkable men or women, citizens of
4. France or of the world.
5. Today, this is the case for four remarkable men. And for my country, their names
6. will find their way in the Pantheon of those that deserve the utmost respect of our
7. old nation.
8. They are Ronald Cleaver, James Coulter, Dennis Kelly, Donald McDonald.
9. We also have a special thought for Keith Stevens, who could not be here today.
10. We have chosen to organise such a ceremony at a very special moment for our
11. two countries: a few weeks before the centenary of ANZAC and during the
12. official visit of Air Chief Marshal Mercier, chief of the French air force, who
13. immediately accepted to be with us this morning and who will be part of this
14. ceremony.
15. It is always difficult to address men who did exceptional things. I am impressed
16. by the way you faced your destinies, by your courage and your sense of sacrifice.
17. I am impressed also by the capacity that you have demonstrated to remain stand-
18. up men in spite of the sounds and fury that were surrounding you.
19. It is thus with emotion and much humility that I address you today.
20. Humility upon becoming acquainted with the path you followed.
21. Humility before the courage you demonstrated as you took part in the liberation
22. of France.
23. Humility, also, in the face of your modest assumption that you did nothing but
24. your duty and that the real heroes are your fallen comrades.
25. This is why I wish at this point to spare a thought for your brothers in arms, be
26. they French, British or Australian, who gave their life and their youth.

27. It is sometimes said that war is the business of men. In your case, honourable
28. veterans, it was mainly the business of adolescent youth. When you signed up, on
29. the eve of the Second World War, none of you had reached the age of 20. You
30. shipped to Britain as pilots, navigators or radio operators.
31. Then came 1944, a year that brought you to France, in the footsteps of your elders
32. who, 30 years before, had been thrown into the hell of trench warfare. That year
33. also, you entered legend. You became heroes.
34. You were no longer only fighters, you had become liberators, no longer merely
35. men but living symbols of our common value: the spirit of resistance, the spirit of
36. liberty and the spirit of mateship. As Winston Churchill said: "Never in the field
37. of human conflict was so much owed by so many to so few."⁶
38. I have come today to tell you, in the name of the French republic, and in front of
39. your families and friends, that we have not forgotten; that we have remained
40. grateful.
41. There are five of you before me, five distinct individual lives and pathways.
42. Individuals but true knights of an epic tale: that of the impressive support that this
43. young – but great – nation of yours has provided to France twice in a century, at
44. the darkest hours of our modern history.
45. Ronald Cleaver, James Coulter, Dennis Kelly, Donald McDonald, Keith Stevens,
46. you are the Australian memory of our liberation.
47. A memory recalled in a thousand stories of remembrance and sometimes pain, but
48. mainly of pride, friendship and gatherings, as is the case today.
49. It is always difficult to know if we may have been one of these heroes or what we
50. would have done in the test of war, as we live today in a time of relative peace,
51. inherited from the courage of our elders.
52. I am unable to answer this question but I can say that I would have wanted to
53. resemble these men.
54. I would have wanted to resemble you, gentlemen.
55. This is why I will conclude with a single word.
56. A word that was posted in all major French cities throughout 2014 as part of the
57. program to commemorate the Great War.
58. A word pronounced by the President of the French republic, François Hollande, at
59. the Australian War Memorial last November on the occasion of the first ever state
60. visit by a French president to this country.
61. A word that I find is not used often enough but which contains a wealth of
62. meaning: gratitude, acknowledgement and friendship of course.
63. This simple word is: "merci". Thank you.
64. It's time now for ACM Mercier and I to bestow the Legion of Honour on you:
65. Ronald Cleaver, James Coulter, Dennis Kelly, and Donald McDonald.

Used with permission. Source: *The Age*, 'French honour Australian WWII vets', published online 26 February 2015.

END OF INSERT FOR SECTIONS A AND B

SECTION C — Essay

Instructions for Section C

Section C requires a sustained expository response to **one** question.

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 social purpose', and the topics of Unit 4, 'Language variation and identity'.
- refer to the stimulus material provided.

Section C is worth 30 marks.

Question 7 (30 marks)

Stimulus

- a. '...accent [is] an important part of identity in society. "Language has what's called an identity function... 'Our mob talks like this, that mob talks like this, your mob talks like that. You say that, we don't say that, we say it this way'. You know, it sounds different".'

Linguist Bruce Birch, as reported in *The Age*, 1 March 2015
<http://www.abc.net.au/news/2015-03-01/austalk-australian-accent-research-comes-to-northern-territory/6271202>

- b. 'When my wife Khadjo and I were expecting a baby daughter...we considered going with 'Amelia' to pave the way for her easy integration into her country of birth...News of our chosen name spread on the Somali-Australian grapevine. The older generation reacted with intense hurt, even anger. They saw our non-traditional choice, a name that owed nothing to our Somali or Muslim heritage, as a betrayal of identity.'

Yusuf Sheikh Omar, 'What's in a name?', *The Age*, 12 April 2015

- c. 'Happily, nicknames seem still to be part of Australian life. The redhead called Bluey, the medico dubbed Doc Death. Rare is the AFL footballer without a sporting sobriquet* – at last resort, teammates will just add a vowel to the surname, Johnno, Walshy. Nor does there seem a lack of Australian larrikins to spice up designations*. Last time we time we drove down the Tasmanian east coast the sign at the Wet Marsh Creek had been re-daubed Wet Arse Creek.'

* *sobriquet* — a person's nickname.

* *designation* — an official name, description, or title.

Lawrence Money, *The Age*, 2 February 2015

<http://www.smh.com.au/comment/bushmans-billy-lost-in-the-global-melting-pot-20150201-1329ks.html>

- d. '[C]ommunities tend to come up with their own vocabulary... Jargon serves to create a common identity among the members of the group. If you know the jargon you belong to the group, if you don't know it everybody will notice you don't belong to the group... In this sense, jargon is comparable to slang, which also serves to mark group boundaries.'

Robert, 28 July 2013, downloaded 4 May 2015

<http://linguistics.stackexchange.com/questions/3973/why-is-jargon-sometimes-used-instead-of-familiar-words/4072#4072>

'As well as expressing our identity, language shows that we belong.'

Discuss, with reference to the use of English in contemporary Australian society. You must refer to at least **two** subsystems of language in your response.

OR

SECTION C — continued
 TURN OVER

Question 8 (30 marks)**Stimulus**

- a. ‘The “hoary volunteers”, “old girls”, “dames”, “crones” and “moth-proof granny” who donate their time and energy have lived diverse and interesting lives. Women who volunteer in my op shop in Port Melbourne include teachers, nurses, lawyers, UN interpreters and victims of domestic abuse. Your ageist, misogynistic diatribe insults the generous women who help the less-fortunate.’

Margaret Kittson, Port Melbourne, ‘Letters to the editor’, *The Age*, 4 April 2015

- b. ‘The phrase “that’s so gay” is normally said without any thought about what it actually means. In reality, what a person is actually saying is “that’s so homosexual” — which doesn’t exactly make a lot of sense. Some people argue that they don’t mean it as an insult to gay people — but the fact is, using the word “gay” in the place of words like “crap” and “stupid” is saying that gay people are all those things.’

Micah Scott, 25 October 2012, downloaded 4 May 2015

<https://minus18.org.au/index.php/index.php/resources/school-info/item/116-thats-so-gay-and-other-ignorant-comments>

- c. ‘It can be worse, he says, for Muslim women. “My sister, who’s an associate at a massive law firm, wears a hijab, and people say all sorts of stuff to her. When I’m with her sometimes, say in a shopping centre, it’s kind of funny – people will talk to me and not her, because they assume she can’t speak English, or they’ll speak reeeeeeally slowly. And then she’ll say, ‘Thanks mate’.”

Nazeem Hussain, *The Age* — Spectrum, 4 April 2015, p. 5.

d.



© Judy Horacek. Used with permission.

‘The language we use speaks volumes about our attitudes towards others.’

Discuss, with reference to contemporary Australian society. You must refer to at least **two** subsystems of language in your response.

OR

SECTION C — continued
TURN OVER

Question No.

11

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

SECTION C — continued

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

SECTION C — continued

END OF SECTION C

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.

CONTRIBUTORS

Josephine Smith, Louisa Willoughby

© VATE 2015

This publication has been prepared by the Victorian Association for the Teaching of English. Every effort has been made to ensure that the information in this exam was correct at time of publishing, and to trace and acknowledge copyright and ownership of all material. VATE will be pleased to hear from copyright holders to rectify any errors or omissions.

END OF QUESTION AND ANSWER BOOK



Victorian Association for
the Teaching of English



Victorian Association for
the Teaching of English

VATE Publications

2015

VCE ENGLISH LANGUAGE WRITTEN EXAMINATION SAMPLE ANSWER GUIDE

Disclaimer: This answer guide cannot be reproduced whole or part thereof without the permission of the Victorian Association for the Teaching of English. The VCAA does not endorse the content of this sample answer guide.

SECTION A: Short-answer questions

Questions 1–5 refer to Text 1

NB: This is a guide only to the scope of the answers students may give to each question. Students' answers will necessarily reflect exam conditions and time limits.

Question 1 — sample answer (3 marks)

How does the register of Text 1 support the social purpose/s of this conversation? Discuss at least one phonological and one lexical feature in your response.

As Text 1 is an interview, Vasili's purpose in this text is to engage Rachelina in conversation and encourage her to talk, and Rachelina's purpose, in turn, is to respond to Vasili's questions and describe aspects of her life and family. As this interview is part of a television program, the overall social purpose of Vasili and Rachelina's conversation is to entertain and inform the viewing audience. The register is informal as this is a light-hearted discussion about personal topics. Phonological and lexical features which contribute to the informal register include:

1. Phonological
 - a) Informal/non-standard pronunciation of words, including 'nothink' (lns 4–5); 'gonna' (ln 91); 'r' (ln 48).
 - b) Rachelina's italianised pronunciation of English words 'understanda' (ln 3), 'justa' (ln 6), 'hava' (ln 8), 'coma' (lns 41, 43), etc; and also truncated words like 'di- no-' (ln 3) which distinguish her Italo-Australian accent.
2. Lexical
 - a) 'Yeah' (lns 11, 23, 50, 89); abbreviated term 'prep work' (ln 48); slang 'guys' (ln 68); articulation of the term 'slash' (ln 88); Rachelina's use of 'grand' (lns 53, 56–57, 70) instead of 'great', as in 'grand, grandchildren'.

Question 2 — sample answer (3 marks)

Rachelina's language reflects her identity as an Italian migrant in the Australian community. Using metalanguage, discuss three different grammatical and/or syntactic features that characterize her particular use of English.

1. Use of double-negative in line 3 which should be 'I didn't understand anything'. (This is a carry-over from Rachelina's first language – the negative is constructed this way in Italian; but students are not expected to know this).
2. Incorrect use of verb tense or verb form: 'have' (ln 8) should be 'had'; 'I show you' (ln 94) sounds better as 'I'll'; 'everybody lika my cooking' (ln 90) should be 'likes'; 'I be so' (ln 73) should be 'I am so' (auxiliary); 'she no coma here' (ln 41) should be 'didn't'; 'Coma just for visit' (ln 43) should be 'came'.
3. Incorrect or overuse of the preposition 'for': 'learn for everything' (ln 8) and 'For cooking' (lns 9–10) where it is not required or is better substituted by 'how to'; 'tree for put in the oven for maka bread' (ln 13) where it is more accurate to say 'to' or 'in order to'.
4. Some confusion about use of prepositions: this is particularly exemplified in lines 16–17 where Rachelina has several repairs as she tries to work out how to best describe climbing up the tree and cutting down branches; see also 'Put in the head' (ln 26) not 'on'.
5. Lack of plural suffixes: 'branch' (ln 23); 'Four girl' (ln 38).

6. Ellipsis: verbs as in lines 75, 77, 81, 83; subject as in lines 43 and 84 '[They all] Respect me (.) everybody'; articles 'just for [a] visit' (ln 43) and 'having [such a] beautiful family' (ln 73); prepositions 'one [on] the way' (lns 62, 64).

Question 3 — sample answer (3 marks)

How does the topic management between lines 1–28 reflect the role of Vasili in this conversation? Provide examples and line numbers.

As Vasili is both the interviewer and the program host, we expect him to take the lead in this conversation and be in charge of managing the topic. Unlike a true conversation, Vasili doesn't talk about himself or his own ideas and experiences; the focus in this conversation is all on Rachelina. It is Vasili who introduces the topic of discussion with an interrogative in line 1. His repetition of 'Nothink/' in line 5, with a rising pitch, is meant to encourage Rachelina to expand on this point, which she does, despite being interrupted by Vasili's reference to her age in line 7. This shows that Rachelina, despite not being 'in charge', is able to hold her own in this conversation and pursue a particular topic.

Vasili encourages Rachelina to keep discussing this topic in a number of ways. He offers the suggestion 'For cooking/' in line 9 which Rachelina picks up on in line 10 'For cooking breade/'. Vasili does this again in line 15 by suggesting 'For the charcoal/' and again in line 25 with 'cut the wood/' which Rachelina again picks up and expands on in lines 26 and 28 'Put in the head/...and bring it home.' In all these examples, Vasili's use of rising pitch is significant as it invites Rachelina to stay with this topic and continue her description of this particular experience in her young married life. In the same way, he uses the minimal responses 'Yeah' in line 11 and 'Yes' in line 14 to reassure Rachelina that he is listening and engaged with this topic of conversation. Vasili facilitates the discussion of this topic by helping Rachelina find the correct English word for 'aceti' ('branches'/'wood' in lines 21–24). Rachelina struggles in lines 16–17 to find the right words to explain climbing a tree — her hesitation evident in the pauses — and Vasili steps in to try and finish her sentence for her and keep the flow of conversation.

Question 4 — sample answer (4 marks)

Using metalanguage, analyse the turn-taking in lines 49–73. Is this a cooperative conversation between Vasili and Rachelina?

Yes, this is a cooperative conversation between the two participants. However, it is also a spontaneous, unscripted conversation and this is reflected in the lack of orderly turn-taking in lines 49–73, in particular in the significant amount of overlapping and interrupting by both speakers, especially Rachelina. Nevertheless, these are not perceived as threatening by either participant; in this case, they are evidence of their enthusiasm for the discussion and eagerness to engage in this conversation with each other.

The rising pitch at the end of Vasili's utterance in line 49 invites Rachelina to take the floor, which she does, although rather than discussing her garden, she initiates the conversation about her extensive family. The prosodic feature of pitch often plays an important role in turn-taking. The rising pitch in line 51 shows that Rachelina has more to say while the falling pitch in line 53 concludes her turn and she hands the floor to Vasili to comment on what she has just said in lines 54–55. The falling pitch at the end of line 62 works in a similar way.

Rachelina promptly interrupts Vasili's turn by overlapping him in line 56 and taking the floor again. Rachelina does this several times in this section of Text 1; in lines 62, 64, 69, and 73, cutting short Vasili's turn and often leaving his utterance unfinished, as in lines 61 and 63. However, these interruptions are clearly not perceived negatively by Vasili who willingly relinquishes the floor and even laughs at Rachelina's enthusiasm (lines 63 and 72). Vasili himself overlaps Rachelina in line 58 to express his amazement, '<F What? F>', the loud volume and questioning intonation adding emphasis to this. Vasili's intake of breath at the end of line 65 allows him to hold the floor, signaling that he has more to say as he summarises the numbers of Rachelina's family members.

Question 5 — sample answer (2 marks)

How does Vasili, through his language choices, meet Rachelina's face needs in Text 1? Discuss two different examples and provide line numbers.

Vasili is able to meet Rachelina's positive face needs in a number of ways through his language choices. (Positive face needs refer to our need to feel liked, included, and affirmed by others):

- Vasili's laughter shows Rachelina that he is enjoying her company and appreciating their discussion – lines 27, 29, 52, 54, 63, 71–72.
- Praise for her, eg. 'So you must be a fantastic cook, chef...' (ln 88)
- Minimal responses to show Rachelina that he is actively listening to her, eg. 'Yes', 'Ah', 'Mm' (lns 76 – 82)
- Lots of positive affirmation, eg. 'And I believe, I believe' (ln 36); 'Oh, that's beautiful, that's beautiful' (ln 74); 'Everything's beautiful' (ln 80); 'Oh, that's wonderful' (ln 85).
- He occasionally accommodates his language in order to match her language – for example, ellipsis, such as missing the auxiliary 'do' in line 37; and again in line 49, 'We go' instead of 'We'll go'.

Vasili also succeeds in meeting Rachelina's negative face needs, that is, her need to not feel imposed on, while at the same time ensuring clarity of communication for the sake of the viewing audience:

- Vasili doesn't draw obvious attention to the errors in Rachelina's language. He subtly substitutes the correct form of the word. This can be seen in line 39 'Four girls'.
- It can also be seen in lines 55–66 where Rachelina repeatedly misuses the word 'grand' when referring to all her great, great grandchildren. Vasili doesn't highlight her mistake and risk embarrassing her. Rather, he just keeps subtly substituting the correct term 'great' as he engages in the discussion with Rachelina about the many generations and members in her extended family.

SECTION B: Analytical commentary

Question 6 refers to Text 2

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

In your response, you should comment on the:

- contextual factors affecting/surrounding the text
- social purpose and register of the text
- stylistic and discourse features of the text.

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

NB: This is a comprehensive sample analytical commentary that shows the scope of language features which can be discussed. Students' responses will necessarily be shorter and less detailed, reflecting exam conditions, requirements and time limits.

Question 6 sample analysis (30 marks)

Text 2 is a speech delivered by the French Ambassador to Australia at an important ceremony that took place at the French consulate in Melbourne earlier this year. The register is highly formal and rhetorical as this is an official and prestigious occasion with great historical and military significance — the awarding of the Legion d'Honneur, France's highest decoration, to four Australian World War II veterans. A speech like Text 2 is an important part of a ceremony such as this and the language used would have been carefully chosen and edited for particular effect, and to convey a sense of authority. One of the social purposes of the speech in Text 2 is to help set the scene, to name and describe both the award and the award recipients. More than that, however, the purpose of the Ambassador's speech is to commemorate, praise and thank these men for their wartime efforts and bravery. In attendance at this ceremony, and listening to this speech, would be Australian and French officials and dignitaries as well as the families and friends of the war veterans. Therefore, the social purpose of Text 2 is also to strengthen the diplomatic ties between the two nations, Australia and France.

The formal register of Text 2 is supported by an elevated lexicon that includes rhetorical language which is often used when talking about war, especially the World Wars. More formal lexemes include the verb 'to bestow' (ln 64), the construction 'It is thus' (ln 19), and the use of words such as 'solemn' (ln 2), 'gentlemen' (ln 54), 'capacity' (ln 17) and 'destinies' (ln 16). The formality is supported by the use of the full titles for 'Air Chief Marshal Mercier, chief of the French air force' (ln 12) and 'the President of the French republic, François Hollande' (ln 58) which is appropriate in such an important and prestigious context. As the topic of Text 2 is war, there is the use of military jargon, including 'ANZAC' (ln 11), 'veterans' (ln 28), 'signed up' (ln 28), 'trench warfare' (ln 32), 'the Great War' (ln 57), 'Australian War Memorial' (ln 59) which assumes some prior knowledge on the part of the audience. The lexicon in this speech is also characterized by the use of expressions that have become a common feature of a particular rhetoric of war. These include 'stand-up men' (lns 17–18), 'fallen comrades' (ln 24), 'brothers in arms' (ln 25), 'war is the business of men' (lns 27–28), 'heroes' (ln 33), 'the test of war' (ln 50), 'the spirit of resistance' (ln 35) all of which reinforce a certain image of war as a necessary rite of passage, and character building for those involved.

The choice of adjectives is important here in supporting the descriptive function of Text 2 and the wider social purpose of highlighting the importance of the award and the bravery of these men. The use of superlatives in lines 2–3, 'the most solemn manner' and 'the most moving manner', stresses the significance of this military decoration, while the repetition of 'remarkable' in line 5 links the veterans to all recipients (ln 3) of the Legion of Honour. The use of the adverb 'immediately' to describe the decision of the chief of the French air force to attend this ceremony further underlines the importance and prestige of this event. These men deserve the 'utmost respect'

(ln 6), and are ‘honourable veterans’ (lns 27–28), and ‘modest’ (ln 23). While France is an ‘old nation’ (ln 7), supported by the opening reference to Napoleon 200 years ago (ln 1), in contrast, Australia is a ‘young – but great nation’ (ln 43) that offered France ‘impressive support’ (ln 42) through its war effort. In this way Text 2 functions as a positive PR exercise, seeking to strengthen the relationship between the two countries. This is reinforced by the symbolism created through the language choices in line 63 where the French ‘merci’ sits side-by-side with the English ‘Thank you’.

The use of pronouns is an important feature of the lexicon in this speech. While the register is highly formal and rhetorical, the use of the first person subject pronoun ‘I’ by the French Ambassador throughout his speech helps personalize his address to the gathering. This can be seen in lines 15–17 ‘I am impressed...’, line 19 ‘It is thus with emotion and...humility that I address you today’, and in lines 52–55, ‘I would have wanted to resemble you...’. Similarly, the use of the first person plural pronouns (‘we’, ‘our’ and ‘us’) is inclusive, uniting the two nations in this event (lns 10–11, ‘our common value’ ln 35) and also inviting the audience to share in his words and sentiments: ‘We have a special thought for Keith Stevens...’ (ln 9) and in lines 49–51, ‘It is always difficult to know if we may have been one of these heroes or what we would have done in the test of war, as we live today in a time of relative peace, inherited from the courage of our elders.’ The use of pronouns in Text 2 also reflects the way in which the content of the discourse is structured. Initially, the French Ambassador talks about the Australian veterans in the third person (‘They’ ln 8) as he sets the scene for the award presentation. In line 15, he shifts to addressing and thanking the men directly; therefore, he switches to using the appropriate second person pronouns ‘you’ and ‘your’. This shift is repeated between lines 52–54; initially, the Ambassador refers to ‘these men’ in the third person as he shares his personal admiration of the courage and conduct of the veterans. He reinforces this by repeating the same clause but this time directly addressing the veterans, ‘I would have wanted to resemble you’. The choice and structure of language here emphasizes the significance and poignancy of such high praise from a top-level international dignitary for these ordinary men.

The formality and rhetoric of this speech is also created by the distinctive use of metaphorical language. The reference to the names of the men finding ‘their way in the Pantheon’ (ln 6) requires some inference on the part of the audience (and reader) to fully appreciate the meaning in the context of this text. The use of metaphors supports the various purposes of the speech by creating imagery to help convey the experience of war, ‘thrown into the hell’ (ln 32) and ‘the darkest hours of...history’ (ln 44), and to help characterize (even mythologise) the war veterans: ‘in the footsteps of your elders’ (ln 31), ‘you entered legend’ (ln 32), ‘true knights of an epic tale’ (ln 42), ‘the Australian memory of our liberation’ (ln 46). The use of the noun phrase ‘the sounds and fury’ which references Shakespeare’s play *Macbeth* also contributes to the formal rhetoric of Text 2 and relies on the audience to make this connection. Near synonyms in line 47, ‘memory’, ‘recalled’, and ‘remembrance’, help emphasise one of the important themes in the Ambassador’s speech, the importance of ‘not forgetting’ (ln 39) the war and the contributions of individuals.

All the sentences in Text 2 are declaratives which supports the descriptive and informative functions of the text and the wider social purposes of this speech. Many of the sentences are complex in structure and this also contributes to the formal register and the strong voice of authority in this text, befitting an ambassador. Examples of complex sentences are lines 10–14 ‘We have chosen to organize...and who will be part of this ceremony.’, lines 17–18 ‘I am impressed also...that were surrounding you.’, and lines 25–26 ‘This is why I wish...who gave their life and their youth’, and there is also a compound-complex sentence at lines 52–53. There are, however, also simple sentences throughout the discourse and these help to highlight and emphasise a particularly important point in the Ambassador’s speech. This can be seen, for example, in line 8 when he names the award recipients, in line 33 ‘You became heroes’, and in line 63 ‘This simple word is: “merci”.’ The use of phrases adds both detail and density to many of the sentences and this also heightens the formality of the register. This can be seen with

the prepositional phrases in lines 38–39, ‘in the name of the French republic, and in front of your families and friends’, and the noun phrase ‘five distinct individual lives and pathways’ (ln 41). The subordinate clause in line 58 ‘A word pronounced’ is extended and explained by the detail provided in the numerous phrases that follow in lines 58–60.

Listing is also a distinctive syntactic feature of Text 2. It is an economical way of adding detail such as line 30 ‘pilots, navigators or radio operators’ and line 26 ‘French, British or Australian’. At times, it is a way of removing ambiguity, of being exact, as in lines 3–4 ‘to pay tribute to remarkable men or women, citizens of France or of the world’ and this helps strengthen the voice of authority in the text. Combined with repetition, listing is also a way of helping the speaker emphasise important points in the discourse. This can be seen in in lines 35–36 ‘the spirit of resistance, the spirit of liberty and the spirit of mateship’, and similarly, in lines 48 ‘pride, friendship and gatherings’, and 62 ‘gratitude, acknowledgement and friendship’. The use of the impersonal pronoun ‘it’ as the subject in several sentences also adds to the level of formality in Text 2, creating some distance between the audience and the speaker, the French Ambassador to Australia, and reinforcing his authority and prestige. It removes personal opinion, ‘It is sometimes said...’ (ln 27), and often presents ideas as a given fact ‘It is always difficult to address men who did exceptional things’ (ln 15), and similarly in line 49.

The parallelism in Text 2 shows evidence of the careful language choices and editing which one would expect in a formal speech presented at an important and prestigious occasion such as this. The repetition of the syntactic structure ‘I am impressed by...’ in lines 15 and again in 17 helps the speaker fully explain the reasons for his admiration of these men. In lines 34–35, the use of parallelism helps juxtapose different ways of viewing the veterans and their actions: ‘You were no longer only fighters, you had become liberators, no longer merely men but living symbols’. Parallelism is also another way of providing emphasis on certain key ideas and concepts that the speaker wishes to stress to the audience. This can be seen in the fronting of the word ‘humility’ in the parallelism between lines 20 – 24, and similarly, in the repetition of ‘A word’ between lines 56–62. The tripling here is rhetorical and the use of parallelism helps explain the Ambassador’s choice of the noun ‘humility’, and provides a context for the importance of the ‘single’ and ‘simple’ word.

As this is a scripted and edited text, there is a high level of cohesion and coherence in this discourse. Some inference is needed for coherence, in order to understand, for example, the references to Napoleon (ln 1) and to Winston Churchill (ln 36). The inclusion of Churchill’s quote is both evidence of a planned discourse, and also a way of adding formality and weight to this occasion. The coherence in Text 2 is also supported by the linguistic devices that contribute to cohesion in this speech. This includes various deictic expressions related to time, ‘Today’ (lns 5, 38), ‘at this point’ (ln 25), ‘Then came 1944’ (ln 31), ‘now’ (ln 64), which help orientate the audience as they follow the Ambassador’s speech. Referencing also supports cohesion. There are examples of anaphoric references such as ‘this’ (ln 5) to refer to the significance of the Legion of Honour described in lines 1–4; ‘they’ (ln 8) as a substitute for the ‘four remarkable men’ (ln 5); ‘this’ (ln 25) to refer back to the veteran’s ‘modest assumption’ in line 23. ‘Things’ (ln 15) is a cataphoric reference that is explained by the successive description of the men’s heroic conduct in lines 16–18. The use of the cataphoric reference between lines 55–62 using the term ‘word’ helps build dramatic suspense, culminating in line 63 with the revelation of the word in question, ‘merci’ and ‘Thank you’.

SECTION C: Essay

Task

Students select ONE of the following three essay questions and write an expository response. Students must make at least ONE reference to the stimulus material provided for their chosen essay question. This can take the form of a direct quote, or be simply an example or reference in the essay discussion — it just needs to be clearly discernible to the assessor. Students are expected to provide, as evidence in their discussion, examples and discussion from their own research and reading throughout the year. This can come from their own personal experiences and observations as well as what is reported in the media. Students are also required to use metalanguage wherever possible and appropriate in their discussion of language features.

Question 7 (30 marks)

‘As well as expressing our identity, language shows that we belong.’

Discuss, with reference to the use of English in contemporary Australian society. You must refer to at least two subsystems of language in your response.

Some ideas to consider:

1. This essay picks up on what students explore in Unit 4 about language and identity, and also what students have discussed in Unit 3 about the role of language in supporting in-group membership.
2. The relationship between language and identity can be discussed at many different levels: family, school, workplace, friends, local community, wider society, national.
3. Those aspects of our identity that can influence our language include: age, gender, level of education, occupation, ethnicity, where we live and grew up, our aspirations.
4. An important aspect of this discussion is context (situational and cultural), and the ways in which we shift our language to suit the many different contexts we encounter everyday in order to adapt to the setting, audience/participants, purpose, register, topic, and to try and fit in with others and show that we belong.
5. Relevant metalanguage/linguistic concepts that could be discussed include:
 - Accent: Broad, General, Cultivated — how it can be a marker of identity within a certain group in society. The ‘wrong’ accent may exclude us from being/feeling accepted within certain groups, in both the personal and public spheres.
 - National varieties: Australian English, which marks us as Australian in comparison to other English speaking countries, like USA, UK, etc.
 - Other varieties, including Aboriginal English and ethnolects
 - Slang, including taboo, can be part of the lingo that members of a social/interest/gender/age group share which not only helps them communicate with each other but which is an integral part of in-group membership. Students could discuss/analyse the slang they use with their friends at school, online (Facebook, other social media), at work.
 - Jargon both helps us practically get things done, but also is essential in some contexts to our sense of belonging and acceptance. This is most obvious in the workplace, especially in those jobs where there is a lot of technical, professional jargon, like medicine, law, mechanics, engineering, architecture, etc. Not being able to use or understand the jargon can mark us as ‘different’ and make us feel excluded, or inadequate.
 - Standard Australian English: in many contexts (work, school, dealing with social institutions like hospitals and the courts), we need to be able to understand and use SAE in order to feel/show that we belong.

Some relevant/recent examples:

1. Students are encouraged to draw on examples from their own lives and experiences. For example, they could describe and analyse the different varieties of English they use that reflect the various aspects of their identity and show that they belong, eg. the register they use with their friends online, the language they use when communicating with their family members, the jargon they are expected to use at work or in a particular school subject – and how they feel when they encounter a situation/setting in which they can't access/use the expected register.
2. Victorian backbencher Dr Sharman Stone recently called for would-be-Australian citizens to pass an English language test before they can get Australian citizenship; what's implied is that 'to fully belong and participate' in Australian society, all citizens need a standardized level of English proficiency. In her opinion, without a basic knowledge of English, there was a risk that these people may become 'alienated and discontented' — so it seems that 'belonging' in the Australian community requires a certain level of Standard Australian English.
3. Tech-speak/text-speak – the enormous influence of technology in our everyday lives (through computers and smartphones) is also reflected in our language. Being able to use and understand the language of digital and social media is increasingly important to our identity, just as it can also exclude those of us who don't use or who have limited access to technology. Think acronyms, semantics, jargon, morphology.
4. The recent coming-out of transgender woman Caitlyn Jenner has generated discussion about the language to use when speaking and writing about transgender people. This includes, for example, accepting a change in their name (Caitlyn was previously Bruce Jenner), and using the pronoun preferred by the transgender person to show them respect and to make them feel accepted and included in the wider community.
5. Related to this is the question of a gender-neutral pronoun in English which is particularly important for inter-gender people; those who don't identify as either male or female. This would allow a more accurate expression of their identity through language, and heighten their sense of belonging in society.
6. Aussie Rules football — an essential part of identifying as a follower of footy (or any sport) and of a particular team is knowing the language. This includes the jargon of the game (the positions, terminology associated with scoring and playing the game) and the related slang expressions so that you know what to say when conversing with other footy fans at a game or out socially. Footy teams have club songs with words that should reflect their identity and values, and which gathers its supporters together when they sing it to celebrate a win, etc. Knowing the words to the club song shows that you belong.

Question 8 (30 marks)

'The language we use speaks volumes about our attitudes towards others.'

Discuss, with reference to contemporary Australian society. You must refer to at least two subsystems of language in your response.

Some ideas to consider:

1. This essay challenges students to explore and discuss the notion that our language is never neutral; it is never value-free. This is particularly relevant to what students study in Unit 3 'that through written and spoken texts we communicate...attitudes, prejudices and ideological stances'.
2. The context is always an important factor in this discussion, especially the cultural context in which a text occurs.
3. Our language is always influenced by our opinions, values, attitudes and these help determine our language choices: they help shape what we say and also how we communicate with others, be they family, friends, work colleagues, acquaintances, strangers we encounter online or in the public domain.
4. Sometimes we are very aware of the power of our words and deliberately use language to express our attitudes to others, regardless of the consequences.

5. Many of us, though, are often unaware of the attitudes inherent in our language choices and the effect that these may have on those around us.
6. Sometimes it can be very clear and overt what our attitudes are towards others by the language we choose to use; at other times, it is more subtle and nuanced but nevertheless still there and still able to influence and have an impact on others.
7. Relevant metalanguage/linguistic concepts that could be discussed include:
 - Political correctness
 - Discriminatory language
 - Inclusive language: gender-neutral terms, pronouns
 - Semantics/connotations
 - Taboo language
 - Positive and negative face needs: our language choices can help build rapport, and make others feel good about themselves by showing them respect, admiration, fairness, etc. Or we can choose, through our language, to not meet others' positive and negative face needs.

Some relevant/recent examples:

1. Recent criticism of PM Tony Abbott's response, 'nope, nope, nope', to Australia offering resettlement to Rohingya refugees stranded at sea in south-east Asia – seen as lacking compassion, cold, heartless. 'If you want to start a new life, you come through the front door, not through the back door' – his attitude is also inherent in the semantics around this terminology of 'front door' (seen as legitimate) and 'back door' (has connotations of being sneaky, sly, cheating).
2. The language used when discussing refugees, especially in media and by politicians, creates a particular understanding of who they are for the broader Australian community, eg. 'illegals', 'queue jumpers', 'suspected' terrorists', 'people-smuggling rackets'.
3. Joe Hockey's references to 'Double-dipping' mothers accessing both workplace and taxpayer-funded paid-parental-leave schemes – this terminology was dropped after criticism that this demonised working mothers. There was also a lot of controversy when Hockey characterised Australians as 'lifters' (those working and paying taxes, paying 'their way') and 'leaners' (those accessing welfare benefits, perceived as a 'burden' on Australian society and government).
4. Recent racist assault in May on Muslim women travelling on a Melbourne train. The abuser criticised the women for speaking Arabic: 'You shouldn't be speaking that shit in Australia.' When the women got off the train, one of the men called after them 'I'll f---ing smash ya.' – the racist attitudes of the abusers are very evident in their strong, direct and taboo language. The Good Samaritan who challenged the abusers said 'Mate, they're women'. While it is much less overt, there is also an attitude expressed in his comment is that you particularly don't treat/threaten women in this way.
5. We may inadvertently pass on our attitudes to children through our language, especially about gender roles and expectations: 'Big boys don't cry'; 'Look at that dirty top — what's mummy going to say?'; 'Don't you look pretty!' (we would rarely use this adjective with boys).
6. Our attitudes towards others can be revealed in a number of different ways through our language choices — it really depends on who we are communicating with and the purpose of our interaction. For example:
 - To show respect and admiration for others' authority, seniority, celebrity, or notable achievements, we often use politeness strategies and a more formal register. This can include the use of appropriate openings/closings ('Good morning'; 'regards'); expressions such as 'please'/'thank-you'; use of modal

verbs and interrogatives ('Would you mind...?', 'May I...?'); titles and terms of address ('Madam', 'Prime Minister', 'Mr/Mrs/Ms'); hedging expressions ('maybe', 'possible', 'sort of'). We show consideration to others by avoiding slang, swearing and discriminatory language and using politically correct and euphemistic language. We affirm others through expressions of praise ('Wow', 'That's fantastic', 'Great job', 'Congratulations'); terms of endearment (nicknames, 'Darling'); and positive minimal responses, laughter, etc.

- In contrast, if we wish to express a negative attitude towards others we may choose to use stronger, more direct language, including: imperative and declarative sentences ('Pack your bags! You're fired'); taboo and discriminatory language. We may also deliberately choose an overly polite, impersonal, and formal register in certain contexts in order to create/reinforce social distance — to express anger, disappointment, disagreement, and to reinforce a hierarchy or an ideological position. This may include the use of the passive voice (especially the agentless passive), nominalization, ellipsis, syntactic complexity, sentences with 'There' and 'It' in the subject position, etc.

Question 9 (30 marks)

'Technology, for better or worse, is changing the way we use the English language.'

Discuss, with reference to contemporary Australian society. You must refer to at least two subsystems of language in your response.

Some ideas to consider:

1. On one level, this essay considers the many different ways that technology, especially social media, is changing how we use the English language to communicate and express ourselves.
2. The younger generation may be avid users of technology, but students should extend their discussion beyond teenagers — technology is used by the majority of us in Australian society in a variety of different forms.
3. There is, however, a second part to this essay question; it also invites students to consider and discuss the different attitudes in society towards the changes in English being brought about by technology.
4. 'for better' — there are those who welcome (even celebrate) these changes; language change is inevitable. Technology, as well as other forces for change, is providing stimulus/vehicle for language creativity and innovation.
5. 'or worse' — on the other hand, there are those that see the influence of technology as threatening and who lament what they perceive as the decline of the English language; a decline in 'standards' (of spelling, punctuation, expression) and in particular, in the literacy levels of young people. There is a fear that the language in communication technologies is spilling over into more formal writing and speaking, eg. school essays, print media, etc. There is a fear that young people, reliant on prescriptive text and spellcheck, lack appropriate spelling and grammar skills. The counter-argument is that young people do understand the need to use a register which is appropriate to the context, and are adept at using tech-speak online and more standard/formal language when required.
6. Students would need to define the variety of technology available these days: digital and social media (email, internet, Skype, Facebook, Twitter, chatrooms, blogs, Instagram, LinkedIn, Pinterest, MySpace, Google docs, online shopping, Uber, etc).
7. Technology is changing the way we use the English language in a number of different ways:
 - fast, immediate, real-time
 - more economical, especially when there are character limits
 - often doesn't follow correct spelling or rules of grammar

- tech-language is fluid, continually being invented, changed, replaced
- shorthand (are = 'r'; and = 'n')
- acronyms (minimise length and increase speed)
- use of numbers
- use of emoticons, emojis (for emotion or emphasis)
- ellipsis (subjects, auxiliary verbs, etc)
- abbreviations (vowels are often dropped)
- lack of punctuation (commas, apostrophes, fullstops) and also overuse of punctuation (question marks and exclamation marks).
- new words (neologisms) and creative word formation
- online technology facilitates exposure to American words and spelling
- more casual/informal language choices ('Hi', 'Hey', 'Wassup', 'Cya')
- prescriptive text and also character limits in Twitter (so it feels like we have less control over our language and how we communicate), different technologies (eg. snapchat vs Twitter) have different levels of permanence, privacy and searchability and may therefore influence what sorts of topics we discuss and also what language/register we choose to use in which media.

Some relevant examples:

1. Hashtag symbol '#' named by the publishers of the Oxford English Dictionary as the children's word of the year. We all use the symbol, not just in Twitter, to add comment and emphasis to writing. To 'hashtag' is like adding '-gate' to a word or concept to highlight it as a social movement, campaign or phenomenon. For example, '#YesEquality' (Irish Referendum on same-sex marriage), #choopergate/#coptergate (Speaker Bronwyn Bishop's helicopter flight between Melbourne and Geelong).
2. 'For worse': critics would point to the speed and immediacy of communication via technology as a negative, not offering any time or space to consider and edit one's words and their possible impact on readers/listeners; over-sharing; real-life consequences, eg. Scott McIntyre being sacked for his controversial comments about Anzacs posted on Twitter on Anzac Day 2015.
3. Creation of new words or changing/broadening the semantics of existing terms: 'to troll', 'sharing', 'vlogging', 'status', 'posting', 'virus', etc.
4. Morphological changes: addition of prefixes to create the Apple words (iPhone, iPad, iPod, iMac), and also to create terms associated with technology (e-commerce, e-communication, e-news, e-bulletins).
5. Creation/use of new slang, involving acronyms, memes: 'ERMAHGERD' (Oh my gosh), 'FTMP' (For the most part), 'First world problem'.
6. The emergence and rapid take-up of emoji as changing the way we communicate, adding playfulness, a way to be expressive and to further refine what we want to communicate. There are also cultural differences that have been identified, for example, Australians are more likely to use alcohol, junk food and holiday emoji, while Japanese emoji are drawn differently with keyboard characters.
7. Use of social media for messages that would traditionally be communicated to family, friends, wider community in a more formal and conventional way in writing or verbally, eg. a death notice on Facebook, a relationship break-up, sending an apology for an event by text (rather than by telephoning).
8. Multimedia intertextual references are a huge part of communication in online communities such as Reddit and Facebook. Posting a particular meme or quote in response to a comment is a way of showing in-group identity.

CONTRIBUTORS

Josephine Smith, Louisa Willoughby

© **VATE 2015**

This publication has been prepared by the Victorian Association for the Teaching of English. Every effort has been made to ensure that the information in this exam was correct at time of publishing, and to trace and acknowledge copyright and ownership of all material. VATE will be pleased to hear from copyright holders to rectify any errors or omissions.



Victorian Association for
the Teaching of English