



NAME: \_\_\_\_\_

# ENGLISH LANGUAGE

## Practice written examination

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>Number of marks</i>
A	5	5	15
B	1	1	30
C	2	1	30
		Total marks	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, correction fluid/tape and dictionaries.
- No calculator is allowed in this examination.

#### Materials supplied

- Question and answer book of 26 pages.
- Detachable insert for Sections A and B.

#### Instructions

- Detach the insert of this book during reading time.
- Write your **student name** in the space provided above on this page.
- All written responses must be in English.

#### At the end of the examination

- You may keep the detached insert.

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

**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** (4 marks)

Using appropriate metalanguage, discuss how the phonological features and lexical choices reflect the text’s register. Provide examples and refer to line numbers in your response.

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**Question 2** (2 marks)

Discuss the functions of the use of second person pronouns between lines 1 to 34.

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**Question 3** (3 marks)

How does Dr Karl meet Professor Clare's positive face needs through his language choices?

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**Question 4** (2 marks)

Discuss the functions of two different discourse features between lines 64 and 92. Refer to line numbers in your response.

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**Question 5** (4 marks)

Discuss the functions of two different discourse strategies employed by Zan Rowe in her role as host of the radio program. Provide examples and refer to line numbers in your response.

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**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





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## **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) “In determining the acceptability of bad language, therefore, programme makers are expected to balance potential audience responses alongside artistic integrity. But, since what constitutes bad language is conditioned by a range of factors, such as age, gender, social background and geography, this is something of a moving target.”

Simon Horobin, ‘We all cuss, so why shouldn’t judges and politicians use the c-word?’, *The Conversation*, January 11, 2017

b) “As technological advancements have impacted, for better or for worse, the ways that we communicate, it can seem like we’ve lost something. Spoken and written English are increasingly informal, sure, but just because something is different than what you’re comfortable with doesn’t mean it’s bad.”

Alyssa Fiske, ‘Why fresh words and an ever-evolving dictionary matter’, *Uproxx*, March 24, 2017

c) “This generation seems to use a single voice for all communication – shouting non-stop into the abyss of the internet, expecting a response. When they start applying for jobs, or using email in work environments, they’ll be at a huge disadvantage. So what can we do about it? We can continue to be amused, irritated and annoyed, or we can try to help. Manners, like all behaviours, need to be taught. If a person hasn’t mastered appropriate use of language and expression by the age of 18, they’re going to have to learn it in university.”

Anonymous Academic, ‘I’m not LMAO at ridiculous emails from my students’, *The Guardian*, February 5, 2016

d) “As for the soon-to-be released 2017 emoji, only time will tell how these new representations of everyday life are co-opted into everyday communication. But given their focus on representing diversity in gender, sexuality, ethnicity and culture, the new emoji certainly offer opportunities for new conversations. They may also provide opportunities for young children and indeed people of all ages to engage with and have access to a living language that is representative of them and inclusive of all in ways that words cannot always as easily offer.”

Jennifer Fane, ‘Why I use emoji in research and teaching’, *The Conversation*, April 7, 2017

Informal language can be playful and fun, but also evocative. Discuss the ways in which informal language is used and the range of responses it receives in contemporary Australia. Refer to at least **two** subsystems of language in your response.

**OR**

**Question 8** (30 marks)**Stimulus**

a) “And maybe, just maybe, we should all try to worry less about the way people speak (or dress or...) and instead try to actually listen to and hear what they’re saying. So vocal fry? Don’t vocal fry? Do what you want! Because if our crappy earbud headphones have taught us anything, it’s the content matters more than quality of delivery.”

Thom Dunn, ‘What is ‘vocal fry’, and why doesn’t anyone care when men talk like it?’, *Upworthy*, July 29, 2015

b) “Today, my voice doesn't trigger much antagonism in the adults that I meet, but it does trigger assumptions.”

Joel Meares, ‘People make assumptions about me when they hear my voice’, *The Age*, March 27, 2017

c) “The first thing many people think of when it comes to Australian English is the ‘ocker’ stereotype – a predilection for vulgarity, colourful euphemisms like those used by *Home And Away*’s Alf, and a love of shortening words.”

Greg Dickson, Evan Kidd, and Josh Clothier, ‘Googlebox and what it tells us about English in Australia’, *The Conversation*, April 5, 2017

d) “The media’s reporting of gang crime across Melbourne has racial overtones, singling out Sudanese Australians and engendering fear and stereotyping in the community.”

Santilla Chingaibe, ‘Race, stereotyping and Melbourne’s Apex gang’, *The Saturday Paper*, February 25, 2017

‘The language you use communicates more than just words - a person’s identity can also be communicated.’

Discuss with reference to at least **two** subsystems of language.

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Question No.

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**Insert for Sections A and B**

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

**SECTION A****Text 1**

The following is a transcript of the opening of a radio program, Dr Karl Science on Mornings, broadcast on Triple J (a government-funded youth radio station) on 9 February 2017. The host of the program, Zan Rowe (Z), is joined for an hour of her segment by her regular weekly guest, well-known Australian science commentator Dr Karl Kruszelnicki (K), who holds degrees in science, mathematics, astrophysics, biomedical engineering, medicine and surgery. They also welcome Professor Clare Collins (C), a Senior Research Fellow at the University of Newcastle's School of Health Sciences (Nutrition and Dietetics). Callers Laney (L) and Katie (T) phone in to have their questions answered by the panel.

/	rising intonation	.	short pause
\	falling intonation	...	longer pause
–	continuing intonation	[brackets]	overlap
?	questioning intonation	=	elongated sound
<u>underline</u>	emphatic stress	@	laughter
<A A>	faster speech	<L L>	slower speech

1. Z: Doctor Karl is joining us as always on a Thursday morning/
2. Good morning Karl/
3. K: Good morning Doctor Zan/
4. Z: And we're very excited to have a <L return guest L >
5. because every time Professor Clare Collins joins us/
6. . we have so many people calling . and they continue to call–
7. so we thought to kick off twenty seventeen/
8. . and many people's thoughts about eating healthy,
9. . ah . we'd have her back again\
10. Good morning/ Professor Clare/
11. C: Good morning Zan\
12. Z: Now for anybody who's . missed out on you before here in Science Hour/
13. Just give us a bit of a wrap up of . what you specialise in at the University of Newcastle\
14. C: I specialise in using technology methods/ to help people eat better/ .
15. so they live healthier/ and happier lives\

16. Z: There you go . good answer [@@@]
17. K: [And] . furthermore/ .
18. You didn't do it by getting a course on the internet
19. for which you . then then downloaded and printed a a pretty certificate/ .
20. You did the hard yards . by going through university/
21. And then . spent decades of study . and have a PhD–
22. And are a professor– . and you're the real deal\
23. Z: [So]
24. C: [Abso] absolutely more degrees than a thermometer my husband reckons/
25. Z: [@@]
26. K: [@@]
27. Z: So you can @@ . I just got that\ . sorry delayed reaction for me/
28. Ah . you can ask Professor Clare any questions/
29. about . food really, you know . what is . the healthy way to eat–
30. there's plenty of diets that are kicking around/
31. there's plenty of ideas about what is healthy to eat/
32. and also how we can do the best by our bodies/
33. Clare is the woman who knows all the scientific truths about this–
34. One three hundred . zero triple five . three six . is the number to call
35. Let's just jump straight into it because Laney's on the Central Coast with a good question\
36. Hi Laney/
37. L: Hi/
38. Z: What's your question?
39. L: Ah good morning doctors Karl and Professor Clare/
40. Ah I have a question regarding the <L best detox practices/ L> .
41. Not meaning just um as ... yeah ... like .
42. <A I don't know A> a three day juice diet or something–
43. But I actually work in a I'm a nurse and I I'm in contact precautions a a lot–
44. And . I still/ come home feeling so yuck and/ to cleanse externally is great but
45. What's your best clea=nsing for internally\
46. C: Okay the best way to do that is to avoid all ultra processed foods– .
47. When you look at vegetables and fruit–

48. The reason they're bright colours is they contain lots and lots of phytonutrients/  
49. And you need teeny weeny amounts of those to help all your metabolic processes  
50. . work really well–  
50. So focusing . on a big range of vegetables and fruit in particular–  
51. L: Yeah/  
52. C: Most of those detoxing they they don't work .  
53. And/ . the crazy thing is your body is detoxing itself twenty four seven  
54. That's what your liver does/ . it detoxifies drugs or contaminants–  
55. And your kidneys then\ . send 'em out in your urine–  
56. So it's . really really important to . ease the load on them/  
57. By staying away from . you know ah .  
58. foods that are <A highly highly A> processed/ for example/  
59. L: [Yeah]  
60. C: [And] and one of the toxins that we don't like to admit/ .  
61. Alcohol\  
62. Z: Mm thanks for the call Laney/  
63. L: Thank you very much\  
64. Z: What part does water have to play  
65. What's the ah . correct amount of water or .  
66. minimum of water we should be drinking every day?  
67. C: Yeah totally varies especially this time a year you need a lot more  
68. Z: [Mm]  
69. C: [So] the way to tell . if you're getting enough water/ . is . the colour of your wee–  
70. When you . when you go the bathroom\  
71. It should be about the colour of straw .  
72. If it's starting to look a . deep yellow then you're not drinking enough  
73. It varies for everyone/ . it varies depending on whether you're sick and got a temperature/  
74. Or the weather's stinking hot\  
75. Thirst is not a good indicator/ . in older people in particular/  
76. Z: Mm\  
77. C: and in this type . if you're exercising in this type of weather\  
78. So . urine the colour of straw/ . you're getting enough water\

79. K: Now wasn't there some research from your university? where some people did a study\  
 80. Where they felt more thirsty= when they were thirsty/ and then,  
 81. when they were well hydrated . they didn't . feel <A so thirsty A>  
 82. So there was some degree of thirst as an indicator but you can get tricked,  
 83. . by really hot weather\  
 84. C: You definitely can\  
 85. I th- that that study wasn't at my uni  
 86. But thirst isn't the only indicator/ it's a bit of an indicator  
 87. But the colour of your wee . is always the best guide to go by as the right amount for you  
 88. K: Providing you're not taking alcohol because then . that that's the drug that mucks things up\  
 89. C: Yeah so if you have a look/ . every day/ . a lot of people don't look\  
 90. But @@ you should have a look so you know what's normal for you–  
 91. And if it's darker than normal/  
 92. Go and 'ave a glass a water\  
 93. Z: Let's go now to . Katie who's calling in from Inverloch–  
 94. Hey Katie/  
 95. T: Hi how's it going  
 96. Z: Good thanks what's your question for Professor Clare?  
 97. T: Um/ I had a question about my son . he's one year old and had some digestive issues–  
 98. ah . in his first year/ . ah once we introduced solids–  
 99. um . so he pro . or . uh digests . meats . fine/  
 100. but vegetable fibres . <A pretty much A> come out . <L as they went in L>  
 101. So . um he has got a . um a bacterial overgrowth in his gut  
 102. And <A I was just wondering if that could be A> a contributor . to . yeah,  
 103. the the no . veg . digestion?  
 104. C: Yeah . well for toddlers it's actually completely normal . for a lot of vegetables  
 105. particularly higher in fibre ones/ .  
 106. to come out unprocessed or to come out <L kind of the same/ L> .  
 107. or things like sultanas can come out looking like grapes–  
 108. So . all of those fibres are still helping their gut develop/ and mature over time/  
 109. So just ha- hang in there\  
 110. Even some of those fibres come through in adults–



111. It's just that generally . you can't see it in- inside the the bowel motion
112. But it's definitely normal hang in there-
113. That's great that your son's eating vegetables/
114. K: A- a- and Katie how do you know that your son has .
115. And I quote a bacte=rial overgrowth?
116. T: Ah we did a comprehensive stoo=l analysis .
117. And the report came back . yeah with um . yeah with an overgrowth that way
118. K: Who did the stool analysis?
119. T: Ah it was throu=gh . a . um . they're called Doctors' Data in the US/
120. So yeah . the specimen got . sent . collected here @ and sent over there
121. K: Aaaah
122. C: Yeah so . be a little bit careful about that I'd probably err on the side of being sceptical-
123. So when you have bacterial overgrowth-
124. That can actually occur . particularly after antibiotics/
125. Because . say you've got a really nasty chest infection,
126. well the antibiotics might kill that bacteria-
127. But then they kill off the good guys that live in your colon\ .
128. So one of the ways to help get the good bacteria/ . back in your colon- .
129. Doing their job . of <L breaking down fibres L> in food/
130. is to have the probiotic . yoghurts . they generally have A . B and C in them/
131. If you buy the freshest ones . try and have 'em . once or at least/
132. once or twice a day . regularly/
133. Then . that can help get the good bacteria back in balance . in your in your large bowel\
134. Z: Hey thanks so much for the call Katie/
135. T: Thanks guys\
136. Z: See ya later-

**SECTION B****Text 2**

The following email was received by Telco customer, Mr John Doe, on April 17, 2017.

1. Hi MR JOHN DOE,
2. Just a reminder that your latest Telco bill **111 5612 555** for **\$103.00** on your
3. account **2001111399555** is ready to view online and due for payment on **16 May 17**.
4. You can pay your bill securely online at **telco.com/myaccount** or at **telco.com/paybill**. Or call
5. our pay-by-phone service on 1300 369 666.
6. To view your bill, log in at **telco.com/myaccount**. With My Account you can view up to 13
7. months of your Telco bills, register for billing alerts via SMS or email, check your estimated
8. mobile data usage and much more. If you haven't registered for My Account yet it only takes a
9. few minutes.
10. Visit **my.telco.com/myaccount/register** and have your Telco phone number or account
11. number ready.
12. Did you know you can also use your My Account details to pay your Telco bills and manage your
13. services on the go with the Telco 24x7<sup>®</sup> App available on iPad<sup>®</sup>, iPhone<sup>®</sup>, Android<sup>™</sup> and Facebook?
14. Check it out at [telco.com/apps](http://telco.com/apps).
15. **A more convenient way to pay your bills**
16. If you haven't already, you may like to try one of our Direct Debit payment options to help you
17. control your bills, letting you decide when and how much to pay. Visit **telco.com/directdebit** to
18. set yours up today.
19. **We're here to help**
20. Need some help understanding your bill or managing your data? Visit [telco.com/yourbill](http://telco.com/yourbill) for
21. more information, including a step-by-step video guide to your bill.
22. If you have any other queries you can get support online 24 hours, 7 days with our
23. [Help and Support](#) service, or on [Twitter](#), [Facebook](#) or [HomeSupport](#)<sup>®</sup>.
24. See you online soon,
25. Johnny Utah
26. Executive Director, Telco Digital Sales and Service



## Solution Pathway

**NOTE:** This task is sold on condition that it is **NOT** placed on any school network or social media site (such as Facebook, Wikispaces etc.) at any time.

**NOT FOR PRIVATE TUTOR USE.**

Below are sample answers. Please consider the merit of alternative responses.

### Question 1 (4 marks)

It is essential that students consider the concept of register holistically and recognise that texts do not have to be either exclusively informal or exclusively formal – that is, while they can be informal in certain parts of the text, they can be formal in others. For students to receive full marks for this question, it is important that they discuss both features that reflect the informal nature of the text as well as features that reflect the more formal elements of the text. Students who only discuss the informal nature of the text should only receive a maximum of 3 marks. Students should provide examples with line numbers and provide a discussion of how both phonological features and lexical choices reflect either the informal nature of the text or the more formal elements of the text.

*While the text is predominantly informal, there are also elements of formality reflected in the text. In terms of the lexical choices made by speakers, jargon specific to the field of nutrition like 'phytonutrients' (48) and 'metabolic processes' (49) reflect the formal nature of the text. It is also interesting that while C uses the lexeme 'wee' on line 69, she uses the more formal synonym 'urine' in lines 55 and 78. On the other hand, there are also a number of examples of more colloquial expressions like 'kick off' (7), 'reckons' (24), 'teeny weeny' (49), and 'mucks things up' (88) that reflect the informal nature of the dialogue. The informal nature of the text is also notably reflected in some phonological features. There are a range of connected speech processes present in the dialogue that represent both the informal nature and the spontaneous nature of the text - elision is present in lines 55 and 131 where the speaker shortens 'them' to 'em' and again in line 67 where C says 'this time a year', instead of 'this time of year'.*

### Question 2 (2 marks)

Students need to recognise that while there are many examples of the second person pronoun 'you' in the text, it serves a number of functions. For students to receive full marks, they need to discuss two different functions of the pronoun and they must **ONLY** refer to examples between lines 1 and 34 for full marks.

*There are a number of examples of the second person pronoun 'you' between lines 1-34. In lines 12 and 13, Z uses the singular 'you' to refer to C by way of directly addressing her. K uses 'you' in this same way in lines 18, 20 and 22. On the other hand, Z uses the plural 'you' to address the audience on lines 27*

and 28 to encourage them to phone the program and pose questions to C. 'You' is also used as part of 'you know' on line 29 where it does not refer to anyone in particular but is used in a very general sense as part of a filler or hedging expression.

**Question 3** (3 marks)

It is important that students take note of only the language choices made by K to meet the positive face needs of C and not the language choices made by other participants within the text. For students to receive full marks for this question, they should clearly demonstrate that they understand what positive face needs are and should provide at least two examples of different features of K's speech that attempt to build solidarity and intimacy with C.

*K makes a number of language choices to build solidarity and create intimacy with C and therefore meet her positive face needs. Between lines 17 and 22, K promotes the academic achievements of C, stressing words like 'hard' (20) and 'decades' (21), acknowledging her hard work and dedication to her chosen field. While he employs a number of lexemes with positive connotations when discussing her achievements like 'hard yards' (20) and 'real deal' (22), he also shows a keen interest in her field by specifically asking her about her research in lines 79 to 83.*

**Question 4** (2 marks)

For full marks, students must refer to discourse features between lines 64 and 92 – answers making reference to features outside those lines are inaccurate. It is important that students do not just mention or list discourse features – they need to discuss their function within the discourse. Discourse features include openings and closings, adjacency pairs, overlapping speech, interrogative tags, discourse particles and non-fluency features.

*There are a range of discourse features between lines 64 and 92 of the text. Z uses the pause filler 'ah' in line 65 to hold the floor and use the time to consider the appropriate word choice – she also adjusts the wording of her question in the following line from 'correct amount' (65) to 'minimum amount' (66) which follows a short pause at the end of line 65. In formulating her answers, C uses repetition in terms of a non-fluency feature 'when you . when you go to the bathroom' in line 70 and again in line 85 – 'I th that that study wasn't at my uni' which reflects the spontaneous nature of the spoken text.*

**Question 5** (4 marks)

It is important that students only refer to strategies employed by Z, and not strategies employed by other speakers. For students to receive full marks, they must use clear examples to refer to two different strategies as to how she manages the topics and how she allows for turns to be taken cooperatively, including how she passes the floor to the two other participants and how she at times holds the floor for herself.

*Z employs many strategies to ensure that the conversation flows smoothly and she successfully fulfils her role as the host of the radio program. In line 2 she uses the vocative 'Karl' and in line 10 she uses the vocative 'Clare' with rising intonation at the end of each of these turns to explicitly call on the other two participants and to bring them into the conversation. As host of the show, she gives radio listeners an*

*overview of the purpose of the show in lines 28 to 35 and uses high rising intonation on lines 28, 30, 31 and 32 to indicate to other participants that she has not yet finished her turn and wants to inform the audience that there are plenty of ‘diets’ (30) and ‘ideas about what is healthy to eat’ (31) and ‘how we can do the best by our bodies’ (32), thereby introducing the overall topic of that morning’s show. She also asks questions of participants in lines 38 and 66 with the intention of eliciting a response from those participants. When C begins her response in 67, Z responds with a minimal response in line 68, showing interest in the answer and allowing C to continue from line 69, before contributing a similar minimal response in line 76.*

**Question 6** (30 marks)

Section B requires students to write an analytical commentary and students should approach this task with confidence. It is important that students engage with the text and that they regularly use examples and provide line numbers throughout their commentary. While there is no prescribed structure, it is best for students to establish the context, social purpose and register of the text in an introductory paragraph. It is important to prioritise which stylistic and discourse features should be discussed in their commentary, as in the time given, it is unlikely that students will be able to cover a discussion of every feature. It is also important to look at the text holistically and cover examples from throughout the text rather than from just one or two sections.

In terms of the text’s situational context, it is important that students consider relevant aspects of the text’s function, field, mode, setting, and relationship between participants. It is important to note that the given text is not a bill itself, rather it is a written notification informing ‘John Doe’ (line 1), a client of ‘Telco’ (line 2) that their bill is ‘ready to view online’ (line 3). The given text contains many declarative sentences like that present in lines 2 and 3 that reflect its informative function. Students should recognise that the social distance between the writer, ‘Johnny Utah’ (line 25), and Doe is distant but there are ways that Utah uses language in an attempt to reduce that distance. For example, Utah begins the notification with a politeness strategy in line 2 where he maintains that the notification is ‘Just a reminder’ which reduces the force of the notification, minimising any potential negative face threat. This contributes to one of the social purposes of the text, whereby the writer, while maintaining their professional standards and sense of authority as dictated by their title of ‘Executive Director’ (line 26), also acts to not impose on the client, giving them the autonomy to make their own decisions regarding viewing their bill and how they can go about paying their bill. Utah also acts to promote his company and reduces the social distance when he asks the client in lines 12 or 13 – ‘Did you know you can also use your My Account details to pay your Telco bills and manage your services on the go with the Telco 24x7 App available on iPad, iPhone, Android and Facebook?’ The use of the second person pronoun, ‘you’ (line 12), allows the writer to directly address the reader while the use of listing allows the writer to clearly and concisely present the reader with a range of options.

Students should note that while the text is mostly formal, there are very few examples of informality in the text. This informality includes the more informal but still formulaic closing, ‘See you online soon’ on line 24. The formality, however, is reflected through the consistent use of Standard English and the use of proper nouns like ‘Telco’ in line 2, ‘My Account’ in line 6 and ‘Direct Debit’ in line 16. Students should also discuss the discourse features, such as the subheadings in line 15 and 19, which demonstrate the

planned and edited nature of the text, and also contribute to the text's coherence. Students are encouraged to discuss both coherence and cohesion when analysing such a written text. There are a range of cohesive devices throughout the text including the coordinating conjunction 'and' on line 3 that allows the writer to create a clear link between viewing the bill on line and actually paying the bill, and the sentence-initial coordinating conjunction 'or' on line 4.

It is important that students analyse the current text, **Text 2**, when completing their commentary. Zero marks are to be awarded to students who analyse **Text 1**. There is much that students can discuss in their commentary – remember that which is included here is simply a guide.

### **Questions 7 and 8** (30 marks)

Section C contains two essay topics – it is important that students only write one essay. Students should write at length, between 600 and 800 words, and refer to at least one piece of the provided stimulus material. Unlike Section B, essays should adhere to essay-writing conventions and include an introduction, body paragraphs and a conclusion. Students should also demonstrate that they have engaged with the subject beyond the given stimulus and show evidence of wider reading with references to linguists or other commentators on language, as well as providing a range of contemporary examples from areas like politics, social media or their own linguistic environment. Paragraphs should be cohesive and coherently linked – planning the essay prior to writing the essay will go a long way towards ensuring that discussions are relevant to the question being addressed. It is crucial that students maintain focus on the given question rather than trying to manipulate a pre-prepared essay on a similar topic that they may have completed during the year. Students need to understand the stipulated essay question and pay close attention to key words. While it is possible for students to challenge the proposition of an essay question, it is also important that they carefully read the question, address all aspects of the proposition and refer to at least two subsystems in their response.

**Question 7** requires students to address both the playful and fun aspects of informal language, as well as the evocative nature of such language. It is important that students discuss, in some way, both parts of the question. It should also be remembered that students can challenge aspects of the topic.

Relevant topics that can be explored include but are not limited to:

- how people react to informal language in different contexts
- how language reflects society's attitudes and values
- the creation of neologisms and new expressions
- how language users can reflect their belonging to a particular group through the use of informal language
- diminutives and shortenings
- word play in the media and advertising
- idioms and colloquialisms.

**Question 8** requires an understanding of how language creates and/or reflects identity. It is important that students do not restrict their response solely to location (where a person comes from) and considers many

of the social factors that contribute to a person's language. It may also be worth students discussing the fact that in an attempt to promote one's identity, a person may accommodate their language towards their audience. That is to say that, the language used by someone may reflect one identity in the workplace but another identity while at a local sporting event.

Relevant topics that can be explored include but are not limited to:

- Australian accent
- how American English has affected Australian identity
- ethnolects
- the language of teenagers (teenspeak)
- the language associated with a person's gender
- the language associated with a person's occupation
- the use of jargon
- the use of slang
- covert and overt prestige, face needs.