

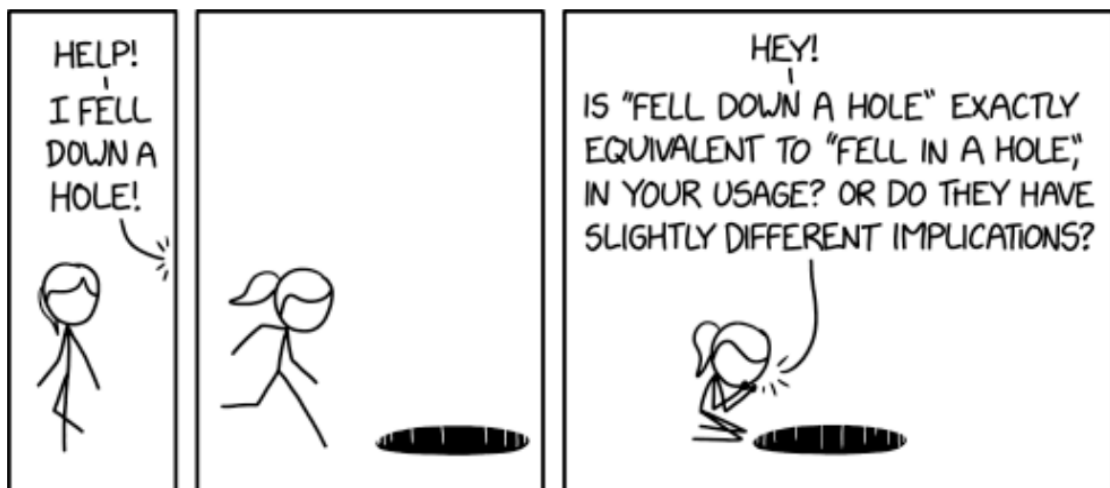


## VCE INDUCTION PACKAGE 2022

### UNITS 3 AND 4 English Language

*“Language is an anonymous, collective and unconscious art;  
the result of the creativity of thousands of generations.”*

*- Edward Sapir*



THERE'S A MYTH THAT LINGUISTS ARE PEDANTS WHO LOVE CORRECTING PEOPLE, BUT THEY'RE ACTUALLY JUST ENTHUSIASTIC ABOUT UNDERSTANDING LANGUAGE IN ALL ITS INFINITE VARIETIES, WHICH IS MUCH WORSE.

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## Welcome Letter

Dear students,

Welcome to English Language, Units 3 and 4.

If you are well organised, motivated and have a good work ethic, you will have an enjoyable and successful year in English Language. In this particular study, it is also your depth of interest and curiosity that will determine the level of your success.

In order to get the most out of this course, there are a number of things that you must do over the summer and continue throughout 2021.

Complete the holiday homework tasks by the due date, Friday Week 1. This is your first Work Requirement Task.

Familiarise yourself with the detailed course outline provided in this package, recording the dates of SACs and other Work Requirements.

Develop a good working relationship with your class teacher and maintain regular communication throughout the year either in person, or via email, Google Classroom, Teams or pigeon hole.

Ensure that you become familiar with the resources (Living Lingo textbook, Insight Exam Guide, Teams and other websites, notes, other books which are available in the library.)

Become familiar with the school's VCE compliance policy by reading the VCE handbook which will be made available to you.

In addition, we strongly suggest that you should:

Visit the VCAA website regularly in order to be aware of any changes or updates that are made to the study as well as to familiarise yourself with past examination papers and to read the examiners' reports:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/englishlanguage/englangindex.aspx>

Develop a study timetable that will assist you in meeting the work deadlines across all of your subjects.

Communicate with students who have studied the subject in previous years to get their perspective and suggestions for success.

Ensure that you have a balanced life that consists of schoolwork, exercise, sport, leisure, rest and a healthy diet.

If you have any queries about the course, please contact us at school, by email or on Teams. On behalf of the English Language staff, we wish you all the best for your studies next year,

Regards,  
Your English Language teachers.

## Email Addresses and Locations of ELA Staff

| NAME OF TEACHER | EMAIL ADDRESS                   | LOCATION                              |
|-----------------|---------------------------------|---------------------------------------|
| Ms Farry        | farrya@vermontsc.vic.edu.au     | Main English staffroom (C wing)       |
| Ms Arthurson    | arthursonk@vermontsc.vic.edu.au | Senior Student Managers' Office       |
| Mr Sabatino     | sabatinoa@vermontsc.vic.edu.au  | Year 8 Student Managers' Office (N11) |
| Ms Mills        | millst@vermontsc.vic.edu.au     | Senior Program Managers' Office       |

## Required Class and Homework Tasks

At the start of each Unit, important class and homework tasks will be nominated by your teacher as WORK REQUIREMENT TASKS. These are indicated on the timeline of content.

These are not used to determine level of achievement, but completion of these is essential to ensure your knowledge and skills are developing steadily before you undertake the Outcomes. These will comprise holiday tasks, classroom activities, article collection, glossary, fieldwork, quizzes, practice essays and exams.

At the start of each Unit you may be given a check-list of these so that you can track your progress. If you fall behind you will be expected to catch up on a Wednesday or in an after school homework detention. Your parents will receive a Compass notification informing them and you of a potential N result.

Smaller weekly class tasks and home work will be set by individual teachers according to their judgment of what you need to do to develop your skills and understanding. You should complete all of these as they form the basis of your teacher's capacity to help you do your best.



## Outline of Study Design for Units 3 and 4

### **Unit 3 – Language Variation and Social Purpose**

#### **Area of Study 1 – Informal Language**

On completion of this unit the student should be able to identify and analyse distinctive features of informal language in written and spoken texts. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

##### **Key knowledge**

- The role of Standard and non-Standard English in creating formal and informal texts.
- Differences in the nature and functions of formal and informal texts.
- The relationship between the context and the features of language in informal texts.
- The role of discourse features and lexical choice in creating textual cohesion and coherence in informal written texts.
- Stylistic features in informal speech and writing, including phonological patterning, syntactic patterning, morphological patterning, and lexical choice and semantic patterning.
- Features of spoken discourse and major discourse strategies used by speakers and the ways in which cooperation is achieved.
- The use of informal language for various social purposes
  - encouraging intimacy, solidarity and equality
  - maintaining and challenging positive and negative face needs
  - promoting linguistic innovation
  - supporting in-group membership
- Conventions for the transcription of spoken English texts, including symbols, legend and line numbers.
- Metalanguage to discuss informal language in texts.

#### **Area of Study 2 – Formal Language**

On completion of this unit the student should be able to identify and analyse distinctive features of formal language in written and spoken texts. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

##### **Key knowledge**

- The nature and functions of formal and informal texts.
- The relationship between the context and the features of language in formal texts.
- The features and functions of formal writing and formal speech as represented in a range of texts from literature and the public domain.
- The role of discourse features and lexical choice in creating textual cohesion and coherence.
- Stylistic features in formal speech and writing, including phonological patterning, syntactic patterning, morphological patterning, and lexical choice and semantic patterning.
- The use of formal language for various social purposes, including
  - maintaining and challenging positive and negative face needs
  - reinforcing social distance and authority
  - establishing expertise
  - promoting social harmony and negotiating social taboos and building rapport
  - clarifying, manipulating or obfuscating
- Metalanguage to discuss informal language in texts.

##### **Key skills for Unit 3 (both outcomes)**

- Define key linguistic concepts as they relate to formal and informal language in texts.

- Use key concepts and metalanguage appropriately to describe and analyse spoken and written language use in an objective and a systematic way.
- Analyse the effect of context on language choices.
- Analyse the nature, features and functions of formal and informal texts and transcripts.
- Evaluate features of language in the public domain.

## **Unit 4 – Language variation and identity**

### **Area of Study 1 – Language variation in Australian society**

On completion of this unit the student should be able to investigate and analyse varieties of Australian English and attitudes towards them. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

#### **Key knowledge**

- The role of Standard and non-Standard English in Australian society.
- Ways in which a variety of Australian identities are constructed and reflected in a range of texts.
- Characteristics of Australian English in contrast to Englishes from other continents, in phonological, morphological, lexical, and/or grammatical patterns.
- Features of Broad, General and Cultivated Australian English accents
- How Australian English varies according to geography, including national and regional variation.
- How Australian English varies according to culture, including Aboriginal English and ethnolects.
- Attitudes within society to different varieties of English, including prescriptivism and descriptivism.
- The role of language in constructing national identity.
- Metalanguage to discuss varieties of Australian English.

### **Area of Study 2 – Individual and group identities**

On completion of this unit the student should be able to analyse how people's choice of language reflects and constructs their identities. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

#### **Key knowledge**

- Social and personal variation in language according to factors such as age, gender, occupation, interests, aspirations and education.
- Features of language that contribute to a sense of individual identity and group membership.
- Representations of individual and group identities in a range of texts.
- The ways in which the language of individuals and the language of groups is shaped by social expectations and community attitudes.
- The ways in which people draw on their linguistic repertoire to gain power and prestige, including exploiting overt and covert norms.
- The relationship between social attitudes and language choices.
- Metalanguage to discuss representations of identity in texts.

#### **Key skills for Unit 4 (both outcomes)**

- Use key linguistic concepts and metalanguage appropriately to discuss the relationship between language variation and identity in Australia (as well as individual and group identity) in an objective and a systematic way
- Use key concepts and metalanguage appropriately to analyse attitudes to varieties of English in contemporary Australia in an objective and a systematic way
- Explain and analyse how Australian identity (as well as group and individual identities) is constructed and reflected in a range of written and spoken texts.

## Unit 3 and 4 Coursework and SAC Requirements

In order to successfully pass a Unit, all students are required to;  
Complete all set coursework and work requirement tasks.  
Obtain a pass in all scheduled School Assessed Coursework (SACS).  
Attend 90% of classes

**\*\*A score of less than 40% on any SAC will be considered unsatisfactory and will require a resit.\*\***

Where a student does not pass a SAC they will be given the opportunity to redeem the task in order to reach a satisfactory standard, however where this occurs the students will retain their original mark for VCAA purposes.

All students are required to be up to date with their coursework prior to sitting a SAC.

The student's level of achievement in Unit 3 and 4 will be determined by school-assessed coursework and an end-of-year examination.

Percentage contributions to the study score in English Language are as follows:

Unit 3 school-assessed coursework: **25 per cent**

Unit 4 school-assessed coursework: **25 per cent**

End-of-year examination: **50 per cent**

## The Examination

The end of year exam covers all 4 Areas of Study. The exam goes for 2 hours and 15 minutes, and has a short answer section, an analysis section and an essay. We are not told whether the texts will be formal, informal or a mixture, nor whether they are written, spoken or computer mediated.

Last year (2021) the layout was as follows:

Section A: Short Answer Questions on an informal multi-modal text

Section B: Analytical Commentary on an informal spoken text

Section C: Essay from a choice of 3 topics

## Important Information About Missing SACS or Work Requirements

1. If you miss a SAC due to a school commitment (e.g. sport, excursions etc), **you MUST reschedule it BEFORE it occurs**. If you miss a SAC due to illness, **you MUST bring a medical certificate and reschedule it after it occurs**.
2. If you miss a SAC due to illness and you don't have a medical certificate, you will only be able to sit the SAC for an S and will **not receive any points towards your study score**.
3. If you are absent on the day that a Work Requirement task is due because of a school commitment, **you must hand it in BEFORE you go**. If you are absent on the day that a Work Requirement task is due because of illness, **you MUST hand it in on the FIRST day that you return to school**. No medical certificate is required.

*Language is the armory of the human mind, and at once contains the trophies of its past and the weapons of its future conquests"*

*Samuel Taylor Coleridge (English lyrical Poet, Critic and Philosopher. 1772-1834)*

## 2022 Assessment Tasks and Dates \*\*please note these are subject to change\*\*

| <b>Task</b>  | <b>Date and %</b>  |
|--|--|
| <b>Unit 3: Language Variation and Social Purpose</b>   |  |
| <p><b>AoS 1: Informal Language (75 minutes total writing time)</b></p> <p>Part A – Short Answer Questions (text in advance), 20% of Unit 3 Coursework. This involves answering questions based on a set text regarding the key knowledge and skills of Outcome 1, Informal Language.</p> <p>Part B – Analytical Commentary, (text in advance) 30% of Unit 3 Coursework. This involves writing an analytical commentary of 600-800 words on a set text covering the key knowledge and skills of Outcome 2, Formal Language.</p>   | <p>Approximately<br/>Wk 8, Term 1</p> <p>/20<br/>5% of Study Score</p> <p>/30<br/>7.5% of Study<br/>Score</p>  |
| <p><b>AoS 2: Formal Language (75 minutes total writing time)</b></p> <p>Part A – Short Answer Questions, (text in advance) 20% of Unit 3 Coursework. This involves answering questions based on a set text regarding the key knowledge and skills of Outcome 2, Formal Language.</p> <p>Part B – Essay, (topic in advance, no notes) 30% of Unit 3 Coursework. This involves writing an essay under examination conditions of 600-800 words in total.</p>  | <p>Approximately<br/>Wk 8, Term 2</p> <p>/20<br/>5% of Study Score</p> <p>/30<br/>7.5% of Study<br/>Score</p>  |
| <b>Unit 4: Language Variation and Identity</b>   |  |
| <p><b>AoS 1: Language variation in Australian society</b><br/>(15 mins reading + 75 mins writing)</p> <p>Part A - Short Answer Questions, (unseen text) 20% of Unit 4 Coursework. This involves answering questions based on a set text regarding the key knowledge and skills of Outcome 1, Language variation in Australian society.</p> <p>Part B – Essay, (unseen topics) 15% of Unit 4 Coursework. This involves writing an essay on a topic regarding national identity and language under examination conditions, 600-800 words in total.</p>                       | <p>Approximately<br/>Wk 4, Term 3</p> <p>/20<br/>5% of Study Score</p> <p>/30<br/>7.5% of Study<br/>Score</p>  |
| <p><b>AoS 2: Individual and group identities</b><br/>(15 mins reading + 75 mins writing)</p> <p>Part A – Short Answer Questions, (unseen text) 20% of Unit 4 Coursework. This involves answering questions based on a set text regarding the key knowledge and skills of Outcome 2, Individual and Group Identities.</p> <p>Part B – Analytical Commentary, (unseen text) 15% of Unit 4 Coursework. This involves writing an analytical commentary of 600-800 words on a set text covering the key knowledge and skills of Outcome 2, Individual and group identities.</p> | <p>Approximately<br/>Wk 10, Term 3</p> <p>/20<br/>5% of Study Score</p> <p>/30<br/>7.5% of Study<br/>Score</p> |



## 2022 Timeline of Content

| WK   | Content  |
|--|--|
| Transition<br><i>Dec 6-10</i>  | Period 1: Induction booklet, organization, holiday homework<br>Period 2: Advice from past year 12s, goal setting, one on one interviews<br>Period 3: Key year 12 content – face, register, rapport, prestige, Standard English, identity, social distance and solidarity, power structures or relationship hierarchies, situational and cultural context – |
| <b>Holiday Homework:</b> <ul style="list-style-type: none"> <li>Consolidate all the metalanguage listed at the end of this booklet (term, definition, example) as well as the concepts covered in transition. THERE WILL BE A TEST.</li> <li>Table based analysis of 2 supplied texts, including over-arching concepts.</li> <li>2022 Language in the Media task.</li> </ul> |  |

### Term 1

| WK   | Date                       | Content   | Assessments***  |
|--|----------------------------|---|---|
| 1  | <i>Jan 31-<br/>Feb 4</i>   | Students start Monday 31st<br><b>Year 12 camp Thursday/Friday</b><br>Introductory masterclass | WR: Holiday homework due<br>WR: Metalanguage Test, 50% = pass |
| 2  | <i>Feb 7-11</i>            | Informal language   |   |
| 3  | <i>Feb 14-18</i>           | Informal language   |   |
| 4  | <i>Feb 21-25</i>           | Informal language   | <b>WR:</b> Prac Analysis                                      |
| 5  | <i>Feb 28-<br/>March 4</i> | Informal language   |   |
| 6  | <i>March 7-11</i>          | Informal language   | <b>WR:</b> Prac SAQ   |
| 7  | <i>March<br/>14-18</i>     | Informal language<br><b>House Athletics Carnival Friday</b>                                   |   |
| 8  | <i>March<br/>21-25</i>     | Informal language   | <b>SAC:</b> AOS 1   |
| 9  | <i>March<br/>28-Apr 1</i>  | Formal language   |   |
| 10   | <i>Apr 4- 8</i>            | <b>Student Progress Conferences Wednesday</b>   |   |
| <b>Holiday Homework:</b><br>Table based analysis of a formal text<br>Articles for term 1 |                            |   |   |

## Term 2

| <b>WK</b> | <b>Date</b>              | <b>Content</b>   | <b>Assessments***</b>           |
|-----------|--------------------------|--|---------------------------------|
| 1         | <i>Apr 26-29</i>         | <b>Four day week due to Easter Monday</b><br>Formal language | <b>WR:</b> Holiday Homework Due |
| 2         | <i>May 2-6</i>           | Formal language  |                                 |
| 3         | <i>May 9-13</i>          | Formal language  | <b>WR:</b> Prac Analysis        |
| 4         | <i>May 16-20</i>         | Formal language  |                                 |
| 5         | <i>May 23-27</i>         | Formal language  | <b>WR:</b> Prac SAQ             |
| 6         | <i>May 30-<br/>Jun 3</i> | Formal language  |                                 |
| 7         | <i>Jun 6-10</i>          | Formal language  |                                 |
| 8         | <i>Jun 13-17</i>         |  | <b>SAC:</b> AOS 2               |
| 9         | <i>Jun 20-24</i>         | Language variation in Australian society                     | Begin semester 2                |

|  |
|--|
| <p><b>Holiday Homework:</b><br/>           Table based analysis of an Australian text<br/>           Articles for term 2</p> |
|--|

\*\*\*Please note that dates may change due to unforeseen circumstances\*\*\*

### Term 3

| WK | Date              | Content   | Assessments                     |
|----|-------------------|---|---------------------------------|
| 1  | Jul 11-15         | Language variation in Australian society  | <b>WR:</b> Holiday Homework Due |
| 2  | Jul 18-22         | Language variation in Australian society  |                                 |
| 3  | Jul 25-29         | Language variation in Australian society  | <b>WR:</b> Prac Essay           |
| 4  | Aug 1-5           | Language variation in Australian society  |                                 |
| 5  | Aug 8-12          | Language variation in Australian society  | <b>SAC:</b> AOS 1               |
| 6  | Aug 15-19         | Individual and group identities   |                                 |
| 7  | Aug 22-26         | Individual and group identities   |                                 |
| 8  | Aug 29-<br>Sept 2 | Individual and group identities   | <b>WR:</b> Prac AC              |
| 9  | Sept 5-12         | <b>Student Progress Conferences Thursday TBC</b><br>Individual and group identities |                                 |
| 10 | Sept 12-16        | Individual and group identities   | <b>SAC:</b> AOS 2               |

### Term 4

| WK  | Date      | Content   | Assessments |
|-----|-----------|---|-------------|
| 1   | Oct 3-7   | Revision in class   | NIL         |
| 2   | Oct 10-14 | Revision in class   |             |
| 3-4 | Oct 17-28 | SWOT VAC – one-on-one bookings with your teachers available<br><br>English Language Examination (TBC) |             |

## Holiday Tasks: to be completed in preparation for the beginning of 2022

### 1. Pre-reading

a) Re-read the Induction Package and study design dot points for Unit 3 (in transition)

**b) Language in Society-** begin a scrapbook. This should be a notebook SEPARATE TO YOUR CLASS WORKBOOK in which you collect examples of interesting language use.

- break it up into formal and informal language at this point.
- try to find examples for each new concept you learn in class.
- this will be an ongoing task throughout the year.

### 2. Metalanguage memorization method

Use Quizlet to learn the year 12 basics metalanguage. You can use these electronically or print out hard copies. You MUST know these as a base for year 12. They are all in your year 11 textbook, online, in your workbooks. You have no excuses for NOT knowing them. These will be added to throughout the coming year.

### 3. Analyse: 2 pieces

You will be given a spoken text and a written text to analyse.

Fill in the included table with the required examples and explanations. Focus on being accurate and specific in your explanation and remember to link to the socio-linguistic variables.

## Materials Required – Texts, Stationery, and other Resources

**Writing materials:** Pens, pencils, highlighters etc as normal. A folder with loose-leaf is preferred as this enables your teacher to collect pages of your work rather than whole books.

**Texts:** NEW Living Lingo 3rd Edition (Boobook text), Insight Exam Guide 3rd Edition, Insight English Language for Senior Students

**Printed Notes:** Booklet of English Language Materials, distributed each term next year.

**Personal Device:** your laptop or tablet will be useful, your teacher will try to inform you when it is needed.

## Metalinguage List – found on Quizlet

| SUBSYSTEM                | CATEGORY                   | TERMS (each one must be done separately)  |
|--------------------------|----------------------------|---|
| Phonology<br>Phonetics   | Phonetics                  | IPA, vowels (diphthongs, monophthongs), consonants, voiced, voiceless   |
|                          | Phonological processes     | Elision, Insertion, Assimilation, Vowel Reduction<br>AKA connected speech process, speech efficiency processes  |
|                          | Prosodic features          | Pitch, Intonation, Tempo, Volume, Stress  |
| Lexicology<br>Morphology | Word classes               | Noun, Verb, Adjective, Adverb, Preposition, Determiner, Conjunction, Pronouns, Auxiliary Verbs, Modal Verbs, Interjections  |
|                          | Morphemes                  | Stem/Root and Affixes - Prefix, Suffix, Infix<br>Types of morphemes - Free, Bound, Inflection, Derivation   |
|                          | Word formation types       | Acronyms, Archaism, Borrowing, Blends, Neologism, Compounding, Commonisation, Contractions, Collocations, Initialism, Shortening, Affixation, Suffixation, Conversion   |
| Syntax                   | Sentence structures        | Fragment, Simple, Compound, Complex, Compound-Complex   |
|                          | Sentence elements          | Sub-ordination, Co-ordination<br>Dependent clause, Independent clause<br>Subject, Object, Complement, Adverbial<br>Clause, Phrase<br>Ellipsis   |
|                          | Sentence Types             | Imperative, Interrogative, Declarative, Exclamative   |
| Semantics                | Types of meaning           | Denotation, Connotation   |
|                          | Figurative language        | Simile, Metaphor, Animation, Personification  |
|                          | Sense relations            | Synonyms, antonyms, hyponyms, hypernyms   |
| Discourse                | Paralinguistic features    | Facial expression, gesture, body language, eye gaze   |
|                          | Socio-linguistic variables | Register, field/domain, mode, function, social purpose, situational context, cultural context, audience and relationships between participants, text type   |
|                          | Functions of language      | Inform, persuade, entertain/play, instrument of thought, recording/seeking information, transactional, social interaction, expression of identity, recount  |
|                          | Written discourse features | Cohesion – anaphoric and cataphoric reference, substitution, sense relations, repetition, conjunctions and adverbials<br>Coherence – logical ordering, inference, formatting, consistency, conventions  |
|                          | Spoken discourse features  | Openings and closings, adjacency pairs, overlapping, interrogative tags, discourse particles, backchannelling<br>Turn-taking, allocating a turn, holding the floor<br>Non-fluency features – fillers, false starts, repairs, pauses, repetition |

## Sources of support for the Study

### **Electronic**

<http://www.vcaa.vic.edu.au/vce/studies/englishlanguage/englangindex.html>

MOODLE, VCE Notes , Internet Public Library <http://www.ipl.org/>

Macquarie University 'Australian Voices' site: <http://clas.mq.edu.au/voices/>

Get Revising (UK English Language): [http://getrevising.co.uk/resources/subjects/english\\_language](http://getrevising.co.uk/resources/subjects/english_language)

Australian National Dictionary Centre: <http://www.anu.edu.au/ANDC/res/index.php>

### **Library**

There are a multitude of English Language type books (and DVDs for that matter) in the library, in the 420 section of non-fiction. The lovely librarians would really like to help you find them and borrow them.

### **People**

ANY of your Year 12 ELA teachers, Miss Mills (the ELA guru) Mr Ruff (has taught year 12), any LOTE teacher..., ex-students that you know...

## How to get a 40+ score in English Language...

- Ensure that you know how to identify all of the required language features and understand the effect they have on communication.
- **Keep a scrapbook or articles and examples** – it reflects what is currently happening with language in society and will give your essays that boost into the A+ range.
- Participate in discussions in class and outside of it to develop your ideas and be willing to hear what others think.
- Observe the language that is being used around you every day – listen to it, analyse it, absorb it, talk about it.
- Do additional reading – there are many books in the library that will really open your mind to new ideas regarding language (and knowing a few theorists and their thoughts wouldn't hurt either).
- Perfect your essay and analysis writing skills –they are the discriminators in the exam.
- Perfect your expression – whilst this is English Language you are still expected to write fluently and cohesively in all sections of your work.
- **START EARLY!**

## Mark Descriptors for each Assessment Task (From VCAA)

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### Expected qualities for the mark range – Section A

| Range  | Expected qualities   |
|--------|--|
| high   | Demonstrates detailed knowledge and is supported by relevant examples/evidence from the text. Metalanguage is used appropriately and effectively. Features of written discourse are consistently used. |
| medium | Demonstrates sound knowledge and is supported by some examples/evidence from the text. The metalanguage used is relevant. Features of written discourse are mostly evident.                            |
| low    | Demonstrates limited knowledge and contains few examples from the text. The use of metalanguage is limited or absent. Few features of written discourse are evident.                                   |

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Expected qualities for the mark range – Section B  
(ANALYTICAL COMMENTARY)

| Mark  | Expected qualities   |
|-------|--|
| 14–15 | Confident and detailed analysis of the language, with sophisticated discussion of a range of stylistic and discourse features of the text. Excellent understanding of the social purpose and register of the text and of the influence of contextual factors on the language used. Highly relevant examples and evidence from the text to support the analysis. Highly appropriate and effective use of metalinguistic tools in commenting on the features and functions of language used. Tightly structured commentary with controlled and effective use of the features of written discourse. |
| 12–13 | Detailed analysis of the language, with discussion of a range of stylistic and discourse features of the text. Very good understanding of the social purpose and register of the text and of the influence of contextual factors on the language used. Relevant examples and evidence from the text to support the analysis. Assured use of metalinguistic tools in commenting on the features and functions of language used. Clearly organised commentary with controlled use of the features of written discourse.  |
| 10–11 | Good analysis of the language, discussing several stylistic and discourse features of the text. Sound understanding of the social purpose and register of the text and the influence of contextual factors on the language used. Provides examples and evidence from the text to support the discussion. Analysis of language and ideas is mostly expressed accurately in metalinguistic terms. Overall structure of commentary indicates an ability to utilise appropriate features of written discourse.   |
| 8–9   | Some analysis of the language features of the text and some understanding of the social purpose and register of the text and the influence of contextual factors on the language used. Some points illustrated with examples and evidence drawn from the text. Analysis not sustained throughout response and metalanguage used sporadically and not always accurately. Features of written discourse not consistently present.  |
| 6–7   | Limited analysis of the language in the text. Ideas are general, superficial and/or repetitive. Demonstrates a limited understanding of the social purpose and register of the text and the influence of contextual factors on the language used. Few supporting examples or evidence. Descriptive rather than analytical with little or no use of metalanguage. Some features of written discourse evident but not used consistently.   |
| 4–5   | Basic discussion of some language features but without understanding of the social purpose, register and other contextual factors of the text. Two or three points made but without supporting examples or evidence. Ideas are descriptive and not expressed in metalanguage. Poorly structured writing with few features of written discourse evident.  |



|     |   |
|-----|---|
| 0–3 | Little understanding of the task. One or two ideas loosely related but not developed and lacking evidence and examples. Poorly structured writing with minimal evidence of appropriate features of written discourse. |
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### Expected qualities for the mark range – Section C (ESSAY)

| Mark  | Expected qualities   |
|-------|--|
| 14–15 | Confident and detailed examination of the topic, with sophisticated discussion of the social contexts of language use and depth and breadth of sociolinguistic knowledge as appropriate to the topic. Highly relevant use of evidence and examples from contemporary discussions and debate, including reference to the stimulus material. Excellent analysis using metalinguistic tools highly appropriately and effectively. Tightly structured essay characterised by assured use of the features of written discourse. |
| 12–13 | Very good understanding of the topic, with broadly ranging ideas about the social contexts of language use. Relevant use of evidence and examples from contemporary sociolinguistic discussions and debate, including reference to the stimulus material. Very good analysis with appropriate and effective use of metalinguistic tools. Well-structured essay characterised by assured use of the features of written discourse.  |
| 10–11 | Good understanding of the topic with several points about the social contexts of language use, mostly supported by examples or evidence drawn from contemporary sociolinguistic discussion and debate. Includes some reference to the provided stimulus material. Analysis of ideas mostly expressed accurately in metalinguistic terms. Overall structure of essay indicates ability to utilise appropriate features of written discourse.  |
| 8–9   | Some understanding of the topic, with some points illustrated by examples and evidence from contemporary sociolinguistic discussion and debate and some reference to the provided stimulus material. Limited analysis throughout response and metalanguage used sporadically and/or inaccurately. Mostly consistent use of features of written discourse.  |
| 6–7   | Limited understanding of the topic, with ideas that are general, superficial and/or repetitive. Few supporting examples or evidence. Descriptive rather than analytical with little or no use of metalanguage. Some features of written discourse evident but not used consistently.   |
| 4–5   | Very limited understanding of the topic with two or three points about language use and with limited or no supporting examples. Descriptive response with limited or no use of metalanguage. Poorly structured writing with few features of written discourse evident.   |

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| 0-3 | Little or no understanding of the topic. One or two ideas loosely related to the topic but not developed and lacking evidence and examples. Poorly structured writing with minimal evidence of appropriate features of written discourse. |
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