Captivate
EDUCATION

English Language

Question and Answer Book

Practice examination 1 – 2027

Student name _____

Teacher _____

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

Materials supplied

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

Instructions

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

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

Contents

Section A (5 questions, 15 marks)

Section B (1 question, 30 marks)

Section C (1 question, 30 marks)

Assessment criteria

Practice material in the layout of the 2025 VCAA paper – generated 2027. Not a VCAA examination.

SAMPLE

Section A

Instructions

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

Question 1 (2 marks)

Identify **one** discourse marker used by Kiara between lines 1 and 9. Explain how it helps Kiara to manage the interaction. Use appropriate metalanguage and refer to line numbers in your response. 2 marks

Question 2 (2 marks)

Identify **one** prosodic feature used by Luca between lines 20 and 26. Explain the function of this feature in Luca’s utterance. Use appropriate metalanguage and refer to line numbers in your response. 2 marks

SAMPLE

Question 3 (3 marks)

Identify **one** example of overlapping speech between lines 14 and 36. Describe how this example contributes to cooperation between Kiara and Luca. Use appropriate metalanguage and refer to line numbers in your response. 3 marks

Question 4 (3 marks)

Identify **one** politeness strategy used by Kiara between lines 41 and 48. Explain how this strategy addresses Luca's face needs and influences the tenor of the interaction. Use appropriate metalanguage and refer to line numbers in your response. 3 marks

SAMPLE

Question 5 (5 marks)

Using appropriate metalanguage and at least **three** examples, analyse how the informal register of this podcast supports its purposes and intents. Include references to the cultural context in your analysis, and refer to line numbers. 5 marks

SAMPLE

Captivate
EDUCATION

English Language

Marking scheme – teacher copy

Practice examination 1 – 2027

Not for distribution to students.

Section	Questions	Marks available	Marks awarded
Section A	5	15	
Section B	1	30	
Section C	1	30	
Total		**75**	

SAMPLE

Section A

Question 1. (2 marks)

*Identify **one** discourse marker used by Kiara between lines 1 and 9. Explain how it helps Kiara to manage the interaction. Use appropriate metalanguage and refer to line numbers in your response.*

To be awarded full marks, students were required to:

General comments (whole paper)

- Read the command terms and the counts. *Identify* asks for one accurate, quoted instance with its line number; *explain*, *describe* and *analyse* ask for the link to the tenor, function, group membership, face needs or purpose named in the stem. A feature named without that link earns the identification mark only. Where a question asked for **one** example, only the first example offered was marked.
- Keep inside the stated line range and the stated speaker. Questions 1 and 4 were restricted to Kiara and Question 2 to Luca; an example from the other participant or from outside the range was not credited, however apt.
- Use only the metalanguage listed in the study design (Units 3 and 4). A discourse marker organises the talk (‘okay’, ‘so’), while a pause filler such as ‘um’ is not a discourse marker; prosodic features are pitch, stress, volume, tempo and intonation, so pauses, laughter and ((clapping)) are not prosodic features; overlapping speech is marked [ ] in the transcript and is quoted from both turns.
- Name the face need when discussing politeness: positive face (the need to be liked and approved of) or negative face (the need to be free from imposition). Then say what the strategy does to the tenor.

- Tenor is the relationship between the participants (their roles, status and social distance), not the tone or mood of the exchange. Register is shown through features in more than one subsystem, not asserted.
- Non-fluency features (pauses, filled pauses such as ‘um’, the false start ‘sh- late shift’) show that speech is produced in real time; on their own they are not evidence of an informal register, and pause fillers are not discourse markers.
- Use the Background information. It tells you that *Out West* is a community podcast for young adults in Melbourne’s west and that Luca’s family is Greek Australian; in Text 2 it tells you who wrote the page, when, and for whom.
- Plan the 5-mark question and the two 30-mark responses. Higher-scoring responses chose a small number of salient examples and explained how they worked together; lower-scoring responses listed features.

Text 1

Text 1 is a transcript of part of an episode of *Out West*, a community-produced interview podcast for young adults in Melbourne’s western suburbs. The host, Kiara (K), interviews Luca (L), a 23-year-old Greek Australian support worker whose video account *Yiayia Reacts* features his grandmother reacting to slang. The register is informal and conversational throughout, with a planned, performed stretch when Luca demonstrates his ‘intro’ voice (lines 20–23). The tenor is warm and near-equal: Kiara manages the structure of the interview (opening, topic shifts, the face-threatening question, the closing) while Luca holds the floor for his story. Purposes include building rapport and solidarity with a local audience, entertaining, promoting Luca’s account, and affirming the value of migrant families’ language practices; the cultural context is one of second-generation young people negotiating family language, respect for elders and online slang.

Students were required to identify one discourse marker used by Kiara between lines 1 and 9, quoted with its line number, and to explain how it helps Kiara to manage the interaction, using appropriate metalanguage.

Higher-scoring responses linked the marker to Kiara’s role as host: after the greetings and Luca’s compliment, ‘okay so’ (8) closes the opening and introduces the question that starts Luca’s story (9), so Kiara manages the topic for listeners who rely on spoken cues for the structure of the episode.

Common errors included: offering the greeting ‘hey hey/’ (1) or the response ‘stop’ (8), which are not discourse markers; offering a pause filler such as Luca’s ‘um’ (52); quoting Luca’s ‘so=’ (10), which is outside the stated speaker; naming the marker without explaining what it does in the interaction.

Mark allocation: 1 mark for an accurate discourse marker from Kiara’s utterances in lines 1–9, quoted with its line number; 1 mark for explaining how it helps Kiara manage the interaction (topic management, the shift from the phatic opening into the interview, reclaiming the floor, signalling structure to listeners).

Responses could have included:

- **Accepted examples:** ‘okay’ (8) and ‘so’ (8) in ‘okay so before we get into it’; ‘honestly’ (3) was accepted when explained as a marker of stance framing Kiara’s claim about Luca’s popularity. Either term, discourse marker or discourse particle, was accepted. Accepted functions: marking the boundary between the phatic opening (1–7) and the first topic; signalling to listeners that the

SAMPLE

interview proper is starting; reclaiming the floor after Luca's compliment and the shared laughter (7–8); establishing Kiara's role as the host who manages topics.

Sample full-mark response

> Kiara uses the discourse markers 'okay so' (8) to close the phatic opening, in which she greets listeners and welcomes Luca (1–6), and to move to the first topic of the interview. The markers take back the floor after Luca's compliment and the shared laughter (7–8) and signal to listeners that the interview proper is beginning, so Kiara manages the structure of the episode as host.

Question 2. (2 marks)

*Identify **one** prosodic feature used by Luca between lines 20 and 26. Explain the function of this feature in Luca's utterance. Use appropriate metalanguage and refer to line numbers in your response.*

To be awarded full marks, students were required to:

Students were required to identify one prosodic feature used by Luca between lines 20 and 26, quoted with its line number and named with study-design metalanguage, and to explain the function of that feature in Luca's utterance.

Higher-scoring responses explained the feature inside the performance: the forte and lengthening on 'welcome=' (20) imitate the big announcing style of a sports caller, which Luca confirms (25), while the drop to piano at 23 shows the contrast between his performed online persona and how he really talks ('i do not talk like that at home', 26).

Common errors included: offering ((clapping)) (21), pauses or laughter (26), which are not prosodic features; quoting Kiara's line 24; describing the symbol ('the F brackets') rather than naming volume; naming a feature without its function.

Mark allocation: 1 mark for an accurately identified and named prosodic feature in Luca's utterances in lines 20–26, with its line number; 1 mark for explaining its function in the utterance.

Responses could have included:

- **Accepted examples:** volume – forte ‘’ (20), ‘’ (22); piano ‘

  ’ (23); tempo – allegro ‘’ (21); lengthening 'welcome=' (20), 'today=' (22) (accepted as a prosodic effect of tempo/stress); stress – emphatic '<u>mid</u>' (22); pitch – rising 'intro/' (20), 'reacts A>/' (21), 'mid/' (22), 'going for/' (25); falling 'down\' (23). Accepted functions: performing a loud, energetic broadcaster persona for the video; marking the start and the slang word as the focus of the episode; contrasting the performed voice with his 'normal' one (23), which shows the intro is a deliberate stylistic choice; entertaining Kiara and the listeners.

Sample full-mark response

> Luca uses forte on ‘’ (20), increasing his volume to open his video intro. The loud, lengthened greeting imitates the energetic voice of a sports caller, performing an entertaining broadcaster

SAMPLE