This webinar will begin shortly

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

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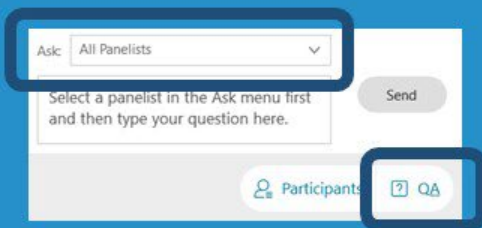
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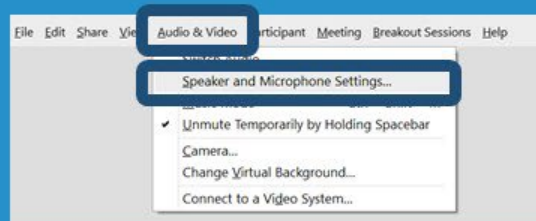
VCE English Language Study Design 2024-2028 Implementation

Planning for and teaching Unit 4
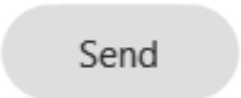
Acknowledgement of Country

The VCAA respectfully acknowledges the Traditional Owners of Country throughout Victoria and pays respect to the ongoing living cultures of First Peoples.

Asking Questions

Key changes in Unit 4 AOS 1

AOS 1

- Change to 'the role of language in conveying a perceived national identity'
- Students examine texts to explore the ways different identities are imposed, negotiated and conveyed
- Students challenge the validity and use of language features

AOS 2

- Social and personal variation in language according to gender, sexuality, occupation, interests, aspirations and education.
- Code switching as a means of demonstrating in group membership and belonging

Organisation and timing

Week	Activities
1	Historical context of Australian English and notions of Australian English
2	The role of Standard English in Australia and subsequent attitudes surrounding it
3	Phonological features of Australian English
4	Lexical and morphological features of Australian English
5	How English varies according to culture including Aboriginal English
6	Migrant ethnolects
7	The future of Australian English including global contact and modern technology
8	Analysing values and attitudes within texts

Area of study 1

- On completion of this unit the student should be able to identify, describe and analyse varieties of English in Australian society, explore attitudes towards them and the identities they reflect.

Key knowledge

- the features of Standard Australian English and its role in Australian society

- the ways in which a variety of identities are conveyed and reflected in Australian texts

- the evolution of Broad, General and Cultivated Australian English accents

- how English varies according to culture, including Standard Australian English, Aboriginal Australian Englishes and migrant ethnolects

Key knowledge

- attitudes within Australian society to different varieties of English, including prescriptivist and descriptivist attitudes

- how English in Australian society is influenced by global contact and modern technologies

- the role of language in conveying a perceived national identity

- metalanguage to discuss varieties of English in Australia society

Key skills

- identify and use metalanguage appropriately to discuss language variation and identity in Australia in an objective and a systematic way

- use metalanguage appropriately to describe and analyse attitudes to varieties of English in Australian society in an objective and a systematic way

- describe and analyse how identity is conveyed and reflected in written and spoken Australian texts

Teaching and learning ideas

- Before commencing study ask students to interview a friend or family member on their ideas of:
  - what it means to be Australian
  - understandings of Australian values
  - some common Australian words they regularly use in communications with others

Teaching and learning ideas

- Read online discussion of what Australian English entails
  - [ABC 'Conversations' interview with Kate Burridge](#)
  - ['The Conversation' archive on Australian English](#)
  - [Monash University's study on Australian slang](#)

Teaching and learning ideas

- Look at a variety of historical representations of Australian English
  - explore a range of texts such as 'Waltzing Matilda', 'Khe Sanh', 'Bloke' (parody), and the national anthem
  - encourage students to reflect on if that applies to them and their perception of being an Australian
  - describe and analyse how identity is conveyed and reflected in the texts using metalanguage

Teaching and learning ideas

- Watch a number of presentations of Australian English from a range of texts
  - Ask students to reflect on what they notice and what questions they have
  - Some suggestions- Australian reality TV like *The Bachelor*, *Please Like Me* (ABC), an Australian news broadcast, FM radio show, *Heartbreak High* (Netflix)

Teaching and learning ideas

1. Explore the language in this video from YouTube by transcribing the video into a spoken text. Turning on closed captioning can assist with this process.

2. Using metalanguage, analyse the use of at least 3 features of Australian English.

3. Analyse the use of patterning in this text. Find at least two examples.

4. Watch the video again on YouTube and include an annotation of the spoken features. How does this change the reading of the text?

5. In groups, research the use of Australian English in advertising. Find an example from 3 different generations and compare and contrast. What does this tell you about an evolving or stagnant Australian Identity?

Resources

- [The Guardian](#)

- Monash Linguistics and Applied Linguistics (Facebook page)

- Netflix, Instagram, Pedestrian TV, Junkee

- Google news

Assessment

1. Folio of annotated texts
2. Essay
3. Analytical commentary
4. Short-answer questions

Sample essay stimulus

Stimulus 1

From <u>immunisationfacts.gov.au</u>

Stimulus 2

'Like it or not, the language we use has implications for how we're judged. And because SE [Standard English] is considered to be both prestigious and the "educated" form of a language, to not know SE is to be socially disadvantaged, put at the mercy of wider prejudices about non-standard forms.' **Mark Brenchley and Ian Cushing,** *Grammar Bites*

Stimulus 3

"Two Blokes Got Into A Biffo At A Bunnings Sausage Sizzle & That's What I Call Pure Aussie Beef"
<u>Pedestrian TV headline</u>, Dec 2022

Samples of texts for short answer and discourse

- Extract from memoirs (Australian)- *Lech Blaine 'Car Crash', Leigh Sales 'On doubt'*
- Advertising print of transcript- *Tradie underwear, Australian tourism campaigns*
- Transcripts from Australian TV- *The project, Logie awards*
- Extracts of online interactions- Chat, text messaging, emails, Instagram live

Matesong-

Background context*: 'Matesong' is a 2019 tourism campaign written by Eddie Perfect in which Australian pop icon, Kylie Minogue, delivered a special message to the United Kingdom (UK) on Christmas Day 2019, as part of a $15 million Tourism Australia* campaign *titled* Matesong*, aimed at enticing more Brits Down Under.*

The tourism *Australia website describes it as: 'At a time of uncertainty in the UK due to Brexit, the light-hearted musical tribute represents a symbolic hand of friendship from Australia that warmly celebrates the deep and longstanding ties that exist between the two countries'. Minogue is joined in cameos by famous Australians.*

Performed by **Kylie Minogue (KM)** - Australian singer, songwriter and performer
Cameo appearances:
Adam Hills **(AH):** Australian comedian and radio and television presenter
Ian Thorpe **(IT)** : Former Australian Olympic swimmer
Jeff Bennett **(JB)** : Co-owner, Chef- 3 Blue ducks
Jordan and Zac Stenmark **(JS & ZS)** : Australian models
Shane Warne **(SW) :** Media personality and former Australian cricketer

final intonation unit	.	*forte: loud voice*	*<F F>*
elongated sound	=	*fast-paced*	*<A A>*
continuing intonation	,	*utterance*	*<L L>*
unit	/	*slow-paced utterance*	
rising intonation	\		

[Announcer in British accent] And we're live in three, two, one.

1. *(piano music)*
2. **KM:** This year's been tough and confus=ing\
3. But progress is mo=ving
4. **AH:** (spoken) Well at glacial pace… Sorry\
5. **KM:** But all of Australia/ loves yo=u
6. And we'll never judge you\
7. **AH:** You just need some space/
8. **KM:** When yo=u need an end\ to what ails ya/
9. call on your friends in Austra=y=a/
10. A pal to rely on/
11. **KK:** A shoulder to cry on
12. **Group**: In Austra=ya/
13. **KM:** We can turn off the news/
14. **KM:** You can kick off yo=ur shoes/
15. We'll play backyard cricket
16. **SW:** (spoken) yeah… Get ready. - Get ready to lose!/

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26. Toowoomba was treated to its wettest year since 1893. I remember pissing rain and hissing

27. winds. The Country Club Hotel was stubbornly run down, a fitting rejection of the suburb,

28. Mort Estate, which was filled with boarding house and council flats. The customers were

29. tradies and railway workers with loose bowels and foul mouths. They drank cheap schooners

30. until the sun went down. Then the shot glasses came out and their red necks got hot under

31. blue collars. 'Oi; two pot screamer,' my father declared to a man speaking lewdly to the

32. barmaid during happy hour. 'Pull ya head In before I do it for ya'.

33. Although Dad had the gift of the gab, he was minimalist, not a chatterbox like me.

34. He said 'Life's a mixed bag of shit.'

35. He said 'Death's a one-horse race.'

36. He said 'Pity's the last straw of pride.'

37. My father's poisons of choice included steak and bacon sandwiches, snags, rissoles, T-bones,

38. lamb cutlets, rib fillets, deep fried potatoes, meat pies and sausage rolls. I never saw him eat

39. so much has a chicken nugget or fish finger, such was his fidelity to red mean. 'Chicken's for

40. women' he told me. "Fish is for Christians'. 'What about salad?' I asked. 'Do I look like a

Key changes in Unit 4 AOS 2

AOS 2

- Social and personal variation in language according to gender, sexuality, occupation, interests, aspirations and education.
- Code switching as a means of demonstrating in group membership and belonging

Area of study 2

- **Outcome statement**
- On completion of this unit the student should be able to identify, describe and analyse how variation in language, linguistic repertoires and language choices reflect and conveys people's identities.

Key knowledge

- social and personal variation (sociolects and idiolects) in language according to factors such as age, gender, sexuality, occupation, interests, aspirations and education

- 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

Key knowledge

- code switching as a means of demonstrating group membership and belonging
- the relationship between social attitudes and language choices
- metalanguage to discuss representations of identity in texts

Key skills

- identify and use metalanguage appropriately to discuss the relationship between language variation and identity for both individuals and groups in an objective and a systematic way

- use metalanguage appropriately to analyse attitudes to varieties of English in contemporary Australian society in an objective and a systematic way

- describe and analyse how group and individual identities are conveyed and reflected in a range of written and spoken texts.

Teaching and learning ideas
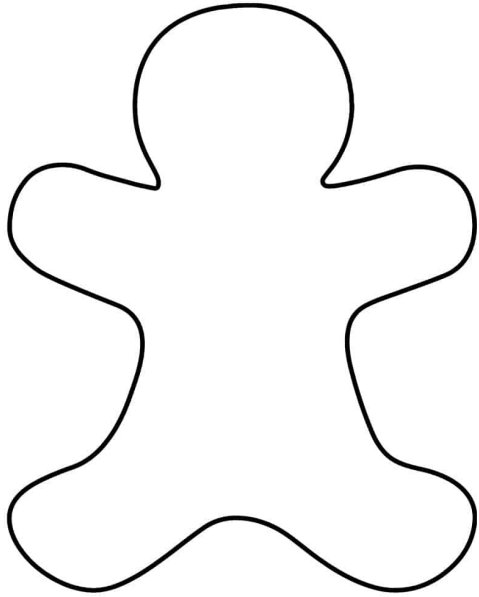
- Revise and add to the range of definitions for 'identity'. Provide students with a sheet with a circle on it. Ask them to add facets of their own identity as they read the definitions.

Teaching and learning ideas

- Discuss a variety of identity features that influence the social and personal variation of English in Australia.
  - Specific examples for close focus include: age, gender, occupation, interests, socioeconomic, aspiration, sexuality, and education.
  - Label 'common' features such as phonological differences, lexis use and syntactic differences in each.
  - Consider frequent stereotypes associated with these identities and subsequently the language features attributed to them

Teaching and learning ideas

- Look at historical and modern theories around language and gender.
    - Lakoff (73) is a good place to start, but explore too what has since been countered regarding her findings (eg. Her claim that women use less taboos)
    - https://www.cellmatesmag.co.uk/post/do-women-really-demonstrate-a-lakoff-power-in-their-language
- Watch clips from 'Do I sound gay' by David Thorpe (available on YouTube).
    - What does his research suggest about idiolects and stereotypes.? https://www.youtube.com/watch?v=Lkm0rmigGOw&t=288s&ab_channel=TheNewYorkTimes

Teaching and learning ideas

- Ask students to do a research project on a particular interest group or occupation
  - o Ideas can include gaming, LGBTIQ+ community, feminism
  - o Find specific language features of this identity group
  - o Ask students to label these with metalanguage

Teaching and learning ideas

- Using 'The Atlantic' article, introduce students to the concept of group identities in families. Ask them to quiz their family on what language reflects their unique group identity. *https://www.theatlantic.com/family/archive/2021/05/family-secret-language-familect/618871/*

- Ask students to listen to two Australian podcasts covering different interest areas. Ask them to locate 5-10 features that give insight into the identities of the hosts and what these are.

Resources

- Their own lives and context – their social media, family, interest groups

- Online communities for groups – e.g. political parties, gaming, chess, Minus 18

- Google news

- Academia and research (psychology websites)

Assessment

- Folio of annotated texts

- Essay

- An investigative report

- An analytical commentary

- Short-answer questions

Sample short answer questions

1. Brittany Hockley

2. Hey Lifers, I'm Britt, you know me as the one with the catch phrases 'lola-coaster'

3. And 'pass the pana-lol'. I'm the perpetually single host that brings all of the deep,

4. dark and dirty dating stories to the round table.

5. I'm a radiographer by day and a podcaster by night. I once dated a guy with a

6. double life (episode 3, for anyone interested) and I change my hair colour more

7. often than most people wash their bras. You might have seen me on a little

8. Australian TV show called the Bachelor.... but if not, let's just pretend I never

9. mentioned it.

Sample short answer questions

1. **Using appropriate metalanguage, discuss three different language features that reflect different aspects of the writers' individual identity. (5 marks)**

Brittany reflects the identity of being open and candid through her use of adjectives 'deep' (L3) 'dark' (L4) and 'dirty' (L4) to describe her podcast content. By combining these with the relatively personal domain of 'dating' she is implying a level of honesty and intrigue. Compound noun 'radiographer' speaks to her career and interests alongside the suffixed noun 'podcaster' to showcase the dual interests and aspirations/jobs she holds.

- Reality TV contestant (Jargon, inference), Creative (I change my..)

Sample investigative report:

- Why is language important in the sphere you have chosen?
- What are some specific features (with metalanguage) of language in this sociolect
- What values/interests are revealed through the language of this sociolect
- Using your sociolect as an example respond to the following prompt:

Language has the capacity to reveal facets of who we are and what we do. Discuss

Sample response/report:

- **Why is language important in the sphere you have chosen?**

a/ secrecy. Queer people have been ostracised from society in the past and present, and same-sex activity was illegal in many countries for extensive periods of time. As such, non-heterosexual and non-gender conforming people needed to develop a queer code to speak to each other secretly without revealing their identity to a grossly unaccepting society. This is exemplified by the phrase "friend of Dorothy", which is a euphemistic label for a gay man. Since WWII, asking if someone is a friend of Dorothy was used as a secretive way to ask about sexuality in a homophobic society. Similarly, "Polari", an impermeable sociolect combining British slang and Romantic lexis, was used by queer men up until the 1960s to communicate secretively.

Sample paragraph:

Queer people have long used secretive or exclusive language to protect themselves, defy a homophobic society, and to establish solidarity amongst other queer people.. Furthermore, the LGBTIQ+ community has developed a very specific, nuanced lexis to describe very specific genders and sexual orientations. A recent video series on TikTok entitled "what's that sexuality" explains the semantic value of neologisms like "trixic", used to describe non-binary people who are attracted to women (but not exclusively), "toric", used to describe non-binary people who are attracted to men. This lexis unique to the LGBTIQ+ community reflects a hypersensitivity to using correct terms are to describe people such that nobody feels as if their identity is being lexically erased. The fastidiousness with which many queer people use these labels reflects the sociohistorical oppression of LGBTIQ+ people and the desire to respect and validate everybody's identity. Hence, this lexis has the ability to reflect important values and experiences of members of the LGBTIQ+ community. Whilst the days of codified language to avoid rampant homophobia are largely gone (in the Western world), specific phonetics and lexis still appear within the LGBTIQ+ community that reflects this queer identity.

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