

WEN02

Unit 2 is assessed by examination of 1 hour 45 minutes duration. Candidates answer two questions: one question from Section A and one question from Section B. The paper is marked out of a total of 50 marks with 25 allocated to Section A and 25 to Section B. Each section contains one question. Candidates must answer both questions.

The paper is divided into two sections providing an opportunity for a comparative analysis in Section A and a discussion-based essay in Section B.

Candidates are invited to analyse three texts which are representative of the spoken and written modes of language.

Section A: Spoken Language Today

This section provides an unseen piece of spoken language from the 21st century which is a variety of English. Question 1 engages candidates in an analysis of the development of this variety in relation to Standard English.

In the June 2018 series the spoken language was an example of Australian Aboriginal English.

Section A (Question 1) is assessed against:

A01: Apply appropriate methods of language analysis, using associated terminology and coherent written expression.

A04: Explore connections across texts, informed by linguistic concepts and methods

Section A

Script 1: Level 5: 22 marks

This is an effectively structured response which makes confident links between the Aboriginal Australian English (AAE) and Standard English. The candidate uses terminology accurately and consistently commenting on a range of features across the language frameworks and demonstrates sophisticated written expression which is a criterion for A01. The candidate maintains a focus on the question and links features to the development of AAE such as non-standard verb agreement, phonological processes and reduplication of vocabulary which are supported by relevant examples. Their analysis of phonology is particularly strong, discussing simplification, non-rhoticity, awareness of colloquial expressions which is expanded on by making links to American English as well as noting differences and similarities to British English. Strong phonological analysis can be a discriminator between levels and candidates who are able to demonstrate confident understanding in this area, as well as controlled application across their response tend to score in the upper levels. This candidate shows knowledge and understanding of this variety of English, makes reference to the speaker's

cultural identity and applies theories in their discussion such as convergence and covert prestige which meets the criteria for AO4. Overall, this response was well written demonstrating a critical and evaluative approach, controlled analysis and understanding of the data making this a strong level 5 response.

Script 2: Level 4: 18 marks

This response scored within level 4 demonstrating discriminate controlled application. They achieve the criteria for AO1 with accurate use of terminology to describe phonological, lexical and grammatical features. They select strong examples from the text and attempt discussion regarding the context of the language to explain differences. This is notable in their analysis of the lexical terms 'long grass/short grass' where the candidate explores the metaphorical and colloquial aspect of terms for the homeless in Darwin with descriptions of the region. This shows evidence of drawing conclusions from the data which is criteria for AO4. This also differentiates from lexical analysis in lower level responses whereby terms defined in the glossary are repeated within the response with the definition and no exploration. The phonological analysis is confident making links to convergence and making connections to the development Australian English. The response is well structured with controlled written expression, making clear and concise points allowing for awarding in mid-level 4. Critical application of theories, as demonstrated in the level 5 exemplar, would allow for more marks.

Script 3: Level 2: 8 marks

This response demonstrates general understanding identifying features within the text that deviate from Standard English. They make links between Australian lexis and grammatical features that are also common in UK dialects but fail to expand on this and demonstrate wider knowledge. Overall, the response is underdeveloped, descriptive in parts and lacks analysis.

A common approach within responses which fall in the lower levels is to identify the non-standard features and then write their equivalents in standard English with limited or no discussion. This is demonstrated in this response particularly with phonology which shows a lack of knowledge with regards to phonetic production. The candidate does use terminology consistently which makes this a mid-level 2 response.

Section B: Written Language of the 19th -21st Century

Candidates answer one discussion question on two written texts in the Source Booklet that look at the issue raised in Section A from a wider perspective.

This series, the two extracts featured were an interview with an Aboriginal storyteller and an online article about the development of Australian English. Candidates were asked to discuss how varieties of English in Australia reflect the changes to and development of English across the world.

Section B (Question 2) is assessed against:

AO2: Demonstrate critical understanding of concepts and issues relevant to language use.

AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.

Script 4: Level 5: 21 Marks

This response is detailed, well written and provides an in-depth analysis of the development of English with reference to the Australian varieties of English. The candidate explores the full content of the data making connections across the texts regarding cultural identity, stigmatisations of non-standard dialects and explores theories of convergence amongst its users. The candidate addresses each bullet point within the question demonstrating wide knowledge on how Aboriginal and Australian English developed historically and their role in the 21st century. They recognise the wider issue of attitudes towards English, which features in all the texts, demonstrating an understanding of cultural identity and overt and covert prestige. Terminology is used and points are supported with evidence from text throughout the response. The candidate makes connections across the data and applies theories to draw conclusions. This is a strong response which scores in level 5.

Script 5: Level 3: 14 Marks

This candidate begins with a brief description of the texts and addresses the context of media in which the language is being used to show how English has spread globally. They link the dominance of English with overt prestige and reference all sets of data to make their points. Processes such as bi-dialectism and loan words are explored and the candidate demonstrates clear knowledge and understanding and addresses each criteria of the question with relation to this variety of English. The candidate could include terminology in their response to aid their written expression. Often, candidates utilise it consistently with question 1 but then do not transfer it across to question 2. Some theoretical application such as convergence, prescriptivism and stigmatisation evidenced

Script 6: Level 2: 10 marks

This is an unusual script as the candidate delivers a well-structured response containing relevant examples and analysis from one set of data which shows knowledge and understanding but is awarded within level 2. This is due to the brevity of the response, the fact that they have only referred to Text B and the answer remains undeveloped. It is an unfinished response where the candidate has possibly ran out of time but their approach demonstrates that this had the potential to be a strong response if finished. The candidate is awarded at the top of level 2 for this reason but the analysis of Text B and reference to basilect and masolect illustrates the type of understanding that candidates can discuss in question 2. Application of theories and attention to the other sets of data would have allowed this response to score within a higher level.

Script 7: Level 2: 7 marks

This response is quite brief and shows general understanding to the topic. The candidate engages in a bit of description towards each set of data as opposed to demonstrating how they connect with each other and show how language has developed. They also refer to the non-standard features as incorrect which shows a lack of understanding towards varieties of English. Candidates should refer to dialect features as non- standard. They do show an awareness of the impact of English in a global context which elevates it to level 2.

SECTION A

Read Text A in the Source Booklet before answering Question 1.
Write your answer in the space provided.

1 Text A contains an example of Australian Aboriginal English.

Explore the connections between this dialect and standard forms of English.

You should refer to the following language frameworks and levels as appropriate:

- phonology —
- morphology —
- lexis —
- syntax —
- discourse —

(25) 2201

Text A is an extract from the a short documentary film uploaded on youtube. It is an example of Australian Aboriginal English from Darwin Australia and displays connections with Standard English.

Text A ^{displays} ~~uses~~ phonological features that display connections between the Australian Aboriginal English and ^{the} Standard forms of English. This can be seen by the use of alveolar flap in the lexis "better" as /beta:/. This ^{would} ~~may~~ sound like a single period ~~pt~~ flap that replaces the ^{alveolar} ~~plosive~~ ⁿ ~~tt~~ followed by by the opening vowel /a:/. that replaces ~~the~~ The further omission of /r/ in the lexis shows a non-rhotic accent. The non-rhoticity may be in alignment with the standard British English and is characteristic of the Australian English ^{as} well.



The omission of /θ/ & /ð/ may be in alignment with Australian culture that believes in ^{the} culture of shortening and simplification. There is also the further use of the consonant cluster reduction in 'just' and whereby the final consonant plosive /t/ is omitted. This would be a form of colloquial context and is in divergence from the traditional RP where which is the most standardised form of English accents. The further use of /æ/ ^{near-front unrounded vowel} instead of the /ɑ:/ in 'I' shows divergence of the Australian Aboriginal English from Standard British English. The most evident consonant simplification is seen in the lexis 'Woll' (world) again reflecting on the broad or general rather than cultivated aspect of Aboriginal English in divergence from Standard British. Standard American English would come off as in divergence to the "non-rhotic" aspect of Australian English as they use the /r/ & consonant.

There is further depiction of ~~lexis~~ ^{similarities} that ~~strings~~ ^{similarities} show ~~can~~ between Australian Aboriginal English and Standard British English as there is the use of the standard "just" before the /jʌst/ later on thus showing some extent of similarities phonologically with Standard and Cultivated English.



There is the further depiction of lexis that strings connections between Australian Aboriginal English (AAE) and Standard British English. The use of the lexis "good" is an example of common lexis found in Australia, unlike this may also be used in Standard British English but is a distinct marker of Australian English. The further use of the nouns "Mammydada" and "Anbarran" are lexis that are more in alignment with Australian Aboriginal English rather than Standard British English. The use of the lexis "Mob" may further show divergence from Standard British English that tends to use more ^{less clipped} ~~soft~~ lexis "people" or "group" thus bringing out the difference between standard forms and Australian Aboriginal English. Which since being used in a colloquial context may be more prominently displayed. It may be in alignment with the covert prestige associated with display of identity in alignment ^{with broad} Australian Aboriginal English. Lexis such as "camp" are evidence of Australian influence on Australian Aboriginal English now in alignment with Standard British English.

There are grammatical features that show the connections between AAE and standard forms of English. This includes the use of



^{verb} the "was" with the first person plural "we" thus showing divergence from the subject-verb agreement common in Standard British English. This exchanging of "was" and "were" may be an aspect of the native Australian English picked up as a second language. The text also shows the use of the ^{historic} present tense to speak about historic or habitual occurrences. This is in divergence to Standard British English that would not use ^{the aspect marker} ~~hasse~~ "now" indicative of the present tense. ~~The~~ There is further omission of the article / determiner "the" in "they ^{seen} ~~have~~ the World war". This is in divergence to Standard British English and is a display of the broad or colloquial aspect of the broad-general-cultural continuum. The further use of third person plural "them" ^{and collective noun} instead of "their" comes off as starkly in divergence to Standard British English. However, this use of this third person plural is inconsistent as they use the Standard ^{verb} "they" in "Maybe they" thus showing some level of alignment with standard forms of English.

There are further syntactical features embedded in the text that reflect on the connections between Australian Aboriginal English



and Standard forms of English. This is seen by the use of reduplication in "don't don't like". The use of the negative twice may be indicative of lack of extensive vocabulary common to native speakers and comes off as a difference to Standard British English that would use intensifiers like "really".
~~or~~ ^{very} The further lack of syndetic listing is evident in the phrase of "they seen word war ^{one} two". The lack of the conjunction "and" in this case may be an example of ~~elision~~ divergence from standard British English. This would be in line with Mark Sebba's theory of most ~~contact~~ languages other than standard forms only looking for semantic transparency. This may further be an example of fossilization of Selinker since despite the exposure to English the speaker doesn't adopt the grammatical structure of standard forms of English. The use of the ~~3rd~~ third person pronoun "he" as a subject in reference to the policemen in general is further in difference from standard forms of English that would say "they".

There are morphological features that are indicative of the ~~connections~~ differences between Standard forms of English and AAE. The lack of



plurality marking. ~~tense marking~~ in the "Policemen come here" and addition of the "ing" to indicate the present tense in "hassling" may be a feature that display divergence from standard English that would say "policemen" and "hassle us" instead. The use of the present tense suffix "ing" is common in languages away from standard forms such as African Englishes.

* There are further discourse structures that bring out the connection between standard forms of English and the AAE. This is brought out by the fluctuation between the past tense indicated by "said" and the present tense indicated by "now". This is as much as this may be an example of spoken language supported by enacting for the viewers, it is in contrast to standard English. Other features of spoken English may be the use of "um", a filler pause that shows prompt speaking. Overall the characters use colloquial terms and expressions such as 'long grass' that would not be found in standard British English. There is also further cohesion indicated by the repetition of ^{and uttering} "now" in order to allow a flow in what is spoken & since the syntax is generally ~~not~~ abrupt



In final analysis it can be said that the lexical, phonological and evident grammatical features combine with the content in which the Aboriginal Australian is spoken to display certain ^{clear} aspects of connection with the standard forms of English.

* There may be syntactic ^{and phonetic} similarity with standard British English since the very prominent and widely recognised A&I intonation is ~~not~~ ~~not~~ not present. This would therefore show the Aboriginal dialect used to drift towards the general ~~the~~ American rather than ~~the~~ broad and a generalised form of Standard English.



(Total for Question 1 = 25 marks) **22**

TOTAL FOR SECTION A = 25 MARKS



P 5 4 1 8 5 A 0 1 1 2 4

Read Text A in the Source Booklet before answering Question 1.
Write your answer in the space provided.

1 Text A contains an example of Australian Aboriginal English.

Explore the connections between this dialect and standard forms of English.

You should refer to the following language frameworks and levels as appropriate:

- phonology
- morphology
- lexis
- syntax
- discourse.

(25) 1801

This dialect ~~has~~ ^{shares} a lot of similarities ~~are~~ with standard forms of English, which makes it easy to be understood by ^{many English} ~~users~~.

In terms of phonology, the dialect ^{long vowel} /a:/ in the word 'better' as compared to ~~is~~ /ə/ in standard forms. In the word 'fire', an ^{short vowel} ~~extra~~ /b/ is added in front of /Iə/ — a ^{diphthong} ~~long vowel~~, while this feature is very uncommon in standard forms as ^{it is} usually not having two vowel next to each other. The dental fricative /tʃ/ in 'just' in standard forms is replaced by simple consonant /s/ in the dialect. For the first person subject pronoun 'I', which is pronounced as a diphthong /aɪ/ in standard forms, ~~is~~ changed to a short vowel /æ/ in the dialect. The nasal consonant /d/ ~~in~~ ^{at the} very end of 'world' is replaced by a tongue consonant /l/. The pronunciation of dialect is quite similar to Received Pronunciation, except that it simplifies a lot of the complex syllables. The change of



long vowel /a:/ ^{and /æ:/} into short vowel /æ/ and /æ/ shortens the time for pronouncing the word and allow more efficient expressions on these commonly used words for informal daily usage. The removal of dental fricatives /θ/ and nasal consonants /ŋ/ reduce the difficulty in pronouncing the words. This is perhaps due to the historical fact that the dialects partly originated from lower social class and workers from London and they do not require ~~a~~ high upward convergence to give received pronunciation for their daily jobs and works. The additional short vowel /ɒ/ should be due to the influence of Aboriginal language so the formation of new pronunciation by an approach of accommodation of the ~~new~~ people settled and the assimilation of ~~consecutive~~ consecutive vowels in words — this feature, into the dialect.

In terms of morphology, ~~they form~~ the dialect formed new words through the process of neologism, in which the main way in this case is creating new meaning for existing words. For example, 'long grass/short grass' ~~is~~ means literally ~~a~~ a type of plants on floor with different length, but in the context of Australian dialect, it becomes a colloquial with metaphorical meaning, referring to 'homeless'. The word class also changed from noun to adjective. Loaning words from Aboriginal language ~~is~~ was also a means for expanding ~~the~~ ~~new~~ vocabulary in the dialect, ~~typical~~ typically 'Managide' and 'Aniwa' were specific terminology referring to place and race in Australia. Creating a totally new word from scratch is also possible, perhaps due to the similar



phoneticism of local languages, the word 'mob' was created as 'a group of people', where there is no such word in standard forms. Thus, morphology highly depends on the influence of local culture and languages.

For lexis, the dialect is much ^{more} relaxed in terms of usage than standard forms, perhaps due to the intensity of communication here in inner city like ~~from~~ London, and also the difficulties for Aborigines to learn a ~~complex~~ new language with complex grammar rules. The word 'camp' which is a noun in standard form ~~was~~ is used as intransitive verb in dialect while the ~~boundary between~~ ^{boundary between} different classes of pronouns are not clear. The object pronoun 'them' ~~is~~ is used as possessive pronoun ~~that~~ in dialect and the object pronoun ^{me} sometimes ~~is~~ is used as subject pronoun, especially when talking of two people. But in the case when only the speaker is identified, 'I' is used as subject pronoun, so this is not consistent. ~~Repeat~~ Repetition of words in a sentence is very prominent in the dialect which seldom happens in standard forms. The ~~word~~ words 'don't don't' and 'dult dult' ~~seem~~ ^{be} seem either used as gap fillers or ~~as~~ emphasis. Common gap fillers in standard forms — such as 'um', 'ah', also exist in dialect. There is also a little bit of evidence of Americanism of using 'yeah' and ~~you~~ colloquials.

For syntax, the dialect provides a ~~more~~ loose grammar rules as compared to standard forms. However, it should be noted that the different forms of a word in standard forms of



English, still exist ~~in~~ in the dialect, just ~~without~~ ^{with} ~~the~~ a less precise meaning. 'got to' ~~was~~ ~~is~~ replaced auxiliary verb 'have to' in dialect while the agreement is invariant that singular verb 'has' ~~is~~ ~~follows~~ follows a plural subject pronoun 'we' but 'have' ~~is~~ is also sometimes used in the same case, indicating that the ~~necessary~~ need for identifying singular/plural form is not as high as that in standard form. Main verbs ~~are~~ ^{are} ~~are~~ sometimes omitted in dialect as in 'they good people'. Prepositions are also omitted in 'laughing one another'. The tenses are invariant, sometimes with historic present — perhaps to give a more vivid description of speaker's life, but sometimes past tense is used, ~~as well as~~. The ^{complex} grammar rules are loosened in the dialect.

In terms of discourse, the speakers remain a lot of features found in standard form. As ⁱⁿ ~~in~~ an interview, ~~often~~ minor sentences are used ~~at~~ the beginning which also happens sometimes in standard form. ~~They~~ There are a lot of repetition of phrases such 'come anywhere', perhaps just as gap fillers to ~~be~~ buying time to organization. Typical gap fillers 'ah', 'um' and 'you know' are found in dialect, which also originates from standard form. Hesitation is common, perhaps the speaker would like to re-organize to give ~~a~~ ^{an} upward coherence to accommodate global audience on Youtube. Repetition ^{hesitant} can also be used to grab attention or just for self-motion as in standard form. Inaudible word happens as an evidence of the speaker trying to adjust her pronunciation to get closer to received pronunciation.



as possible.



(Total for Question 1 = 25 marks) **18**

TOTAL FOR SECTION A = 25 MARKS



P 5 4 1 8 5 A 0 1 1 2 4

SECTION A

Script 3

Read Text A in the Source Booklet before answering Question 1.
Write your answer in the space provided.

1 Text A contains an example of Australian Aboriginal English.

Explore the connections between this dialect and standard forms of English.

You should refer to the following language frameworks and levels as appropriate:

- phonology
- morphology
- lexis
- syntax
- discourse.

~~Descriptive~~ vs
Prescriptive

~~30% morpho-syntactic~~
~~lexis~~

(25) 8 Q01

~~Mode - interview with Aboriginal woman~~

~~field - war~~

~~function - multi-lingual~~

~~Audience -~~

~~phonology - Australian~~

~~grammar~~

~~lexis Semantics~~



Text A is an extract from an interview by an Aboriginal woman, Tammie, who lives in Darwin, Australia. The woman is talking about this place Darwin ^{and} how she grew up there. ~~and how it has~~ Her speech is multi-lingual.

Tammie, the woman speaking, pronounces the word 'Better' as /beta:/ changing the /e/ sound to the vowel /a/, ~~also~~ also when she is pronouncing the personal pronoun /ai/ she pronounces it as the vowel /a/ but during the rest of her interview she pronounces these words as you would in standard English, this shows Tammie has an understanding of both her dialect and standard English and can change whenever she wants to, this also shows she is proud of her accent and dialect. Tammie also pronounces the word ~~'fire'~~ 'fire' as /fara/ when it is supposed to be /faire/ she ~~changes~~ ~~changes~~ the /ai/ sound ~~and~~ to an /o/ sound, Tammie still later on in the interview pronounces 'fire' correctly, showing her ~~full~~ understanding of standard English.



~~from~~
Grammatically, Tammie uses incorrect lexical features directed for ~~the~~ the past. She uses "He was" instead of "He were" which is the correct standard form. "He was" is ~~is~~ a very popular saying in the North of England and came from the Non-standard English. This is because of the immigration from Ireland and England to Australia during the early 1600's.

Tammie ~~also~~ uses multiple examples of non-standard English, including "like" and "Mob" which is ^{Positive word} ~~the verb~~ for a group of people but in England "Mob" is ^{Negative} a word for a group of protesters. Tammie also uses a lot of repetition, "My my", "don't, don't", "like" and "don't drink". This shows she is nervous during the interview. She hasn't planned or has a stutter.

~~The use of fillers Tammie uses, such as; "um", "ah" and "uh" shows she is nervous.~~



the bilabial voiced fricative

Tammie ommissions ^{the bilabial voiced fricative} /d/ ~~in~~ when she says /wɔl/ 'world' and also ~~in~~ ~~with~~ when she pronounces 'just' she elipsed the ~~consonant~~ Alveolar voiced fricative, this is called Consonant clustering, Tammie can't pronounce the /st/ together so she ommissions it leaving it with /jʌs/, but she Tammie can pronounce it as she shows later on this shows her knowledge and understanding of Standard English, but she just chooses to speak her dialect because she is proud of it.

Tammie also uses fillers; "like", "you know", "um", "Ah" using non-Standard terms of English, because she is nervous and needs time to think of what to say.

Tammie uses alot of personal pronouns "i", "we", "us" correctly showing she understands Standard English.



Throughout the interview she used terms of tenses wrong "We following them footsteps" in Standard English it would be "We followed them by footsteps" She ommissions the word 'by' and gets the wrong tense, using non standard English. and using covert prestige.

Tammie obviously has a strong Australian dialect and accent, ~~Proof~~ proof of this is the way she pronounces different words, and the amount of slang words used.



(Total for Question 1 = 25 marks) **8**

TOTAL FOR SECTION A = 25 MARKS



P 5 4 1 8 5 A 0 1 1 2 4

SECTION B

Read Texts A, B and C in the Source Booklet before answering Question 2.

Write your answer in the space provided.

- 2 Discuss how varieties of English in Australia reflect the changes to, and development of, English across the world.

You should consider:

- the context in which the language may be used
- the influence of other languages on 21st century English
- the role of English as an international language.

Your response should be based on the Source Texts A, B and C.

(25) 21002

The English language has grown ~~a~~ rapidly and has replicated itself to exponentially throughout the world in forms of variations such as the Australian Aboriginal English (AAE). With increased globalisation, the use of English has developed major roles internationally and is now used in different contexts ranging across formal to informal continuum. These changes are reflected in the different variations of English.

The context in which ^{English} language is used is reflected on by local and national variations of English. Text A shows the use of the Australian Aboriginal English that ^{is} may be indicative of the identity portrayal aimed. This is especially indicated by the use



of the inconsistent consonant clusters and local grammatical patterns. This would therefore modify the English language to incorporate language features of the Australian English as certain aspects are regularly used. This is in alignment with the ~~per~~ covert prestige associated with the dialect and is in contradiction to William Labov's golden age theory that suggest the English language had a 'perfect' form that is always considered as the correct version ^{by many individuals} in ~~the middle english~~ this leading to the stigmatisation of varieties that are new and recent. In the context of identity display however, there may still be covert prestige related to the use of non-standard forms. Text B on the other hand shows the use of ^{contextual} ellipsis in certain sentences such as "Make it rain for them." This would be different from the standard forms that tend to use complete sentences. It may therefore be representation of a features that modify English in the spoken context such as the recorded interview. It would also show the relevance of semantic transparency being the main aim rather than alignment with the ^{standard} English language thus the purpose in context of the use of language would greatly affect the language portrayed.



Context may further influence language ~~the use of the b.~~ in terms of the global and regional aspects such that as indicated by text C different ~~the use of the~~ areas in different regions tend to have mutual unintelligibility since the languages development regionally are different. Thus the global and regional context in which English is used would reflect different developments and changes of English.

The influence of other languages in the 21st century is further reflected in the variations of English that display changes and development of English. This is seen by the use of the lexis "bushland" and "bush" in text A and B that shows ~~ab~~ borrowing of words and neologism whereby the word "bush" is now compounded to ~~mean~~ form a different word and is given a different function of meaning "countryside". This may be representative of the effect of native languages on standard English used in the 21st century. The use of other proper nouns such as Manongrida and lexis ~~as~~ used in aboriginal languages "budgerigar" may show how English



develops rapidly as it adopts words that may mainly be needed ~~to~~ by specific regions & thus allowing its reflection in regional native languages. Over a period of time other lexis such as "chapati" and "pajamas" is now adopted by the English language from native Indian speakers thus allowing the growing vocabulary of English in the 21st century.

The role of English as an international language is constantly growing thus allowing the reflection of its changes and development in other varieties such as the Australian English. Text C discusses the chances that ^{people in} ~~pre~~ old-time ~~individuals~~ would be able to ~~sto~~ tell whether the use of English would become international. This would show the ^{influence} ~~use~~ of the time in the development of English such that it was not to be recognised as major but post its British Colonial empire gained enough prestige such that it is now used everywhere. It is now questioned whether since the breakaway of the UK from the EU, the use of English would die out.



however the association of English with prestige has become so strong that it is likely to remain for quite some time despite the increasing potential as an international language. Text B shows the use of code ^{switching} mixing "dyinangany" in AAE since he uses English mixed with his native language. This would depict the role of English in representing cultural heritage such as children stories internationally allowing the pride associated with native languages to be flaunted. In terms of the growing fields such as medicine and business since the renaissance period it can now be said that English has developed an international role to provide for lexis in all fields. This would be influenced by the business "Microsoft" in the field of technology in the USA that introduced different lexis such as "Window" that are now internationally understood. Overtime the use of English has changed such that initially stigmatised variations of English are now being adopted. This includes the use of the Australian English and ^{traditional} American English that ~~or~~ was once said to



be a disgrace ~~to~~ to the language of Commonwealth by William Churchill. Its adoption as a national language is therefore representative of the broadening of the international mindsets and social perception. This would bring out Selinker's interlanguage theory of fossilization that would depict the use of English in a more broad form due to lack of incentive to ~~der~~ align with the target language. Text C discusses this such that the Gaelic and Welsh spoke a language different from the target as well as the native (interlanguage theory) thus showing developing mindsets internationally.

In final analysis it can be seen that AAE is ~~now~~ like many other variations has grown to reflect the development and changes to English Com-World.

(Total for Question 2 = 25 marks)

21

TOTAL FOR SECTION B = 25 MARKS
TOTAL FOR PAPER = 50 MARKS



P 5 4 1 8 5 A 0 2 1 2 4

SECTION B

Script 5

Read Texts A, B and C in the Source Booklet before answering Question 2.
Write your answer in the space provided.

- 2 Discuss how varieties of English in Australia reflect the changes to, and development of, English across the world.

You should consider:

- the context in which the language may be used
- the influence of other languages on 21st century English
- the role of English as an international language.

Your response should be based on the Source Texts A, B and C.

(25) 1402

The changes to and development to English are tremendously vibrant. And it is ~~rep~~ reflected through the context in which Australian English is used, how it is influenced and what role it plays in the 21st century. It is interesting to note that Australia is ~~just~~ yet one dialects that welcomes change but there are numerous around the world.

Firstly we notice that Australian English is used on the internet on "Youtube" as seen in text A and is found in recordings as seen in text B also it is used spoken about in websites such as "thepolygotdream.com" as in text C. ~~At~~ ~~the~~ Uses of Australian English on all these platforms ~~such~~ suggest that it is a dialect exposed to a wider range of audience. And so we realize that English is developing in that non standard forms of English have become acceptable and gain covert prestige as they are widely used on media,



a platform that have numerous users.

Looking at the world today, we notice that with time other languages are being "undermined" but English "enjoys status" and is used in business... now in diplomacy, medicine and science. This implies that English has become the "lingua franca" in the world today as seen in text C. Showing that Standard English is now overtly prestige, but we cannot go without saying that because English is a lingua franca it is now welcoming changes and developments to form various dialects of English as text C clearly states that there are "three main types of English" that is American, Australian and British ~~but~~ "However these categories fall a huge number of sub variants" This shows that ~~the~~ ^{other} world of English is taking place ~~of~~ languages and so there are no many languages rather many dialects of English.

And we realize that these various types of English came about as a result of "people from extremely different areas may have problems communicating" as seen in text C; we then come to a conclusion that ~~English~~ various Englishes came about to facilitate communication between two extremely different people and so in order to understand one another they had to come up with a new dialect. From text C we are also told that



"Australian English was created with first generation of children born in the new colony." This implies that the change to English is a process, that is after people ~~started~~ start understanding one another with the creation of this new mixed dialect. It is passed on to one generation to ~~be come~~ become an official type of English, and this development is phenomenal.

It is evident that many things influence the changes ~~to~~ and development of English. From text B we see that Tom Benell uses his native Aborigin language mixed with English and this brings us to a new aspect of the development to English. That is people code switch from native language to English this is seen a lot in Tom's speech for example he says "wernitj krep for dijinangane". However at some instances he says things in his original language and translates to English showing that he is bilingual.

Additionally we realize from text A that people are not only bilingual but ~~by~~ bidialectal as they ~~know~~ know Australian English as well. It seems to be having influence of regional British dialects seen through the difference in accents.

~~We realize~~ Furthermore ^{Australian} English is also influenced by "separate languages such as Gaelic and Welsh".



and is also "said to bear strong resemblance to cockney English" as seen in text A. Not only do first language English speakers such as British or American influence Australian we also see that "elements and words from Aboriginal languages... became part of Australian Vernacular" as seen in text C this phenomena is also seen through text A and text B as the woman and Tom use words borrowed from Aboriginal languages.

In text A we see that there stigmatisation as she says "maybe European don't do it like black people" and so they converge with them as she continues to say "our great great grandfather... told us (i) we follow their footsteps" and so we realize that English is accepted if spoken by certain people and so people converge to be accepted.

However from text C we see English is called a "bastard language originating from England" and so we realize that even the standard form of English is a dialect which was stigmatised as "it is unlikely that anyone would have predicted..." showing that English was not seen as an accepted language but with time gained overt prestige.

In conclusion, we must realize that English ~~is~~ ~~seen~~ has become a ~~unass~~ universal



language and is used in public platforms
as well as is influenced by various language
and dialects. And its role is quite ~~magnificent~~ ~~magnificent~~
~~magnificent~~ widespread in the 21st century
it is used by many different people in different
location and it facilitates communication.



(Total for Question 2 = 25 marks)

14

TOTAL FOR SECTION B = 25 MARKS
TOTAL FOR PAPER = 50 MARKS



P 5 4 1 8 5 A 0 2 1 2 4

Read Texts A, B and C in the Source Booklet before answering Question 2.
Write your answer in the space provided.

- 2 Discuss how varieties of English in Australia reflect the changes to, and development of, English across the world.

You should consider:

- the context in which the language may be used
- the influence of other languages on 21st century English
- the role of English as an international language.

Your response should be based on the Source Texts A, B and C.

(25) 1002

Text A is a broad transcript of an interview taken from a short documentary. Text B is also a transcription of a recorded interview. Text C is an ~~essay~~ opinion piece on the changes in Australian English. All three texts are thematically linked as they all ~~also~~ feature ~~the~~ ~~use of~~ Aboriginal languages.

All three texts reflect the changes and development of English as they all show the interaction of the English language with Aboriginal languages. The interactions are at different levels in Text A and B as text A features the ~~main~~ ^{more of} ~~main~~ while text B features ^{more of} the ~~main~~ ^{main} dialect, however they are very clear. Text B is from a man telling a story about Aboriginal culture. He uses a mix of deep dialect as well as some ~~main~~ ^{main} dialect in his speech. As he is a storyteller, he must be telling the story.



to kids, and rather than telling the whole story in English, he chose to mix some of the Aboriginal language as he told the story. This could be an attempt to keep their culture alive as text A showed ^{evidence} that these people felt that they were hated by Europeans: "maybe European don't don't like black people... become more stronger".

They could have felt discriminated against and wanted to keep the English language from further interacting with their language.

These feelings are also felt by some African Americans that feel like their language is their badge of identity and they don't want it to spread and interact with English as often, some African American words become mainstream and are used globally.

Evidence of this interaction can be seen in text C where the text discusses some widely used

English words that have been borrowed from Aboriginal languages such as "Kangaroo" and "boomerang".

However, this cannot be stopped as language is a living thing and it cannot be policed.



(Total for Question 2 = 25 marks) **10**

TOTAL FOR SECTION B = 25 MARKS
TOTAL FOR PAPER = 50 MARKS



P 5 4 1 8 5 A 0 2 1 2 4

SECTION B

Script 7

Read Texts A, B and C in the Source Booklet before answering Question 2.
Write your answer in the space provided.

- 2 Discuss how varieties of English in Australia reflect the changes to, and development of, English across the world.

You should consider:

- the context in which the language may be used
- the influence of other languages on 21st century English
- the role of English as an international language.

Your response should be based on the Source Texts A, B and C.

(25) 7 Q02

Australian English is categorized as one of the 'main' types of English and therefore is spoken on a very wide range. It was developed as a type, being different from British and American, from peoples exposure to a wide range of accents.

Australians use different words for some standard English words like 'yakka' meaning 'work' or 'Bung' used to describe something of uselessness. Australian grammar is also very wrong. In text B, Tom Bennell says "if anybody ever see them", ~~rep to~~ using the word 'see' instead of 'sees'. The negative word 'no' instead of the auxiliary "not" in "that's no good". Repetition is very common ~~in~~ with ~~ex~~ Australians. Both texts A and B ~~to~~ show how the two speakers seem to ~~to~~ repeat



themselves. In text A, Tammie repeats herself when talking about where she was born and so does Tom, who repeats the fact that children must not touch the carpet snake.

Their grammar is far from correct.

~~For~~ Tom says "Nyungar come and said" using the word come instead of came.

Tammie also makes errors by saying 'policeman's' instead of 'policemen' or 'footstep' instead of 'footsteps'. Tammie also shows how she changes words which are not spoken in standard ~~eng~~ English like the word 'mob' suggesting a group of people.

Australian English is spoken with pride by ~~a~~ Australians and they intend on passing it to their further generation even though it did not originate as an original accent but a copy from different accents at the time.

French and German were, back in the day, spoken ~~is~~ internationally in most fields but English overruled that and took over. Most people, especially in business ~~and~~ diplomacy, medicine and science speak English. English is the most spoken language around the world. Some words spoken by a regular Australian cannot even be identified as non-



English words by a regular listener, but are.

English has spread its wings ~~throught~~ throughout the world. Any regular person who wants to ~~work~~ in pursue a ^{successful} career has to know ~~eng~~ English. In contrary to this, other languages have ~~influncer~~ influenced English speakers. Some English speakers adapt foreign words into their diction, and eventually, these words are no longer considered foreign in the mouths of other English speakers.

Australians, however, not only adapted wrong grammar, but their means of pronouncing words was also different. In text A, Tamme pronounces "ai" as "æ" when saying "I" and "ʌ" instead of vowel 'b' in 'just'. They also in ~~a~~ a lot of cases lack the pronunciation of some letters like the "d" in "world".

The influence of English as an International language is outrageous. No historian would have predicted it to become this global.



(Total for Question 2 = 25 marks)

7

TOTAL FOR SECTION B = 25 MARKS
TOTAL FOR PAPER = 50 MARKS



P 5 4 1 8 5 A 0 2 1 2 4