



2022 Year 7 English Language Topic Test

General Instructions

- Writing time: 1 hour
- Write using black or blue pen
- Begin a separate booklet for each section

There are 4 questions in this test

Total marks: 30 marks

Time allowed: 1 hour

Question One (9 marks)

Below is a passage from the Toastmasters 2013 journal article ‘How Technology Has Changed Public Speaking.’

Right after Wyoming became a U.S. state in 1890, a celebration ensued that included a speech from a woman named Theresa Jenkins. According to historian and journalist Gail Collins, Jenkins could be heard by the crowd that extended as far as four blocks away.

“It turned out she had been practicing by standing out in the open prairie, giving her speech while her husband sat in a buggy, backing farther and farther away and yelling ‘Louder!’” Collins wrote in a New York Times column.

Today, technology would reshape that speech for Jenkins—and for her audience. Instead of a long, loud speech, she’d give a short, intimate TED talk. Her makeup, hairstyle, wardrobe and unobtrusive microphone would be planned with high-definition cameras in mind, recording her every move. Her talk would be live-streamed on the Internet, archived on YouTube and live-tweeted by the audience. With slides projected behind her, and an on-stage monitor in front of her displaying the words of the speech, there’d be no need for a lectern, text, memorization or even staying in one spot. Her listeners wouldn’t have travelled for hours to see her in person—they would be just as free to roam, or not attend at all. Technology would let the speaker reach millions, even if no one else was in the audience on site. We’ve gone from long-winded, flowery oratory to slickly produced speeches that can be tweeted or livestreamed. Speakers are more polished and poised than ever, thanks to technological wonders (Toastmasters, 2013).

- a.**
- i.** Identify an example of listing found in this text. 1 mark
 - ii.** Identify an example of an adverb found in this text. 1 mark
 - iii.** Identify an example of alliteration found in this text. 1 mark
- b.** Explain two ways that technology has changed the process of a speech. 2 marks
- c.** Identify what language feature is being used in the term “long-winded”. 2 marks
Explain what this language feature is suggesting about how speeches used to be before technology.
- d.** Discuss whether or not the writer supports the use of technology in speeches. 2 marks

Question Three (7 marks)

Director of Marketing at McDonald's Canada, Hope Bagozzi answers the general public's question, "Why does your food look different in the advertising than what is in the store?"

- a. Explain what this image suggests about McDonald's advertisements. 1 mark
- b. Without stating individual ingredients, list 4 visual elements in this image that suggest a difference between the burgers in McDonald's advertisements and the burgers they sell. 1 mark
- c. Explain the significance of time in this advertisement. 2 marks
- d. Using this advertisement as an example, explain a negative effect of fast food advertising on society. 2 marks
- e. Would you say that advertisements have an effect on your mood?
Explain your answer. 1 mark

Question Two (6 marks)

a. 1 mark
- Award 1 mark for the mockingbird symbolises the idea of innocence, or the idea of being selfless and doing no harm, but only good to others.

b. 1 mark
- Award 1 mark for her father.

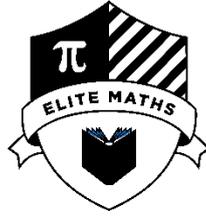
c. 1 mark
- Award 1 mark for 'to sing loudly, passionately, enthusiastically and / or intensely at the fullest extent of one's ability'.

- Accept similar answers.

d. 1 mark
- Award 1 mark for a plausible reason, eg. The title 'To Kill a Mockingbird' is a common phrase throughout the text, it also contains the fewest possible words that adequately describe the text. Accept other plausible reasons.

e. 2 marks
- Award 1 mark for figurative language helps the writer connect with the reader and communicate ideas that are often not easily understood through literal language. Or figurative language helps create a visual image in the readers' head by comparing things to give greater detail.
- Award 1 mark for one example of figurative language used in answer.

- Accept similar answers.



2022 Year 7 English Literacy Topic Test

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There are 4 questions in this test
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Question One (7 marks)

Below is a quote from the news article ‘The Doctor Will Text You Now’.

“We found that the young women who received text message reminders were nearly three times as likely to receive follow-up care (after illness care and support) compared with the young women who only received the standard paper discharge instructions.”

– Meg Wolff, M.D.

- a. Discuss whether or not this quote suggests that Meg Wolff supports text messaging being used in follow-up care reminders. 1 mark
- b. Explain why writers often use quotes when writing a news article. 1 mark
- c. Explain why patients may be more likely to get care after their illness if they receive the required information by text rather than the standard paper instructions. 1 mark
- d. “Health care systems deliver automated text or telephone messages to remind patients of appointments and to provide health information. Patients who receive multiple messages may demonstrate message fatigue by opting out of future messages” (Steiner et al, 2021).

Many health professionals believe that text messaging does not benefit patient care.

- i. According to this passage, identify the two negative consequences of using text messaging to relay patient information. 1 mark
- ii. In the context of the Covid-19 pandemic, discuss whether or not text messaging as a form of patient to doctor communication should be widely used. 3 marks

Question Four (7 marks)

Below is the 'The Snake and the Goanna' a Dreamtime Story told by Josie Boyle from the Wongi people (Western Desert cultures).

“Goanna and the Snake were once friends, playing chasing games and looking for food to eat. Snake suggested they find ochre plants and paint themselves to be pretty like birds. Goanna did all the work because she had hands, crushing the ochres and painting Snake. She realised there was no paint left for her and she'd still be mainly brown. So, they fought, and Snake bit Goanna so she had to go to the medicine tree. Today, snakes and goannas still fight if they meet (SNAICC, 2007)”.

- a. Identify one language feature in this Dreamtime Story. 1 mark
- b. Generalisation is a language feature that uses a broad statement and applies it to a large group. 1 mark
Identify a generalised statement in this story.
- c. Identify one key theme in this story. 1 mark
- d. Discuss how the theme you identified in part c is important in society today. 2 marks
- e. Symbolism is a profound language feature found throughout Aboriginal and Torres Strait Islander Dreamtime stories. 2 marks

Discuss what symbolism is and explain why symbolism may have been used in Indigenous Australian art.

Question Two (8 marks)

a. 1 mark
- Award 1 mark for first person.

b. 2 marks
- Award 1 mark for metaphor.
- Award 1 mark for this metaphor is comparing the author to a magpie. Magpies are notoriously curious, intelligent and observant. This metaphor relates the author to the traits of a magpie and suggests that she is very good/efficient at picking up facts and dates.

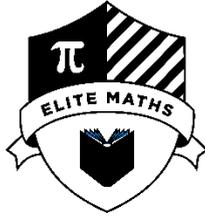
- Accept other insightful explanations.

c. 1 mark
- Award 1 mark for answer that includes one of the following; for clarity, to create emphasis/focus, the simplicity is easier to understand, for urgency/tension, to make the reader think, etc.

d. 2 marks
- Award 1 mark for informal.
- Award 1 mark for justifying informality of the language used with at least ONE example, eg. Slang/colloquialisms used (phrases/words that are usually used in speech and are informal to write) for example "Come on, Chip", all writing is in first person and has a personal tone, some grammatical errors and the use of commas is poor, a simple structure, etc.

e. 2 marks
- Award 1 mark for a plausible answer, e.g. Samuel is suggesting that not all successful academics have to have done well in school systems, many have exceptional creative skills that do not fit in the niche of school teaching.

- Award 1 mark for an insightful connection made back to high school students, e.g. Samuel's quote reminds students that the outcome of high school does not have to determine any person's future, and that a student's success stems from their passions and perseverance to get to where they want to be.



2022 Year 7 English Literature Topic Test

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There are 3 questions in this test
Total marks: 30 marks
Time allowed: 1 hour

TEXT A

The following is the opening passage of George Orwell's well-known novel, *Nineteen Eighty-four*, published in 1949.

It was a bright cold day in April, and the clocks were striking thirteen. Winston Smith, his chin nuzzled into his breast in an effort to escape the vile wind, slipped quickly through the glass doors of Victory Mansions, though not quickly enough to prevent a swirl of gritty dust from entering along with him.

The hallway smelt of boiled cabbage and old rag mats. At one end of it a coloured poster, too large for indoor display, had been tacked to the wall. It depicted simply an enormous face, more than a metre wide: the face of a man of about forty-five, with a heavy black moustache and ruggedly handsome features. Winston made for the stairs. It was no use trying the lift. Even at the best of times it was seldom working, and at present the electric current was cut off during daylight hours. It was part of the economy drive in preparation for Hate Week. The flat was seven flights up, and Winston, who was thirty-nine and had a varicose ulcer above his right ankle, went slowly, resting several times on the way. On each landing, opposite the lift shaft, the poster with the enormous face gazed from the wall. It was one of those pictures which are so contrived that the eyes follow you about when you move. **BIG BROTHER IS WATCHING YOU**, the caption beneath it ran.

TEXT A**Question One** (9 marks)

- a.** Explain the purpose of Orwell capitalising the phrase “BIG BROTHER IS WATCHING YOU”. 1 mark
- b.** Identify an adjective Orwell uses within the text and discuss its effect. 2 marks
- c.**
- i.** Explain why “the clocks were striking thirteen” is an unusual phrase. 2 marks
What might this suggest about the society that this novel is set in?
- ii.** Identify a language feature in the quote below. 1 mark
“It was a bright cold day in April...”.
- d.** An author’s first line is often viewed as the most important part of the text. 1 mark
Explain why this may be true.
- e.** Is the overall tone of the text negative or positive? 2 marks
Identify and explain at least TWO examples in your answer.

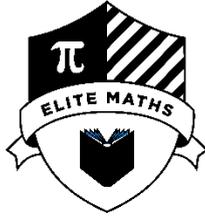
Question Three (12 marks)

With reference to ONE novel, short story, or film that you have studied this year, answer the questions below.

- a. Discuss in 4-5 sentences the most important message in the text, and why it is relevant to you. 5 marks
- b. Write a plot summary in only 8 sentences. Make sure to include the most relevant characters and events so that the plot is explained even for someone who does not know the text. 7 marks

Question Two (9 marks)

- a.** 2 marks
 - Award 1 mark for correct identification of a simile.
 - Award 1 mark for plausible explanation of the simile, eg. *“White men hurry like ants” compares white men to ants, suggesting that white men have swarmed indigenous land and are actively building their ‘ant hill’ or own societies.*
- b.** 2 marks
 - Award 1 mark for the broad, general population of Australia.
 - Award 1 mark for plausible explanation, eg. *This poem has a very easy to read and accessible structure; it provides an overview of the injustices experienced by Indigenous Australians and is intended for the broadest possible audience.*
- c.** 2 marks
 - Award 1 mark for metaphor.
 - Award 1 mark for a plausible explanation that connects to the loss of Aboriginal culture being much more than the people and tribes themselves, eg. *When Aboriginal tribes were removed from the land it was not only the people that were displaced, but it was the nature, years of history and an entire culture that was taken away.*
- d.** 1 mark
 - Award 1 mark for plausible explanation of any sentence in the poem and a connection to the candidate's mood, eg. *“The bora ring is gone” refers to the loss of the ‘bora ring’, a sacred ceremonial place where Aboriginal people would communally gather. Reading this short line left me saddened as I am reminded of the sacred aspects of Aboriginal life that have been lost.”*
- e.** 2 marks
 - Award 1 mark for a plausible connection made to any of the following themes; *the loss of Aboriginal culture, loss of nature, loss of history and the impact of white men/colonisers.*
 - Award 1 mark for discussion of at least ONE example from the text, eg. *The poet is constantly reminding us of the impact of white men; When referring to the loss of the old bora grounds, Noonuccal states that half of it has been abused for legalised rubbish dumping. This sentence shifted my mood and made me feel hugely frustrated, as not only has this sacred land been taken, but it has been hugely disrespected.*



2022 Year 8 English Language Topic Test

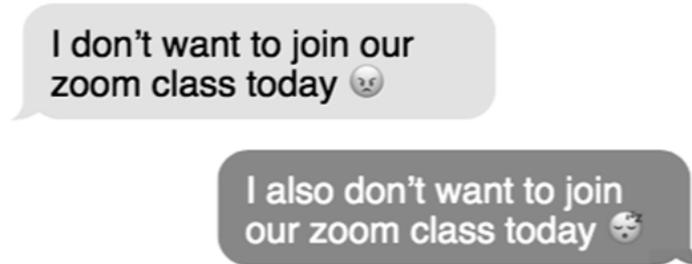
General Instructions

- Writing time: 1 hour
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There are 4 questions in this test
Total marks: 30 marks
Time allowed: 1 hour

Question One (9 marks)

Emojis are small digital icons used to express emotions visually in electronic communication. By 2011 the use of emojis had been popularised worldwide. Today, many young people do not know a life without emojis and often rely on limited images instead of words to express themselves.



- a. Referring to the two text messages above, explain how use of the two different emojis changes the interpretation of the message. 1 mark
- b. Do you think that emojis have made texting communication more or less formal? Explain your answer. 2 marks
- c. Explain ONE example of how the change towards everyday use of emojis could negatively affect relationships between teenagers. 2 marks
- d. Today emojis are being used more and more widely in messaging, computer gaming, social networking and even as a replacement for words in books. 2 marks
- Identify ONE possible positive impact that the everyday use of emojis could have on teenagers. Explain your answer.
- e. Emojis can often be used alongside hyperboles in text messaging. 2 marks
- Define what a hyperbole is and give a basic example.

- d. How might this image of the trapped refugees in the detention hotel be supporting the author's argument? Use at least two camera techniques and / or other visual techniques to support your answer. 2 marks



Thirty-two refugees and asylum seekers are detained at the Park Hotel. (Supplied: Mostafa Azimitabar)

Question Two (7 marks)**a.** 1 mark

1) “Panda. Large black-and-white bear-like mammal, native to China. Eats, shoots and leaves”.
- Lynne Truss

2) “I am feeling very hungry. Are you feeling hungry too? Let’s eat Grandma.”

Highlighting in sentence 1 identifies where the removal of a comma would alter the meaning of the sentence. In sentence 2 highlighting identifies where a comma should be added.

- Award 1 mark for both correct uses of the comma.

b. 1 mark

- Award 1 mark for both a correct definition, eg. “a punctuation tool used to separate words, ideas or phrases within a sentence”, and a correct purpose, eg. “Used to make the meaning of sentences clear”.

c. 1 mark

- Award 1 mark for the addition of a full stop between the sentences “... I cannot wait for summer. I don’t enjoy the winter months.”

d. 2 marks

Any of (for 1 mark):

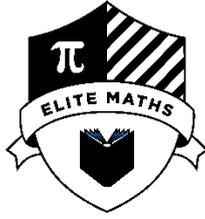
Information shared online could be read incorrectly or be misleading and/or lack of comma use could result in less people being familiar with the use of commas in writing.

- Award 1 mark for its plausible connection to social media, eg. an incorrect or confusing post with grammatical errors written by an online business could mislead the public and cause harm.

e. 2 marks

- Award 1 mark for identifying that yes, it is useful for authors to symbolise a larger concept with a smaller idea.

- Award 1 mark for justifying with the author’s intention to simplify a wider concept and increase the readers’ understanding.



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Question One (9 marks)

Animal Farm is a dystopian novel written by George Orwell. This novel depicts the lives of farm animals who overthrow their corrupt farmer, in a hope to create an equal society. By the end of the novel the pigs become as controlling towards the other animals as their human farmers were.

“All animals are equal but some animals are more equal than others.” - George Orwell.

a. Why do you think that Orwell uses repetition in the quote above? 1 mark

b. Discuss what you think the meaning of this quote is. 2 marks

c. Orwell uses negative adjectives to describe the humans and highlight their impact on the farm animals. Orwell describes humans as “worthless parasitical human beings”. 2 marks

What do these strong adjectives imply? Explain how this could make the reader feel.

d. Refer to both quotes “worthless parasitical human beings” and “man is the only creature that consumes without producing”. 1 mark

What language feature is being used by Orwell when he continues a similar theme throughout his descriptive language?

e. Readers often learn the most from books that they connect the most to. Explain why you think this is, and name a language feature that is used as an effective tool to engage the reader. 3 marks

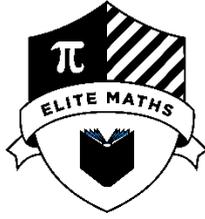
Question Four (7 marks)

Fires Down Under cartoon by Joep Bertrams

- a.** How does the title “Down Under” make you feel? 1 mark
- b.** What do you think the globe being the person’s head symbolises? 2 marks
- c.** What do the matches suggest in this cartoon? 2 marks
- d.** Why do you think it is important that comics are used to convey ideas? 2 marks

Question Two (8 marks)

- a.** 1 mark
- Award 1 mark for the tone is either regret/tired as he thinks about the road he could have taken in life, or /pride/satisfaction/relief for he is looking back and feeling good about the choices he made in life.
- b.** 1 mark
- Award 1 mark for the “third line”.
- c.** 2 marks
- Award 1 mark for the decisions/choices/direction we take in life.
- Award 1 mark for further depth, eg. the choice to take the unique/self-directed/personal path, and not hugely influenced by others.
- d.** 2 marks
- Award 1 mark for any plausible example that relates to making a decision with longer term consequences, eg. what sport you get into, what subjects you take, what friends or clubs you join.
- Award 1 mark for connecting this choice and decision to any form of future outcomes
- e.** 2 marks
- Award 1 mark for identifying that it is the end stanza
- Award 1 mark with a justification referring to the word hence and what this suggests to the reader, eg. used after a period of time, as a consequence or on reflection.



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TEXT B

The following is an excerpt of David Attenborough's speech at the COP26 climate summit in Glasgow on November 1, 2021.

Is this how our story is due to end? A tale of the smartest species doomed by that all too human characteristic of failing to see the bigger picture in pursuit of short term goals. Perhaps the fact that the people most affected by climate change are no longer some imagined future generation, but young people alive today, perhaps that will give us the impetus we need to rewrite our story, to turn this tragedy into a triumph. We are after all, the greatest problem solvers to have ever existed on Earth. We now understand this problem. We know how to stop the number rising and put it in reverse. We must recapture billions of tons of carbon from the air. We must fix our sights on keeping one and a half degrees within reach. A new industrial revolution, powered by millions of sustainable innovations, is essential, and is indeed already beginning.

TEXT A**Question One** (8 marks)

- a.** Identify and write down the seven ages of man Shakespeare is referring to when he states “acts being seven ages”? 1 mark
- b.** Identify one example of a simile Shakespeare uses within the text and discuss its effect. 2 marks
- c.** What is Shakespeare suggesting about the everyday life of human beings when he writes “All the world’s a stage and all men and women are merely players”? 1 mark
- d.** In more detail, explain the 7th age and why it might be referred to as the “second childishness”. 2 marks
- e.** Using this Shakespeare text as an example, why do you think famous, old literature is still important today? 2 marks

Question Two (7 marks)

- a.** 1 mark
- Award 1 mark for identifying that it gives the readers a moment to stop reading and think about their own response to the question, or another similar explanation.
- b.** 1 mark
- Award 1 mark for identification of correct statement, eg. “We are after all, the greatest problem solvers to have ever existed on Earth”.
- c.** 1 mark
- Award 1 mark for temperature.
- d.** 2 marks
- Award 1 mark for identifying that it helps us all feel connected/united/close to the speaker/author.
- Award 1 mark for further explanation, eg. it encourages us to analyse our own role in the speaker/author's concerns.
- e.** 2 marks
- Award 1 mark for a change/difference/new/start, or a similar justification.
- Award 1 mark for a link to the climate, eg. we need to continue changing to more sustainable practises in order to combat the issues of climate change.

Question Three (15 marks)**a.** 7 marks

- Award 2 marks for identification of an important relationship taken from the text. Give 1 mark when an attempt is made at this but not done to a higher level.
- Award 3 marks for discussion as to why the relationship is important AND a connection to something that the relationship revealed to them. Give 1 or 2 marks when an attempt is made at this but not done to a higher level.
- Award 1 mark for an especially insightful / detailed answer that relates the revelation to real life / the student's life.
- Award 1 mark for overall fluency and grammatical correctness in the piece of writing.

-Note: a "relationship" can be defined however a student chooses to, provided it is appropriate. It does not have to be a relationship between two characters – could be between a character and a society, between two countries, etc.

b. 8 marks

- Award ½ mark per each appropriate summary sentence given, up to a maximum of 4 marks for 8 sentences explaining the plot. Deduct ½ mark per sentence exceeding the 8-sentence restriction.
- Award 2 marks for student appropriately summarising the start and the end of the plot within their summary. Give 1 mark when an attempt is made at this but not done to a higher level.
- Award 1 mark for an especially insightful / detailed answer that contains the main events of the plot.
- Award 1 mark for overall fluency and grammatical correctness in the summary sentences.