

2022 Year 9 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: 40 marks
Time allowed: 1 hour

Question One (10 marks)

This is a warning written on the label of many products.



WARNING
RF Voltage Hazard.
Contact with internal RF
Source can cause burns
And/or electrical shock.

- a. Explain why some words are in a bigger font size than others. 2 marks
- b. Explain why the author has used a sentence fragment in the second line of this warning.
Give two reasons. 2 marks
- c. Explain how use of the icon on the left helps the reader understand the text.
Give two reasons. 2 marks
- d. Identify in the text:
- i. a noun 1 mark
 - ii. a modal auxiliary verb 1 mark
 - iii. a verb 1 mark
 - iv. an adjective 1 mark

Question Two (11 marks)

In this poem, a World War II fighter pilot reflects on his time in the air.

Oh! I have slipped the surly bonds of Earth
 And danced the skies on laughter-silvered wings;
 Sunward I've climbed, and joined the tumbling mirth
 Of sun-split clouds, – and done a hundred things
 You have not dreamed of – wheeled and soared and swung
 High in the sunlit silence. Hov'ring there,
 I've chased the shouting wind along, and flung
 My eager craft through footless halls of air...

Up, up the long, delirious burning blue
 I've topped the wind-swept heights with easy grace
 Where never lark, or ever eagle flew –
And, while with silent, lifting mind I've trod
 The high untrespasted sanctity of space,
 Put out my hand, and touched the face of God.

By John Gillespie Magee

- a. Sometimes authors may use spelling creatively to create particular effects. Identify an example from the text where the author has used a different spelling of a common word and explain why he might have done this. 2 marks
- b. Why is the line “wheeled and soared and swung” innovative sentence structure? 1 mark
- c. What is the effect of innovative sentence structure on the reader? Provide two reasons. 2 marks
- d. What is the effect of using the adjective “untrespasted” to describe space? 3 marks
- e. The final stanza is one long sentence. Explain the effect of this on the reader. Provide two reasons. 2 marks
- f. Identify the phonological stylistic feature in the line “And, while with silent, lifting mind I've trod”. 1 mark

Question Three (9 marks)**a.** 1 mark

To commemorate the special occasion of ANC winning the national election, to encourage and give hope to the citizens of South Africa (or any other acceptable answer).

b. 2 marks

- Personal pronouns such as 'we' and 'us' promote inclusivity and solidarity through referring to not just himself but to the collective.
- Personal pronouns such as 'you' allows him to refer directly to the audience, making his speech appear more genuine.

- Award 1 mark for each relevant answer

- Award 1 mark for giving relevant examples from the text

c. 2 marks

- Award 1 mark for any part of the following: The audience is in South Africa, most people listening are adults. ANC is a major political party. It is a well-known acronym in South Africa.

d. 1 mark

Accept any part of:

- Because the full name has already been mentioned several times in the speech, and continuing to do so would interrupt the flow and add complexity.*
- The text is designed to be listened to, it is important to keep it easily understandable and not too complex.*

e. 2 marks

One mark for each, up to a maximum of two.

Joyous, delighted, overwhelming.

- Award 1 mark for each adjective identified, up to a maximum of two. Examples include: Joyous, delighted, overwhelming

- Award 1 mark for identifying that these adjectives are positively connotated, which creates a more encouraging tone for the audience.

f. 1 mark

Although

Question Four (10 marks)**a.** 2 marks*Any of:**Speed, ease, creates in-group membership for individuals such as teens, both people will be able to understand it, or any other relevant reason.***i.** 2 marks

- Award 1 mark for identifying that an essay is a formal text and as such requires standard English.
- Award 1 mark for an appropriate reason.

Possible answers include

- Convention dictates what formal language is appropriate in any given setting/it would not be appropriate.
- Formal standard English is used in society as an indication of one's level of education and thus must be used in an educational setting
- Because the reader may not understand it.
- Because it does not give the impression of professionalism/formality/decorum.
- Because it is not necessary in that context.

b. 2 marks

Answers include:

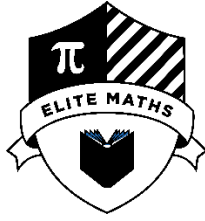
- Repetition of vowel sounds such as 'Noooooo' to emulate vowel elongation
- non-standard capitalisation such as 'NO' to emulate loud volume
- Award 1 mark for each appropriate example and explanation.

c. 1 mark**i.**

Answer 2

ii. 3 marks

- Award 1 mark for each relevant feature. Possible answers could include: formal vocabulary and elevated lexis, formal complex sentence structure, fewer first-person pronouns.
- Award 1 mark for quoting examples from both texts.
- Award 1 mark for an appropriate comparison.



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Question One (10 marks)

Read the following article about swamp kauri.

One of the world's most valuable timbers is swamp kauri, from Northland, New Zealand. Fetching up to \$200 per cubic foot, it is highly sought, but cannot be legally exported from New Zealand. In 2015, a scandal arose after it was found that swamp kauri were being sent overseas with chisel marks, in order for them to qualify as carvings under the legislation. "The fact the Government has fallen for this idea is unbelievable and they need to apply existing law," said Northland MP Winston Peters.

- a.** Why do you think this text was created? (ie. What is the purpose of the text?) 1 mark
- b.** Why were the swamp kauri logs being sent overseas with chisel marks? 2 marks
- c.** From what perspective do you think this text was written? Explain why you think this. 2 marks
Hint: Identify a perspective which is aligned with the article.
- d.** How reliable do you think this article is? Discuss, using examples relating to the text. 3 marks
- e.** Identify the following in the text.
- i.** Two proper nouns 1 mark
- ii.** Two adverbs 1 mark

Question Three (11 marks)

Excerpt from *The Adventures of Huckleberry Finn* by Mark Twain, published in 1884.

Well, three or four months run along, and it was well into the winter now. I had been to school most all the time and could spell and read and write just a little, and could say the multiplication table up to six times seven is thirty-five, and I don't reckon I could ever get any further than that if I was to live forever. I don't take no stock in mathematics, anyway.

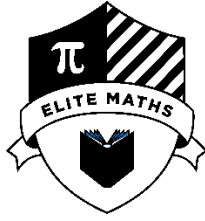
At first I hated the school, but by and by I got so I could stand it. Whenever I got uncommon tired I played hookey, and the hiding I got next day done me good and cheered me up. So the longer I went to school the easier it got to be. I was getting sort of used to the widow's ways, too, and they warn't so raspy on me. Living in a house and sleeping in a bed pulled on me pretty tight mostly, but before the cold weather I used to slide out and sleep in the woods sometimes, and so that was a rest to me.

- a. What is the narrator's perspective on school? 1 mark
- b. Explain what the author is saying in the phrase "...and I don't reckon I could ever get any further than that if I was to live forever." 2 marks
- c. What is the point of view of this text? 1 mark
- d. Compare the two phrases "pulled on me pretty tight" and 'was a rest to me'. 3 marks
- e. Describe the author's choice of language using examples from the text. 4 marks
Explain why the author chose this.
Hint: You could discuss whether it is formal or informal.

Question Two (9 marks)

- a.** 1 mark
Attached, connected, linked (or similar)
- b.** 2 marks
- Award 1 mark for identifying a psychology/mind/behavioural (or similar) study.
- Award 1 mark for greater detail, extracted from the text, eg. Attributions, why people think things, how people make decisions or evaluations.
- c.** 2 marks
- Award 1 mark for stating that the report is formal.
- Award 1 mark for a valid explanation. Possible answers include: Using impersonal language detracts from the perception of reliability. Because the report was presenting facts, not opinions.
- d.** 2 marks
Possible answers include:
- Justifying with type of text (non-fiction/scientific/journal article).
- Justifying with the intention of the text (to inform, not to entertain).
- Identifying that it is to be read by scientists/academics/adult audience.
- Identifying that longer sentences appear more sophisticated.
- Any other rational justification which uses evidence.

- Award 1 mark per reason, up to maximum of 2.
- e.** 1 mark
In group
- f.** 1 mark
End



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TEXT A

The following is an extract from *Oliver Twist*, published in 1838 by Charles Dickens.

In the obscure parlour of a low public-house, in the filthiest part of Little Saffron Hill; a dark and gloomy den, where a flaring gas-light burnt all day in the winter-time; and where no ray of sun ever shone in the summer: there sat, brooding over a little pewter measure and a small glass, strongly impregnated with the smell of liquor, a man in a velveteen coat, drab shorts, half-boots and stockings, whom even by that dim light no experienced agent of the police would have hesitated to recognise as Mr. William Sikes. At his feet, sat a white-coated, red-eyed dog; who occupied himself, alternately, in winking at his master with both eyes at the same time; and in licking a large, fresh cut on one side of his mouth, which appeared to be the result of some recent conflict.

“Keep quiet, you warmint! Keep quiet!” said Mr. Sikes, suddenly breaking silence. Whether his meditations were so intense as to be disturbed by the dog’s winking, or whether his feelings were so wrought upon by his reflections that they required all the relief derivable from kicking an unoffending animal to allay them, is matter for argument and consideration. Whatever was the cause, the effect was a kick and a curse, bestowed upon the dog simultaneously.

TEXT B

“So we’ll Go No More a Roving”
So, we’ll go no more a roving
So late into the night,
Though the heart be still as loving,
And the moon be still as bright.

For the sword outwears its sheath,
And the soul wears out the breast,
And the heart must pause to breathe,
And love itself have rest.

Though the night was made for loving,
And the day returns too soon,
Yet we’ll go no more a roving
By the light of the moon.

Lord Byron

TEXT A**Question One** (10 marks)

- a.** What kind of person does Dickens want the reader to think that Mr Sikes is? 1 mark
- b.** Identify and explain the effect of one language feature used within the text to support your answer in part **a.** 2 marks
- c.** In the first lines of the extract, Dickens describes Mr Sikes' house. Explain how the house is also a symbol of Mr Sike's character. 2 marks
- d.** What does this sentence suggest about Mr Sikes? "*...whom even by that dim light no experienced agent of the police would have hesitated to recognise as Mr. William Sikes*" 1 mark
- e.** If *Oliver Twist* was written about someone living in 2022, would the description be similar or different? Explain why, using at least one language feature to support your answer. 2 marks
- f.** Many of Charles Dickens' works have long run-on sentences. Explain the effect that these long sentences have on the reader and the style of the text. 2 marks

Question Three (20 marks)

Write an essay on at least one novel, short story or film that you have studied, in response to one of the questions below.

Novel or Short Story

1. Describe the major events that the main character went through in this novel.
How have these events shaped the character's identity?
2. Describe the main moral of the story.
Explain how this moral can be applied to modern day society.
3. Describe the main character's personality in the story.
How did this affect the events that occurred in the story?

Film

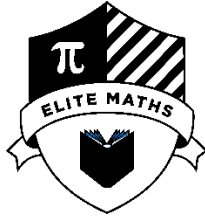
4. Describe the antagonist of the film.
Discuss the character of this individual and relate this to their role in the film.
5. Describe at least one character or individual you could relate to in the film.
Explain the importance of being able to relate to the character or individual as a member of the audience.
6. Describe a major conflict within the film.
Explain how this conflict was resolved and relate your answer to the concept of human nature.

Question Two (10 marks)

- a.** 1 mark
- Award 1 mark for identifying that it creates a more casual/conversational tone, as if he is speaking to a friend.
- b.** 1 mark
Desolate
- c.** 2 marks
- Award 1 mark for identifying that the feature is assonance.
- Award 1 mark for explaining that the repetition of the /o/ sound appears as though Bryon is moaning, creating a sense of melancholy.
- Similar answers accepted.
- d.** 2 marks
- Award 1 mark for identifying that the author has brought back the same words and meanings at the start and end of the poem to highlight his main point.
- Award 1 mark for identifying that 'by the light of the moon' refers to the late night as in line 2 of the poem.
- e.** 3 marks
- Award 1 mark for explaining the theme of the poem.
- Award 1 mark for including at least one example from the text.
- Award 1 mark for linking the example/s to the theme.
- f.** 1 mark
One of:
- ABAB rhyme
- Three quatrains

Question Three (20 marks)

Score range	Annotation
18 – 20	The candidate has expressed perceptive understanding of the text and the implications in relation to their chosen question. Mature appreciation and comprehension of the text is shown. The essay is well-structured and written with fluency and precision. The candidate integrates clear, relevant details into the answer and uses relevant quotes.
15 – 17	The candidate clearly addresses the question. Their analysis goes into the heart of the question and relevant quotes have been used to support their argument. The essay is well-structured and includes relevant details and quotes into the answer.
12 – 14	The discussion is wide-ranging but not to the point of becoming too diffuse. There is a constant reference back to key words that keeps the essay focused. The depth of textual knowledge is immediately apparent.
9 – 11	The candidate knows the text well. The candidate has related their points to the chosen question and has made a link to the text, but their response has not been developed enough.
5 – 8	The candidate has provided mostly plot summary. They address the question to some extent. Further analysis is possible. Some interpretations might be challenged.
1 – 4	The question was somewhat addressed but the candidate's response is incomplete. Analysis towards the end is underwhelming and not fully realised.



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Question One (10 marks)

The following is an excerpt of a story from the Sunday Times (Sydney), in 1896.

This little woman had evidently fallen in love with me the very moment she set eyes on me. It would have seemed unwomanly in any other woman, but this lonely, ill-treated, dove like creature might well be excused, if she showed too plainly, in her pent up misery, that she felt relieved by the presence of a really manly fellow, especially when this fellow happened to be a relative of hers. This might, on her part, be called love at first sight, and I, well, how could I help feeling the deepest interest in her? I would certainly not neglect her during my stay in Sydney.

- a. What is the point of view of this text? 1 mark
- b. What is the effect of using this point of view? 2 marks
- c. What is the author's personal belief about women, as evident from the text? 2 marks
- d. Identify a phrase that is disempowering, and explain why it is so. 3 marks
- e. Would this story be appropriate to publish in a modern newspaper? Why/why not? 2 marks

Question Four (10 marks)

This is a poem by Oodgeroo Noonuccal, a prominent Aboriginal poet and activist.

Gumtree in the city street,
 Hard bitumen around your feet,
 Rather you should be
 In the cool world of leafy forest halls
 And wild bird calls
 Here you seems to me
 Like that poor cart-horse
 Castrated, broken, a thing wronged,
 Strapped and buckled, its hell prolonged,
 Whose hung head and listless mien express
 Its hopelessness.
 Municipal gum, it is dolorous
 To see you thus
 Set in your black grass of bitumen--
 O fellow citizen,
 What have they done to us?

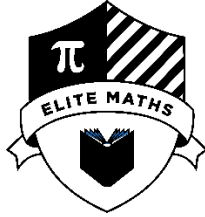
- a.** Identify the sound device used by the author throughout the poem. 1 mark
- b.** Why is the phrase ‘leafy forest halls’ an unusual description? 2 marks
- c.** What is the effect of having lines that do not end with a punctuation mark? 2 marks
- d.** Identify the language feature in the phrase ‘black grass of bitumen.’ 2 marks
 What is the effect of this description?
- e.** The final sentence is a particular language feature. Identify the feature and explain the effect of this on the reader. 3 marks

Question Two (10 marks)

- a.** 1 mark
To provide further reading/to show sources of information/to connect with other pieces of media.
- b.** 2 marks
Hyperlinks are not official acknowledgements of sources and information, whereas that is the sole purpose of citations. Citations enable the author to show where they got ideas and information with more detail. Can also mention that not all sources can be hyperlinked, but all sources can be cited.
- c.** 3 marks
- Award 1 mark for identifying a non-written form of communication, such as sound, video, pictures, graphics, etc.
- Award 1 mark for describing what effect this form of communication has.
- Award 1 mark for linking this effect to being an advantage over traditional mediums.
- d.** 2 marks
Accept any from:
- It is familiar
- It has meaning specific to their conversations
- It is a shared language/culture
- It can be used as shorthand versions of traditional vocabulary
- Any other appropriate response with a full explanation.

- Award only 1 mark when one of the above is discussed, but not sufficiently enough to be awarded full marks
- e.** 2 marks
Accept any from:
- Formal writing relies on an established and common vocabulary
- It is not of a formal nature (more colloquial)
- It is not appropriate to describe formal themes/events (does not have the right meaning)
- Non-standard vocabulary is often associated with lack of education/sophistication/professionalism
- Any other appropriate response

- Award only 1 mark when one of the above is discussed, but not sufficiently enough to be awarded full marks



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Question Two (10 marks)

Source: <https://nicholsoncartoons.com.au/china-australia-relationship-like-jack-and-the-beanstalk-gone-wrong-cartoon-in-australian-financial-review-2020-08-31#more-16694>

Use the image above, a political cartoon by Peter Nicholson, to answer the following questions.

- a. Which country does the giant represent? Name two features in the image that help you to identify this. 2 marks

- b. What does this cartoon stereotype about the giant's country? Why is this a stereotype? 2 marks

- c. Suggest why Nicholson uses a fairy tale in this cartoon? 2 marks

- d. Is this cartoon a useful source of information? Why/why not? 1 mark

- e. How might the giant, and people from his country, react to this cartoon? Does their perspective differ in legitimacy from the perspective of the cartoonist? 3 marks

Question Four (10 marks)

*2020 has been a year of unprecedented disruption. Fundamentally, the COVID-19 pandemic has changed how people see themselves interacting with the world. Are we responsible for other's wellbeing? Do we live in harmony with nature? Can we prevent future crises? These are the questions of today. We struggle to answer them, but uncertainties **show** the need for an environmentally friendly recovery under which we AND Earth can flourish. In turn, there are significant benefits economically, ecologically and socially. By choosing a "green" recovery...*

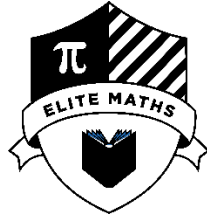
Use the above extract, the introduction of an essay about recovering from COVID-19, to answer the following questions.

- a. What is the main argument of this piece? 1 mark
- b. Is the tone negative or positive? How does this contribute to the impact of the authors writing? 2 marks
- c. Provide a synonym to “show” (in **bold**) that suits the piece better. 1 mark
- d. What language technique is employed with the phrase “economically, ecologically, and socially?” 1 mark
- e. Complete the final sentence to fit with the theme and message of the piece. 1 mark
- f. Write an essay introduction (4-5 sentences) arguing AGAINST an environmentally friendly recovery from COVID-19. 4 marks

**2022 Year 10 English
Literacy
Total marks: 40 marks**

Question One (10 marks)

- a.** 1 mark
A formal speaking situation.
- b.** 2 marks
Any of (2 for full 2 marks):
Use formal language/avoid colloquialisms, slow down talking speed, enunciate/use emphasis, speak confidently/in a confident tone (accept another reasonable answer).
- c.** 2 marks
- Award 1 mark for a plausible assumption which could be logically made, e.g., audience is knowledgeable, vested interest in the solution, willingness to listen, interest in the topic of discussion.
- Award 1 mark for an explanation linking the assumption to a method of being persuasive.
- d.** 2 marks
- Award 1 mark for identifying an appropriate language feature.
- Award 1 mark for justifying how the language feature is effective in connecting with the audience.
- e.** 3 marks
- Award 1 mark for an introduction that appropriately appeals to the audience.
- Award 1 mark for the addition of some persuasive language/techniques.
- Award 1 mark for an insightful and developed introduction with a greater level of persuasion.



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TEXT A

The following is an extract from *Blood Meridian*, published in 1985 by Cormac McCarthy.

At all desert watering places there are bones but the judge that evening carried to the fire one such as none there had ever seen before, a great femur from some beast long extinct that he'd found weathered out of a bluff and that he now sat measuring with the tailor's tape he carried and sketching into his log. All in that company had heard the judge on palaeontology save for the new recruits and they sat watching and putting to him such queries as they could conceive of. He answered them with care, amplifying their own questions for them, as if they might be apprentice scholars. They nodded dully and reached to touch that pillar of stained and petrified bone, perhaps to sense with their fingers the temporal immensities of which the judge spoke. The judge had been holding the femur upright in order to better illustrate its analogies to the prevalent bones of the country about and he let it fall in the sand and closed his book.

There is no mystery to it, he said.

The recruits blinked dully.

Your heart's desire is to be told some mystery. The mystery is that there is no mystery.

He rose and moved away into the darkness beyond the fire. Aye, said the expriest watching, his pipe cold in his teeth. And no mystery. As if he were no mystery himself, the bloody old hoodwinker.

TEXT B

The following is a poem written by Du Fu in 760CE, translated and published in 1989.

“Our House is Done”

Its back to the city and thatched in white, our house is done.
River road bowing through green fields: you know the way,

and here there's goat-willow shade, leaves whispering wind,
dragon-bamboo gathering river-mist into leaf-tip dewdrops.

Crows in wandering flight pause, tend their clutch of chicks.
Arriving in a rush, talkative swallows settle into new nests.

Passersby might think it the home of some ancient poet-sage,
but life's idle here, mind empty: who needs to write poems?

TEXT B**Question Two** (10 marks)

- a.** Du starts the poem with a description of his house. What is the effect of this? 1 mark
- b.** Identify two examples of personification in the text. 2 marks
- c.** What does the author believe about poetry and its relationship to life? Using one example from the text, explain how this message is developed and explored in the poem. 3 marks
- d.** What language feature does the poem end with, and why has Du chosen to finish with it? 2 marks
- e.** Considering that this poem was written over a thousand years ago, is it still relevant in 2022? Why/why not? 2 marks

Question Three (20 marks)

Write an essay on at least one novel, short story or film that you have studied, responding to one of the questions below:

Novel or Short Story

1. Describe an important setting in the novel.
Explain how this setting helped you to understand one or more key ideas.
2. Describe a character whose personality changed throughout the story.
Explain how the change(s) helped you to understand human nature.
3. Describe a challenging idea in the text.
Explain whether or not you think this idea is relevant to teenagers today.

Film

4. Describe a visual symbol used throughout the film.
Explain how the symbol has been used to create a particular effect.
5. Describe an important relationship in the text.
Explain how this relationship helped develop the plot of the film.
6. Describe at least one important conflict in the film.
Explain how this event helped you to understand the film as a whole and the lessons you learnt from it.

**2022 Year 10 English
Literature
Total marks: 40 marks**

Question One (10 marks)

- a.** 2 marks
- Award 2 marks for identifying that the judge is wise/intelligent/knowledgeable/complex, compared to the recruits being dull/unintelligent/simple. Accept other reasonable answers, provided an explicit comparison is made.
- b.** 2 marks
- Award 1 mark for identifying a language feature and quoting it in the answer.
- Award 1 mark for explaining how the language feature works to convey the specific portrayal of the judge to the reader.
- c.** 2 marks
- Award 1 mark for identifying that the description is negative/conflicting, compared to earlier descriptions which are more positive about the judge (e.g., he is wise, a teacher, intelligent).
- Award 1 mark for identifying that the description by the ex-priest makes the judge appear more suspicious/nuanced/malignant, or another appropriate adjective.
- d.** 1 mark
- Award 1 mark for identifying that the surrounding landscape is inhospitable/full of dead animals/littered with bones, or another appropriate interpretation.
- e.** 3 marks
- Award 1 mark for identifying that the reader must pay closer attention/read the text more carefully.
- Award 1 mark for identifying that the text flows smoother/with less stops, like a stream of consciousness.
- Award 1 mark for commenting on the overall effect of this punctuation to the reader, that it makes the text stand out and more appealing/a better flow to the reader.