Section A <u>The Horse Dentist</u>

1. **What are the social purposes of this conversation?**   **1   mark**

   The dentist's purpose is to instruct the owner of the horses about the care of the horses' teeth, and about the health implications of the horses getting older. G is receptive to all he says as she wants to be well-informed. R also talks to G more generally about animal welfare and prepares G for difficult decisions she will have to make in the future.

2. **Analyse how the topic is managed; provide examples to illustrate your answer.**   **2 marks**

   Although G prompts the dentist with her initial question, line 2, the topic is managed by R for the rest of the transcript. In line 20 he introduces a topic shift when he talks about the cost of keeping the horses as they get older. In line 45 R explains the process for arranging euthanasia for the horses when they need it. G builds on the discussion, introducing the notion of horses being pets, like other domestic animals, which R responds to with authority, telling her some historical facts about attitudes to animal welfare over past decades and in other countries.

3. **Discuss the effect of the jargon of horse dentistry on the interaction between R and G. Provide examples to illustrate your analysis.**   **2 marks**

   R exerts his knowledge and authority by using medical jargon (colicky, digestive tract, metabolic rate, dementia) to explain to G the results of his examination of the horses. G is highly receptive and responds mainly with minimal responses (eg, line 7 OK, line 17 yeah, line 44 Oh gosh) and discourse particles (eg, lines 32, 38, 64, right). The technical language creates a relationship that is friendly, polite but not close.

4. **Identify examples of parallelism in the transcript. Explain the effect of this feature. 2 marks**

   In lines 60 – 63 R states: 'they'll need to eat ^more, they'll use more ^energy to eat, they'll need ^processed food, they'll get ^more expensive\'. The list of predictions about how the horses' eating habits will change in the near future is emphatic and leaves G with no doubt about what to expect. R is forceful but kind in presenting this information, without emphasis and with continuing, uninterruptedfluency.

   In lines 36-37 R states: 'put ^on weight, get diarrhoea, lose weight, put ^on weight, get diarrhoea, lose weight', reflecting in the parallel structures the rhythm of a 'roller coaster'.

5. **Identify and explain the effect of the dominant syntactic feature in this conversation. 2 marks**

   R uses a series of declaratives throughout the conversation, which supports the purpose of instructing and conveying information to G. His utterances are typically structured as compounds (eg, lines 18-22) or complex eg, ines 24-27), as his style of speaking is to add layers and, convey a lot of information in an uninterrupted series of utterances.

6. **Comment on the prosodic features of the conversation and explain how they reflect the relationship between the R and G.**   **3 marks**

R's utterances are predominantly linked by continuing intonation, as he talks on and expects no interruption, protecting his face needs. Falling intonation is evident at the end of utterances when he is stating a solemn fact or inviting a response from G.

G, conversely, asks questions or responds minimally, and with falling intonation, to the statements R makes. This reflects her understanding of what has been said, and her perception that the information is not optimistic or light-hearted. She respects R's face needs by affording him respect in his role as an expert. However she does laugh at R's joke about dog and cat owners, an expression of politeness and awareness of R's positive face needs.

7. Analyse the register of this interaction, providing examples from at least two subsystems to illustrate your answer. **3 marks**

The register is generally formal in terms of the lexicon and semantics, with the elements of jargon (eg 'ulcers' 8 'metabolic rate' 42) and straight-talking by R (eg '…the beginning of the deterioration of the digestive tract , 30-31 'when the time comes you can ring the knackery' 45-46) , avoiding euphemisms and conveying serious information to G. There are features of spontaneous speech, eg 27-28, 54.)

Section B A Double Buggy at Lahey's Creek.

This is an example of prose fiction, which has a first person narrator, Joe Wilson, telling the story. It uses standard discourse features of the form, such as direct and indirect speech (5 and 12 respectively), conventionally punctuated and set out on the page. Each speaker is given a new paragraph, indicated by the lines spaces between them (l13-16). The commentary of the narrator and the conversations between characters are designed by Henry Lawson to develop the reader's sense of the different characters, their values and the sorts of lives they live.

The lexis and syntax are simple and accessible (10-15) designed for a broad readership which enjoys reading stories that evoke the hardships and challenges of life in the Australian bush and the triumphs of the human spirit of those who endure this life. For instance, when the narrator describes 'the flat across the creek' (34-35)Lawson chooses adjectives 'eternal grey… stunted" to evoke a harsh and impoverished physical environment, where woodlands do not flourish, and their sameness makes the bush seem featureless and bleak.

The story is set in an earlier time and this is obvious in the archaic lexis associated with superseded technology such as 'double buggy'(46) and 'flat iron' (38 The adverb 'presently' denoting 'after a short time' is an archaism, as is Mary's use of 'one' to refer to herself in this intimate conversation with her husband (8) She rebukes Joe for being silent with the rather old fashioned idiom, ['trying to get you to talk is] like drawing blood out of a stone'(3). The swear word which causes Mary such concern when he son says it is 'damn' (19). Contemporary readers would be likely to find such a word inoffensive.

Mary and Joe are assigned stereotypical gender roles by the lexical items associated with them. Joe is accused of swearing (16), gambling, drinking (11) while Mary berates herself for nagging (47) and Joe thinks she is 'a little hysterical…crying…' (19-22) Mary washes up and sews (1-2) while Joe smokes. Joe doesn't protect Mary's negative face needs, imposing his surprise on her, leading her to feel she must apologise to him for nagging, once she realises he has bought the buggy. Mary challenges Joe's positive face needs by criticising him for not talking to her and calling him 'unbearable' (11). He preserves face by staying silent.

The degree of formality and orderly turn-taking (3-21) in the dialogue between husband and wife seems unnatural to modern readers who have different expectations of features likely in spontaneous, informal speech. Their (almost) parallel terms of endearment for one another, "old woman" (21) and "old boy" (47) also seem restrained by modern standards.

Joe's reference to 'the black boy [they] had' (23) (who is synonymously referred to as 'Harry' and given an individual identity when Mary addresses him directly) (25) places the story in a time when most people's attitudes to Indigenous Australians are casually racist, when it is unremarkable to keep such a person as a servant. It is possible that this person is a grown man but referred to as 'boy', with its insulting connotations of immaturity and lack of social power. However, Joe also calls him a 'poor little devil' and the adjective 'little' seems to suggest that he is a mere child. He is, however, expected to labour as a servant for the white family. This is before the time when Indigenous Australians have equal status with Europeans as citizens, where their children have equal rights to education, and protection from such exploitation. Harry's pidgin dialect, "Buggy comin' I bin thinkit" (26) is represented phonologically.

Mary uses many interrogatives in her efforts to draw Joe into the conversation (3, 8-9). When she thinks they are about to have visitors, she gives directives to Harry and Joe, using imperatives in relation to gender speech activities that they are likely to need instruction in: '…put two flat irons …put on some more wood …Go and get on another shirt…" (38, 40). Otherwise, Joe uses declaratives to describe the situation and the scene: 'We knew…running in." (33-36)

The narrative develops logically with adverbs of time and various verb tenses eg, after tea (1)… Just then (23)… Mary went and perched (33)…James drove down… and came up (44).. Through the first person narrative Lawson informs the readers' sense of the connectedness and chronology of events. Mary describes her earlier comments as 'nagging [Joe]all day' (48) which firmly links this moment in the narration to the earlier part (3-14). Anaphoric referencing of Joe, for instance, with 'I' (10), 'you' (16) 'we' (22), 'me' (41) helps to make the text cohesive.

Section C Essay

Question 9
The ability to communicate in SAE is fundamentally important in contemporary Aus.   Do you agree?

- knowledge of and facility with SAE is empowering, opens up opportunities and access for individuals to employment, education, relationships and enables individuals to advocate on behalf of others and themselves to protect rights and interests
- need to have multiple registers including more formal ones in order to identify oneself with various groups, eg, interest groups, age groups etc.
- covert and overt norms suggest that individuals need to be able to access different varieties in order to be able to communicate and to reflect their multiple identities, eg, as as consumer, employer, as parent, as nurse or as taxi driver.
- ability to write appropriately for the audience is important in order to achieve purpose and to successfully communicate.
- predictive text in messaging might cause problems and embarrassment when spelling is incorrect or words are replaced.
- attitudes to use of 'correct' language still prevalent – it is an expectation, and failure to be able to use the appropriate register for a given situation is regarded negatively – with scorn, as a marker of social class or age, etc.

Question 10 How is the evolution of language forcing users in Australia to adapt?

- prevalence of social media, community's immersion in popular culture has created changes in lexicon, spelling, grammar and is creeping into more public domains so that everyone is becoming familiar with language such as LOL and TXT, emoticons, abbreviated spelling such as 'lite'
- some members of the community deplore these changes as attitudes to preserving the standard die hard
- failure to engage with and embrace the evolution of language disadvantages those critics who fall behind and struggle to participate in modern electronic communication
- resistance to change is centuries old, not a new phenomenon
- new technology has to have new names, often made of new morphemes such as the 'i-' prefix, eg, iPhone, iPad
- overt prestige of SAE continues, with SAE acknowledged as essential in most contexts
- covert prestige of internet language forces individuals to adopt the changes in order to participate in modern written and spoken communication
- danger of incomprehension as exemplified by stimulus c.

Question 11 Membership of groups is reflected in the ways individuals use language."   Discuss.

- identity reflected in and constructed by the language used by individuals, particularly in order to be identified as belonging to a particular group, such as doctors and their highly technical language that only other medical people can understand.
- need for individuals to have a repertoire of varieties in order to be able to 'fit in' in different situations, eg, social or friendship group compared with interacting with strangers on a train journey
- new trends, such as 'fun' languages like LOLCat have their own conventions of grammar, spelling, lexicon, which have to be learned and mastered
- examples of other fun languages: Avatar Na'vi language, Esperanto, Clingon (Star Trek)
- intimate register used in the soldier's letter to his parents compared with the army jargon he includes – shows how registers can be blended in communication
- sometimes users of in-group or specialist language might not realise that comprehension is difficult for non-group members, or may deliberately employ jargon in order to exclude