

# ENGLISH

## Australian Curriculum

# YEAR

# 10

# TEST



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### Australian Curriculum Test with detailed suggested answers

- 30 multiple choice questions
- 20 one mark short answer questions
- 10 two mark short answer questions
- 10 three mark short answer questions
- Australian Curriculum references
- Weblinks for further study

Subject	Year Level	Author	Author
English	10	Karen Bares Ashwood Secondary College Vic	Chris Mitchell Highvale Secondary College Vic

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### This Australian Curriculum Test has no official status.

While every care has been taken, no guarantee is given that these questions and answers are free from error.  
Please contact us if you believe you have found an error.

<b>Question</b>	<b>Curriculum reference</b>	<b>Elaboration</b>
MC1	ACELY1750	Identify and explore the purposes and effects of...language features of spoken texts...
MC2	ACELA1567	Understand how...images can be arranged for different purposes, audiences, perspectives and stylistic effects.
MC3	ACELT1641	Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response.
MC4	ACELY1813	Use...voice...conventions to present a point of view on a subject, speaking clearly, coherently and with effect...
MC5	ACELY1753	Choose a reading technique and reading path appropriate for the type of text...
MC6	ACELY1757	Review, edit and refine...texts for control of...sentence structure...
MC7	ACELA1563	Understand that Standard Australian English...has a history of evolution and change...
MC8	ACELA1569	Analyse and evaluate the effectiveness of a wide range of clause and sentence structures as authors design and craft texts.
MC9	ACELT1812	Evaluate the social, moral and ethical positions represented in texts.
MC10	ACELT1642	Identify, explain and discuss how narrative viewpoint, structure, characterization and devices including analogy and satire shape different interpretations and responses to a text.
MC11	ACELT1815	Create literary texts...selecting and adapting appropriate...literary devices.
MC12	ACELY1752	Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences.
MC13	ACELA1563	Understand that Standard Australian English in its...written forms has a history of evolution and change and continues to evolve.
MC14	ACELA1568	Understand conventions for citing others, and how to reference these in different ways.
MC15	ACELA1571	Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences.
MC16	ACELT1639	Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts.
MC17	ACELT1643	Compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses.
MC18	ACELT1644	Create imaginative texts that make relevant thematic and intertextual connections with other texts.
MC19	ACELY1769	Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices.

MC20	ACELY1756	Create sustained texts...for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues.
MC21	ACELA1564	Understand how language use can have inclusive and exclusive social effects and can empower or disempower people.
MC22	ACELA1564	Understand how language use can have inclusive and exclusive social effects and can empower or disempower people.
MC23	ACELA1570	Understand how higher order concepts are developed in complex texts through language features including...apposition ...
MC24	ACELA1570	Understand how higher order concepts are developed in complex texts through language features including nominalization...
MC25	ACELT1640	Reflect on...others' interpretations of and responses to literature.
MC26	ACELY1751	Plan rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action.
MC27	ACELY1754	Use comprehension strategies to compare and contrast information within...texts, identifying and analysing embedded perspectives...
MC28	ACELA1573	Understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots.
MC29	ACELT1814	Create literary texts that reflect an emerging sense of personal style...
MC30	ACELY1749	Analyse and evaluate how...places...are represented in texts... through language...choices."

<b>Question</b>	<b>Curriculum reference</b>	<b>Elaboration</b>
SA1-1	ACELA1563	Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve.
SA1-2	ACELA1564	Understand how language use can have inclusive and exclusive social effects and can empower or disempower people.
SA1-3	ACELA1566	Compare the purposes...and language features of traditional and contemporary texts...
SA1-4	ACELA1568	Understand conventions for citing others, and how to reference these in different ways.
SA1-5	ACELA1573	Understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots.
SA1-6	ACELT1642	Identify, explain and discuss how...characterization...shape different interpretations and responses to a text.
SA1-7	ACELA1564	Understand how language use can have inclusive and exclusive social effects and can empower or disempower people.
SA1-8	ACELA1571	Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences.
SA1-9	ACELA1572	Evaluate the impact on audiences of different choices in the representation of still and moving images.
SA1-10	ACELT1774	Analyse and evaluate text structures...of literary texts...
SA1-11	ACELT1664	Create imaginative texts that make relevant thematic and intertextual connections with other texts.
SA1-12	ACELY1753	Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts.
SA1-13	ACELA1565	Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication.
SA1-14	ACELA1567	Understand how...images can be arranged for different purposes, audiences, perspectives and stylistic effects
SA1-15	ACELA1569	Analyse and evaluate the effectiveness of a wide range of clause and sentence structures as authors design and craft texts.
SA1-16	ACELA1753	Understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots.
SA1-17	ACELA1752	Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences.

SA1-18	ACELT1640	Reflect on, extend, endorse or refute others' interpretations of and responses to literature.
SA1-19	ACELT1815	Create literary texts...selecting and adapting appropriate... literary devices [and] language...
SA1-20	ACELY1757	Review, edit and refine students' own and others' texts for control of...sentence structure...to achieve particular purposes and effects

<b>Question</b>	<b>Curriculum reference</b>	<b>Elaboration</b>
SA2-1-A	ACELT1641	Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response.
SA2-1-B	ACELT1641	Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response.
SA2-2-A	ACELY1751	Plan rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action
SA2-2-B	ACELY1751	Plan rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action
SA2-3-A	ACELT1640	Reflect on, extend, endorse or refute others' interpretations of and responses to literature.
SA2-3-B	ACELT1640	Reflect on, extend, endorse or refute others' interpretations of and responses to literature.
SA2-4-A	ACELT1815	Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience.
SA2-4-B	ACELT1815	Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience.
SA2-5-A	ACELA1567	Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects.
SA2-5-B	ACELA1567	Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects.
SA2-6-A	ACELA1563	Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve.
SA2-6-B	ACELA1563	Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve.
SA2-7-A	ACELA1569	Analyse and evaluate the effectiveness of a wide range of clause and sentence structures as authors design and craft texts.
SA2-7-B	ACELA1569	Analyse and evaluate the effectiveness of a wide range of clause and sentence structures as authors design and craft texts.

SA2-8-A	ACELY1750	Identify and explore the purposes and effects of different text structures and language features of <b>spoken texts</b> , and use this knowledge to create purposeful texts that inform, persuade and engage.
SA2-8-B	ACELY1750	Identify and explore the purposes and effects of different text structures and language features of <b>spoken texts</b> , and use this knowledge to create purposeful texts that inform, persuade and engage.
SA2-9-A	ACELA1566	Compare the purposes, text structures and language features of traditional and contemporary texts in different media.
SA2-9-B	ACELA1566	Compare the purposes, text structures and language features of traditional and contemporary texts in different media.
SA2-10-A	ACELY1749	Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices.
SA2-10-B	ACELY1749	Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices.



Question	Curriculum reference	Elaboration
SA3-1-A	ACELA1566	Compare the purposes, text structures and language features of traditional and contemporary texts in different media.
SA3-1-B	ACELA1566	Compare the purposes, text structures and language features of traditional and contemporary texts in different media.
SA3-1-C	ACELA1566	Compare the purposes, text structures and language features of traditional and contemporary texts in different media.
SA3-2-A	ACELA1565	Understand that people’s evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication.
SA3-2-B	ACELA1565	Understand that people’s evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication.
SA3-2-C	ACELA1565	Understand that people’s evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication.
SA3-3-A	ACELA1565	Understand that people’s evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication.
SA3-3-B	ACELA1565	Understand that people’s evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication.
SA3-3-C	ACELA1565	Understand that people’s evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication.
SA3-4-A	ACELA1572	Evaluate the impact on audiences of different choices in the representation of still and moving images.
SA3-4-B	ACELA1572	Evaluate the impact on audiences of different choices in the representation of still and moving images.
SA3-4-C	ACELA1572	Evaluate the impact on audiences of different choices in the representation of still and moving images.
SA3-5-A	ACELA1571	Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences.
SA3-5-B	ACELA1571	Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences.
SA3-5-C	ACELA1571	Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences.
SA3-6-A	ACELA1568	Understand conventions for citing others, and how to reference these in different ways.
SA3-6-B	ACELA1568	Understand conventions for citing others, and how to reference these in different ways.
SA3-6-C	ACELA1568	Understand conventions for citing others, and how to reference these in different ways.

SA3-7-A	ACELT1774	Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts.
SA3-7-B	ACELT1774	Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts.
SA3-7-C	ACELT1774	Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts.
SA3-8-A	ACELY1749	Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices.
SA3-8-B	ACELY1749	Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices.
SA3-8-C	ACELY1749	Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices.
SA3-9-A	ACELA1570	Understand how higher order concepts are developed in complex texts through language features including nominalization, apposition and embedding of clauses.
SA3-9-B	ACELA1570	Understand how higher order concepts are developed in complex texts through language features including nominalization, apposition and embedding of clauses.
SA3-9-C	ACELA1570	Understand how higher order concepts are developed in complex texts through language features including nominalization, apposition and embedding of clauses.
SA3-10-A	ACELY1752	Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences.
SA3-10-B	ACELY1752	Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences.
SA3-10-C	ACELY1752	Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences.

**End of Summary Australian Curriculum**  
**References and Elaborations**  
**English Year 10 Test**

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**Australian Curriculum**

**30 MULTIPLE CHOICE  
QUESTIONS**

**English**

**Year 10**



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Answer **all** questions in this section. *Write the letter for the correct answer in the box.*  
A correct answer scores 1 mark, an incorrect answer scores 0. No mark will be given for a question if two or more letters are written in the box. Marks will not be deducted for incorrect answers and you should attempt every question.

**Question 1**

In a recent sketch at the Comedy Festival, a American standup comedian, pretending to be his Australian friend, uses the words “g’day”, “barbie”, “arvo”, “dinkum” and “bludger”. This language is an example of:

- A. An archetype.
- B. A stereotype.
- C. Racism.
- D. A prototype.

*Write the letter for the correct answer in this box.*

**Australian Curriculum**

**20 ONE MARK**

**SHORT ANSWER**

**QUESTIONS**

**English**

**Year 10**



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There are 20 one mark short answer questions in this section. Answer **all** questions.  
*Write your answer in the box.*  
A correct answer scores 1 mark, an incorrect answer scores 0.  
Marks will not be deducted for incorrect answers and you should attempt every question.

**Question 1**

Are contractions such as “everybody’s” used more commonly in formal written text or in spoken text?

*Write your answer in this box.*

**Australian Curriculum**

**10 TWO MARK**

**SHORT ANSWER**

**QUESTIONS**

**English**

**Year 10**



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There are 10 short answer questions in this section each worth 2 marks. Answer **all** questions.  
*Write your answers in the spaces provided.*  
Marks will not be deducted for incorrect answers and you should attempt every question.

**Question 1**

You are listening to a radio broadcast relating the performance of a well-known Australian tennis player in a recent event on the world tennis circuit.

- A.** Are you more likely to be influenced by the commentary of a world champion tennis player or a famous actor?

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- B.** In a single sentence, explain your response.

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**Australian Curriculum**

**DETAILED ANSWERS TO**

**30 MULTIPLE CHOICE**

**QUESTIONS**

**English**

**Year 10**



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## **Answer Summary for Multiple-Choice Questions English Year 10**

Q1	B	Q11	B	Q21	C
Q2	C	Q12	A	Q22	A
Q3	D	Q13	D	Q23	A
Q4	C	Q14	B	Q24	D
Q5	B	Q15	B	Q25	C
Q6	D	Q16	D	Q26	C
Q7	B	Q17	A	Q27	C
Q8	A	Q18	B	Q28	A
Q9	A	Q19	D	Q29	B
Q10	A	Q20	C	Q30	C

**Question 1 B**

The correct answer is B, a stereotype. A stereotype relies on a fixed, simplified image of a type of person and these words communicate such an image about Australians.

Some students may choose A, an archetype, but this is incorrect as an archetype is the original form of a character.

Option C is incorrect as the language is not derogatory.

Option D is wrong as a prototype refers to the first attempt at making a product from an idea.

ACELY1750: “Identify and explore the purposes and effects of different text structures and language features of **spoken texts**, and use this knowledge to create purposeful texts that inform, persuade and engage.” A stereotype is such a language feature.

Useful website: <http://enchantedinkpot.livejournal.com/91935.html>

**Australian Curriculum**

**DETAILED ANSWERS TO**

**20 ONE MARK**

**SHORT ANSWER**

**QUESTIONS**

**English**

**Year 10**



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## **Answer Summary for 1 Mark Short Answer Questions English Year 10**

Q1	Spoken	Q11	Biography
Q2	First	Q12	Forum
Q3	2	Q13	False
Q4	Threatening	Q14	Juxtaposition
Q5	True	Q15	Clauses
Q6	Characterization	Q16	Latin
Q7	2	Q17	Implicit
Q8	Squandered	Q18	Interpretation
Q9	Focus	Q19	Analogy
Q10	Linear	Q20	Punctuation

**Question 1**

The correct answer is “spoken”. It is testing students understanding of conventions around formal versus informal language. It is convention to avoid contractions in formal written texts.

ACELA1563 “Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve.”

Useful website: <http://www.englishspark.com/en/students/453-informal-language>

**Australian Curriculum**

**DETAILED ANSWERS TO**

**10 TWO MARK**

**SHORT ANSWER**

**QUESTIONS**

**English**

**Year 10**



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**Question 1**

A. The correct answer is: The World Champion Tennis player.

Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response. (ACELT1641)

<http://www.hencc.kctcs.net/llrc/skills/pathfinder2/credentials.htm>

B. It is reasonable to assume that a famous tennis player's knowledge and expertise about his/her field of excellence is likely to be more comprehensive and accurate than that of an actor, who may, or may not know something about the game.

Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response. (ACELT1641)

<https://sites.google.com/a/pierce.ctc.edu/pierce-college-library-guides/how-do-i---guides/evaluating-resourcesauthor-credibility>





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# AUSTRALIAN CURRICULUM

## Comprehensive Tests and Mark Books

### ENGLISH

### Years 5, 6, 7, 8, 9, 10

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