



2023 VCE English Language external assessment report

General comments

The 2023 English Language examination provided a good sample of key knowledge and key skills across Unit 3 and 4. The majority of students attempted all questions and all sections and were able to appropriately address what was required for each.

Students approached each section with consistency and thoroughness, with very few responses left blank or incomplete. For Section B of the exam in particular, students were able to write at length, discussing relevant features of the spoken text. Section A responses indicated that students would benefit from more careful revision of key metalanguage and terms. In Section C, the vast majority of students were able to successfully incorporate relevant contemporary examples.

Students are advised to:

- read questions in Section A carefully to ensure all elements have been addressed, particularly considering command terms and providing the correct number of examples
- carefully revise the definition of sentence structures. Many students who referred to sentence structures struggled with accuracy.
- pay particular attention to accuracy in word class identification
- use precise metalanguage. Students should focus on the metalanguage listed in the study design and use these terms as the basis of their analytical responses.
- ensure all examples are accompanied by appropriate metalanguage
- select and analyse the language features in Section B that are most relevant to the text. Students should be judicious in their selection of examples and choose those that relate closest to the text's register(s), context(s) and social purpose(s).
- read the transcription key of spoken text transcripts carefully to ensure accurate analysis of key features
- ensure all responses in Sections A and B reflect the texts provided, avoiding social commentary outside the scope of the texts and their contexts
- ensure Section C responses address all aspects of the topic explicitly
- use precise and consistent metalanguage in their Section C responses
- incorporate the stimulus material meaningfully, unpacking their relevance to the topic
- refer to linguists, linguistic studies and/or linguistic debate meaningfully. Students should avoid tokenistic quotes that have little meaning in the context of their discussion.

Specific information

Note: Student responses reproduced in this report have not been corrected for grammar, spelling or factual information.

This report provides sample answers, or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

The statistics in this report may be subject to rounding, resulting in a total of more or less than 100 per cent.

Section A – Short-answer questions

Text 1

Question 1

Marks	0	1	2	Average
%	23	48	29	1.1

Students were required to identify a semantic field/domain within the discourse, using appropriate metalanguage when referring to supporting examples. There was a variety of semantic fields within the text, including aviation, government, infrastructure and sustainability. Students who scored highly used metalanguage such as referring to word classes, phrases, nominalisation and collocation.

The following is a sample student response.

One semantic field of the discourse is sustainability as seen with the use of lexis including the noun phrase 'carbon emissions' (L20) and the noun phrase 'circular economy principles' (L21).

Question 2

Marks	0	1	2	3	4	Average
%	25	24	33	12	7	1.5

Students needed to discuss two different and accurate syntactic features or patterning using accurate metalanguage. Many responses accurately discussed ellipses, sentence fragments, parallelism and listing.

Many students who referred to sentence structures struggled with accuracy; careful revision of this feature of language is encouraged.

The following is a sample from a high-scoring response.

From lines 43 and 70, declaratives and sentence fragments are used to convey information and outline a timeline of airport construction proposals in a way that is clear, precise and easily understood. For instance, the sentence fragment 'Timeline subject to approval' (69) conveys how the timeline is subject to change and is not yet approved. This use of a sentence fragment clarifies that this information is additional and not something the reader should focus on. Similarly, the declarative 'construction of the ... from 2024' (63-65) aids the informative function of the text by clearly stating when construction of the third runway would begin in an unambiguous manner.

Question 3

Marks	0	1	2	3	4	Average
%	9	23	41	21	7	1.9

Students were required to identify and analyse two language features that contributed to the coherence of the text. They were required to comment on coherence using appropriate concepts and/or features articulated with metalanguage. For full marks, students needed to clearly explore the ways in which the identified features worked to create coherence.

High-scoring responses discussed coherence using appropriate concepts or features and accurate metalanguage. These responses clearly explored how the select features worked to create coherence, rather than just labelling them. The command word for this question was 'analyse', which provided students with a necessary cue on how to respond to this question.

Most frequently, students referred to formatting, with holding and centring of titles and subtitles allowing the reader to navigate through the discourse to relevant sections. Logical ordering, conventions, consistency of semantic field and inference were also successfully discussed by students.

Some students discussed cohesive ties in relation to coherence. This was appropriate when the focus of the response was how those ties helped to create a coherent text.

The following is a sample student response.

Coherence is achieved through paragraphing as seen in the separation of information pertaining to new noise monitoring (29-36) and information vis-a-vis a career in aviation (37-42) and this enables sections of the text to be arranged in more digestible, smaller chunks which increase their ability to be compartmentalised and this increases comprehension, aiding coherence. Moreover, the use of formatting, seen in the boldening of temporal information such as adverbial phrase 'from 2024' (65) enables readers to more readily locate this information given it is rendered prominent, aiding accessibility of the text, while enabling the reader to orient themselves with respect to the time frame of airport development, increasing coherence.

Question 4

Marks	0	1	2	3	4	5	Average
%	8	23	33	25	9	2	2.1

In order to score full marks, students needed to accurately identify the register as being predominantly formal. They were required to then discuss at least two social purposes of the text and link them clearly to how they were supported by the formality.

There were many features that students could include to support the predominantly formal register. High-scoring responses accurately identified the register and linked this to at least two social purposes of the text. Direct references to how those purposes were supported by the formality was required. While there were finer elements of informality in the text, higher-scoring responses did not dwell on these.

A range of social purposes were considered, such as:

- for Melbourne Airport and governmental bodies to reinforce their authority
- for Melbourne Airport and governmental bodies to establish expertise on airport growth and urban planning
- to build rapport or reduce social distance between Melbourne Airport and the local community
- for the Melbourne Airport and governmental bodies to clarify details of the upcoming projects and progress on past ones
- to promote solidarity by keeping the community informed and feeling valued.

The following is an example of a high-scoring response.

The highly and predominantly formal register of the text allows the text to establish and maintain expertise. The use of jargon such as in the noun phrase 'circular economy principles' (21) and 'Scope 1 and 2' (19) in reference to particular building considerations and factors allows the company to display their specified and technical knowledge and considerations made for the project, thus establishing an identity of expertise and professionalism, improving credibility.

The formal register is also supported by the use of agentless passives, such as in line 26-27 'A decision on the third runway is expected around ... timelines.' this use of the agentless passive voice detaches personality and does not directly assign a subject to the actions of decision making, increasing the formality of the text as the business and corporate identity is maintained, further maintaining authority and expertise, one of the social purposes of the text.

The use of informal aspects in the text such as 'We hear you!' allow the text to build solidarity with their audience, ensuring customers that their concerns regarding noise are heard, using the personal pronoun 'you' to address customers in an exclamative, the company reduces social distance in an enthusiastic manner, directly calling to customers and reassuring them that they have been considered and heard.

Section B – Analytical commentary

Text 2

Question 5

Marks	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Average
%	0.5	0.5	0.5	1	2	3	8	16	25	23	13	5	2	1	0.5	0.5	8.2

For this spoken text, students were expected to explore the mostly informal and casual register of the interview, analysing the use of traditional features of interviews, such as the opening and formulaic interview questions, coupled with non-conventional elements, such as the immediately warm and friendly interactions between Adam Hyde (H) and Abbie Chatfield (C). Many students analysed the situational and cultural context of the interview, such as the establishment of necessary background information for listeners and the use of language from the field of entertainment and music. The mutual admiration and warm rapport between speakers, despite this being an interview with an expected interviewer/interviewee dynamic, was also analysed, with higher-scoring responses exploring how the very close rapport between speakers is much friendlier and more familiar than expected.

The text has numerous functions, and many students explored the following:

- referential/informative: with C relating information to the radio audience about H's works, achievements, experiences, motivations and influences
- emotive/entertaining: between the two interview participants as well as a wider radio audience. C's goal is to produce an engaging radio show based on trending entertainment news but there is an undercurrent of a responsibility to provide accurate information
- advertising/promoting/conative: advertising and promoting C's own show and her reputation as an entertainment personality as well as H's produced works and reputation as a musician.

Social purposes that were explored included:

- encouraging intimacy, solidarity and equality – amongst guest and interviewer/host
- maintaining and challenging positive and negative face needs – challenging the expectations of interviews with bi-directional compliments, informal language choices, extended questions, swearing etc.
- supporting in-group membership – both fans and appreciators of music
- reinforcing social distance and authority – a closer social distance than expected was shown between C and H
- establishing expertise – of both participants
- promoting social harmony, negotiating social taboo and building rapport.

Abbie Chatfield, as host and interviewer, sets out to affirm H as an artist and as a person – she is filled with admiration for him and his achievements, and initiates question–answer adjacency pairs and follow-up questions to elicit detailed answers from her guest. H's purpose as guest and interviewee is to answer the given questions and use this interview to dig deeper into the behind-the-scenes ideas in the music and music production scenes, thus both advertising and promoting his own expertise and musical products. Both C and H set out to promote a shared love and appreciation of music, and Australian music in particular, and to do this in a relaxed and humorous way.

Many students actively engaged with Text B, with high-scoring responses able to do the following:

- reference both participants, C and H, and the various roles and purposes performed by them throughout the entire discourse – always with evidence
- examine closely the high level of warm rapport achieved by these acquaintances, with varying evidence and reasons
- demonstrate the many ways that cooperation and mutual admiration is achieved in this discourse and link it to cultural and situational factors
- discuss in-depth the various spoken text features used for different purposes in different ways, despite it being a short interview excerpt. For example, overlap, minimal responses/backchannels etc. can all perform different discourse functions.
- include some complex exploration of prosodic features for various reasons; i.e. the same prosodic feature could be analysed as connecting to different purposes, reasons, impacts or outcomes.
- engage closely with the text in a controlled way; less theoretical terms used and instead more nuanced terms and explicit references to the context and progression of the interview.

The following is an example of a high-scoring response.

The given transcript relays the conversation between host Abbie Chatfield (C) who is a podcaster and ex-reality television personality, and guest Adam Hyde (H), an Australian musician of the music duo Peking Duk. The two discuss Hyde's musical journey and experience in the music industry in an informal and conversational manner. The spoken conversation has an audience of Australians interested in the musical industry and other interested viewers, on a national radio show, functioning to entertain and further inform about Hyde's musical personality. Throughout the show, C aims to guide the conversation in an engaging manner, maintaining rapport and supporting the positive face needs of H, and H aims to explain his musical career and activities, possibly to further advertise his music by revealing his personality.

Various language features contribute to the social purposes and functions of the conversation. In line 1, Chatfield opens the dialogue with the phrase 'You're obviously one half of the biggest Australian musicians uh like ever'. Through the use of the superlative biggest and the adverb 'Obviously', Chatfield emphasises the impressiveness of H's career, supporting his positive face needs through the compliment. She also sets the tone of the conversation to be friendly and welcoming, further alluding to her role as a competent host for the show and creating a more entertaining show. Throughout the conversation, the two maintain rapport and build an entertaining and comfortable atmosphere, as seen in the vocal effect of laughter in line 53 and 51 by C '@@', she overlaps H's utterances in a non-hostile and supportive manner, reinforcing his face needs, especially as he prefaces his statement with 'oh this is cringey' (50). Through this, she maintains the comfortable environment for conversation of the interviewer, furthering the function of entertaining. Additionally, H's purpose in the text of revealing his identity as a musician is made possible through his speech, as he uses inferences such as 'Kim Moyes' (64) and 'DMA's record' (64), revealing his knowledge of and acquaintance with aspects of the music industry. C also demonstrates her research and knowledge through the inference in the interrogative 'Keli Holiday' (13). Here her mentioning of H's solo project highlights the research she has done for the interview, reflecting her role as the host and her competency in properly understanding her guests, furthering her social purpose of building rapport with H as well as informing the audience of his relevant musical endeavours.

*The highly informal and conversational register of the interview is reflected and influenced by a multitude of linguistic devices. Throughout the conversation, H uses profanities such as 'sh*t' (37, 67) and 'd*mn' (5). These utterances reveal his laid-back tone that is made possible through the conversational mood and register of the conversation, in which speakers can freely discuss ideas and relay experiences in an authentic manner. Also, C uses discourse particles 'like' such as in line 14 'like (.) how did it begin'. The discourse particles allow C to relay information and deliver her questions in an organic and relaxed manner, reducing the formality of the conversation and highlighting the ease of conversation seen in the exchange. The informal register of the interview also provides a more unfiltered view of H's personality,*

aiding a function of the text that is to inform viewers about H. In line 28, vowel reduction of the lexeme 'to' is used in the verb phrase 'want to' creates 't', and shortening of noun 'question' to 'quest' (17) as well as final consonant elision (27) 'an' from 'and', these non-standard pronunciations are all influenced by the highly informal nature of the conversation, that allow H to speak with ease and genuinity, highlighting his accent and usual way speaking.

The ease of conversation and topic management in the interview is aided by a variety of discourse and prosodic language features, furthering the purposes of the interlocutors. Throughout the text, topic management is facilitated, particularly by C who fulfils her role as the host. In line 13, she uses the interrogative sentence 'Why did you start Keli Holiday?' and the declarative 'You know, you could've just hung out for a bit'. These utterances guide the topic to H's new solo project, prompting his further explanation and passing the floor to him. In line 53, C also uses the interrogative 'Why' to encourage H's explanation regarding his emotions about why he 'felt crook', maintaining the topic and properly fulfilling her role as the host and allowing her to direct the conversation as necessary. Additionally, prosodic features of language such as emphatic stress in line 29 by H 'lived and breathed' are used. He uses the prosodic feature of stress to emphasise the great extent to which he was immersed in the musical culture at the time, highlighting his participation and revealing his life. Similarly, in line 17, H uses a stressed and slow tempo utterance to say 'solid quest', in response to C's question. By using a slow-paced utterance in addition to stress, he reinforces C's face needs by affirming her question as a suitable one and maintains rapport. He then uses the discourse particle 'I guess like' (18) to hedge his explanation, highlighting the semi-planned nature of his response, in which he is constructing answers and is not completely definitive of his answers.

Section C – Essay

Question	0	6	7	8
%	0.5	13	57	29

Marks	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Average
%	1	0.5	0.5	1	2	5	10	15	21	20	13	7	3	1	0.5	0.5	8.2

In Section C, students were able to refer to a wide range of contemporary examples to support their discussions. Many students demonstrated a good understanding of the key knowledge across Units 3 and 4, but did not always address their chosen topic in full. More careful attention needed to be paid to the key words within the topics responded to.

Higher-scoring responses were able to unpack the topic effectively, particularly in the introductory paragraphs. They also used the stimulus more skilfully in their responses, complementing the selected stimuli with their own contemporary examples. Less confident responses offered large portions of the stimulus material as evidence, though not always at appropriate points in the discussion.

Question 6

For this question, students needed to consider whether the Australian Englishes we hear in the domains of advertising and entertainment are representative of the Australian Englishes spoken in contemporary Australian society.

Ideas to explore included:

- how diminutive forms of words and mildly profane colloquialisms are used in advertising (stimulus A)
- how social commentary can be presented as an advertisement, such as seen in the increased representation in mainstream media and entertainment of First Nations peoples (stimulus B)
- challenging the effectiveness and use of traditional Australian colloquialisms and slang, highlighting the division and contrast between those that do and those that don't (stimulus C)
- consideration of ethnolects and whether 'stereotypical' Australian English is changing (stimulus D)
- how advertising and entertainment has traditionally used broad Australian English and colloquial Australian English
- the increasing representation of other Australian language varieties such as AAEs and ethnolects in contemporary Australian society
- the link between media and advertising to stereotypical coinages for which we are renowned in the English-speaking world
- the use of Australian slang and colloquial expressions by public figures to appear more down to earth and quintessentially Australian, especially in politics and government
- the varying attitudes and perceptions of stereotypical Australian English in society
- hearing other dialects in media and in society in general as people question how Australians speak, especially in entertainment and reportage.

Many students who selected this question did not explore what comprises 'stereotypical' Australian English, focusing solely on Standard Australian English, which resulted in responses that were limited.

While there was scope for students to discuss other fields and contexts in their responses, this question required students to explicitly explore the representation of stereotypical Australian Englishes in advertising and entertainment.

The following is an excerpt from one of the higher-scoring response. This student was able to discuss the links between advertising and entertainment and the reduction in stereotypical Australian English in those areas, with an increasing presence of other language varieties in these domains. Included below is their final body paragraph and conclusion.

Finally, ethnolects are also becoming more representative of how Australians speak, due to their ability to promote Australian values and promote other cultural values. In a 2023 My Kitchen Rules advertisement, it said 'Will Nonna's magic work?' The use of the Italian noun 'Nonna' is representative of the Italian presence in Australia which has influenced the way Australians use language. Its use and comprehension not only requires understanding of its denotation, Grandma, but also connotations such as that Grandma's touch can make any dish perfect. The use of this ethnolect has allowed for linguistic and cultural transfer, that is representative of a more inclusive Australian identity, and the way that many cultural groups in Australia speak, as the connotations of 'Nonna' also apply to the Indian noun 'Nani', for example. Ethnolects have redefined 'being Australian'. According to Rob Pensalfini (PhD in Linguistics, Australian) vocatives like 'habib' from the Lebanese Australian ethnolect are the 'linguistic equivalent of saying this is what it is now to be Australian', suggesting that such features from ethnolects are representative of how a lot of Australians speak. Recently, when I was stressed about lots of SACs at school, my Indian friend said to me 'Don't worry! Chalti jao! You're almost there' 'Chalti jao' roughly translates to 'keep going' in English and emulates Australian values of mateship. This suggests that even if the way many Australians speak is changing, they are often used in such a way to preserve Australian values. As mentioned earlier, 'habib' represents Australianness as it is considered the Australian equivalent of mate, allowing it to be used by non-Lebanese Australians too. Hence it is clear that ethnolects are also becoming more representative of how Australians speak.

Overall, AF is constantly changing to reflect its speakers. While the stereotypical 'Aussie' vernacular has shed some features, it remains useful in promoting Australianness, despite its speakers declining in numbers. The increasing presence of AAE in entertainment and elsewhere reflects changes in both attitudes and how Australians speak. Finally, ethnolects are also becoming more representative of how Australians talk, in their ability to preserve Australian and other cultural values and be used by many Australians.

Question 7

For this question, students were required to explore how language choice is influenced by changing societal and community attitudes. Although the question stated that attitudes 'determine' language use, students were also able to consider how this is not always the case, and how some individuals may choose to use language which does not meet community standards or social expectations.

Many students successfully considered the importance of context – in some contexts individuals may be more or less likely to be influenced by community standards and social expectations.

Ideas to explore included:

- censorship and political correctness (stimulus A)
- prescriptive attitudes to language, suggesting that some of our attitudes are fixed and unchanging (stimulus B)
- descriptive attitudes to language and the growing recognition of the importance and legitimacy of linguistic diversity (stimulus C), particularly in contrast to stimulus B
- changing values reflected in language use, linking to inclusivity (stimulus D)
- attitudes towards Standard Australian English and other varieties such as ethnolects and Aboriginal Australian Englishes
- discriminatory language and its decreasing acceptance in modern society, particularly in the domain of politics, media, the law and bureaucracy
- how speakers and writers alter language according to expectations and needs
- discussion of the institutions charged with responsibility for determining expected language use, such as schools, the media etc.

Overall, students demonstrated a good understanding of changing social expectations and community attitudes. There is strong evidence of effective teaching and learning related to political correctness, use of ethnolects and Aboriginal Australian Englishes.

A number of responses did not address the key term 'changing' when discussing community attitudes and social expectations.

The following is an excerpt from a high-scoring response. This student considered the impetus for language change in a variety of contexts referring to stimulus items as well as their own contemporary examples. They further explored how changing attitudes and expectations do not always result in language change. Included below are two body paragraphs from the student response. Other paragraphs referred to holistic community attitudes determining language use, with exploration of expectations surrounding ethnolects and Aboriginal Australian Englishes.

The social expectations imposed upon Australians often determines the language to be used in particular contexts. This can often be seen in the changes in lexis to avoid discrimination, with Roald Dahl Publisher 'Puffin Books' recently censoring texts including 'fat', 'ugly' and 'black' in favour of more politically-correct (PC) equivalents including the adjective 'enormous' to avoid 'fatphobia'. This movement towards conforming with social expectations has been received by Australians as a point of weakness, with news commenters reacting with incredulity and formations of their own mockeries of the change such as the PC phrase 'pleasant-looking creature' (Stim.a), to suggest that not all are satisfied with the seemingly inevitable nature of social expectations determining Australian language choices. Such change towards acceptance of those with varying individual identities has been further highlighted in the South Australian

Parliament's recent adaptation of non-gendered honorifics including 'Your Excellency' and 'the chair', as opposed to the gendered noun 'chairman' for example. The reaction to this has been more positive, with such change legitimising the portions of non-binary individuals and those with different gender identities in parliament, hence maintaining their positive face needs to foster inclusivity. Social attitudes as determinants of language change have been perceived as a force for both harm, and good by the Australian people.

...

Language is, however, not always subject to change in every domain. Sometimes, language remains still in spite of the flowing changes of social expectations and community attitudes. This can be seen in the continued usage of SAE in Australia, as a means by which Australia's diverse linguistic backgrounds may be unified under 'mutual intelligibility' (David Crystal). News reporter Jayde Cotic, for example, revealed on TikTok this year that her occupation required the removal of her 'country twang', in favour of the more enunciated voiced alveolar plosive /t/ phoneme and the omission of the high rising terminal characteristic of a broad Australian accent. Cotic's adaptation of a more general Australian accent signals the need for a centralised variety of English that can be understood by all, and supports the idea that SAE is a platform for promoting clarity to diverse audiences without the need for influences from changed social expectations or community attitudes. This is further reinforced by the Australian Government's July 'Cardiovascular Disease Guidelines', which stated that a policy would 'help GPs to better identify high-risk people', using plain and unambiguous lexis such as the comparative adjective 'better' and the noun 'people' to support the understandability of their public health communication. This is also supportive of the argument that in some instances in the interests of public safety and health, language free from the external influences of social change and community ideals is necessary in Australian society, to clarify information for the masses.

Question 8

This question required students to consider how language can both build and destroy relationships. Students interpreted 'tool' in a variety of ways – some as a deliberate choice, others as a method. All reasonable interpretations were accepted. The required focus for this response was how language destroys or builds relationships.

Ideas to explore included:

- language that once 'destroyed' can now act to build relationships, particularly in terms of playful insults (stimulus A)
- the differences between building and destroying relationships as well as maintaining them (stimulus B)
- how we use language to navigate sensitive topics, such as some of the trite 'gentle' ways of letting people down, euphemisms to soften the blow (stimulus C)
- how relationships can be influenced by generational differences, with covert norms of particular generations building or destroying relationships (stimulus D)
- how jargon and slang can be used to both include and exclude others
- the importance of maintaining both positive and negative face needs to maintain relationships
- linguistic features used to build rapport and demonstrate respect of hierarchy
- politeness as an important part of social interaction and pragmatic communication, e.g., the way we use vocatives and euphemisms in different situations
- language as a means of asserting power and discrimination
- technology and new forms of communications such as social media – the different ways we use language in an attempt to build and maintain relationships
- people being encouraged to use language in new ways, to give new meaning to old terms in order to set a new agenda on how to relate with others.

Higher-scoring responses noted that language choices can simultaneously build and destroy, depending on the contextual factors. The same language may deliberately be used to build and strengthen relationships with certain groups in society, while deliberately weakening or destroying a relationship with other groups.

Some students insightfully acknowledged that if the relationship between people or groups was weak in the first place, the use of language simply serves to further create division or weaken the already poor relationship.

Many students appropriately discussed how language may be used intentionally as a 'tool' to build relationships, but that this usage did not always achieve its desired result. Reference to Edrolo's use of 'Put some rizz into your study' was frequently made as an example of a deliberate attempt to build a relationship with teenagers that was unsuccessful.

The following is an extract from a high-scoring response, with the introduction, part of the first body paragraph and a later body paragraph included.

The choices of language that civilians make when addressing and interacting with one another plays a very crucial role in determining the nature of and outcome of relationships. Having the ability to attend to or challenge the face needs of others, linguistic selection made daily can either drastically increase, or decrease the social distance between participants using language, thus in contemporary Australian society it can be seen that language can both build up, or inherently damage the relationships between citizens. Through the use of dysphemistic expletives, slang, jargon, and politically correct language, users are able to navigate the context of use to best achieve the desired outcome for their relationships, as of all these language features can be used to unify, or alternatively to destruct, ultimately making language use a very powerful tool indeed.

Within contemporary Australian society, certain selected 'curse words' (source b) have a well-known ability to offend or be considered inappropriate and out of place. Expletives have a primary and evident ability to increase the social distance between participants, especially in more traditional or formal contexts, where older demographics may be prevalent. On Australian TV Show 'The Block', couple contestants often used expletives, for example 'What the hell!' towards each other, and to other contestants, such as when their ideas have been taken for a build. This direct usage in a publicly broadcasted context, by adults towards other adults, aggravates situations, and leaves receivers of expletives feeling offended and attacked. Dysphemisms in this way can cause fights between contestants, disharmony, and thus 'reinforce power structures' (source B), of one contestant threatening the other. Through this means, dysphemisms have a pronounced ability to destroy relationships, breaking down respect between users, especially those that aren't expecting them.

...

As community attitudes in contemporary Australia change over time, specific politically correct language is employed by many in both formal and informal contexts, in order to most effectively strengthen relationships by display of respect. Demonstrating an innate acknowledgement of a person's identity as well as their status and culture is vital in maintaining a positive relationship and attending to a person's positive face. For example, the Victorian Police's website use of noun phrase 'police officer' when describing recruitment as opposed to noun phrase 'policeman', ensures gender is not a relevant and mentioned aspect associated with the role. Maintaining the face of possible female or non-binary applicants, Victoria Police 'remove negative stereotypes' (Kate Burridge) via their use of non gendered titles. This use of politically correct language ensures females feel included in the possible job opportunity, thus the relationship between Victoria Police and them is strengthened, as opposed to broken down via exclusion. In a similar way the Australian Government's website recommends use of the ordering of proper nouns 'Indigenous Australians' as opposed to 'Australian Indigenous' to refer to First Nations people in the Senate or House of Representatives. This use of politically correct language induces harmony between ethnic groups, as it intentionally acknowledges Australia's lack of ownership of Indigenous people, and thus their presence in Australia for 65000+ years before colonisation. By

demonstrating respect to Australia's first people, relationships are able to be built with them, leading to stronger likelihood of reconciliation. When politically correct language isn't used however, such as Darren's father's refusal to use 'they/them' pronouns for non-binary people in Netflix's 'Heartbreak High', people of minority groups such as LGBTIQA+, or First Nations people, may feel unacknowledged, disrespected or excluded, this invalidation causing a destruction of relationships. This can be due to the belief that some of these language features is 'political correctness gone mad' (Michael Waters, the Atlantic), thus the differing perspectives on politically correct language has a prevalent ability to offend, just as much as it can convey respect.