ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

ATAR course examination 2018

Written marking key

Marking keys are an explicit statement about what the examiner expects of candidates when they respond to a question. They are essential to fair assessment because their proper construction underpins reliability and validity.

Section One: Listening   **30% (37 Marks)**

Text 1: Innovative farming in Australia

Question 1   **(3 marks)**

List **three** farming issues at Sundrop Farms that Mr Saumweber has overcome.

Description	Marks
Any three of the following:	
• arid/desert (location) • little fresh water/low rainfall • limited access to electricity • little access to fertile land	1–3
Total	**3**

Question 2   **(2 marks)**

Give **two** reasons why Mr Saumweber changed his career from banking to farming.

Description	Marks
Any two of the following:	
• interested in sustainable food production • (realised) changes needed (in order) to feed future generations • his experience could be useful/ put to use in farming industry • his experience could effect major changes	1–2
Total	**2**

Question 3   **(3 marks)**

Identify the **three** technologies used in the production of tomatoes at Sundrop Farms.

Description	Marks
One: hydroponics	1
Two: solar energy/station/power	1
Three: desalination	1
Total	**3**

Question 4   **(2 marks)**

Identify the **two** reasons why farming in greenhouses is efficient.

Description	Marks
One: controlled environment	1
Two: crops year-round	1
Total	**2**

Question 5   **(1 mark)**

Name the type of solar power used at Sundrop Farms.
(a) concentrated
(b) hydroponic
(c) thermal
(d) photovoltaics

Description	Marks
(c) thermal	1
Total	1

Question 6   **(3 marks)**

List the **three** resources that are conserved by Sundrop Farms compared with the ecological footprint of traditional farms.

Description	Marks
• water • diesel • carbon dioxide	1–3
Total	3

Question 7   **(4 marks)**

Sundrop Farms' operation is cost effective because it is not necessary to purchase which **four** resources?

Description	Marks
One: water	1
Two: electricity	1
Three: fuel/diesel/petrol	1
Four: insecticides	1
Total	4

Question 8   **(6 marks)**

Complete the table below with **three** examples of farming innovations for each of the **two** time periods described in the interview.

Description		Marks
The 1970s	**The 21st Century**	
bigger tractors	sustainable intensification/doing more with fewer inputs	1+1
more seed varieties	bigger scale	1+1
better irrigation	greater efficiency	1+1
	Total	6

Text 2: Australia as a multicultural community

Question 9   **(1 mark)**

What percentage of Australia's population was born overseas?

Description	Marks
26%	1
Total	1

Question 10   **(2 marks)**

Indicate with a tick (✓) whether the following statements are true or false.

Description	True	False	Marks
New York has more immigrants than Sydney.		✓	1
Tokyo has fewer immigrants than New York.	✓		1
Total			2

Question 11   **(2 marks)**

Explain how *geographic integration* operates in a multicultural society.

Description	Marks
NB: the answer must show process	
immigrants are clustered	1
then they spread (out and integrate)/absorbed into the general community	1
Total	2

Question 12   **(1 mark)**

After being long-settled in Australia, an immigrant would typically be living in

(a) a big city.
(b) their own area.
(c) the general community.
(d) a place with free accommodation.

Description	Marks
(c) the general community.	1
Total	1

Question 13 (2 marks)

Give **two** reasons why recently arrived immigrants tend to live in the same areas.

Description	Marks
Any two of	
(they speak the) same language	
(provided with) first/initial support	1–2
(provided with) free accommodation	
Total	2

Question 14 (3 marks)

Name the **three** qualities that the speaker believes make Australia a successful multicultural community.

Description	Marks
One: economic opportunity	1
Two: openness	1
Three: tolerance	1
Total	3

Question 15 (2 marks)

Explain how Australia's welcome speech to an immigrant summarises **two** key features of Australia's attitude toward immigrants.

Description	Marks
(are offered) support (services)	1
(expected to) make a contribution OR (expected to) blend in/mix	1
Total	2

Section Two: Reading and viewing 35% (30 Marks)

Text 3: Big mother is watching you

Question 16 **(2 marks)**

What did the author find shocking about the incident portrayed in *Black Mirror*?

Description	Marks
what is/stuff of science fiction	1
is happening in the real world now/is now a reality	1
Total	2

Question 17 **(6 marks)**

There are **two** contrasting styles of parenting presented in the text. Complete the table below to identify the basic belief behind each style and provide **two** examples of how each type of parent raises their child.

Description			Marks
	Parenting style A	Parenting style B	
Basic belief	overprotective/right to monitor at all times/interfering	allow privacy/rights/freedom/independence OR Shouldn't be subject to being monitored/controlled/no interference	1+1
	Any two of the following	Any two of the following	
Example 1 Example 2	• monitor child's mobile phone • electronic devices to control what child can do, see or hear • monitor where child is/receives GPS updates/and what child is doing • block undesirable websites • lock down devices	• catch transport by themselves • choose their own friends • make their own choices/decisions (of places to go and what they can see without constant) supervision/interference	2+2
		Total	6

Text 4: Facial recognition technology

Question 18 **(2 marks)**

Complete the missing information below to show how facial recognition technology will be used in Australia to solve crimes.

A national database of photographs will be established. When _____

_____

_____ then criminals captured by CCTV can be identified.

Description	Marks
these photographs are matched automatically with	1
data collected from devices in public places	1
Total	**2**

Question 19 **(3 marks)**

List **three** reasons why some people call Australia's new automated security plan a violation of human rights.

Description	Marks
One: stockpiling people's personal photographs is against/erosion of privacy	1
Two: data is at risk of being hacked	1
Three: footage can be taken without knowledge or permission/cameras can be installed anywhere by anybody	1
Total	**3**

Text 5: CCTV use by local government in Australia

Question 20 **(2 marks)**

List **two** changes in the use of CCTV by local government in Australia between 2005 and 2014, based on information presented in the bar chart.

Description	Marks
Any two of	
An increase in the use of CCTV	
An increase in plans to install it	1–2
A decrease in those who do not plan to install it	
Total	**2**

Question 21 (15 marks)

Texts 3, 4 and 5 explore the technology being used in different contexts for surveillance.

Synthesise **three** main facts and opinions presented in Texts **3**, **4** and **5** about surveillance. Refer to all three texts and to your own knowledge and experience.

You are required to write in your own words.

Suggested length: 250–300 words.

Main facts or opinions:
- parents have the right to monitor their children to protect them (T3)
- monitoring devices are useful and protect people/public/children (T3, T4, T5)
- monitoring devices are increasingly being used for public surveillance (T4, T5)
- monitoring devices erode privacy (T3, T4, T5)
- monitoring devices violate human rights/people have rights to privacy and independence (T3, T4, T5)
- use of monitoring devices is convenient (for individuals, families, business, government) (T3, T4, T5)

Processing	Marks
Articulates the main facts and opinions clearly in own words, using relevant supporting information from the texts.	5
Outlines the main facts and opinions in own words, using some supporting information.	4
Lists main facts and opinions, may not consistently use own words, and comments on the topic.	3
Identifies some main facts and opinions. Gives superficial comment on the topic.	2
Shows limited understanding of some of the main facts and opinions.	1
Displays no or very little understanding of ideas in any text.	0
Subtotal	**5**
Synthesising	
Produces a coherent, well-integrated synthesis, using thematic organisation. Refers to relevant supporting information in own words and/or brief apt quotes from the texts.	5
Produces a coherent, thematically organised synthesis that integrates supporting information and/or quotes from the texts.	4
Produces a partly organised synthesis that includes some supporting information and/or quotes from the texts.	3
Connects one or two basic ideas and provides limited support from texts or merely summarises texts.	2
Produces a response but interprets some information incorrectly.	1
Produces no synthesis.	0
Subtotal	**5**
Statement of own view and support	
States a relevant view and supports this with clearly developed specific examples.	3
States a relevant view with generalised examples.	2
States a view which is not always relevant or lacks support.	1
States no view/states an incomprehensible view.	0
Subtotal	**3**
Reference to texts	
Makes effective reference to all texts.	2
Makes some reference to all texts or effective reference to two texts.	1
Makes minimal or no reference to texts.	0
Subtotal	**2**
Total	**15**

Note: Weaknesses in punctuation, grammar and spelling should not adversely affect the mark. If candidates provide lists/dot points of main ideas, they will be penalised under 'synthesising' criteria.

Section Three: Extended writing 35% (25 Marks)

The generic marking key provided on page 10 is to be used to mark responses to each of the following Questions 22 to 26.

Question 22 **(25 marks)**

Write an **essay** in which you explain how the texts you have studied this year have helped you to understand the challenges and issues faced by teenagers today. You must refer to at least **two** texts as well as to your own experience.

Question 23 **(25 marks)**

In a **speech** to the junior students at your school, present your views on encouraging more students, particularly girls, to study science, technology and engineering subjects.

Question 24 **(25 marks)**

Write a **feature article** for a popular teenage magazine expressing your opinions about the portrayal of young people in television, magazines, news, advertising and/or feature films.

Question 25 **(25 marks)**

Write a **letter to the editor** of *The Australian* newspaper discussing the advantages and disadvantages of using social media to promote charitable or political causes.

Question 26 **(25 marks)**

Write an **essay** in which you discuss the idea that without being proficient in English, a person would never feel like they belonged in Australia. Refer to at least **two** texts you have read or viewed in this course.

Generic marking key for Questions 22 to 26.

Description	Marks
Addresses the key terms of the task and provides support	
Engages comprehensively and purposefully with the question, addressing key words. Effectively supports ideas/points made, using extensive evidence and/or examples.	8
Engages comprehensively with the question, addressing key words. Effectively supports ideas/points made, using evidence and/or examples.	7
Engages clearly with the question, addressing key words. Supports ideas/points made, using evidence and/or examples.	6
Engages with most of the question, addressing key words. Adequate use of evidence and/or examples to support ideas/points.	5
Addresses the question in a general manner, attending to some key words. Some use of evidence and/or examples in an attempt to support ideas/points.	4
Attends superficially to some key words. Limited use of evidence and/or examples.	3
Attends to a key word. Limited use of evidence and/or examples.	2
Engages in a limited or inappropriate way.	1
Makes no attempt at engaging with the question.	0
Subtotal	**8**
Controls the required generic conventions	
Controls the generic conventions at whole text, paragraph and sentence level, using a wide range of cohesive devices.	5
Uses generic conventions competently, employing a range of cohesive devices.	4
Uses generic conventions adequately, employing appropriate cohesive devices.	3
Uses generic conventions inconsistently. Cohesive devices employed may be limited in range.	2
Makes limited use of generic conventions.	1
Makes no attempt at structuring a response according to genre.	0
Subtotal	**5**
Grammar and punctuation	
Controls a wide range of simple and complex grammatical structures with few or no errors. Uses punctuation precisely and flexibly.	5
Uses a range of simple and complex grammatical structures with few errors. Uses a range of punctuation accurately to enhance communication.	4
Conveys ideas through a range of simple and some complex grammatical structures, with few errors. Uses some varied punctuation, with some errors in complex structures.	3
Conveys ideas using simple and some complex grammatical structures, with some errors. Uses basic punctuation, though not always accurately in complex structures.	2
Uses mainly simple grammatical structures with some accuracy. Uses little or inaccurate punctuation.	1
Uses mainly simple grammatical structures with limited accuracy. Uses no or inaccurate punctuation.	0
Subtotal	**5**
Use of vocabulary	
Selects and uses a wide range of general and specific vocabulary effectively for audience and purpose.	4
Selects and uses a range of general and specific vocabulary appropriate for audience and purpose.	3
Uses a range of vocabulary with some awareness of audience and purpose.	2
Uses limited range of vocabulary with limited awareness of audience and purpose.	1
Demonstrates little knowledge of English vocabulary.	0
Subtotal	**4**
Spelling	
Makes few spelling errors in complex vocabulary.	3
Makes numerous spelling errors.	2
Makes spelling errors in high-frequency and common words.	1
Makes frequent spelling errors.	0
Subtotal	**3**
Total	**25**

ACKNOWLEDGEMENTS