



ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

ATAR course examination 2017

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% (36 Marks)

NOTE: In this section, common symbols and abbreviations which denote understanding are acceptable.

Text 1: Future Shock

Question 1

(4 marks)

List the **four** new technologies already being used by the fashion industry.

Description	Marks
One: (foot scan) smart phone	1
Two: 3D printer/digital file (to print shoes to order)	1
Three: drone (delivery)	1
Four: GPS/(geo) satellite (tracking)	1
Total	4

Question 2

(2 marks)

Identify what the speaker says will be the **two** benefits of driverless transportation.

Description	Marks
Any two of the following:	
<ul style="list-style-type: none"> • greater efficiency/millions of cars taken off the roads • (some) parking space turned into (public) parks • only pay for distance travelled • no need to carry money/wallet 	1–2
Total	2

Question 3

(3 marks)

List **three** places to which people may be transported in the virtual reality room.

Description	Marks
Any three of the following:	
<ul style="list-style-type: none"> • wilderness (location) • sporting arena • concert hall • seminar 	1–3
Total	3

Question 4

(5 marks)

Apart from new technologies already introduced, identify **five** examples of predictions for the 'brave new world' of the future.

Description	Marks
Any five of the following:	
<ul style="list-style-type: none"> • artificial intelligence/AI • smart grids • totally wired world • genetic scanning • (personal) pocket doctors • indestructible nanomaterials • virtual realities/VRs • endless possibilities 	1–5
Total	5

Question 5**(1 mark)**

The new skills that are essential now in some occupations are

- (a) cognitive skills.
- (b) coding skills.
- (c) technological skills.
- (d) software skills.

Description	Marks
(b) coding skills	1
Total	1

Question 6**(2 marks)**

Why are some countries considering paying their citizens a 'living wage'?

Description	Marks
to ensure social stability	1
for (a time) when technology will replace tasks/jobs (performed by humans)	1
Total	2

Question 7**(2 marks)**

Explain the phrase 'put the genie back in the bottle'.

Description	Marks
once something/technology/evolution is started/begun	1
it can't be switched off/stopped/reversed/got back/undone	1
Total	2

Question 8**(2 marks)**

Explain why Uber, Airbnb and Facebook are successful businesses.

Description	Marks
they change with/take advantage of/technology (the technological and economic revolution)	1
appeal to demands of customers	1
moved with the times unlike Kodak	1
Total	2

Text 2: Interview with an environmental activist

Question 9

(2 marks)

Why does Frank Shepard apologise to future generations?

Description	Marks
(because) they are the ones who will be affected by the harm done to/caused our planet/the environment	1
	1
Total	2

Question 10

(2 marks)

Explain the purpose of the 'Stand for Trees Certificates'.

Description	Marks
to protect (endangered) forests (and wildlife)	1
to support sustainable livelihoods	1
Total	2

Question 11

(1 mark)

The power behind the *Stand for Trees* campaign is identified as being

- (a) carbon credits.
- (b) communities.
- (c) an amazing company.
- (d) young people.

Description	Marks
(d) young people	1
Total	1

Question 12

(2 marks)

Identify **two** facts that are revealed by Frank Shepard's research.

Description	Marks
One: deforestation contributes to CO2 emissions (more than all transportation sectors combined)	1
Two: enormous numbers of trees/forty football fields of trees are destroyed every 60 seconds	1
Total	2

Question 13

(4 marks)

Complete the table below with **two** examples of what Frank Shepard says we already know, and **two** examples of what we need to do to address climate change.

Description	Marks
Any two of the following:	
What we already know	
<ul style="list-style-type: none"> • we are affecting the climate • the climate has been warmer in the past • there has been more carbon in the atmosphere (in the past) • we have been pumping so much (carbon) so fast • we can't control what will happen 	1–2
What we need to do	
<ul style="list-style-type: none"> • (know and learn) environmental responsibility • change our relationship to the environment • realise we are a part of/not apart from nature • change our hearts and take action 	1–2
Total	4

Question 14

(3 marks)

Identify **three** things Frank Shepard wants his YouTube presentation to achieve.

Description	Marks
One: to spread awareness	1
Two: to motivate (people to get involved)	1
Three: take steps to stop the destruction of forests/trees/deforestation/save the forests	1
Total	3

Question 15

(1 mark)

What does Frank Shepard say will be the consequence if people do not work together to save the environment?

Description	Marks
we will be (equally) extinct	1
Total	1

Section Two: Reading and viewing

35% (28 Marks)

Text 3: Emoji are finding their way into our written conversations at an ever-increasing rate

Question 16 (2 marks)

Identify the difference between an emoticon and an emoji.

Description	Marks
An emoticon: a typed/typographical symbol of facial representation OR a colon followed by a dash, followed by a parenthesis	1
An emoji: pictures/symbols (and symbols/complex/catalogue)	1
Total	2

Question 17 (2 marks)

Explain why some people think that using emoji is cheating.

Description	Marks
allow people not to think about what they are writing/communicating	1
they are a shortcut/without effort	1
Total	2

Text 4: Are emoji the new language of the 21st century?

Question 18 (2 marks)

List **two** reasons why emoji can be confusing.

Description	Marks
One: ambiguous/different meanings/unclear	1
Two: can be misinterpreted (based on culture/age)/cause miscommunication	1
Total	2

Question 19 (2 marks)

Explain why decoding emoji may be a problem.

Description	Marks
more misinterpretation with more emoji/growing numbers/toolbox increasing/ especially when stacked	1
symbols change meaning according to context and culture	1
Total	2

Question 20 (2 marks)

Explain why Professor Evans doubts that emoji will be the new global language.

Description	Marks
they do not compete/they complement each other/one will not replace the other	1
emoji highly impoverished (only 800) compared to natural language	1
Total	2

Text 5: Cartoon

Question 21

(3 marks)

State **three** ideas about emoji you can infer from the cartoon.

Description	Marks
Any three of the following: <ul style="list-style-type: none">• younger generation know/familiar with/use emoji language• older generation not familiar/don't know how to use/think it is spoken• new language creates generation gap• emoji is considered a language• older people need help from younger generation to use technology• creates age barriers	1–3
Total	3

Question 22

(15 marks)

Texts 3, 4 and 5 explore the language of emoji and its creation, development and application in the world of digital communication.

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

You are required to write in your own words.

Suggested length: 250–350 words.

Main facts or opinions:	
<ul style="list-style-type: none"> • emoji is a new digital language (T3, T4, T5) • changing the way people communicate (T3, T4) • use of emoticons fill in emotional blanks (T3, T4) • use of emoji icons and text can complement each other and coexist. Both icons and text can be essential to the message (T3, T4, T5) • not understood by everyone (confusion/misunderstanding) (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 an 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
<p>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.</p>	

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 23 to 27.

Question 23**(25 marks)**

'Language is power. If you cannot understand or be understood, you have no power. You are at the mercy of everyone'.

Write an **essay** in which you express your ideas about this statement. Refer to at least **two** texts you have read or viewed, as well as your own experience.

Question 24**(25 marks)**

Social exclusion can reduce significantly the opportunities and benefits immigrants bring to Australia.

Write a **letter** to a Member of Parliament reflecting on some of the contributions immigrants have made to Australia, and outline the main barriers that may prevent immigrant individuals and/or groups from integrating into mainstream society.

Question 25**(25 marks)**

Discrimination against the elderly is an ongoing issue.

Write a **feature article** for a national newspaper that promotes equal opportunity for the elderly by challenging common assumptions and beliefs about old age.

Question 26**(25 marks)**

'One language sets you on a path for life. Two languages open every door along the way'.

Write a **speech** for a youth forum persuading the audience that being monolingual is no longer desirable in our globalised world.

Question 27**(25 marks)**

In the past, the concept of belonging to Australia was narrow. Today you can be from anywhere, maintain the traditions you grew up with and still be Australian.

Write an **essay** in which you discuss how the study of texts this year has broadened and deepened your understanding of yourself and of Australian culture and society. You must refer to at least **two** texts.

Generic marking key for Questions 23 to 27.

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	
Spells correctly consistently.	3
Spells mostly correctly.	2
Spells high frequency words and familiar vocabulary correctly.	1
Makes frequent spelling errors.	0
Subtotal	3
Total	25

ACKNOWLEDGEMENTS

- Question 23** Quote from: Rudat, K. (1994). *'Language is power'*. Retrieved June, 2017, from www.gvsu.edu/ml/Preparing-you-for-any-job-212.htm
- Question 26** Quote adapted from: Smith, F. (1992). *'One language sets you on a path for life'*. Retrieved June, 2017, from <https://artsandhumanities.fas.harvard.edu/book/why-study-foreign-language>

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