



ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

ATAR course examination 2020

Written marking key

Marking keys are an explicit statement about what the examining panel expect of candidates when they respond to particular examination items. They help ensure a consistent interpretation of the criteria that guide the awarding of marks.

Section One: Listening

30% (27 Marks)

Text 1: A Western Australian local hero

Question 1

(2 marks)

What **two** activities led Suzy to study science?

Description	Marks
learning about rocks	1
climbing volcanoes	1
Total	2

Question 2

(2 marks)

Give **two** reasons why Suzy was pleased about moving into teaching.

Description	Marks
Any two of:	
<ul style="list-style-type: none"> • it combined her passion for education and passion for science • she could teach science and promote geology • maintains connection with industry 	1–2
Total	2

Question 3

(2 marks)

Explain why the interviewer found Suzy's teaching and learning philosophy interesting.

Description	Marks
science as creative	1
usually only arts are (seen as) creative	1
Total	2

Question 4

(3 marks)

How does *CORE* provide support for young people?

Description	Marks
provides education programs	1
supports students to develop careers in science and	1
(develop careers in) the resources industries (when they leave school)	1
Total	3

Question 5**(2 marks)**

How do the two projects that Suzy is a part of, support practical learning for students?

Description	Marks
students are mentored	1
by experienced scientists from an industry they are interested in	1
Total	2

Question 6**(3 marks)**

Why does Suzy believe that practical experience is important?

Description	Marks
it's where the real learning occurs	1
students can	
<ul style="list-style-type: none"> • work alongside scientists • test out theories they are studying in text books 	1 1
OR	
students	
<ul style="list-style-type: none"> • without working alongside scientists • will never be able to test theories 	1 1
Total	3

Text 2: How technology is transforming education in Australia

Question 7 (2 marks)

How are digital technologies useful for helping children?

Description	Marks
obtain expertise they need/to gain computer skills	1
they can be (valuable) tools to aid learning (across a range of school subjects)	1
Total	2

Question 8 (1 mark)

Why should teachers be aware of new digital technologies?

Description	Marks
(so) they know how they can be applied/used in education/classrooms/teaching (in Australia)	1
Total	1

Question 9 (3 marks)

Identify **three** ways in which digital technologies can be used in the classroom, according to the Education Department.

Description	Marks
Any three of:	
<ul style="list-style-type: none"> • (using them to) collaborate with other schools/students around the world • (promoting learning through) game-based activities • (allowing students to) gain practical experience • (enabling) learning through virtual reality • (enhancing) learning • making them more immersive and interactive 	1–3
Total	3

Question 10 (2 marks)

Explain how the Canberra Grammar School trial helped students learn about history, and give **one** example.

Description	Marks
Explanation: (by) giving (them) an immersive/hands-on learning/interactive experience	1
Example: brings ancient objects/artefacts to life OR walk inside/live inside an ancient (Chinese) house	1
Total	2

Question 11

(3 marks)

List **one** example of how the new virtual technology will be used in **each** of the following courses: Science, Art and Design, and Geography:

Description		Marks
Science	step inside a molecule OR witness/see the inner workings/inside of a life-sized human body OR walk among/inside (a 3D representation of) the solar system	1
Art and Design	create drawings and sculptures that they will be able to interact with/interact with their own drawings and sculptures	1
Geography	explore/walk inside a giant (representation of) planet Earth	1
Total		3

Question 12

(1 mark)

How does interactive technology support learning by students from different backgrounds?

Description	Marks
One of the following:	
<ul style="list-style-type: none"> • it breaks through learning and emotional barriers • it doesn't matter what socio-economic background they come from • students experience life from new perspectives 	1
Total	1

Question 13

(1 mark)

Overall, what is the main point the lecture makes about technology and education?

- (a) The Education Department needs to ensure that all teachers use digital technology in classrooms in the future.
- (b) Students need to develop digital technology skills in order to get jobs in the future.
- (c) Teachers can use digital technology to support learning across a range of subjects.
- (d) Using digital technology helps students to experience life from new perspectives.

Description	Marks
(c) Teachers can use digital technology to support learning across a range of subjects	1
Total	1

Section Two: Reading and viewing

35% (29 Marks)

Text 3: What is an Influencer?

Question 14

(2 marks)

According to the text, what are the **two** things that determine the value of content?

Description	Marks
authority	1
authenticity	1
Total	2

Question 15

(2 marks)

Describe the relationship between influencer and viewer.

Description	Marks
viewer must be willing to be influenced	1
viewer seeing influencer more like a friend	1
Total	2

Question 16

(2 marks)

In your own words, explain the meaning of the expression 'let off with a mere slap on the wrist'.

Description	Marks
got away with/only received	1
a light/small penalty/not severely punished	1
Total	2

Text 4: How brand influencers collaborate with charities**Question 17****(3 marks)**

What is the impact on an audience when charities and influencers work together?

Description	Marks
Listen OR see/understand what the charity does	1
Care OR raise awareness (for the cause)	1
want to help OR inspire action	1
Total	3

Question 18**(3 marks)**

Explain **two** of the reasons why Zoella was chosen as an ambassador for *Mind* and describe the impact she had as a result.

Description		Marks
Reasons	Any two of:	1–2
	spoken openly about her own mental health/anxiety/experience	
	<i>Mind</i> focuses on mental health (she is) a relatable and inspiring (digital) ambassador	
Impact	1.5 million clicks OR opened a global conversation	1
Total		3

Text 5: A cartoon

Question 19

(2 marks)

Explain the influencer's behaviour in the cartoon.

Description	Marks
the influencer thinks she does not have to pay	1
because her (high) number of followers gives her power/financial worth/she is promoting their business/she thinks she should receive preferential/special treatment	1
Total	2

Question 20**(15 marks)**

Texts 3, 4 and 5 look at the effect of influencers in today's society.

Synthesise **three** main ideas presented in Texts 3, 4, and 5 about the relationships between influencers, companies and viewers. Give your opinion on the impact of influencers.

Refer to all **three** texts and to your own knowledge and/or experience.

You are required to write in your own words.

Suggested length: 250–300 words.

Description	Marks
Main ideas:	
<ul style="list-style-type: none"> • influencers make viewers buy/use things or take action (T3, T4) • viewers see influencers advertising as more natural/authentic (T3, T4) • influencers are paid by companies or paid with free goods and services (T3,T5) • influencers can make companies/products more successful (T3, T4) • influencers give exposure to companies (T3, T4, T5) • influencers and companies want audience to 'click' on something (T3, T4) • influencers have a lot of power/sense of entitlement (T3, T4, T5) 	
Processing	
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.	2
Produces a response but interprets some information incorrectly or merely summarises texts.	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 11 is to be used to mark responses to each of Questions 21 to 25.

Question 21

(25 marks)

Write an **essay** discussing the extent to which the concept of Australian identity has changed over time. Refer to at least **two** texts you have read or viewed in this course.

Question 22

(25 marks)

Write a **letter** to the manager of a company arguing for a more inclusive workplace that values the diverse backgrounds and perspectives of its employees and outlining the benefits this would bring.

Question 23

(25 marks)

Write a **speech** for a youth leaders forum on the topic 'Everyone can be a hero'. Encourage your youth audience to believe in themselves and make positive changes in the world.

Question 24

(25 marks)

Write a **feature article** for a national teenage magazine exploring the issue of teen social isolation and suggesting ways in which teenagers can connect with others.

Question 25

(25 marks)

Write an **essay** in which you discuss how language can marginalise individuals and/or groups. Refer to at least **two** texts you have read or viewed in this course.

Generic marking key for Questions 21 to 25.

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 formulaically, 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 some spelling errors.	2
Makes spelling errors in high-frequency and common words.	1
Makes frequent spelling errors.	0
Subtotal	3
Total	25
Note: where a candidate has developed content to only one paragraph or less, the candidate can only receive zeros for the Grammar and punctuation; Use of vocabulary and Spelling criteria.	

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