



ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

ATAR course examination 2020

Recording transcript

This is the 2020 ATAR examination in English as an Additional Language or Dialect, Section One: Listening.

You will hear **two** texts. Each text will be played twice. There will be a short pause between the first and second readings. After the second reading, there will be time to answer the questions.

You may make notes at any time. Your notes will not be marked. You may come back to this section at any time during the working time for this paper.

Text 1 will begin in **two** minutes. Use this time to read the Questions for Text 1.

(2 minute silence)

Text 1: A Western Australian local hero (First reading)

Listen to this radio interview and answer Questions 1 to 6.

I am the first voice you will hear. I am the interviewer.

I am the second voice you will hear, representing Suzy Urbane.

Interviewer: Good morning listeners, and welcome back to the *Perth Morning Show*. My name is Geoffrey Crew and I am your host on today's program. Our guest today is a local hero and science educator, Suzy Urbane. She is here to tell us more about her love of science and her program: *The Centre of Resources Excellence*, otherwise known as: *CORE*. Welcome Suzy.

Urbane: Thank you, it's a pleasure to be here. Good Morning to all the listeners on the Morning Show.

Interviewer: So, Suzy, what brought you into the world of science?

Urbane: Well, I have always loved learning about rocks, and I climb volcanoes in my spare time. The earth and everything about it really fascinates me ... so I studied science – specifically, geology – as this was a fascinating subject for me.

Interviewer: And what direction did this take you in after university?

Urbane: After leaving university, I started as a geologist in the Great Sandy Desert, Western Australia. I really enjoyed being a geoscientist and still have connections with the industry. However, as soon as I had a family of two boys to look after I had to decide on a career change, so I became a teacher.

Interviewer: So tell us, did becoming a teacher change your relationship with science?

Urbane: Not at all. Luckily, I have managed to maintain my connection with industry. My transition to the classroom combined my two passions of Geology and the Earth with education so I was able to teach science and promote geology.

Interviewer: And, now you've started an innovative program for teaching science in schools.

Urbane: Yes, the program is an earth science program called *CORE*, the *Centre of Resources Excellence*. It is a *STEM* program, which means it develops understanding and knowledge in science, technology, engineering and maths.

Interviewer: ... and you recently received the Prime Minister's Prize for Excellence in Science Teaching in Secondary Schools in 2016! Well done!

Urbane: Yes, it was an honour to be recognised for my work teaching science. I'm just thankful that I can be part of enabling young people to understand how to apply science to the real world – that is also such an honour!

Interviewer: Suzy, could you explain to our listeners your very special teaching and learning philosophy?

Urbane: I guess that my idea of learning science is by doing. I really believe that science is about being creative. It is about thinking, problem solving, investigating and inquiring; it is not about reading a textbook.

Interviewer: That's interesting: the idea of science as being 'creative'. Because creativity is often linked to the Arts rather than science subjects. So, tell us what the *Centre of Resources Excellence*, or *CORE*, is all about.

Urbane: As I have always been interested in the application of science and how it can grow and change our world, *CORE* brings together four key sectors to help do just that. We have representatives from education, industry, community and government and we develop education programs that support students to develop meaningful careers in the science and resources industries when they leave school.

Interviewer: Did your own working experience influence the *CORE* program?

Urbane: It certainly did. My experience of practical geology and education experience included more than 74 national and international field trips.

Interviewer: That's certainly a lot of practical, hands on experience!

Urbane: Yes, it's this practical aspect of science that I enjoy the most. Even now, I am lucky enough to currently be a part of several ongoing projects that combine education and industry. For example, I contribute to the development of the national earth science curriculum and support the *Young Person's Plan for the Planet Program*. Both of these projects involve students being mentored by experienced scientists from an industry that they are interested in.

Interviewer: So, I guess your own experiences have really helped shape the ongoing work of *CORE*?

Urbane: Yes, because practical experience is where the real learning occurs and without being able to work alongside other scientists in the industry, students will never be able to test out the theories they're studying in a textbook.

Interviewer: Well, it sounds as though you are supporting lots of young people to achieve their goals for the future. All the best for the development of the program in WA.

(This is Geoffrey Crew and the *Perth Morning Show*.
Goodbye ... until tomorrow.)

(1 minute silence)

Text 1: (Second reading)

Interviewer: Good morning listeners, and welcome back to the *Perth Morning Show*. My name is Geoffrey Crew and I am your host on today's program. Our guest today is a local hero and science educator, Suzy Urbane. She is here to tell us more about her love of science and her program: *The Centre of Resources Excellence*, otherwise known as: *CORE*. Welcome Suzy.

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Now answer Questions 1 to 6.

(4 minutes silence)

Text 2 will begin in **two** minutes. Use this time to read the Questions for Text 2.

(2 minute silence)

Text 2: How technology is transforming education in Australia (First reading)

Listen to this lecture and answer Questions 7 to 13.

I am the voice you will hear. I am the lecturer.

In the near future, half of all Australians will require digital technology, programming and software development skills to remain competitive in the workforce, according to a recent study from the Technology Institute of Australia. So, I'm here today to ask the question: is Australia doing enough to prepare the new generation for careers in the digital world?

Developing IT literacy at school is one of the foundational ways that young Australians can obtain the expertise they need. However, digital technologies are not only useful for helping children gain computer skills; they can also be valuable tools to aid learning in the classroom across a range of school subjects. Consequently, it's important that those in teaching jobs are aware of innovations so they know how they can be applied to education in Australia. The Department of Education highlights four ways that digital technologies can be utilised in the classroom, including:

- using it to collaborate with other schools and students around the world
- promoting learning through game-based activities
- allowing students to gain practical experience and
- enabling learning through virtual reality.

Therefore, technology can be used to enhance students' learning and make it more immersive and interactive.

Students at Canberra Grammar School experienced the unique learning applications of technology when it became the first school in Australia to test a program that creates special 3D interactive images, called holograms. The trial enabled students to gain a fuller understanding of culture and history by giving them an immersive, hands-on learning experience. It is usually virtually impossible to give history students access to actual artefacts from ancient civilisations, but this technology now makes it possible. The program creates a holographic box of artefacts that brings ancient objects to life for high school students. So instead of reading about ancient Chinese architecture or looking at a picture of a 3000-year-old house, they can actually walk inside the house and experience for themselves what it was like to live inside one.

The company that created this software is now creating programs for science, art and design and geography courses. The new hologram technology will enable science students to step inside a molecule, witness the inner workings of a life-sized human body in the classroom or walk among a 3D representation of the solar system. Art and design students will be able to create drawings and sculptures that they will be able to interact with. Geography students will be able to explore inside a giant representation of planet Earth. The potential for students' learning using this technology is incredible.

This use of immersive programs in classrooms has already translated into better outcomes for students. Research has shown that using interactive technology can break through learning and emotional barriers so students can experience life from new perspectives, no matter what socio-economic background they come from. Experiences that have previously been out of reach for some students become a reality, creating more opportunities for collaboration and creativity. One particular study showed a 35% increase in student engagement when learning with immersive and 3D technologies.

As innovations like these become increasingly common in schools around the country, teachers will need to maintain a solid understanding of digital learning and the way it can help young Australians prepare for the future.

(1 minute silence)

Text 2: (Second reading)

In the near future, half of all Australians will require digital technology, programming and software development skills to remain competitive in the workforce, according to a recent study from the Technology Institute of Australia. So, I'm here today to ask the question: is Australia doing enough to prepare the new generation for careers in the digital world?

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Now answer Questions 7 to 13.

(4 minute silence)

This is the end of Section One.

Supervisors, please turn off the sound equipment.

ACKNOWLEDGEMENTS

Text 1

Text 2

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