



Government of **Western Australia**
School Curriculum and Standards Authority



ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

GENERAL COURSE

Externally set task

Sample 2016

Note: This Externally set task sample is based on the following content from Unit 3 of the General Year 12 syllabus.

Creating texts

- using appropriate structure and content to communicate ideas and opinions for different purposes and audiences
- using paragraphing to organise and communicate main and supporting ideas
- using common language features, including subject specific vocabulary, synonyms and antonyms, adjectives and adverbs used to create modality, some nominalisation, common collocations and idioms and conjunctions connecting ideas within and across sentences
- using cohesive devices at sentence, paragraph and whole text level
- using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses

In future years, this information will be provided late in Term 3 of the year prior to the conduct of the Externally set task. This will enable teachers to tailor their teaching and learning program to ensure that the content is delivered prior to the students undertaking the task in Term 2 of Year 12.

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

English as an Additional Language or Dialect

Externally set task

Working time for the task: 60 minutes

Total marks: 30 marks

Weighting: 15% of the school mark

Materials required for this task:

A print English language dictionary or print English language learning dictionary. No electronic dictionary or thesaurus is allowed.

Production (written)

Consider the two texts below, the quotation from *The West Australian* newspaper and the cartoon.

Text 1: Quotation

“Many West Australian children ranging from as young as eight years old to late teens are spending up to 12 hours a day looking at electronic screens. This is far beyond the recommended maximum screen use of two hours each day. However, in one of Western Australia’s biggest schools, very few students are using their computers for things like social networking. The majority are used for class work-based tasks.”

Text 2: Cartoon



Electronic screens, such as computers, mobile phones and televisions, are everywhere today. As a result, many people have become concerned about the impact of screen time on young adults. However, many people also believe that these technologies are an essential part of modern life.

Write **an essay** in which you discuss the benefits and disadvantages of screen time in daily life and state your opinion on this issue.

Support your arguments with reference to specific examples and make recommendations for solutions to any issues.

Suggested length 350 words

(30 marks)

Planning

Acknowledgements

- Text 1** Saunders, C. (2014, February 5). Switched on to screen time. *The West Australian* (Health and Medicine supplement), p. 1. © *The West Australian*.
- Text 2** Madden, C. (n.d.). *Computer cartoon: Is reading books better than looking at computers?* [Image]. Retrieved February, 2014, from www.chrismadden.co.uk/cartoon-gallery/?s=%22computer+cartoon%22