



Western Australian Certificate of Education Examination, 2010

Question/Answer Booklet

ENGLISH AS AN ADDITIONAL LANGUAGE/ DIALECT

Stage 3

Please place your student identification label in this box

Student Number: In figures

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In words

Time allowed for this paper

Reading time before commencing work: ten minutes
Working time for paper: two hours and thirty minutes

Material required/recommended for this paper

To be provided by the supervisor

This Question/Answer Booklet
Sound recording to be played during working time

To be provided by the candidate

Standard items: pens, pencils, eraser, correction fluid/tape, ruler, highlighters, printed English language dictionary (non-electronic and not a thesaurus)

Special items: printed English language dictionary

Note: dictionaries must not contain any handwritten or typewritten notes or other marks and may be inspected during the examination
No electronic dictionaries are allowed

Important note to candidates

No other items may be taken into the examination room. It is **your** responsibility to ensure that you do not have any unauthorised notes or other items of a non-personal nature in the examination room. If you have any unauthorised material with you, hand it to the supervisor **before** reading any further.

Structure of the examination

The EAL/D Stage 3 examination comprises a written examination worth 75 per cent of the total examination score and a practical (oral) examination worth 25 per cent of the total examination score.

Structure of this paper

Section	Number of questions available	Number of questions to be answered	Suggested working time (minutes)	Marks available	Percentage of total exam
Section One: Listening	15	15	40	25	25
Section Two: Reading and viewing	5	5	55	25	25
Section Three: Extended writing	5	1	55	25	25
Total					75

Instructions to candidates

- The rules for the conduct of Western Australian external examinations are detailed in the *Year 12 Information Handbook 2010*. Sitting this examination implies that you agree to abide by these rules.
- Write your answers in Standard Australian English in the spaces provided in this Question/Answer Booklet. A blue or black pen should be used.
- You must be careful to confine your responses to the specific questions asked and to follow any instructions that are specific to a particular question.
- Spare pages are included at the end of this booklet. They can be used for planning your responses and/or as additional space if required to continue an answer.
 - Planning: If you use the spare pages for planning, indicate this clearly at the top of the page.
 - Continuing an answer: If you need to use the space to continue an answer, indicate in the original answer space where the answer is continued, i.e. give the page number. Fill in the number of the question(s) that you are continuing to answer at the top of the page.

Section One: Listening

25% (25 Marks)

This section has **fifteen (15)** questions. In this section you are required to listen to **two (2)** spoken texts and answer **all** the questions that follow in the spaces provided.

You will hear each text twice. There will be a short pause at the start of each text to allow you to read the questions. You should either choose your answers while you are listening or **make brief notes in the space provided** to allow you to return to the questions at the end of the reading. Attempt every question.

Remember each text will be read twice. At the end of the second reading you will be given time to complete your answers.

Suggested working time: 40 minutes.

Text 1: *University Life in Canada.* An interview with an exchange student (14 marks)

Listen to the text and complete questions 1 to 8.

Question 1

Give **two (2)** reasons why Catherine decided to study Law after she left school. (2 marks)

One: _____

Two: _____

Space for notes

Question 2

What did Catherine expect from the exchange program? (1 mark)

- (a) to master another language
- (b) to enjoy herself and acquire new knowledge
- (c) to explore different areas of study
- (d) to have her first experience of snow

Answer:

Question 3

(a) In which area did Catherine speak French most? (1 mark)

(b) Give **two (2)** reasons why she did this. (2 marks)

One: _____

Two: _____

Question 4

Space for notes

Which group of people do not see themselves as Canadian? (1 mark)

Question 5

What are the **two (2)** aims of this group? (2 marks)

One: _____

Two: _____

Question 6

Identify the **two (2)** main differences Catherine noticed between student life in Canada and in Australia. (2 marks)

One: _____

Two: _____

Question 7

(a) Which subject or unit did Catherine find the most interesting and rewarding? (1 mark)

(b) Give the reason for this. (1 mark)

Question 8

What difference did Catherine discover between Australia and Canada? (1 mark)

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Text 2: Australia: No Island. A radio talk**(11 marks)**

Listen to the text and complete questions 9 to 15.

Question 9

Space for notes

Explain the meaning of the phrase 'No country is an island and certainly not Australia' in relation to the context of this talk. (3 marks)

Question 10

Why has the Australian Centre for International Agricultural Research been funding a project to investigate the fungus that causes Panama disease? (2 marks)

Question 11

Identify **one (1)** result of the agricultural research about wheat. (1 mark)

Question 12

According to the text, what is the most serious problem facing agriculture in the world today? (1 mark)

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Question 13

Space for notes

According to the text, the **best** reason why there is going to be a greater need for ingenuity and diversity in Australian agriculture is that (1 mark)

- (a) the seasons will be much colder in the next few decades
- (b) the seasons will be much hotter in the next few decades
- (c) changes will happen in the places suitable for growing the most important crops
- (d) in Australia, there may be fewer places suitable for growing the most important crops

Answer:

Question 14

According to the text, how can poverty in developing countries best be combated? (1 mark)

Question 15

Give **two (2)** reasons why Australia has been an important contributor to agricultural research. (2 marks)

One: _____

Two: _____

End of Section One

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Section Two: Reading and viewing**25% (25 Marks)**

This section has **five (5)** questions. Answer **all** questions in your own words.

Read the **three (3)** texts and answer the questions that follow, relating your answers to the texts.

Spare pages are included at the end of this booklet. They can be used for planning your responses and/or as additional space if required to continue an answer.

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- Continuing an answer: If you need to use the space to continue an answer, indicate in the original answer space where the answer is continued, i.e. give the page number. Fill in the number of the question(s) that you are continuing to answer at the top of the page.

Suggested working time: 55 minutes.

Text 3: 'Txtng' – new language, new literacies**(4 marks)**

In little more than a decade, mobile phones have transformed our lives. Young people can't live without them: their mobiles are grafted onto their fingertips. Only adults ever 'forget' to take their mobiles with them. Mobile phones have created countless possibilities for instant communication; they have constructed a networked society. And they have brought with them new customs, conventions and criticisms.

This change in communication, in social and language patterns, has happened so quickly that some members of the community have not been able to keep up. There is probably more antagonism towards the mobile phone and texting than there is to any other new literacy. This could be because it impacts on the mature generation (particularly teachers and parents). The mobile phone and texting are an ever-present reality - and interruption - in daily life, whereas the internet does not intrude on the street, in public transport, at the movies, or around the dinner table.

Many are the protests about texting, and many of the protesters are outraged and angry. And there are protests from all manner of people: parents, teachers, politicians. Urban myths abound to support this stand, such as that texting fogs your brain like cannabis; it replaces speech among teenagers; it reduces literacy capacity; and it deprives children of sleep.

Many of the language and literacy controversies around the *new literacies* are a media beat-up. Clearly, there are members of the community who are uneasy with *any* changes in language and learning and the media often 'fan the flames' of resistance. Issues about children becoming hyperactive, about cyber bullying, and the growing rate of print illiteracy - all as a result of texting - have been exploited by various newspapers and TV programs. And much of this information in the media has little substance.

Sensationalist stories like these add to the general belief that there is a drop in educational standards, when there is no supporting evidence. David Crystal, who has undertaken one of the few serious studies of texting, confidently states that 'all the popular beliefs about texting are wrong'.

Text messaging is a language created by the young. To start with, only 20 characters were available on mobile phones, and the screens were small. But these factors were a challenge rather than obstacles to the net generation who worked out it was much cheaper to text than call. The texting language that young people invented was an 'elegant' solution: it was playful, creative, fast and fun. It was also simple: it combined imagination and practicality.

Texting has helped create the networked society; it is one of the most popular ways of keeping in touch. Parents think it necessary for children to have phones as a safety measure. Children think elderly parents should have mobiles so they aren't isolated. Bosses think workers need them so they can be contacted. Sisters going shopping need them to keep track of each other in the store. In a world where the old communities of neighbourhood, interest and workplace have often disappeared, texting is at the centre of virtual communities that are very real - particularly to the young.

They are an expansion of the repertoire: new literacies for new times. And educators would be better served by treating texting as a serious literary/language form and by studying its potential and limitations. Far from undermining literacy, studies demonstrate that texting is linked positively with achievements in literacy - particularly for those who have been disenchanting with the old forms. Melbourne University has found that for some students who find writing difficult, texting can lead to enthusiasm for learning and improved literacy.

See next page

Question 16

Explain what the metaphor ‘mobiles are grafted onto their fingertips’ suggests about young people and mobile phones. (2 marks)

Question 17

According to the author, why do teachers and parents object to texting? (2 marks)

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Text 4: *Linguistic diversity in cyberspace***(3 marks)**

There has been widespread discussion recently about the issue of linguistic diversity in cyberspace. Some experts estimate that nearly three quarters of the pages on the internet, excluding emails, forums and non-public pages, are written in English.

Has the arrival of new technologies had a strong effect on the issue of linguistic diversity?

There are several thousand languages which are hardly ever used in cyberspace, and this automatically marginalises the cultures which these languages represent. Among the many reasons for this situation is that unwritten languages (of which there are about 6000 in the world) have no chance of being used as languages of communication on the internet.

In the year 2000, more than half of internet users had a mother tongue other than English, and since then, the figure has been steadily rising. In fact, the internet helps to bring language communities together, as can be seen by the dynamics of the Spanish-speaking internet. China should soon outstrip Japan in terms of internet growth. The dominance of English on the web does not always lead to cultural homogeneity.

Although the dominance of English on the internet appears to be declining, only a very limited number of languages are replacing it. At their current state of development, certain technologies, such as methods of webpage referencing or search engines, tend to consolidate the position of the most commonly used languages, since they favour the most frequently used sites.

Is this dominance of a 'select club' of languages the only possible compromise between the supremacy of English and a multicultural cluster of languages that would only be able to communicate among themselves by means of automatic translation? Is this the price to be paid for the emergence of a linguistically better balanced internet?

However, there is a strong risk that oral languages will suffer a loss of the status which will remain with written languages, the only ones which seem to have a chance of finding a place in cyberspace. Do we realise how serious will be the problems which will arise from this new division between languages?

If we intend to preserve linguistic diversity and to promote it in cyberspace, we must take into account the many appropriate levels of action and interventions, as suggested by the UN Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace. Multilingualism in cyberspace must be promoted by governments, the private sector and the whole of society.

Here are two significant steps to be taken to achieve this goal: the scientific description and transcription of unwritten languages, so as to provide them with stable writing conventions.

Two important undertakings are the generalisation of Unicode¹, which allows some minority languages to reach a broader audience than previously. Another is the growing interest of IT companies in new languages, illustrated by Microsoft's decision in 2004 to launch a Kiswahili edition of its Office software. Kiswahili is a widespread East African language, spoken by over 50 million people.

¹Unicode – a system that enables people to use computers in any language.

Question 18

According to the text, modern technologies have influenced the range of languages used in the world today.

Complete the table below with brief notes under each heading. (3 marks)

Effects of new technologies on linguistic diversity	Ways to preserve linguistic diversity
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“I can be upgraded, can you?”

Question 19

Give **three (3)** ideas about the relationship between humans and technology suggested by the cartoon. (3 marks)

One: _____

Two: _____

Three: _____

Question 20

(15 marks)

Extended answer – Synthesis of texts.

Texts 3, 4 and 5 explore and outline the relationship between technology and its impact on communication.

Drawing on **all** three texts **and** on your own knowledge and experience, discuss some of the ways in which technology can empower or disempower different groups of people as they attempt to communicate with one another.

Suggested length: 250–350 words

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End of Section Two

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Section Three: Extended writing**25% (25 Marks)**

This section has **five (5)** questions. Answer **one (1)** question only.

Spare pages are included at the end of this booklet. They can be used for planning your responses and/or as additional space if required to continue an answer.

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Suggested working time: 10 minutes planning
 40 minutes producing your writing
 5 minutes proofing your work

55 minutes total**Question 21****(25 marks)**

Write a **letter** to your local Member of Parliament, in which you outline the most pressing issue for young people today. Make practical suggestions about how to deal with this issue.

Question 22**(25 marks)**

Write a **feature article** for a magazine for young people in which you urge greater awareness of biodiversity in your country. Outline reasons for the need to take action and provide ideas for doing this.

Question 23**(25 marks)**

This year (2010) has been named *The United Nations International Year for Bringing Cultures Together*. Prepare a **speech** to be broadcast in support of this goal, giving specific examples from texts you have studied and from your own experience.

Question 24**(25 marks)**

When people succeed in life, it is because of hard work. Luck has nothing to do with it.

Write an **essay** in response to this statement, outlining your own views on the statement, and referring to texts you have read or viewed to illustrate your opinion.

Question 25**(25 marks)**

There is nothing wrong with downloading films, music and other copyright material accessible from the internet.

To what extent do you agree or disagree? Write an **essay** expressing your views on this statement and referring to specific examples.

End of questions

I am responding to Question _____

Planning

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ACKNOWLEDGEMENTS

Section One

Text 2 Frison, Emile (January 30, 2010). *Australia. No Island*. Retrieved <February 5, 2010> from www.abc.net.au/rn/perspective/stories/2008/2150181

Section Two

Text 3 Adapted from Spender, Dale (24/7/09) *TXTNG – new language-new literacy* Retrieved <February12,2010> from www.onlineopinion.com.au/view.asp?article=9205

Text 4 Adapted from *UNESCO,(2005) Linguistic Diversity in Cyber Space in Towards Knowledge Societies* pp.155-156 Retrieved < February 22nd, 2010> from www.unesco.org/publications

Text 5 Bacall, A. (n.d.). "I can be upgraded. Can you?" [Cartoon]. Retrieved February 2, 2010, from Cartoonstock website: [http://www.cartoonstock.com/cartoonview.asp?start=&search=main&catref=aban366&MA_Artist=Bacall%2C+Aaron&MA_Category=Not+Selected&ANDkeyword=Computers&ORkeyword=&TITLEkeyword=&NEGATIVEkeyword=.](http://www.cartoonstock.com/cartoonview.asp?start=&search=main&catref=aban366&MA_Artist=Bacall%2C+Aaron&MA_Category=Not+Selected&ANDkeyword=Computers&ORkeyword=&TITLEkeyword=&NEGATIVEkeyword=)

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