



## ATAR course examination, 2017

### Question/Answer booklet

# ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

Place one of your candidate identification labels in this box.  
Ensure the label is straight and within the lines of this box.

Student number: In figures

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In words

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### Time allowed for this paper

Reading time before commencing work: ten minutes

Working time: two and a half hours

Number of additional  
answer booklets used  
(if applicable):

### Materials required/recommended for this paper

#### *To be provided by the supervisor*

This Question/Answer booklet

Sound recording

#### *To be provided by the candidate*

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, ruler, highlighters

Special items: one print English language dictionary or one print English language learning dictionary

Note: Dictionaries must not contain any notes or other marks. No bilingual or electronic dictionary or thesaurus is 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 material. If you have any unauthorised material with you, hand it to the supervisor **before** reading any further.



## Structure of the examination

The English as an Additional Language or Dialect ATAR course examination consists of a written component and a practical (oral) component.

## Structure of this paper

Section	Number of questions available	Number of questions to be answered	Suggested working time (minutes)	Marks available	Percentage of written examination
Section One Listening	15	15	40	36	30
Section Two Reading and viewing	7	7	55	28	35
Section Three Extended writing	5	1	55	25	35
<b>Total</b>					100

## Instructions to candidates

1. The rules for the conduct of the Western Australian external examinations are detailed in the *Year 12 Information Handbook 2017*. Sitting this examination implies that you agree to abide by these rules.
2. Write your answers in Standard Australian English in this Question/Answer booklet.
3. You must be careful to confine your answers to the specific questions asked and to follow any instructions that are specific to a particular question.
4. Supplementary pages for the use of planning/continuing your answer to a question have been provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

See next page

**Section One: Listening****30% (36 Marks)**

This section contains **15** questions. Answer **all** questions in the spaces provided.

You will hear **two (2)** 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.

Suggested working time: 40 minutes.

**Text 1: Future shock**

Space for notes

Listen to this speech and answer Questions 1 to 8.

**Question 1 (4 marks)**

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

One: \_\_\_\_\_

Two: \_\_\_\_\_

Three: \_\_\_\_\_

Four: \_\_\_\_\_

**Question 2 (2 marks)**

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

One: \_\_\_\_\_

\_\_\_\_\_

Two: \_\_\_\_\_

\_\_\_\_\_

**Question 3 (3 marks)**

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

One: \_\_\_\_\_

Two: \_\_\_\_\_

Three: \_\_\_\_\_

**See next page**

**Question 4**

**(5 marks)**

Space for notes

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

One: \_\_\_\_\_

Two: \_\_\_\_\_

Three: \_\_\_\_\_

Four: \_\_\_\_\_

Five: \_\_\_\_\_

**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.

Answer

**Question 6**

**(2 marks)**

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

\_\_\_\_\_  
\_\_\_\_\_

**Question 7**

**(2 marks)**

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Question 8****(2 marks)**

Space for notes

Explain why Uber, Airbnb and Facebook are successful businesses.

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**Text 2: Interview with an environmental activist**

Listen to this interview and answer Questions 9 to 15.

**Question 9****(2 marks)**

Why does Frank Shepard apologise to future generations?

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**Question 10****(2 marks)**

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

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**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.

Answer

**Question 12****(2 marks)**

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

One: \_\_\_\_\_

Two: \_\_\_\_\_

**See next page**

**Question 13**

**(4 marks)**

Space for notes

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.

What we already know	What we need to do
•	•
•	•

**Question 14**

**(3 marks)**

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

One: \_\_\_\_\_

Two: \_\_\_\_\_

Three: \_\_\_\_\_

**Question 15**

**(1 mark)**

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

\_\_\_\_\_

**Section Two: Reading and viewing****35% (28 Marks)**

This section has **seven (7)** questions. Answer **all** questions.

Read the **three (3)** texts and answer the questions that follow. Base your answers on the information in the texts.

Supplementary pages for the use of planning/continuing your answer to a question have been provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested time: 55 minutes.

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

Read this blog written for an online magazine and answer Questions 16 and 17.

The language of emoji infuriates some generations and delights others and is certainly getting harder to ignore. The little picture-symbols that adorn our emails, text messages and online posts are quickly becoming a defining feature of the modern age.

Nineteen sixty-three saw the birth of the smiley face icon; black dots for eyes and an upturned mouth set in a yellow circle, and it quickly became a symbol of the '60s and '70s. Fast-forward to 1982 and the smiley face icon was adapted for use in the computer world, as a marker to put at the end of a message. It was basic, but effective; a colon, followed by a dash, followed by parenthesis for the mouth. And so, the smiley face became the emoticon – a typographic display of a facial representation.

Since the late 1990s, the simple emoticon has grown in number, nature and complexity to become emoji. The emoji, being actual pictures, became more popular because they could fill in an emotional void that was missing from text messages.

Niki Selken from the *World Transition Foundation* believes emoji are changing the way people communicate. Some people just use them to enhance their messages, while others use them intensively. They can even be said to be modifying language. They can make us more thoughtful because emoji use is not innate, as it's still a new language, so you must really think carefully about it when you're choosing your emoji.

Overall, emoji are about reflecting a small part of ourselves in the messages we send to others. Emoji usage is booming because it seems to have found its niche in the world of mobile media. However, those who might be sceptical about the use of emoji and their value might say that they are a shortcut that allow people not to think about what they are writing and what they are communicating: to cheat, in a sense. Emoji, however, are useful in light situations and making light of situations or politeness situations where you just want to make sure someone understands that you are saying this in a friendly way. They are not intended to replace genuine communication.

Regardless of how we feel, the curious world of the emoji is among us in our phones and devices, in all their shapes and guises, and it looks like it is here to stay.



**Question 16****(2 marks)**

Identify the difference between an emoticon and an emoji.

An emoticon: \_\_\_\_\_

An emoji: \_\_\_\_\_

**Question 17****(2 marks)**

Explain why some people think that using emoji is cheating.

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**Text 4: Are emoji the new language of the 21<sup>st</sup> century?**

Read this magazine article and answer Questions 18 to 20.

For copyright reasons this text cannot be reproduced in the online version of this document,  
but may be viewed at  
<http://www.cnn.com/2015/06/24/emojisthe-death-of-the-written-language.html>  
and  
<http://www.scenariomagazine.com/language-and-communication-inthe-21st-century/>

**See next page**

**Question 18****(2 marks)**

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

One: \_\_\_\_\_

Two: \_\_\_\_\_

**Question 19****(2 marks)**

Explain why decoding emoji may be a problem.

\_\_\_\_\_  
\_\_\_\_\_

**Question 20****(2 marks)**

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

\_\_\_\_\_  
\_\_\_\_\_

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Text 5: Cartoon

Consider the cartoon and answer Question 21.



"I hate to be a bother, young man, but do you speak emoji?"

Question 21

(3 marks)

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

One: \_\_\_\_\_

Two: \_\_\_\_\_

Three: \_\_\_\_\_

**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.

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**Section Three: Extended writing**

**35% (25 Marks)**

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

Supplementary pages for the use of planning/continuing your answer to a question have been provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

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

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**55 minutes total.**

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**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.

**End of questions**





A series of horizontal lines for writing, consisting of 23 lines spaced evenly down the page.











## ACKNOWLEDGEMENTS

- Text 3** Adapted from: Funnell, A. (Presenter). (2015, April 26). The language of Emoji [Broadcast transcript]. In *Future Tense*. Retrieved May, 2017, from <http://www.abc.net.au/radionational/programs/futuretense/the-language-of-emoji/6405446#transcript>
- Text 4** Adapted from:  
Mody, S. (2015, June 24). *Emojis: The death of the written language?* Retrieved May, 2017, from <http://www.cnbc.com/2015/06/24/emojis-the-death-of-the-written-language.html>  
Skovgaard Petersen, C., & Czajkowski Aakerberg, M. (2016, June 2). Language and communication in the 21st century. *Scenario Magazine*, 03. Retrieved May, 2017, from <http://www.scenariomagazine.com/language-and-communication-in-the-21st-century/>
- Text 5** Bucella, M. (2015). *'I hate to be a bother, young man, but do you speak emoji?* [Cartoon]. Retrieved May, 2017, from <https://www.cartoonstock.com/cartoonview.asp?catref=mbcn3768&ANDkeyword=emoji&NOTkeyword=&TITLEkeyword=&categories=All+Categories&artists=All+Artists&mainArchive=mainArchive&newsCartoon=newsCartoon&vintage=vintage&colorOption1=colour&colorOption2=blackWhite&orientationOption1=portrait&orientationOption2=landscape&cp=3&limit=12>
- Question 23** Quote from: Rudat, K. (1994). *'Language is power'*. Retrieved June, 2017, from [www.gvsu.edu/mlll/preparing-you-for-any-job-212.htm](http://www.gvsu.edu/mlll/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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