

Victorian Certificate of Education
2018

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER Letter

ENGLISH AS AN ADDITIONAL LANGUAGE
(EAL)

Aural and written examination

Tuesday 29 May 2018

Reading time: 10.00 am to 10.15 am (15 minutes)

Writing time: 10.15 am to 1.15 pm (3 hours)

QUESTION AND ANSWER BOOK

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Percentage of total marks</i>
A – Listening to texts	2	2	20
B – Analytical interpretation of a text	2	1	40
C – Argument and persuasive language	2	2	40
			Total 100

- Students are to write in blue or black pen.
- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners, rulers and an English and/or bilingual printed dictionary.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or correction fluid/tape.
- No calculator is allowed in this examination.

Materials supplied

- Question and answer book of 22 pages, including **assessment criteria** on page 22
- Task book of 8 pages

Instructions

- Write your **student number** in the space provided above on this page.
- All written responses must be in English.

At the end of the examination

- You may keep the task book.

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.

SECTION A – Listening to texts**Instructions for Section A**

You will hear two texts. Each text will be played twice. There will be a short break between the first and second playings of each text. You may make notes at any time.

Listen carefully to each text and then answer the following questions.

Section A is worth 20 per cent of the total marks for the examination.

TEXT 1**Background information**

‘What’s your hobby?’ is a regular program presented by Lucy West on a local radio station. In this program, Lucy interviews Suzie Sweet and Keng Clark about collectibles¹.

¹**collectibles** – objects that may or may not be of great value, collected as an investment, as a hobby or as a memento

Question 1 (10 marks)

a. What are **two** reasons Keng collects Beatles records?

2 marks

b. What does Keng mean when he says he loves the ‘thrill of the chase’?

1 mark

You may make notes
in this space.

DO NOT WRITE IN THIS AREA

- c. i. In Suzie's opinion, what is the most important reason why people collect things? 1 mark

- ii. Lucy is not a 'serious collector'. Give evidence from the text to support this view. 1 mark

- d. Tick (✓) the correct box.
An item in a collection is in 'mint condition' if it is 1 mark

- like new.
 not for sale.
 worth a lot of money.
 damaged but perfectly repaired.

- e. Suzie and Keng have known each other for a long time. Suggest **two** words to describe Suzie and Keng's relationship. 2 marks

- f. Keng believes that the internet has changed the buying and selling of collectibles. Identify **two** changes that he describes. 2 marks

You may make notes
in this space.

TEXT 2

Background information

Ben and Rosa are cousins who come from Victoria in Australia. For the last two years, Rosa has been studying overseas and, during that time, all their communication has been through online video chat.

Question 2 (10 marks)

You may make notes in this space.

a. Identify **one** reason why Rosa loves winter.

1 mark

b. How does Ben try to persuade Rosa that summer is better than winter? Support your answer with an example of the language he uses and an example of his delivery.

3 marks

c. What do Ben and Rosa say are the maximum temperatures on the day of their online video chat?

2 marks

	Maximum temperature
Ben	
Rosa	

d. Rosa is sure that Ben would enjoy a winter holiday with her. Identify a word or phrase from the text that shows this view.

1 mark

e. What does Rosa say can be a health problem in winter and what causes this problem?

2 marks

DO NOT WRITE IN THIS AREA

- f. Tick (✓) the correct box.
Which two words **best** describe the conversation between Ben and Rosa?

- childish and teasing
 tense and awkward
 professional and formal
 friendly and affectionate

1 mark

You may make notes
in this space.

DO NOT WRITE IN THIS AREA

END OF SECTION A
TURN OVER

SECTION B – Analytical interpretation of a text**Instructions for Section B**

Section B requires students to write an analytical interpretation of a selected text in response to **one** topic (either **i.** or **ii.**) on **one** text. The topics can be found on page 3 of the task book.

Your response should be supported by close reference to the selected text.

If your selected text is a collection of poetry or short stories, you may write on several poems or stories, or on **at least two** in close detail.

Indicate which text you have chosen to write on and whether you have chosen to answer **i.** or **ii.** by shading the appropriate boxes.

Your response will be assessed according to the assessment criteria set out on page 22 of this book.

Section B is worth 40 per cent of the total marks for the examination.

Shade the box next to your selected text.

All About Eve directed by Joseph L Mankiewicz

Black Diggers Tom Wright

DO NOT WRITE IN THIS AREA

SECTION C – Argument and persuasive language**Instructions for Section C**

Section C consists of **two** questions.

Read the background information on page 5 and the material on pages 6 and 7 of the task book, and then complete **both** Questions 1 and 2.

For the purposes of this task, the term ‘language’ refers to written, spoken and visual language.

Your response to Question 2 will be assessed according to the criteria set out on page 22 of this book.

Section C is worth 40 per cent of the total marks for the examination.

Questions 1 and 2 are equally weighted.

**DO NOT WRITE IN
THIS AREA**

DO NOT WRITE IN THIS AREA

Question 1 (10 marks)

- a. John Jones states that the use of robots will take jobs from people. How does Ashley O'Hara respond to this view? Give **two** examples from Ashley's letter. 2 marks

- b. Why does John Jones say 'Humans are going out of fashion'? 2 marks

- c. John Jones says that there are things that robots cannot do. In the table below, name two things that robots cannot do, according to John, and identify how Ashley O'Hara responds to each of these. 4 marks

John's views about what robots cannot do	Ashley's responses

- d. John Jones and Ashley O'Hara have different views about access to people's private information. Outline their views using your own words. 2 marks

John _____

Ashley _____

Assessment criteria

Section B will be assessed against the following criteria:

- knowledge and understanding of the text, and the ideas and issues it explores, demonstrated appropriately in response to the topic
- development of a coherent analysis in response to the topic
- control of expressive and effective language, as appropriate to the task

Question 2 of Section C will be assessed against the following criteria:

- analysis of the use of argument and language to try to persuade
- control of the mechanics of the English language to convey meaning

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TASK BOOK

Instructions

A question and answer book is provided with this task book.
Refer to instructions on the front cover of the question and answer book.
You may keep this task book.

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.

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SECTION B – Analytical interpretation of a text***All About Eve* directed by Joseph L Mankiewicz**

- i. Margo refers to Eve as “Little Miss Evil”.
Is this a fair description of Eve?

OR

- ii. ‘*All About Eve* seems to have a happy ending.’
Discuss.

***Black Diggers* by Tom Wright**

- i. ‘It is by using humour and mateship that the soldiers in *Black Diggers* support each other during and after the war.’
Discuss.

OR

- ii. ‘People who are treated with cruelty can still show love and compassion.’
Discuss.

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SECTION C – Argument and persuasive language

Background information

Newspapers have been publishing many articles about robots and the way they could change our lives. One national daily newspaper published the following article about the issue of artificial intelligence and how it might affect society. A letter in response to the article appeared in the newspaper the next day.

The article below was published in a national daily newspaper.

Article: Our Future with Robots

It is time to address a growing problem in our society. This problem is the increased use of artificial intelligence, or robots, in our workplaces and homes. This will have serious consequences for our community and our way of life. In the media we are frequently given information about robots, saying how many different things they can do and how many hours they save for their owners. Big businesses use them to clean offices, hotels are starting to use them for room service, homes have robotic vacuum cleaners and it goes even further – apparently robots can diagnose some illnesses and perform some surgical procedures! Soon there will be driverless cars. It is like a science fiction novel come to life.

Of course we all like the idea of a robot cleaning the house for us while we are at the movies. But do we want a robot that is cleverer than we are? An ‘algorithm’¹ prying into our shopping and banking details when we are not at home? What about their ability to retain and later share our private information? This is not a frightening fantasy. This is happening now. It is the software that powers robots that makes them so threatening. We all leave digital fingerprints on the web, through social media, purchases and internet searches. This data can be analysed by algorithms and assumptions can be made about us that could damage our reputations when we are looking for jobs. Big Robot is watching!

One European country already has two automated shipping terminals. As a result, many lower-skilled workers no longer have



jobs. There is a large chain of shopping centres that is conducting a trial of robots as cleaners. Just think about people who work as cleaners. Like the rest of us, they really need their jobs. What will become of them? Office workers will also be affected – some management jobs will be the next to be done more cheaply and perhaps better by these metal monsters. One prediction is that this will save billions of dollars a year – and money is powerful. Humans are going out of fashion.

We need to stand up for the values that matter to us all. Remember what a robot can’t do – love, nurture, hug, understand emotion. Let us demand that the government stops them from taking over before it is too late.

Think about our society. What do we really want it to be like?

John Jones, well-known writer on social concerns

¹**algorithm** – a process to be followed in calculations or other problem-solving operations, especially by a computer

The next day, the newspaper published the letter below.

Letter

Oh dear, here we go again. Yesterday's article was full of exaggerated, frightening nonsense. How many such 'warnings' have we had over the years? TV will damage your eyes. Cars will make you lazy. None of these disasters has happened and they won't – and nor will the use of robots have the extreme consequences this article writer seems to fear. Humans are versatile, we are resilient. The human race has survived bigger changes than this, such as the Industrial Revolution in the nineteenth century.

Let's look at some facts. The World Economic Forum tells us that 65 per cent of employers are focused on re-training workers whose jobs are affected by robots. There are positives – many new jobs are created by the use of artificial intelligence – and in the workplace the use of robotics is known to increase safety.

We need to be rational about this. No, a robot might not be able to love – but it can give a parent more quality time with a child. No, you can't hug one – but you can have a real conversation with your partner while the car drives itself. Robots can give all of us more leisure time. Is your online shopping history really so interesting to anyone but yourself?

Without change, without development, we will become like the dinosaurs – extinct. We must evolve to fit the times. We must ignore the article writer's scare tactics. We must approach the future with intelligence and an open mind.

Ashley O'Hara, Springtown

Source: Ociacia/Shutterstock.com (p. 6)

END OF TASK BOOK