YEAR 12 *Trial Exam Paper*

2018

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Section C Practice

STUDENT NAME:

QUESTION AND ANSWER BOOK

Section	*Number of scenarios*	*Number of questions per scenario*
C – Argument and persuasive language	10	2

- 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 64 pages, including **assessment criteria** on page 64
- Task book of 35 pages

Instructions

- Write your **name** in the space provided above on this page.
- All answers must be written in English.

At the end of the task

- 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.

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SECTION C – Argument and persuasive language

Scenario 1: Paid parking

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 64 of this book.

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

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Question 1 (10 marks)

a. Mahoney identifies a number of negative effects of paid parking on councils and the community. List **two** of these effects.

2 marks

_____

_____

b. According to Mahoney, only one type of business benefits from parking meters. Identify the type of business, and explain why Mahoney believes that this type of business benefits.

2 marks

_____

_____

c. Identify **two** details about Murrumbul that Mahoney believes make it a popular town for visitors.

2 marks

_____

_____

d. What major negative effect does Crow believe parking meters will cause?

1 mark

_____

e. What concern do Crow and Mahoney share about the research behind parking meters? Support your answer with evidence from both writers.

3 marks

_____

_____

_____

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Question 2 (10 marks)

Analyse the ways in which the writers use argument and written and visual language to try to persuade others to share their points of view.

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SECTION C – Argument and persuasive language

Scenario 2: #BanTheBag

Instructions for Section C

Section C consists of **two** questions.

Read the background information on page 8 and the material on pages 9 and 10 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 64 of this book.

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

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Question 1 (10 marks)

a. List **two** environmental effects of plastic bags that Change.org identifies.

2 marks

_____

_____

b. Identify **two** ways that marine animals can be harmed by plastic bags.

2 marks

_____

_____

_____

c. How does Change.org suggest that consumer behaviour will change if plastic bags are banned? Support your answer with evidence from the text.

2 marks

_____

_____

_____

d. Explain why Jo thinks that banning plastic bags could cause more damage to the environment.

3 marks

_____

_____

_____

_____

e. Apart from carrying shopping, what does Jo say that plastic bags can also be used for?

1 mark

_____

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Question 2 (10 marks)

Analyse the ways in which the writers use argument and written and visual language to try to persuade others to share their points of view.

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SECTION C – Argument and persuasive language

Scenario 3: Facebook for children

Instructions for Section C

Section C consists of **two** questions.

Read the background information on page 11 and the material on pages 12 and 13 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 64 of this book.

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

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Question 1 (10 marks)

a. Why does the Facebook spokesperson claim that there is a need for a children's messaging app?

2 marks

_____

_____

_____

b. Zara believes that the Messenger Kids app is dangerous. Identify **three** dangers she identifies.

3 marks

_____

_____

_____

c. According to Zara, what should children be doing instead of using the Messenger Kids app?

1 mark

_____

d. State **one** current issue with Facebook that Dane believes this app will solve.

1 mark

_____

_____

_____

e. Based on the details Dane and Zara reveal about themselves, explain why Dane supports the Messenger Kids app and Zara opposes it.

3 marks

_____

_____

_____

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Question 2 (10 marks)

Analyse the ways in which the speakers use argument and written and visual language to try to persuade others to share their points of view.

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SECTION C – Argument and persuasive language

Scenario 4: Not all graffiti is vandalism

Instructions for Section C

Section C consists of **two** questions.

Read the background information on page 14 and the material on pages 15 and 16 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 64 of this book.

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

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Question 1 (10 marks)

a. According to Miller, why is David Lynch critical of street art?

2 marks

_____

_____

b. What do vandalism and advertising have in common?

1 mark

_____

c. Why does Miller think advertising in public places is a problem? Give **two** reasons and DO NOT restate any points you made in **part b**.

2 marks

_____

_____

d. What does Miller say readers can do in response to street art that they cannot do in response to advertising?

2 marks

_____

_____

e. List **three** positive qualities of street art.

3 marks

_____

_____

_____

_____

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Question 2 (10 marks)

Analyse the ways in which the writer uses argument and written and visual language to try to persuade others to share his point of view.

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SECTION C – Argument and persuasive language

Scenario 5: Great Forest National Park

Instructions for Section C

Section C consists of **two** questions.

Read the background information on page 17 and the material on pages 18 and 19 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 64 of this book.

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

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Question 1 (10 marks)

a. Why is the Leadbeater's possum critically endangered? How would the Great National Park protect this animal?

2 marks

_____

_____

_____

b. List **two** economic benefits of the proposed park.

2 marks

_____

_____

c. Identify **one** reason the text gives for describing the proposed park as a 'majestic destination'.

1 mark

_____

d. Give **three** environmental benefits of the proposed Great Forest National Park listed in either text. DO NOT refer to details given for **part a**.

3 marks

_____

_____

_____

e. Explain why Jane Goodall supports the Great Forest National Park.

2 marks

_____

_____

_____

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Question 2 (10 marks)

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SECTION C – Argument and persuasive language

Scenario 6: Congestion tax

Instructions for Section C

Section C consists of **two** questions.

Read the background information on page 20 and the material on pages 21 and 22 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 64 of this book.

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

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Question 1 (10 marks)

a. Explain what Terrill means by a traffic 'cordon' and why she believes it would help reduce traffic congestion.

2 marks

_____

_____

_____

b. How does Terrill say that the money raised by a congestion charge should be used?

1 mark

_____

_____

c. List **three** other solutions Terrill proposes for inner-city traffic congestion.

3 marks

_____

_____

_____

d. What solution does Terrill believe would *not* be effective? List **one** reason she gives to support this point of view.

2 marks

_____

_____

e. Explain why Sophia B believes that Terrill's proposal is unfair.

2 marks

_____

_____

_____

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Question 2 (10 marks)

Analyse the ways in which the writers use argument and written and visual language to try to persuade others to share their points of view.

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SECTION C – Argument and persuasive language

Scenario 7: Amazon in Australia

Instructions for Section C

Section C consists of **two** questions.

Read the background information on page 23 and the material on pages 24 and 25 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 64 of this book.

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

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Question 1 (10 marks)

a. Identify **three** reasons Amazon will be popular among Australian consumers, according to the *Business Bloke* Blog.

3 marks

_____

_____

_____

b. What evidence is there that Australians are already interested in Amazon?

2 marks

_____

_____

c. Which type of business is most likely to be negatively affected by Amazon?

1 mark

_____

d. How has JB Hi-Fi responded to Amazon?

2 marks

_____

_____

e. What does Ainslie mean when she says that 'Uber-kids' will 'pay the true price'?

2 marks

_____

_____

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Question 2 (10 marks)

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SECTION C – Argument and persuasive language

Scenario 8: Traffic cop in space

Instructions for Section C

Section C consists of **two** questions.

Read the background information on page 26 and the material on pages 27 and 28 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 64 of this book.

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Question 1 (10 marks)

a. Which organisation is currently responsible for cleaning up objects in space?

1 mark

_____

b. Identify **two** problems space debris could cause.

2 marks

_____

_____

c. Blake asserts that Australia is qualified to 'manage the traffic of objects in outer space'. In your own words, identify and explain **three** reasons he gives for his opinion.

3 marks

_____

_____

_____

_____

d. In what ways might Australia benefit from being the 'international space regulator'?

2 marks

_____

_____

e. According to Pietro F, which two groups should be responsible for addressing the problem of managing objects in space?

2 marks

_____

_____

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Question 2 (10 marks)

Analyse the ways in which the writers use argument and written and visual language to try to persuade others to share their points of view.

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SECTION C – Argument and persuasive language

Scenario 9: Climbing Uluru

Instructions for Section C

Section C consists of **two** questions.

Read the background information on page 29 and the material on pages 30 and 31 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 64 of this book.

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

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Question 1 (10 marks)

a. According to Anh, how do Aboriginal people feel about visitors climbing Uluru, and why do they feel this way?

1 mark

_____

_____

b. Anh identifies a number of negative environmental impacts climbers have on Uluru itself. List **three** of them.

3 marks

_____

_____

_____

c. Why does Anh allege that climbing the rock is unsafe, and what evidence does he give to support this assertion?

2 marks

_____

_____

_____

d. How does Anh plan to experience Uluru? List **two** details.

2 marks

_____

_____

_____

e. Explain why Briohny wants to climb Uluru.

2 marks

_____

_____

_____

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Question 2 (10 marks)

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SECTION C – Argument and persuasive language

Scenario 10: See Australia first

Instructions for Section C

Section C consists of **two** questions.

Read the background information on page 32 and the material on pages 33 and 34 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.

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Question 1 (10 marks)

a. According to the text, why are many young Australian travellers in Europe embarrassed?

1 mark

_____

_____

b. Identify **one** place that Kayla and Thom plan to visit and **one** place they have already visited.

2 marks

_____

_____

c. What are the financial benefits of travelling around Australia rather than travelling to Europe?

1 mark

_____

_____

d. Why does the writer describe travelling in a van as 'ultimate freedom'? List **three** details.

3 marks

_____

_____

_____

_____

e. Why does Kayla claim that her parents will be proud of her? List **three** reasons.

3 marks

_____

_____

_____

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Question 2 (10 marks)

Analyse the ways in which the writer uses argument and written and visual language to try to persuade others to share their point of view.

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Assessment criteria

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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