



Collaborative Curriculum and Assessment Framework for Languages

Student/Registration
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Centre Number

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[Year] [Language] Examination

Continuers Level

Date: [Day, Date, Year], 2 pm Australian Eastern Daylight Time

- Reading time: **10 minutes**
- Working time: **2 hours**
- Total marks: **65**

Approved materials

- Black or blue pens
- Monolingual and/or bilingual printed dictionaries

Materials supplied

- Question-and-answer booklet

Instructions

- You may consult your dictionaries during reading time and also during the examination.
- Write your responses in the spaces provided in this booklet. The spaces provided give you an idea of how much you should write.
- Use the additional space at the end of this booklet if you need extra space to complete a response.
- You may write at any time during the playing of the audio recording.

Contents

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Section 1 – Responding to texts

- **Question 1** (7 marks) _____ 3
- **Question 2** (8 marks) _____ 4–5
- **Question 3** (15 marks) _____ 7–9

Section 2 – Creating texts

- **Question 4** (15 marks) _____ 10–13
- **Questions 5 and 6** (20 marks) _____ 14–18

SAMPLE

Examination questions start on the next page.

Section 1 – Responding to texts (30 marks)

Allow approximately 50 minutes for Section 1.

Question 1 – Listening in [Language] and responding in English (7 marks)

Instructions

- Text 1 will be played twice. There will be a short break between each playing.
- You may write notes in the space provided at any time during the playing of Text 1. These notes will **not** be assessed.
- Listen carefully to the text and then answer the questions in **ENGLISH**.
- Responses in languages other than English will **not** be assessed.
- All responses **must** be based on the text.

Your response will be assessed using the following criterion:

- Analyse general and specific relevant information, ideas, opinions, perspectives and/or aspects of texts to convey meaning.
-

Question 1

a. Identify three limitations of using technology for communicating in different languages, as discussed in the text.

Marks

3

Write your notes here.
Notes will **not** be assessed.

b. According to Sophie, what are the benefits of learning languages?

4

SAMPLE

Question 2 – Listening and responding in [Language] (8 marks)

Instructions

- Text 2 will be played twice. There will be a short break between each playing.
- You may write notes in the space provided at any time during the playing of Text 2. These notes will **not** be assessed.
- Listen carefully to the text and then answer the questions in **[LANGUAGE]**.
- Question 2 is written in both English and [Language].
- Responses in languages other than [Language] will **not** be assessed.
- All responses **must** be based on the text.

Your response will be assessed using the following criterion:

- Analyse general and specific relevant information, ideas, opinions and/or perspectives to convey meaning.

Question 2

Marks

Write your notes here. Notes will **not** be assessed.

a. According to the text, why was the Sydney Harbour Bridge constructed in the 1900s instead of the 1800s?

2

[add question in Language]

SAMPLE

b. Explain why the Sydney Harbour Bridge is a key tourist attraction.

3

[add question in Language]

- c. Give examples of how the speaker uses language to build excitement throughout the presentation.

[add question in Language]

Marks

3

Write your notes here.
Notes will **not** be assessed.

SAMPLE

SAMPLE

Examination questions continue on the next page.

Question 3 – Reading and listening in [Language], responding in English (15 marks)**Instructions**

- This question consists of a reading text, Text 3A, and a related listening text, Text 3B.
- You have 5 minutes to read Text 3A. At the end of the 5 minutes, Text 3B will be played. The text will be played twice. There will be a short break between each playing.
- You may write notes in the space provided at any time during the playing of Text 3B. These notes will **not** be assessed.
- Answer the questions in **ENGLISH**.
- Responses in languages other than English will **not** be assessed.
- All responses **must** be based on the text(s).

Your response will be assessed using the following criteria:

- Analyse general and specific relevant information, ideas, opinions, perspectives and/or aspects of texts to convey meaning.
- Synthesise relevant information, ideas, opinions and/or perspectives from different texts.

Text 3A

[In the examination, this text will be presented in the language being assessed, not in English.]

The Live in Australia website is a great online resource for new arrivals who are planning to make a home in Australia. Moving to Australia can present challenges: for example, dealing with a different culture, the different ways of accessing services and learning a new language. Even for those already fluent in English, the Australian accent can sometimes be difficult to understand. The website has information in more than 40 languages.

The website contains links to information about all of Australia's capital cities as well as major regional areas. Just click on the link to the location that is appropriate for you. There, you will find advice about essential services for your daily living, such as how to buy or rent a home. The website provides practical and legal information and guidance about these procedures.

Furthermore, you will learn about medical services, such as information on accessing doctors, specialists and hospital care. The website also has information about physiotherapy, optometry, and other healthcare services that are available at different locations.

The website has information on various recreational facilities offered around Australia. Detailed information about sporting and leisure clubs is listed for each city. The team at Live in Australia provide general information, and regularly update information so that it is accurate and current. They also provide forums for special interest groups. This means specific community groups with diverse interests and needs can find like-minded people they can connect with.

The Live in Australia website has a partnership with other international organisations that have a similar platform supporting new arrivals to other cities and regions all around the world. If you wish to learn about what other countries provide, you can simply click the links on the website that take you to those pages. We strongly encourage you to join the thousands using this amazing resource.

Question 3

Marks

Write your notes here.
Notes will **not**
be assessed.

Text 3A

- a. According to the website, what challenges could a new arrival face when moving to Australia?

3

Text 3B

- b. What has led Anya to initiate this conversation?

2

- c. How does Anya try to reassure Billy?

2

Section 2 – Creating texts (35 marks)

Allow approximately 70 minutes for Section 2.

Question 4 – Reading and responding in [Language] (15 marks)

Instructions

- Read Text 4 and write a response of approximately 150 words in **[LANGUAGE]**.
- Question 4 is written in both English and [Language].
- Responses in languages other than [Language] will **not** be assessed.

Your response will be assessed using the following criteria:

- Analyse relevant information, ideas, opinions and/or perspectives from the stimulus text(s).
- Respond to the question appropriately for the context, purpose and audience.
- Use appropriate language structures and vocabulary accurately.

Text 4

[In the examination, this text will be presented in the language being assessed, not in English.]

Advertisement

The Bountiful Bakers Training Program is a good news story. We are a social enterprise that runs a training program for newly arrived young people. Trainees learn to bake high-quality bread and cakes.

Almost all the trainees completing our program find employment. Importantly, participation in the program develops a strong sense of belonging and independence in the community, as well as the skills to run a business.

One of our most successful projects has been setting up stalls at festivals all around the state. The benefits are two-fold: firstly, we generate lots of revenue to support our training program as festival attendees queue to buy delicious baked goods. Secondly, we also create awareness of the challenges that face the trainees by chatting to customers and distributing pamphlets about our program.

If you see us at a festival, please come over and say hello.

You may make notes in this space. These notes will **not** be assessed.

SAMPLE

Write your response on the following pages.

Questions 5 and 6 – Writing in [Language] (20 marks)**Instructions**

- Questions 5 and 6 are written in English and [Language].
- Select **one** question, either Question 5 **or** Question 6.
- Write a response of approximately 250 words in **[LANGUAGE]**.
- Responses in languages other than [Language] will **not** be assessed.

Your response will be assessed using the following criteria:

- Create text appropriate for the context, purpose and audience.
- Demonstrate depth of treatment of information, ideas, opinions or perspectives.
- Sequence information, ideas, opinions or perspectives cohesively.
- Use a range of appropriate language structures and vocabulary.
- Use vocabulary and language structures accurately.

Question 5 (20 marks)

Plogging is the act of picking up rubbish while jogging. Write an article for your school's website in which you evaluate at least two advantages and two disadvantages of this ecologically friendly sport.

[add question in Language]

OR

Question 6 (20 marks)

Using the image below, write an imaginative story that starts with, 'Of all days, I can't believe this has happened today.' Your story will be published in a teenage magazine for young readers.

[add question in Language]



Source: ViDI Studio/Shutterstock.com

You may make notes in this space. These notes will **not** be assessed.

SAMPLE

Write your response on the following pages.

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