



Western Australian Certificate of Education ATAR course examination, 2016

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

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	39	30
Section Two Reading and viewing	6	6	55	25	35
Section Three Extended writing	5	1	55	25	35
Total					100

Instructions to candidates

1. The rules for the conduct of the Western Australian Certificate of Education ATAR course examinations are detailed in the *Year 12 Information Handbook 2016*. 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. Additional working space pages at the end of this Question/Answer booklet are for planning or continuing an answer. If you use these pages, indicate at the original answer, the page number it is planned/continued on and write the question number being planned/continued on the additional working space page.

See next page

Section One: Listening**30% (39 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: Orange Sky Laundry

Listen to this interview and answer Questions 1 to 7.

Question 1**(1 mark)**

Space for notes

When Nick and Lucas were still at school, how did they stereotype the homeless?

Question 2**(2 marks)**

When Nick and Lucas left school, their idea of a food van evolved into a laundry service. Explain why.

Question 3**(3 marks)**

Explain how the time taken to do laundry is a benefit to homeless people.

Question 4

(4 marks)

Space for notes

List the **four** other services Nick and Lucas are able to connect to the homeless.

One: _____

Two: _____

Three: _____

Four: _____

Question 5

(1 mark)

The funding for the laundry service comes mainly from

- (a) non-profit organisations.
- (b) commercial businesses.
- (c) everyday Australians.
- (d) the generosity of volunteers.

Answer

Question 6

(6 marks)

Describe the big dream for *Orange Sky* in detail.

Question 7

(3 marks)

List **three** ways in which people can be made homeless.

One: _____

Two: _____

Three: _____

Text 2: Malala Yousafzai's speech

Space for notes

Listen to this speech and answer Questions 8 to 15.

Question 8**(4 marks)**

What does Malala Yousafzai want world leaders to do about education?

Question 9**(4 marks)**

Apart from girls denied an education, which other girls is Malala representing?

Question 10**(3 marks)**Explain why Malala could **not** go back to her home country for two and a half years.

Question 11**(1 mark)**According to Malala, children should **not** be kept away from school because they

- (a) have a disease.
- (b) are disabled.
- (c) are poor.
- (d) have no choice.

Answer

Question 12

(2 marks)

Space for notes

Explain why Malala believes the *Millennium Development Goals* were set too low.

Question 13

(1 mark)

If there is no shortage of money, what do world leaders need to address to ensure that free education for every child is guaranteed?

Question 14

(1 mark)

What connection does Malala make between the cost of war and funding for education?

Question 15

(3 marks)

Malala uses persuasive devices in her speech. Give **one** example of each of the following devices from her speech.

Persuasive device	Example
Repetition	
Alliteration	
Appeal to the audience	

End of Section One

See next page

Section Two: Reading and viewing**35% (25 Marks)**

This section has **six (6)** questions. Answer **all** questions.

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

Additional working space pages at the end of this Question/Answer booklet are for planning or continuing an answer. If you use these pages, indicate at the original answer, the page number it is planned/continued on and write the question number being planned/continued on the additional working space page.

Suggested working time: 55 minutes.

Text 3: Optus advertises in languages other than English

Read this online article and answer Questions 16 and 17.

An Australian telecommunications company worker named 'Dan' has become a national hero, in the wake of a racist backlash over advertisements labelled 'disgusting', because they were written in Arabic. Optus, one of Australia's leading telephone companies, rolled out the advertisements in 2015, to tell potential customers that a nearby store had staff who spoke Arabic, while staff elsewhere spoke other languages. But the company was forced to remove one Sydney sign after staff were threatened by members of the public outraged that advertising could be in any other language but English.

Critics lost the plot on Optus' Facebook page, calling the company a 'disgrace' and demanding the signs be taken down.

'All people who lives here are required to read, speak and understand English,' wrote Virgil Tracey, his own English grammar left wanting. 'All advertising should be in English. Australians do not care about your previous religion or background.'

Katie Chich's views on the issue are presented in the following quote:

'It is appalling manners to speak socially in a language not understood by all. Similarly it is bad manners to post public notices in a language not understood by all. Ironically this notice was aimed at a minority. If you are a resident in your chosen country, at least attempt to learn the language ... If you are a visitor, have a crack at it ... The Arabic style of writing further exacerbates, as do Greek and Russian.'

Dan was hailed as a hero for his patient responses. But amid the wave of intolerance, Optus' patient social media staff triumphed. 'Dan' was praised for his replies, including explaining to outraged social media users that Australia doesn't actually have an official language, but it did have 200 native languages before English.

'Australia has a history of welcoming people of all nations, and we're proud to be able to extend that welcome to everybody, regardless of the language they speak,' he replied. Dan was now being hailed as a future Prime Minister, with social media users asking if they can take him on a date.

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'Well done on the reply, single-handedly educating bigots and racists and showing the compassion this fair country has had. Remember, besides the Indigenous custodians of this land, we were once all immigrants that spoke a different language! I'll vote for him to be Prime Minister!' Reuben Cheek wrote.

'Dan from Optus is the hero we need,' Stephanie Monteith posted.

Jesse Mahoney agreed: 'Dan is an everyday hero. It is a pleasure to be a customer of a progressive company that allows such an intelligent individual to share his views through well thought out responses. I think he should be *Australian of the Year, 2016*.'

Question 16

(2 marks)

Why is the comment in paragraph three, *his own English grammar left wanting*, ironic?

Question 17

(2 marks)

Identify Dan's **two** main arguments in reply to outraged media users.

One: _____

Two: _____

DO NOT WRITE IN THIS AREA AS IT WILL BE CUT OFF

Text 4: A letter to the editor

Read this letter sent to a local newspaper and answer Questions 18 and 19.

Dear Editor

Re: Optus posting advertisements in other languages

I refer to the newspaper's article on Wednesday of last week about Optus and their advertising in languages other than English. I wish to express my disappointment that Optus feels it necessary to publicise their products in languages other than English. We are Australian and our language is English. People who come to Australia should learn the language. If citizens of this country wish to access our services then surely, they should do so in English.

The employee featured on the Optus website, who is being applauded for his 'inclusivity', clearly feels that people can just come into this country and be accommodated, despite their lack of the official language of the country. I came here with my parents 19 years ago and I learnt English and I learned to 'fit in'. We were never given information in our home language and yet we were required to access all of the Australian services by ourselves. We were not given any additional help. It's not easy but, if my family and I can do this, why can't the new migrants do this?

Moreover, this issue has caused great disagreement in our household. My wife is disappointed that Optus has been criticised for publicising their products in languages other than English and by my opinion on this issue. She says that our community is multicultural and multilingual. She believes that people who come to Australia should be encouraged to speak their home language freely. She says that we are a democracy and that all members should feel respected in the new community. We frequently disagree on this topic and I'm sure that others do, too. This issue is causing family arguments. It also causes disagreement in the community. We should 'just get on with it' and stop all of this.

I will agree that many people who come to our shores do not do so by choice. They are forced to leave their homes, put themselves and their children in great danger for the hope of a better future. Others choose Australia believing that it is a welcoming and inclusive country. However, this story has caused a great deal of tension in my home and I would like to ask you not to publish such provocative news in the future.

Yours sincerely

Kevin Nguyen

Question 18

(1 mark)

In the context of this letter, what does the expression 'Just get on with it' mean?

Question 19

(3 marks)

List **three** reasons why this issue is causing arguments between Kevin and his wife.

One: _____

Two: _____

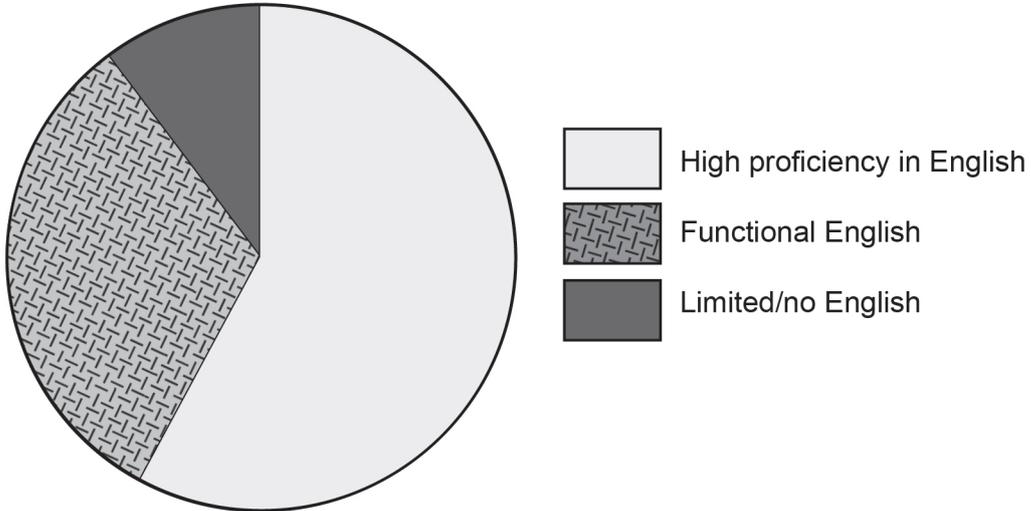
Three: _____

DO NOT WRITE IN THIS AREA AS IT WILL BE CUT OFF

Text 5: English Language Proficiency of immigrants arriving in Australia in 2015

Read this pie graph and answer Question 20.

English language proficiency of immigrants arriving in Australia in 2015

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

What **two** facts does this graph tell you about the English language proficiency of immigrants arriving in Australia in 2015?

One: _____

Two: _____

DO NOT WRITE IN THIS AREA AS IT WILL BE CUT OFF

See next page

Section Three: Extended writing

35% (25 Marks)

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

Additional working space pages at the end of this Question/Answer booklet are for planning or continuing an answer. If you use these pages, indicate at the original answer, the page number it is planned/continued on and write the question number being planned/continued on the additional working space page.

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

55 minutes total

Question 22

(25 marks)

Australians are known as charitable people.

Write a **letter** to the editor of your local newspaper in which you discuss whether people should help the disadvantaged. In your letter, explain why you believe that they should or should not be helped.

Question 23

(25 marks)

Sometimes people disagree with one another because they are of different ages or because they use language in different ways.

Write an **essay** in which you discuss this statement, referring to at least **two** texts you have studied this year.

Question 24

(25 marks)

Celebrities have a powerful influence on young people.

In a **speech** to your class, outline what you see as either the positive or negative influence of celebrities on young people. Make reference to specific examples.

Question 25

(25 marks)

The youth of today will become the adults of tomorrow.

Write a **feature article** for a community magazine entitled 'Teenagers are our future'.

Question 26

(25 marks)

The power of persuasive writing and speaking can influence the actions of others.

In an **essay**, discuss this statement, referring to at least **two** texts you have studied this year.

End of questions

ACKNOWLEDGEMENTS

Text 3

Adapted from: Stuff. (2016, January 7). *'Dan from Optus' becomes a hero for responses to backlash over non-English ads*. Retrieved June, 2016, from www.stuff.co.nz/world/australia/75676383/Dan-from-Optus-becomes-a-hero-for-responses-to-backlash-over-non-English-ads

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