



# **ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT**

## **ATAR course examination 2022**

### **Written marking key**

Marking keys are an explicit statement about what the examining panel expect of candidates when they respond to particular examination items. They help ensure a consistent interpretation of the criteria that guide the awarding of marks.

Section One: Listening

30% (35 Marks)

**Text 1: Is social media changing how we speak?**

**Question 1**

**(2 marks)**

Describe the form of communication used by social media.

Description	Marks
online	1
computer-based technology	1
<b>Total</b>	<b>1</b>

**Question 2**

**(1 mark)**

What has been the increase in social media use in Australia?

- (a) 80% in 2015 to 58% in 2021
- (b) 21% in 2015 to 80% in 2021
- (c) 50% in 2015 to 85% in 2021
- (d) 58% in 2015 to 80% in 2021

Description	Marks
(d) 58% in 2015 to 80% in 2021	1
<b>Total</b>	<b>1</b>

**Question 3**

**(1 mark)**

Name the most common type of new words created in social media.

Description	Marks
hybrid/s (of existing terms or ideas)	1
<b>Total</b>	<b>1</b>

**Question 4**

**(3 marks)**

Name the **three** origins of the new words that are found in social media.

Description	Marks
unknown people	1
hashtags	1
celebrities	1
<b>Total</b>	<b>3</b>

**Question 5****(2 marks)**

Explain why it is difficult to identify the creators of new words.

Description	Marks
(because) the new words appear everywhere	1
spread very quickly	1
<b>Total</b>	<b>2</b>

**Question 6****(2 marks)**

What is the value of using abbreviations on social media platforms?

Description	Marks
they provide faster interaction/speeds up communication	1
more instant gratification	1
<b>Total</b>	<b>2</b>

**Question 7****(2 marks)**

State **two** negative impacts of social media on human behaviour.

Description	Marks
Any two of	
<ul style="list-style-type: none"> <li>• people avoid public social situations</li> <li>• are disengaged from each other</li> <li>• not participating in social interactions</li> <li>• looking down at mobile phones</li> <li>• using casual language inappropriately</li> </ul>	1–2
<b>Total</b>	<b>2</b>

**Text 2: How volunteering makes Australia strong**

**Question 8**

**(6 marks)**

Complete the following table to describe the **two** types of volunteering observed during natural disasters.

	Description	Marks
First type	voluntary activity	1
Description	unstructured and spontaneous/arises naturally	1
Example	mop up water/help neighbours	1
Second type	formal volunteering	1
Description	organised/formal duties and positions	1
Example	clean up and recovery team	1
	<b>Total</b>	<b>6</b>

**Question 9**

**(2 marks)**

Identify **two** different ways volunteers support victims.

Description	Marks
providing material aid (such as food/medical supplies/shelter/evacuation assistance)	1
social activities and community support	1
	<b>Total</b>
	<b>2</b>

**Question 10**

**(2 marks)**

Outline what is often the purpose of holding music concerts following natural disasters.

Description	Marks
to raise money	1
collect goods (for the victims)	1
	<b>Total</b>
	<b>2</b>

**Question 11**

**(3 marks)**

List **three** voluntary activities in which bushfire survivors participated.

Description	Marks
Any three of	
<ul style="list-style-type: none"> <li>• local community committees</li> <li>• other recovery efforts</li> <li>• gardening</li> <li>• chopping wood</li> <li>• making jam</li> </ul>	1–3
	<b>Total</b>
	<b>3</b>

**Question 12****(3 marks)**

Volunteering connects people together. Name **three** outcomes that result.

Description	Marks
sense of control over people's lives	1
resilient/strong communities	1
long-term friendships	1
<b>Total</b>	<b>3</b>

**Question 13****(2 marks)**

Identify **two** ways volunteering benefitted the volunteers themselves.

Description	Marks
increased their capacity to cope	1
(they could) move forward with optimism	1
<b>Total</b>	<b>2</b>

**Question 14****(2 marks)**

What comments were made in the lecture about volunteering that would be useful for the community in the future?

Description	Marks
developing leadership qualities	1
developing new skills and confidence	1
<b>Total</b>	<b>2</b>

**Question 15****(2 marks)**

Explain how the lecturer uses the comparison with a chain to illustrate how volunteering makes Australia strong.

Description	Marks
(volunteering) links people together making them strong	1
like* the links that give a chain/it its strength	1
<b>Total</b>	<b>2</b>
*needs a comparative word	

Section Two: Reading and viewing

35% (33 Marks)

**Text 3: The gender pay gap in Australia**

**Question 16**

**(4 marks)**

Complete the table below to describe the ways the Second World War affected women in relation to work, both during, and after the war.

Description		Marks
During the war	<p style="text-align: center;">For copyright reasons this text cannot be reproduced in the online version of this document.</p>	1–2
After the war		1
<b>Total</b>		<b>4</b>

**Question 17**

**(3 marks)**

Outline **three** examples of current situations for women that led the article to claim that work still needs to be done to achieve full equality of pay.

Description	Marks
Any three of	
<ul style="list-style-type: none"> <li>• discrimination and bias in hiring and pay (decisions)</li> <li>• female-dominated industries and jobs attracting lower wages</li> <li>• women’s disproportionate share of unpaid caring and domestic work</li> <li>• lack of workplace flexibility to accommodate caring and other responsibilities, (especially in senior roles)</li> <li>• women’s greater time out of the workforce impacting career progression and opportunities</li> <li>• current gender pay gap is 14.2%</li> </ul>	1–3
<b>Total</b>	<b>3</b>

**Text 4: Equal pay for equal play****Question 18****(4 marks)**

What was Tait's motivation for tackling gender pay gap in sport and what actions did she take?

	Description	Marks
<b>Tait's motivation</b>	the (unfair) difference in prize money for men and women/wanted fairer pay/discovered the winning prize was \$1000 for a man and \$200 for a woman	1
<b>Actions taken</b>	she set up a GoFund me account (to make up the difference)	1
	has been creating awareness (through crowdfunding and the arts) to promote change	1
	transformed the real life issues (surrounding the potato race) into a hit play (to take to Australia-wide audience)	1
<b>Total</b>		<b>4</b>

**Question 19****(4 marks)**

Explain why it is considered necessary to champion equal access, participation and pay for female athletes in Australia.

Description	Marks
sport is integral/essential to Australia's national identity	1
pride	1
social cohesion	1
health/well-being	1
<b>Total</b>	<b>4</b>

**Text 5: Gender pay gap differences in Australia across industries 1970–2020****Question 20****(1 mark)**

In which industry has there been the biggest decrease in the gender pay gap?

Description	Marks
health care	1
<b>Total</b>	<b>1</b>

**Question 21****(2 marks)**

Name the **two** industries in which the gender pay gap difference was greatest in the 1990s.

Description	Marks
management	1
sports	1
<b>Total</b>	<b>2</b>

Question 22

(15 marks)

Texts 3, 4 and 5 are about the gender pay gap in Australia.

Synthesise **three** main ideas about the gender pay gap in Australia presented in Texts 3, 4, and 5. Refer to all **three** texts and to your own knowledge and/or experience.

You are required to write in your own words.

Description	Marks
<p>Main ideas: In Australia,</p> <ul style="list-style-type: none"> <li>women traditionally have been paid less than men (Texts 3, 4, 5)</li> <li>the gender pay gap is decreasing (Texts 3, 4, 5)</li> <li>a gender pay gap still exists (Texts 3, 4, 5)</li> <li>women are paid less in sports (Texts 4, 5)</li> <li>women have fought for equal pay for a long time (Texts 3, 4)</li> <li>action has been taken to award women equal pay for equal work (Texts 3, 4)</li> <li>there is still a lot more to be done to achieve equality for women in the workplace (Texts 3, 4, 5)</li> <li>there are a number of male dominant industries in which men have traditionally been paid more (Texts 3, 4, 5)</li> </ul>	
<b>Processing</b>	
Articulates the main facts and opinions clearly in own words, using relevant supporting information from the texts.	5
Outlines the main facts and opinions in own words, using some supporting information.	4
Lists main facts and opinions, may not consistently use own words, and comments on the topic.	3
Identifies some main facts and opinions. Gives superficial comment on the topic.	2
Shows limited understanding of some of the main facts and opinions.	1
Displays no or very little understanding of ideas in any text.	0
<b>Subtotal</b>	<b>5</b>
<b>Synthesising</b>	
Produces a coherent, well-integrated synthesis, using thematic organisation. Refers to relevant supporting information in own words and/or brief apt quotes from the texts.	5
Produces a coherent, thematically organised synthesis that integrates supporting information and/or quotes from the texts.	4
Produces an organised synthesis that includes some supporting information and/or quotes from the texts.	3
Connects one or two basic ideas and provides limited support from texts.	2
Produces a response but interprets some information incorrectly or merely summarises texts.	1
Produces no synthesis.	0
<b>Subtotal</b>	<b>5</b>
<b>Statement of own view and support</b>	
States a relevant view and supports this with clearly developed specific examples.	3
States a relevant view with generalised examples.	2
States a view which is not always relevant or lacks support.	1
States no view/states an incomprehensible view.	0
<b>Subtotal</b>	<b>3</b>
<b>Reference to texts</b>	
Makes effective reference to all texts.	2
Makes some reference to all texts or effective reference to two texts.	1
Makes minimal or no reference to texts.	0
<b>Subtotal</b>	<b>2</b>
<b>Total</b>	<b>15</b>
<p>Note: Weaknesses in punctuation, grammar and spelling should not adversely affect the mark. If candidates provide lists/dot points of main ideas, they will be penalised under 'synthesising' criteria.</p>	



**Section Three: Extended writing****35% (25 Marks)**

The generic marking key provided on page 10 is to be used to mark responses to each of Questions 23 to 27.

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**Question 23****(25 marks)**

'Family influence is the most important factor in a young person's path in the world.'

Write an **essay** in which you express your ideas about this statement. Refer to at least **two** texts you have read or viewed in this course.

**Question 24****(25 marks)**

'If you don't like something, change it.'

Write a **feature article** for a national magazine that encourages the reader to take action on a contemporary issue.

**Question 25****(25 marks)**

Write an **essay** in which you express your ideas about the ways that language can be used to empower and disempower. Refer to at least **two** texts you have read or viewed in this course.

**Question 26****(25 marks)**

'The way a society treats those in minority groups demonstrates its values.'

Write a **speech** to give at a school assembly in which you encourage your peers to take action in regard to the above quotation.

**Question 27****(25 marks)**

Write a **letter** to a local member of parliament to argue for more government services to support multiculturalism in the community.

Generic marking key for Questions 23 to 27

Description	Marks
<b>Addresses the key terms of the task and provides support</b>	
Engages comprehensively and purposefully with the question, addressing key words. Effectively supports ideas/points made, using extensive evidence and/or examples.	8
Engages comprehensively with the question, addressing key words. Effectively supports ideas/points made, using evidence and/or examples.	7
Engages clearly with the question, addressing key words. Supports ideas/points made, using evidence and/or examples.	6
Engages with most of the question, addressing key words. Adequate use of evidence and/or examples to support ideas/points.	5
Addresses the question in a general manner, attending to some key words. Some use of evidence and/or examples in an attempt to support ideas/points.	4
Attends superficially to some key words. Limited use of evidence and/or examples.	3
Attends to a key word. Limited use of evidence and/or examples.	2
Engages in a limited or inappropriate way.	1
Makes no attempt at engaging with the question.	0
<b>Subtotal</b>	<b>8</b>
<b>Controls the required generic conventions</b>	
Controls the generic conventions at whole text, paragraph and sentence level, using a wide range of cohesive devices.	5
Uses generic conventions competently, employing a range of cohesive devices.	4
Uses generic conventions formulaically, employing appropriate cohesive devices.	3
Uses generic conventions inconsistently. Cohesive devices employed may be limited in range.	2
Makes limited use of generic conventions.	1
Makes no attempt at structuring a response according to genre.	0
<b>Subtotal</b>	<b>5</b>
<b>Grammar and punctuation</b>	
Controls a wide range of simple and complex grammatical structures with few or no errors. Uses punctuation precisely and flexibly.	5
Uses a range of simple and complex grammatical structures with few errors. Uses a range of punctuation accurately to enhance communication.	4
Conveys ideas through a range of simple and some complex grammatical structures, with few errors. Uses some varied punctuation, with some errors in complex structures.	3
Conveys ideas using simple and some complex grammatical structures, with some errors. Uses basic punctuation, though not always accurately in complex structures.	2
Uses mainly simple grammatical structures with some accuracy. Uses little or inaccurate punctuation.	1
Uses mainly simple grammatical structures with limited accuracy. Uses no or inaccurate punctuation.	0
<b>Subtotal</b>	<b>5</b>
<b>Use of vocabulary</b>	
Selects and uses a wide range of general and specific vocabulary effectively for audience and purpose.	4
Selects and uses a range of general and specific vocabulary appropriate for audience and purpose.	3
Uses a range of vocabulary with some awareness of audience and purpose.	2
Uses limited range of vocabulary with limited awareness of audience and purpose.	1
Demonstrates little knowledge of English vocabulary.	0
<b>Subtotal</b>	<b>4</b>

<b>Spelling</b>	
Makes few spelling errors in complex vocabulary.	3
Makes some spelling errors.	2
Makes spelling errors in high-frequency and common words.	1
Makes frequent spelling errors.	0
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>25</b>
Note: where a candidate has developed content to only one paragraph or less, the candidate can only receive zeros for the Grammar and punctuation; Use of vocabulary and Spelling criteria.	

## ACKNOWLEDGEMENTS

- Question 16** Descriptions adapted from: National Museum Australia. (1972). *Equal pay for Women*. Retrieved May, 2022, from <https://www.nma.gov.au/defining-moments/resources/equal-pay-for-women>
- Question 17** Answer from: Workplace Gender Equality Agency. (2022). *Australia's Gender pay gap Statistics*. Retrieved September, 2022, from <https://www.wgea.gov.au/sites/default/files/documents/GPG%20Factsheet%20Final%20August%202022.pdf>  
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