



ATAR course examination, 2024

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.

WA student number: In figures

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In words

Time allowed for this paper

Reading time before commencing work: ten minutes
Working time: three 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 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	13	13	35	35	25
Section Two Reading and viewing	7	7	55	28	25
Section Three Part A Extended writing Speech	2	1	35	25	20
Section Three Part B Extended writing Essay	2	1	55	25	30
Total					100

Instructions to candidates

1. The rules for the conduct of the Western Australian external examinations are detailed in the *Year 12 Information Handbook 2024: Part II Examinations*. 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 preferably using a blue/black pen. Do not use erasable or gel pens.
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. Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

See next page

Section One: Listening**25% (35 Marks)**

This section contains **13** questions. Answer **all** questions in the spaces provided.

You will hear **two** 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: 35 minutes.

**Text 1: An Interview with Lisa Button, Chief Executive Officer (CEO)
of Community Refugee Sponsorship Australia**

Space for notes

Listen to this interview and answer Questions 1 to 7.

Question 1**(1 mark)**

State the purpose of the Community Refugee Integration and Settlement Pilot (CRISP).

Question 2**(1 mark)**

Which of the following sequences shows the correct order of steps that need to be taken to be part of the CRISP program?

- (a) Put their hands up, join a CRISP group, and complete training.
- (b) Join a CRISP group, obtain a National Police Clearance and a Working With Children Check.
- (c) Identify a refugee household in need of settlement, form a CRISP group and obtain a National Police Clearance and Working With Children Check.
- (d) Obtain a National Police Clearance and a Working With Children Check, join a CRISP group and complete training.

Answer

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See next page

Question 3

(6 marks)

Space for notes

Identify **two** ways that CRISP groups support a new refugee family during each of the following time frames.

	Before arrival	During the first month	In the longer term
One			
Two			

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Question 4**(3 marks)**

Space for notes

Outline **three** ways the support of a CRISP group can be more beneficial than professional settlement services for refugee families.

One: _____

Two: _____

Three: _____

Question 5**(1 mark)**

Define the term 'opt-in' as it is used in the interview.

Question 6**(2 marks)**

State **two** ways that CRISP is benefitting regional towns.

One: _____

Two: _____

Question 7**(3 marks)**

State **three** reasons why people are getting involved in the CRISP program.

One: _____

Two: _____

Three: _____

Text 2: The environmental impacts of Artificial Intelligence

Space for notes

Listen to this speech and answer Questions 8 to 13.

Question 8

(2 marks)

Explain why it is important to understand and address environmental consequences of Artificial Intelligence (AI).

Question 9

(3 marks)

Identify the **three** priorities of Bloom as an AI system.

One: _____

Two: _____

Three: _____

Question 10

(1 mark)

Compared to Bloom, GPT-3 emits

- (a) 20 times more carbon.
- (b) 20 times less carbon.
- (c) 25 tons of carbon dioxide.
- (d) five times more carbon.

Answer

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Question 11

(6 marks)

Space for notes

Complete the table below to identify **three** current initiatives to reduce the environmental impacts of AI, and state **one** benefit for each initiative.

	Initiative	Benefit
One		
Two		
Three		

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See next page

Question 12

(4 marks)

Space for notes

List **four** examples of how to advocate for, and raise awareness about, the environmental issues caused by AI.

One: _____

Two: _____

Three: _____

Four: _____

Question 13

(2 marks)

The text ends with the sentence, 'Your actions today will shape the landscape of technology tomorrow'. What does the speaker mean by this statement?

End of Section One

See next page

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Section Two: Reading and viewing**25% (28 Marks)**

This section has **seven** questions. Answer **all** questions.

Read the **three** texts and answer the questions that follow. Base your answers on the information in the texts.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested time: 55 minutes.

Text 3: The benefits of giving attention and recognition to Indigenous languages

Read this article and answer Questions 14 and 15.

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See next page

Question 14**(4 marks)**

Outline **one** benefit of giving attention and recognition to Indigenous languages in each of the focus areas listed in the table below.

Focus area	Benefit of this focus area
Connecting home and school	
Wellbeing and academic performance	
Bicultural approach	
Including Indigenous languages in early education	

Question 15**(1 mark)**

State how Western Australia is a leader in Indigenous language education.

See next page

Text 4: *Country Tells us When* – Educators create bilingual book about the seasonal changes of the Kimberley

Read this article and answer Questions 16 to 18.

Some cultures around the world have four seasons that they look out for on a calendar: Summer, Autumn, Winter and Spring.

“Us Yawuru mob, we don’t have four seasons that are told to us by a calendar. We have six seasons and Country tells us when they have arrived by what we feel, see, taste, smell and hear.” (Excerpt from *Country Tells Us When*).

Country Tells Us When ... is a new book from Western Australia, and teaches readers all about how the Yawuru people read the seasons. The Yawuru people are the traditional owners of the lands and waters in and around Rubibi (the town of Broome). The story was created by educators with the support of the Indigenous Literacy Foundation (ILF), for children throughout the Kimberley.

At Cable Beach Primary School, where the creators work, Yawuru language is incorporated into everything the children do. The language is taught to the students, the rooms are named in Yawuru, and there are posters in the language throughout the school. By the time students reach Year 6, most speak Yawuru quite well.

The teachers wanted to create something that could be a valuable Yawuru resource for the children at Cable Beach Primary School and the surrounding Communities. The only books they had in Yawuru were the ones that they had created themselves, so having something professional and hardcover was an exciting opportunity for the educators.

“It was about creating something we wanted to use and that could help people,” says Sheree, one of the teachers.

And not just for the people in Broome. *Country Tells Us When ...* also has Mangala and Karajarri translations for some of the surrounding Communities that share the same seasons.

“I feel like, as an Aboriginal person, everywhere you go the seasons are different. I am a Noongar and Yamatji from the south of Western Australia, and our seasons down there are completely different. There are different animals, and so many different things happening during seasons opposed to up here in the Kimberley. It is important to showcase that for children. Children see seasons everywhere, everyday, with what is going on around them,” explains Tsheena, another teacher.

The story shows the children’s lives, their environment, and their languages reflected in print. This is something that is very special to the Community.

“I remember Alison Lester writing a book about the Kunwinjku seasons because they also have six seasons from Arnhem land,” says Dalisa. “For many years, I worked in that area and saw her in Community writing that book and I always thought wow – I wish we could do one like that one day in Broome. I feel very proud to have been a part of the language and cultural content part of this little book because finally I can say I have been part of a team of people that made that happen.”

For everyone involved, this book has been extremely rewarding.

The Principal at Cable Beach Primary School Broome, Darren Simpson, says that “We are really excited for our entire school Community. The book is just gorgeous and a wonderful document of the great work our team does to support our Yawuru culture here at Cable Beach Primary.”

Question 16

(1 mark)

State the difference between the European seasonal calendar and the Yawuru calendar.

Question 17

(3 marks)

Explain the importance of having books printed in local Indigenous languages.

Question 18

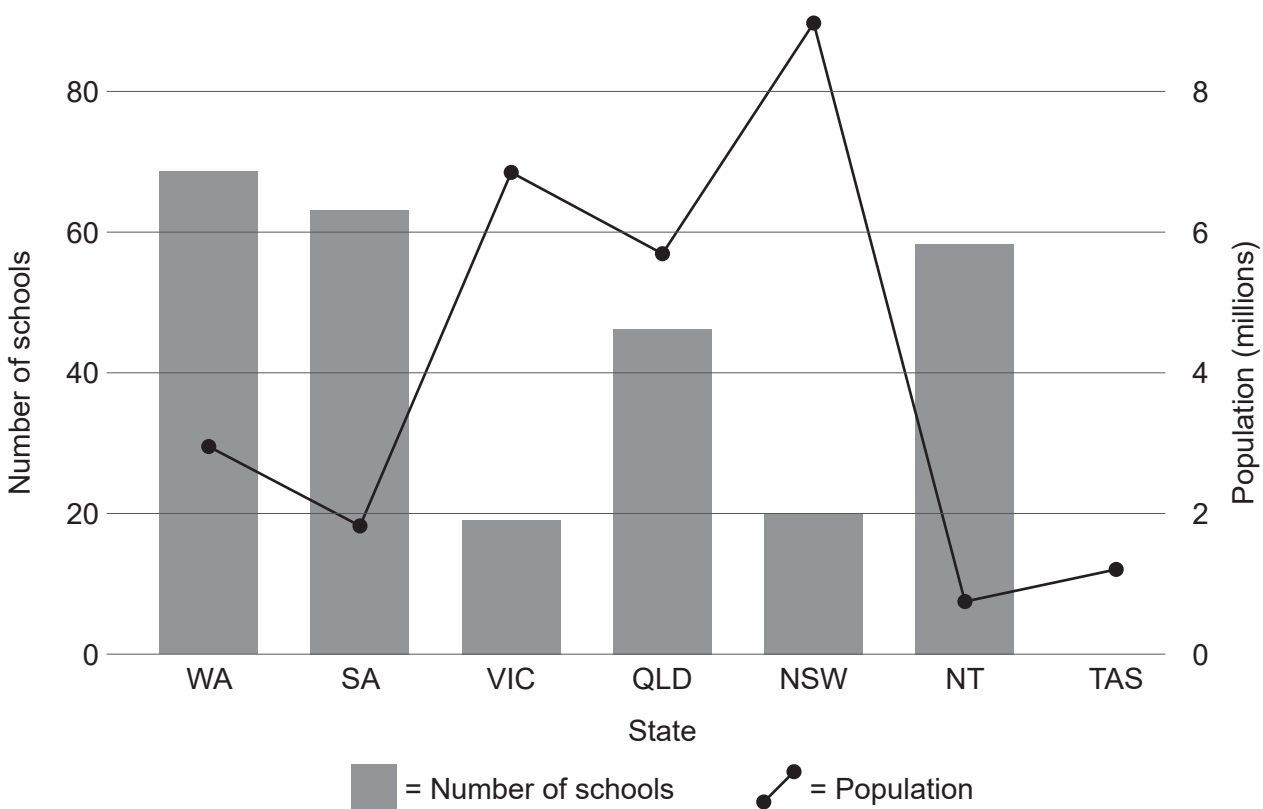
(2 marks)

State **two** benefits of showcasing the local Indigenous seasons to students.

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Text 5: Teaching Indigenous Languages

View this graph and answer Question 19.



Number of schools where an Indigenous language is taught/part of the curriculum compared with the population of Australian States

Question 19

(2 marks)

Explain how the graph suggests that Western Australia is a leader in Indigenous language education in Australia.

See next page

Section Three: Part A Extended writing

20% (25 Marks)

This section has **two** speech production questions. Answer **one** question only. Write your answer to Part A on pages 19–21, then turn to page 22 to answer Part B.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

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

35 minutes total

Question 21

(25 marks)

‘Social media is becoming less social and more useful.’

Write a speech to deliver to your class outlining the changing role of social media in Australia.

or

Question 22

(25 marks)

Write a speech giving advice to people who are new to Australia and are experiencing ‘culture shock’.

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Section Three: Part B Extended writing

30% (25 Marks)

This section has **two** essay production questions. Answer **one** question only.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

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

55 minutes total

Question 23

(25 marks)

Write an essay in which you discuss how texts you have listened to, viewed or read have inspired you to maintain connection with your cultural heritage.

You must refer to at least **two** texts studied throughout the course to support your discussion.

or

Question 24

(25 marks)

Write an essay in which you discuss why students should read texts that include individuals or groups from diverse cultural and linguistic communities.

You must refer to at least **two** texts studied throughout the course to support your discussion.

End of questions

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ACKNOWLEDGEMENTS

- Text 3** Extracts from: School Curriculum and Standards Authority. (2011). *Submission No. 120: The Benefits of Giving Attention and Recognition to Indigenous Languages*. Australian Parliament House. Retrieved May, 2024, from https://www.aph.gov.au/parliamentary_business/committees/house_of_representatives_committees?url=atsia/language_s2/subs/sub120.pdf
- Text 4** Adapted from: Schofield, E. (2023, June 7). *Educators Create Bilingual Book About the Seasonal Changes of the Kimberley*. Indigenous Literacy Foundation. Retrieved May, 2024, from <https://www.indigenoussliteracyfoundation.org.au/news-events/educators-create-bilingual-book-about-the-seasonal-changes-of-the-kimberley>
- Text 5** Adapted from: Ruben, E. (2022, October 24). *No. of Schools Where an Indigenous Language is Taught/Part of the Curriculum* [Graph]. National Indigenous Times. Retrieved May, 2024, from <https://nit.com.au/24-10-2022/3993/nationwide-policy-vacuum-causing-indigenous-language-education-patchwork>

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