



Western Australian Certificate of Education Examination, 2014

Question/Answer Booklet

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

Stage 3

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	Number of additional answer booklets used
Working time for paper:	two and a half hours	(if applicable):

Materials required/recommended for this paper

To be provided by the supervisor

- This Question/Answer Booklet
- Sound recording to be played during working time

To be provided by the candidate

- Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, ruler, highlighters
- Special items: print English language dictionary or print English language learning dictionary
- Note: dictionaries must not contain any handwritten or typewritten notes or other marks and may be inspected during the examination
- No 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 notes or other items of a non-personal nature in the examination room. If you have any unauthorised material with you, hand it to the supervisor **before** reading any further.



Structure of the examination

The WACE English as an Additional Language or Dialect Stage 3 examination consists of a written component worth 75 per cent of the total examination score and a practical (oral) component worth 25 per cent of the total examination score.

Structure of this paper

Section	Number of questions available	Number of questions to be answered	Suggested working time (minutes)	Marks available	Percentage of total exam
Section One: Listening	14	14	40	25	25
Section Two: Reading and viewing	5	5	55	25	25
Section Three: Extended writing	5	1	55	25	25
Total					75

Instructions to candidates

- The rules for the conduct of Western Australian external examinations are detailed in the *Year 12 Information Handbook 2014*. Sitting this examination implies that you agree to abide by these rules.
- Write your answers in Standard Australian English in this Question/Answer Booklet. A blue or black pen should be used.
- You must be careful to confine your responses to the specific questions asked and to follow any instructions that are specific to a particular question.
- Spare pages are included at the end of this booklet. They can be used for planning your responses and/or as additional space if required to continue an answer.
 - Planning: If you use the spare pages for planning, indicate this clearly at the top of the page.
 - Continuing an answer: If you need to use the space to continue an answer, indicate in the original answer space where the answer is continued, i.e. give the page number. Fill in the number of the question that you are continuing to answer at the top of the page.

See next page

Section One: Listening

25% (25 Marks)

This section has **14** questions. In this section you are required to listen to **two (2)** spoken texts and answer **all** the questions that follow 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 and answer the questions in the spaces provided. Your notes will **not** be marked.

Suggested working time: 40 minutes.

Text 1: An interview with Australia’s spokesperson for gender equality

Space for notes

Question 1 (2 marks)

Give **two** reasons why Sarah considers herself fortunate to have been appointed to this position.

One: _____

Two: _____

Question 2 (3 marks)

List the **three** areas of responsibility of Sarah’s role.

One: _____

Two: _____

Three: _____

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

Question 3**(1 mark)** Space for notes

According to the text, Australia has come a long way in gender equality. What is the next step for women in the workforce?

Question 4**(1 mark)**

In 2013, which sector of the workforce paid women a lot less than men?

Question 5**(3 marks)**

What are Sarah's **three** main aims in her new job?

One: _____

Two: _____

Three: _____

Question 6**(1 mark)**

The purpose of 'Girls' Leadership' is to encourage girls to

- (a) be adventurous and work as volunteers.
- (b) work in traditional fields.
- (c) stay in their comfort zone.
- (d) broaden their career aspirations.

Answer:

Question 7

(2 marks)

Space for notes

Explain your understanding of the term 'glass ceiling', and the impact of this glass ceiling as stated in the text.

Explanation of the term	
Explanation of the impact of the glass ceiling	

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

Text 2: A speech on language education in Australia

Space for notes

Question 8**(1 mark)**

When was the *Asian Century White Paper* released?

Question 9**(2 marks)**

According to the *Asian Century White Paper*, current Australian state-based curriculums need to improve in which **two** main areas?

One: _____

Two: _____

Question 10**(1 mark)**

How does the focus on languages in Australia compare with the focus on languages in other countries around the world?

Question 11**(1 mark)**

What decision about language policy has been made by the Swedish government?

Question 12**(1 mark)**

The number of Australian students studying Indonesian and Japanese as tertiary subjects these days

- (a) has fallen compared to previous years.
- (b) has stayed about the same as previous years.
- (c) stayed the same between 1972 and 2009.
- (d) increased between 2000 and 2008.

Answer:

See next page

Question 13

(5 marks)

Space for notes

Identify **five** things that need to be done to ensure that students are motivated to learn an Asian language, according to the lecturer.

One: _____

Two: _____

Three: _____

Four: _____

Five: _____

Question 14

(1 mark)

According to the *Asian Century White Paper*, why does Australia need to promote the learning of Asian languages in schools and universities?

End of Section One

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

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

This section has **five (5)** questions. Answer **all** questions.

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

Spare pages are included at the end of this booklet. They can be used for planning your responses and/or as additional space if required to continue an answer.

- **Planning:** If you use the spare pages for planning, indicate this clearly at the top of the page.
- **Continuing an answer:** If you need to use the space to continue an answer, indicate in the original answer space where the answer is continued, i.e. give the page number. Fill in the number of the question that you are continuing to answer at the top of the page.

Suggested working time: 55 minutes.

Text 3: An introduction to a report on the importance of literacy

If smart growth is about knowledge and innovation, investment in literacy skills is a prerequisite for achieving such growth. This report is a wake-up call about the literacy crisis that affects every country in Europe. Our world is dominated by the written word, both online and in print. This means we can only contribute and participate actively if we can read and write sufficiently well. But each year, hundreds of thousands of children start their secondary school two years behind in reading; some of these children leave school even further behind their peers. This has damaging consequences for their futures. And millions of adults across Europe lack the necessary literacy skills to function fully and independently in society. Awareness and acceptance of this widespread and deep-rooted problem are the first important steps towards action.

This report is as much about Europe's citizens of all ages as it is about socioeconomic developments, trends and equality of opportunities. And it is as much about acknowledging the shocking numbers and problems as it is about identifying root causes and opportunities. We hope our call to action will be read by everyone engaged in policy-making or grass-roots activities in a range of areas, be it at local, regional, national or European Union levels: from employment to health, from digital developments to civic participation, and from education to poverty. In all these pressing issues, literacy is likely to play a key role. So addressing literacy provides opportunities to tackle some of the root causes and factors blocking progress in all of these areas.

Grasping these opportunities requires a profound understanding that reading and writing are much more than a technique or a skill. Literacy is about people's ability to function in society as private individuals, active citizens, employees or parents. Children need skills to learn, adolescents need them to get a job and shape their futures positively. Citizens won't be able to pay their taxes online or vote if they're not literate. Employees need to be able to read safety instructions. And how can patients use their medication properly if they cannot read the instructions or lack the confidence to ask others? Literacy is about people's self-esteem, their interaction with others, their health and employability. Ultimately, literacy is about whether a society is fit for the future.

We encourage everyone to read this report: parents, teachers, businesses, governments and civil society players. We hope you take our recommendations to heart and act upon them. Investing in literacy is investing in Europe's human capital. Such investments only have winners: citizens of all ages, businesses and governments and, ultimately, Europe's wellbeing and competitive position in the world.

See next page

This report will, I hope, help kick-start an ambitious, comprehensive and structural approach within and across European Union Member States to prevent and reduce literacy problems. But its usefulness is only as good as the progress made in the coming decade to implement the recommendations of the report. In doing so, we need to be both open-minded and single-minded in our focus on the children, adolescents and adults who need to be reached.

Princess Laurentien of the Netherlands
Chair, European Union Group of Experts on Literacy

Question 15

(5 marks)

List **five** of the advantages in life that result from having a good level of literacy.

One: _____

Two: _____

Three: _____

Four: _____

Five: _____

Question 16

(2 marks)

Explain what the author means when she says that we ‘need to be both open-minded and single-minded in our focus’ on those who need to be reached.

Open-minded in our focus: _____

Single-minded in our focus: _____

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

Text 4: An article on the link between literacy and crime

Literacy is key to keeping children from a life of disadvantage and crime.

A recent lecture organised by private prison operators in New York offered an explanation of how they planned for the future capacity needs of their prison. The industry employed a simple test – the percentage of 10- and 11-year-old children in any district with acute literacy problems.

Around the globe, the link between educational underachievement, social empowerment and crime is real and complex. Societal problems flourish in areas with low literacy outcomes. There is a particularly strong link between intergenerational poverty and low educational achievement.

If we look at Australian statistics, there is cause for alarm: 47% of our total population is functionally illiterate. That means that they cannot read well enough to follow a recipe or understand instructions on medication. Take out the children and we see that 25% of all adults are functionally illiterate, despite their schooling. Sixty percent of all prison inmates are functionally illiterate and have a history of drug use.

One of the greatest policy failures is in preschool education. A three year old from a family where parents are unemployed has one-third the oral language capability of one from a professional family. If we know this, how are we supporting that child and the parents? Are we waiting for the child to become part of the research data for those who plan prison spaces? Why don't we commit ourselves to the total eradication of illiteracy and stop this self-perpetuating cycle?

There are policy approaches that can make a difference. Australia needs to address this issue at all levels: pre-school education, consistent testing and tracking throughout school years, intervention when needed, and adult literacy classes. Does the government have the courage to pursue this? Our Prime Minister constantly talks about reviewing the curriculum and the need to lift educational standards. Will he 'put his money where his mouth is'? Especially when it is more advantageous to blame the voiceless.

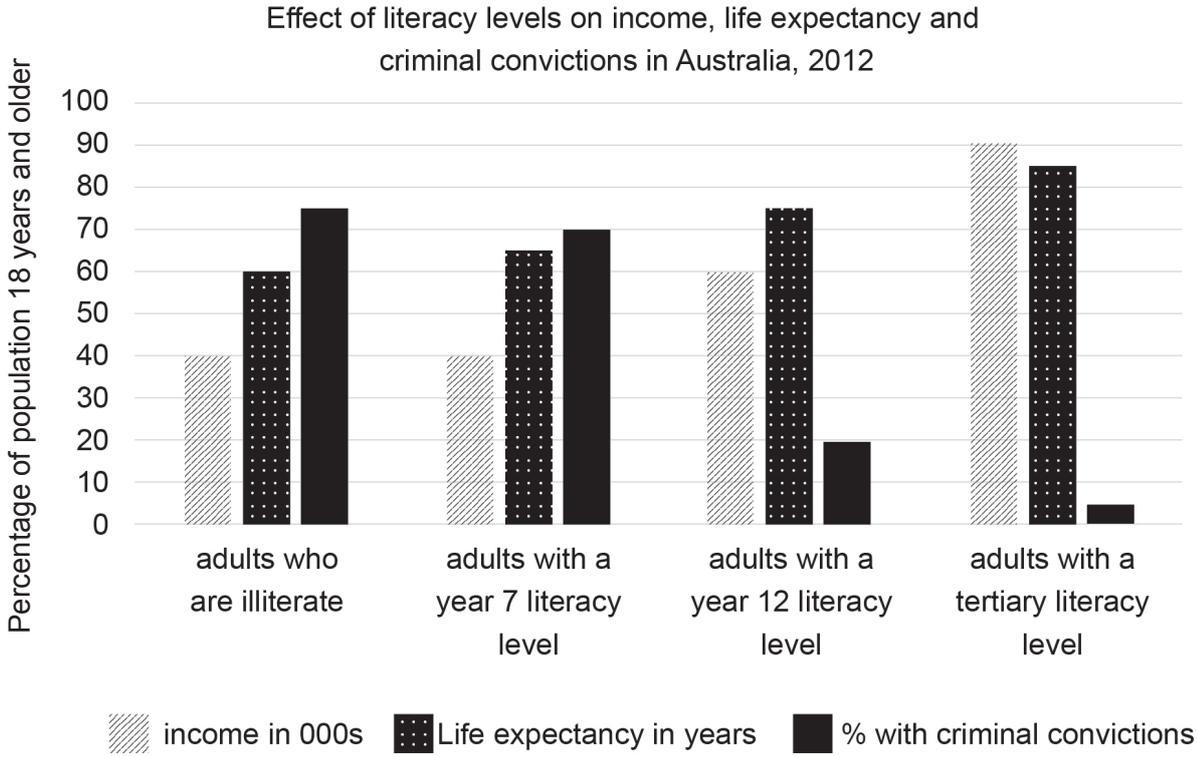
Our task in the short term is to reduce crime. Let us challenge our humanity and not surrender to our indifference.

Question 17**(2 marks)**

Explain what the author is saying when he states, 'it is more advantageous to blame the voiceless.'

See next page

Text 5: A graph showing the relationship between literacy levels and income, life expectancy and criminal convictions in Australia, 2012



Question 18

(1 mark)

Which is **least** affected by low literacy levels: income, life expectancy or criminal convictions?

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

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

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

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- **Continuing an answer:** If you need to use the space to continue an answer, indicate in the original answer space where the answer is continued, i.e. give the page number. Fill in the number of the question that you are continuing to answer at the top of the page.

Suggested working time:

10 minutes planning
40 minutes producing your writing
5 minutes proofing your work
<hr/>
55 minutes total

Question 20**(25 marks)**

Many issues, such as recycling and pollution, affect entire communities.

Write a **letter** to your local government authority requesting action on a current issue that concerns you. Your letter should offer suggestions for change.

Question 21**(25 marks)**

Many countries are made up of various cultures living and interacting with one another. Australia is one such multicultural country.

Write a **feature article** for your school magazine about Australia or any other country as a cultural community.

Question 22**(25 marks)**

Living in another country provides an enriching experience for young adults and often results in people going on to achieve more successfully in life and work in later years.

Write a **speech** for the parents of students at your school, arguing that all students should spend a year studying in another country.

Question 23**(25 marks)**

People can be empowered by language.

Write an **essay** on this topic referring to at least **two** texts that you have read or viewed in this course.

Question 24**(25 marks)**

Democratic systems allow people to voice their opinions.

In an **essay**, discuss whether freedom of speech is every person's right, regardless of who they are or what they say. In your discussion, refer to at least **two** texts you have read or viewed in this course.

End of questions

ACKNOWLEDGEMENTS

Section Two

Text 3

HRH Princess Laurentien of the Netherlands. (2012). Open letter from the Chair. In EU High Level Group of Experts on Literacy. *Final report, September 2012*. Luxembourg: European Union, p. 11. Retrieved February 12, 2014, from http://ec.europa.eu/education/policy/school/doc/literacy-report_en.pdf

Text 4

Adapted extract from: Ó Ríordáin, A. (2014, January 27). Literacy is key to keeping children from life of disadvantage and crime. *Irish Times*. Retrieved February 15, 2014, from www.irishtimes.com/news/politics/literacy-is-key-to-keeping-children-from-life-of-disadvantage-and-crime-1.1669346

Data source: Australian Bureau of Statistics. (n.d.). Adult literacy. In *4102.0 – Australian social trends, 2008*. Retrieved from www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4102.0Chapter6102006

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Data source: Baldry, E. (2008, October). The booming industry: Australian prisons, p. 4. [Submission to *Debate*, 4]. Retrieved from www.nobars.org.au/downloads/Baldry_Debate.pdf

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