



# Western Australian Certificate of Education Examination, 2015

## 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

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### Time allowed for this paper

Reading time before commencing work: ten minutes

Working time for paper: 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 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  
No electronic dictionary or thesaurus is allowed

Note: Dictionaries must not contain any handwritten or typewritten notes or other marks and may be inspected during the examination

### 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	13	13	40	25	25
Section Two: Reading and viewing	6	6	55	25	25
Section Three: Extended writing	5	1	55	25	25
<b>Total</b>					75

## Instructions to candidates

- The rules for the conduct of Western Australian external examinations are detailed in the *Year 12 Information Handbook 2015*. 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 **13** 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: A lecture on immigration**

Space for notes

**Question 1****(2 marks)**

According to the lecture, what are **two** reasons why governments might want to increase immigration into their countries?

One: \_\_\_\_\_

\_\_\_\_\_

Two: \_\_\_\_\_

\_\_\_\_\_

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

What are the **two** main ways that governments select immigrants?

One: \_\_\_\_\_

\_\_\_\_\_

Two: \_\_\_\_\_

\_\_\_\_\_

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

**See next page**

**Question 3****(4 marks)**

Space for notes

List **four** characteristics used by governments to decide who can enter into a country.

One: \_\_\_\_\_

Two: \_\_\_\_\_

Three: \_\_\_\_\_

Four: \_\_\_\_\_

**Question 4****(1 mark)**

The Australian Government must accept immigrants who are

- (a) spouses of permanent residents or their children if they are 18.
- (b) desperate to leave their countries and have children under 18.
- (c) spouses of permanent residents, or those who are political refugees.
- (d) young and have the right skill sets required by the government.

Answer:

**Question 5****(1 mark)**

How do governments usually control the overall level of immigration into their countries?

\_\_\_\_\_

\_\_\_\_\_

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

List the **two** main problems with governments' immigration systems, according to the lecture.

One: \_\_\_\_\_

Two: \_\_\_\_\_

**Text 2: An interview with Laura Johnson**

Space for notes

**Question 7 (2 marks)**

According to Laura, what are **two** issues young people in the extremely remote areas are concerned about?

One: \_\_\_\_\_

\_\_\_\_\_

Two: \_\_\_\_\_

\_\_\_\_\_

**Question 8 (2 marks)**

List **two** things that Laura says 'gave her a passion for social justice'.

One: \_\_\_\_\_

\_\_\_\_\_

Two: \_\_\_\_\_

\_\_\_\_\_

**Question 9 (2 marks)**

The campaign that Laura is running this year is called 'Perhaps'. Outline what she is asking people to do.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**Question 10****(1 mark)**

Space for notes

According to Laura, many young people are

- (a) engaged in political parties.
- (b) disengaged from political issues.
- (c) joining issue-specific organisations.
- (d) joining traditional political organisations.

Answer:

**Question 11****(1 mark)**

Give **one** reason why Laura thinks peer-led education is a good idea.

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

Complete the following table.

How did studying a Bachelor of Arts/Law degree help Laura with her career?

Bachelor of Arts	•
Bachelor of Law	• •

**Question 13**

**(2 marks)**

Space for notes

List **two** suggestions Laura gives to undergraduates who wish to follow a similar career path to hers.

One: \_\_\_\_\_

\_\_\_\_\_

Two: \_\_\_\_\_

\_\_\_\_\_

**End of Section One**

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**Section Two: Reading and viewing****25% (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.

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.

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**Text 3: Indigenous Anzac soldiers**

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**See next page**

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

In your own words, explain the meaning of the following quote from the text:

‘As Australian support for the war waned, recruitment officers became “colour-blind”.’

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**Question 15****(1 mark)**

How did their experience as soldiers in World War I change the way in which Indigenous servicemen felt about themselves?

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**Text 4: Anzac soldiers and the return from war**

The end of World War I saw the dawning of a new age for Australia. The returned soldiers, affectionately called 'Diggers', searched for work and some semblance of the peace of pre-war years.

The immediate concern for the government was guaranteeing employment for the 'Diggers'. Following the end of the war, over 250 000 soldiers returned to Australia. Diggers found work with varying success. Initially, only 13 000 returned soldiers found themselves unemployed, but this number steadily increased throughout the 1920s.

Soldiers found that in their absence, women had gone into the workforce, taking jobs usually occupied by men. A woman worked as efficiently as a man, but was only paid half the wage of a man. Employers were not eager to fire their female employees in favour of returned soldiers, particularly when few soldiers had the skills needed for basic work.

The difficult situation facing the Diggers was not limited to unemployment. Among them, there was a strong sense of mateship, a sharing of wartime memories and experiences. While this shared experience formed bonds between former soldiers, it also had the effect of alienating them from the Australians who had not participated in active service in the war. Where once soldiers had a purpose and place in society, they now felt displaced and isolated.

In 1916, the Returned Servicemen's League (RSL) was founded. By 1919, membership numbered 150 000. This organisation supported and represented the servicemen and women who had served Australia in the war as they returned to civilian life.

The Australian Prime Minister at this time promised that post-war Australia would be 'a land fit for heroes'. Several Acts were passed in parliament. These were also called the Soldier Settlement Schemes.

The Acts allowed soldiers to settle and earn a living on farmland and sheep stations, boosting Australia's economic growth. Approximately 37 000 soldiers accepted the government's offer and settled on small blocks of land. Unfortunately, the scheme was not a success. Life on the land was tough and most soldiers didn't know how to run a farm. The land was often too small to provide a livelihood for even the smallest family and there was little support for them beyond the money provided by the government. By 1928, one-third of the soldiers had given up and returned to the city and were once again unemployed.

The RSL was not able to support all of these soldiers, but one of the most important things it did achieve was the official commemoration of 'Anzac Day', the day that the Australian and New Zealand troops landed at Gallipoli. It has been turned into a national day of remembrance for all of Australia's servicemen and women, past and present. Anzac Day encapsulates Australian nationalism and identity and memorialises the moment when Australia 'stood her ground on the world stage'.

Question 16

(2 marks)

Outline **two** factors that impeded returned soldiers' attempts to find work.

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Question 17

(1 mark)

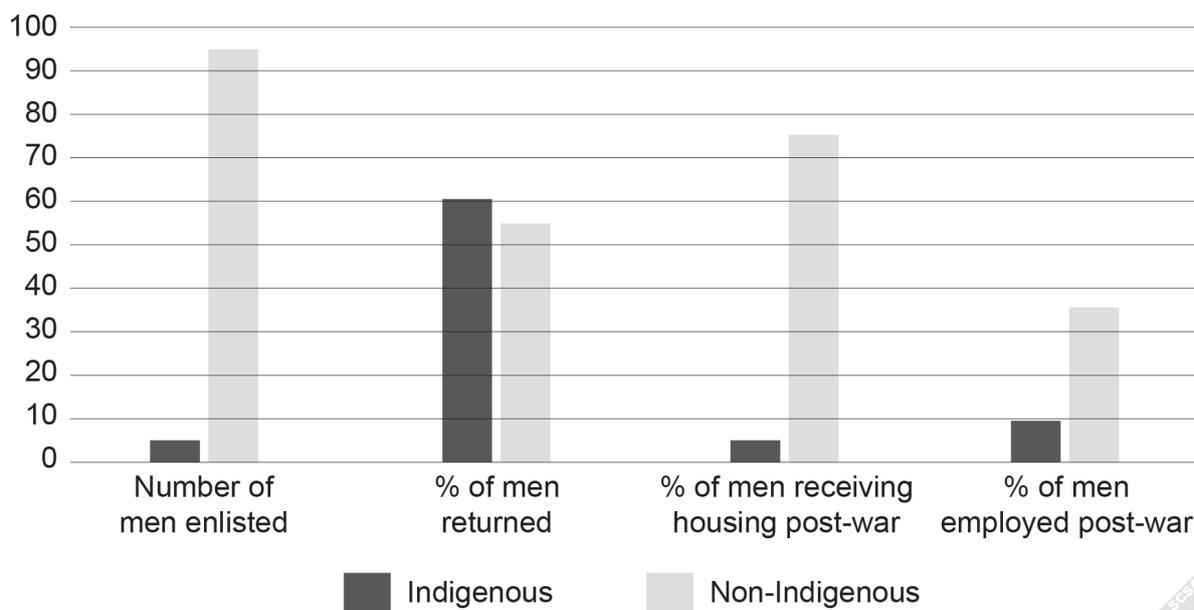
In the context of this article, what does the expression 'Australia stood her ground on the world stage' mean?

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**Text 5: A graph showing four main statistics relating to men who fought for Australia in World War I**



Question 18

(4 marks)

What does this graph indicate about Indigenous and non-Indigenous experiences **during** and **after** World War I?

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

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

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:     10 minutes planning  
                                      40 minutes producing your writing  
                                      5 minutes proofing your work

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**55 minutes total**

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**Question 20****(25 marks)**

In an **essay**, explain how topics you have studied this year have motivated you to change your attitude to a social issue. You must refer to at least **two** texts you have read or viewed in your response.

**Question 21****(25 marks)**

In 2015, much has been said in Australia about responsible leadership of communities and countries.

Write a **letter** to the editor of a newspaper, outlining the qualities needed to be an inspiring leader. You may choose any contexts or situations to illustrate your point of view.

**Question 22****(25 marks)**

Sometimes those with fewer opportunities in life can become successful despite their circumstances.

Write a **speech** for your class in which you discuss this idea. In your speech you should refer to at least **two** texts that you have read or viewed.

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

Albert Einstein said, 'I fear the day that technology will surpass our human interaction. The world will have a generation of idiots'.

Write a **feature article** for a Science and Technology magazine entitled 'Turn Off Your Technology', in which you consider this idea.

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

'You never really understand people until you consider things from their points of view.'

Write an **essay** explaining how language can be used to promote common understandings among people. You should give examples from at least **two** texts you have read or viewed during the year.

**End of questions**























## ACKNOWLEDGEMENTS

### Section Two

**Text 3** Adapted from: Daley, P. (2014, January 14). *Black diggers: Challenging Anzac myths*. Retrieved February 1, 2015, from [www.theguardian.com/culture/australia-culture-blog/2014/jan/14/black-diggers-challenging-anzac-myths](http://www.theguardian.com/culture/australia-culture-blog/2014/jan/14/black-diggers-challenging-anzac-myths)

Adapted from: Australian War Memorial. (n.d.). *Anzac spirit*. Retrieved February 1, 2015, [www.awm.gov.au/encyclopedia/anzac/spirit/](http://www.awm.gov.au/encyclopedia/anzac/spirit/)

**Text 4** Adapted from: Skwirk Online Education. (n.d.). *Australians between the wars: 1920s*. Retrieved February 1, 2015, from [www.skwirk.com/p-c\\_s-14\\_u-43\\_t-50\\_c-148/soldiers/nsw/history/australia-between-the-wars-1920s/australians-between-the-wars-1920s](http://www.skwirk.com/p-c_s-14_u-43_t-50_c-148/soldiers/nsw/history/australia-between-the-wars-1920s/australians-between-the-wars-1920s)

### Section Three

**Question 23** Quote attributed to: Albert Einstein. (2010). Retrieved July, 2013, from <http://liveyourlegend.net/inspire-possibility/>

**Question 24** Quote from: Harper Lee. (2010). *To kill a mockingbird* (p.16). New York: Grand Central Publishing. (Original work published 1960).

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