Government of **Western Australia**
School Curriculum and Standards Authority

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

ATAR course examination 2024

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   **25% (35 Marks)**

Text 1: An interview with Lisa Button, Chief Executive Officer (CEO) of Community Refuge Sponsorship Australia

Question 1   **(1 mark)**

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

Description	Marks
help resettle and integrate refugee families (in Australia)	1
Total	1

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.

Description	Marks
(d)	1
Total	1

Question 3 **(6 marks)**

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

Description				Marks
	Before arrival	**During the first month**	**In the longer term**	
One	fund raising	orientate to public transport	find (suitable) job/ training opportunities	1–3
Two	welcome pack	help them to open bank accounts	make friends	1–3
			Total	**6**
Other acceptable answers:				
	organise temporary accommodation	• enrol children in school • connect with health care services • help find a house to rent • help find furniture and household items • get utilities connected • orientate to shops	• build community connections	

Question 4 **(3 marks)**

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

Description	Marks
resembling a family network/group of extended friends	1
wrap-around support/ can address needs of all (family) members	1
lessen stress and isolation	1
Total	**3**

Question 5 **(1 mark)**

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

Description	Marks
anyone can choose to be involved	1
Total	**1**

Question 6 **(2 marks)**

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

Description	Marks
greater number/more refugees settling (in regional towns)	1
services (in these communities) growing to meet their needs	1
Total	**2**

Question 7 **(3 marks)**

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

Description	Marks
Any three of	
• humanitarian reasons • valuing multiculturalism and diversity • boost the population/workforce • personally rewarding experience	1–3
Total	**3**

Text 2: The environmental impacts of Artificial Intelligence

Question 8   **(2 marks)**

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

Description	Marks
to ensure the revolution/it/AI is innovative	1
environmentally sustainable	1
Total	**2**

Question 9   **(3 marks)**

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

Description	Marks
ethics	1
transparency	1
consent	1
Total	**3**

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.

Description	Marks
(a)	1
Total	**1**

Question 11   **(6 marks)**

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

Description					Marks
	Initiative		**Benefit**		
			Any one of		
One	coat/code carbon/energy efficiency	1	• make informed choices/ sustainable energy choices • reduce emissions	1	1–2
Two	green computing	1	• decrease the overall environmental impact	1	1–2
			Any one of		
Three	conservation	1	• contribute to sustainable practices • help address ecological issues	1	1–2
				Total	**6**

Question 12 (4 marks)

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

Description	Marks
Any four of	
• educating yourself and others • push for eco-friendly practices • encourage companies to invest in sustainable energy solutions • use your voice on social media • participate in competitions	1–4
Total	**4**

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?

Description	Marks
what you do now/in the present	1
will affect technology/how technology is used/effects of technology in the future	1
Total	**2**

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

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

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.

Description		Marks
Focus area	**Benefit of this focus area**	
connecting home and school	• academic progress is optimised or • affirms language learners' identities or • reduces linguistic barriers or • improved relationship with educators and the learners' families/communities	1
wellbeing and academic performance	• to close the gap of educational disadvantage or • strengthening pride in identity and culture or • less likely to indulge in risky community behaviours	1
For copyright reasons this text cannot be reproduced in the online version of this document.	For copyright reasons this text cannot be reproduced in the online version of this document.	1
including Indigenous languages in early education	• the more likely they are to develop good literacy skills and habits or • essential to the maintenance of Indigenous languages	1
	Total	**4**

Question 15 (1 mark)

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

Description	Marks
• the EALD course is a bicultural approach or For copyright reasons this text cannot be reproduced in the online version of this document. •	1
Total	**1**

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

Question 16 **(1 mark)**

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

Description	Marks
the European (seasonal calendar) has four (seasons) and the Yawaru (calendar) has six (seasons)	1
Total	1

Question 17 **(3 marks)**

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

Description	Marks
Any three of	
• they are something the local community want to use • they show the local community's lives/their environment/and their languages reflected in print • to document the work being done with local Indigenous cultures • they can help people	1–3
Total	3

Question 18 **(2 marks)**

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

Description	Marks
to show that the seasons are different around the country	1
to reflect/reinforce what children see everywhere in their local area	1
Total	2

Text 5: Teaching Indigenous Languages

Question 19 **(2 marks)**

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

Description	Marks
• Western Australia has a relatively lower population compared to some other states and territories or • Western Australia has a relatively lower population or • Western Australia has a lower population to some other states or • Western Australia has the fourth highest/lowest/median population	1
(but) it has the highest number of schools where Indigenous/Aboriginal languages are being taught	1
Total	**2**

Question 20 (15 marks)

Texts 3, 4 and 5 discuss the teaching and preservation of Indigenous languages.

Synthesise **three** main ideas presented in Texts 3, 4 and 5 about the teaching of Indigenous languages in Australia.

Refer to all **three** texts and to your own knowledge and experience.

You are required to write in your own words.

Description	Marks
Main ideas: - Texts 3 and 4 both present the idea that the teaching of indigenous languages is important because - Text 3: better connection between home and school, improved academic performance, recognises dual culture of indigenous students, improved wellbeing of Aboriginal students, preservation of language - Text 4: books in language help to learn Indigenous languages, different Indigenous countries have different seasons and cultural customs, local educators and indigenous people can be part of the creation of texts and resources, it is important to have resources to learn language. - Text 3 and 5 both show that WA is a leader in the teaching of Indigenous languages (ELD curriculum, number of schools where languages are taught.) - Text 4 and 5 both present the idea that indigenous languages are currently being taught in Australian schools/that this is emerging. - Texts 3, 4 and 5 all present the idea that the teaching of Indigenous languages across the country is inconsistent.	
Discussion of ideas	
Articulates the main ideas clearly in own words and analyses and evaluates the topic	5
Outlines main ideas in own words and provides some analysis on the topic	4
Lists main ideas and comments on the topic	3
Identifies some main ideas. Gives superficial comment on the topic, copying some phrases from texts	2
Shows limited understanding of some of the main ideas	1
Displays no or very little understanding of ideas in any text	0
Subtotal	**5**
Synthesising	
Produces a coherent, well-integrated synthesis, using thematic organisation. Refers to relevant supporting information in own words and using 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
Provides no evidence of synthesis or inappropriate response to the task	0
Subtotal	**5**
Own knowledge and experience	
Refers to own knowledge/experience and supports this with clearly developed specific example	3
Refers to own knowledge/experience with generalised example	2
Refers to own knowledge/experience which is not always relevant and lacks support	1
Makes no reference to own knowledge/experience	0
Subtotal	**3**
Reference to texts	
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
Subtotal	**2**
Total	**15**
Accept other relevant answers.	
Note: Weakness in punctuation, grammar and spelling should not adversely affect the mark. Candidates who provide lists/dot points of main ideas will be penalised under 'synthesising' criteria.	

Section Three: Part A Extended writing   **20% (25 Marks)**

Speech production questions.

The generic marking key provided below is to be used to mark answers to each of questions for Part A 21 and 22.

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.

<div align="center">or</div>

Question 22   **(25 marks)**

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

Description	Marks
Addresses the key terms of the task and provides support	
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. Competently supports ideas/points made, using evidence and/or examples	6
Engages with the question, addressing key words. Uses evidence and/or examples to support ideas/points	5
Addresses the question including key words. Adequate use of evidence and/or examples to support ideas/points	4
Addresses the question in a general manner. Some use of evidence and/or examples in an attempt to support ideas/points	3
Attends superficially to some key words. 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
Subtotal	**8**
Control of speech conventions	
Controls speech conventions throughout, using a wide range of language techniques and devices for the purpose and audience specified	5
Uses speech conventions effectively, employing a range of language techniques and devices throughout the speech for the purpose and audience specified	4
Uses speech conventions competently, employing language techniques and devices for the purpose and audience specified	3
Uses speech conventions inconsistently. Few language techniques and devices used for the purpose and audience specified	2
Makes limited use of speech conventions, language techniques and devices	1
Makes no attempt to use speech conventions and/or language techniques and devices	0
Subtotal	**5**

Generic marking key for **Questions 21 and 22** (continued)

Grammar and punctuation	
Controls a wide range of simple and complex grammatical structures appropriate to the speech genre for impact with few or no errors. Uses punctuation precisely and flexibly	5
Uses a range of simple and complex grammatical structures appropriate to the speech genre 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, usually appropriate to the speech genre, with few errors. Uses some varied punctuation, with some errors in complex structures	3
Conveys ideas using simple and some complex grammatical structures sometimes appropriate to the speech genre, 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
Subtotal	**5**
Register	
Consistently chooses register appropriate for audience and purpose	2
Shows some understanding of register for audience and purpose	1
Use of register is inappropriate for audience and purpose	0
Subtotal	**2**
Use of vocabulary	
Selects and uses a wide range of general and specific vocabulary effectively 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
Subtotal	**3**
Spelling	
Makes few spelling errors	2
Makes spelling errors	1
Makes frequent spelling errors	0
Subtotal	**2**
Total	**25**
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.	

Section Three: Part B Extended writing 30% (25 Marks)

Essay production questions.

The generic marking key provided below is to be used to mark answers to each of questions for Part B 23 and 24.

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.

Description	Marks
Addresses the key terms of the task and provides support	
Engages comprehensively and purposefully with the question, addressing key words. Effectively supports ideas/points made, using extensive evidence and/or examples from both texts	9
Engages comprehensively with the question, addressing key words. Effectively supports ideas/points made, using evidence and/or examples from both texts	8
Engages clearly with the question, addressing key words. Competently supports ideas/points made, using evidence and/or examples from both texts	7
Engages with the question, addressing key words. Supports ideas/points made, using evidence and/or examples from both texts	6
Engages with the question, addressing key words. Adequate use of evidence and/or examples from both texts to support ideas/points	5
Addresses the question in a general manner, attending to some key words. Some use of evidence and/or examples from both texts in an attempt to support ideas/points	4
Attends superficially to some key words. Limited use of evidence and/or examples from one or both texts	3
Attends to a key word. Limited use of evidence and/or examples from one text	2
Engages in a limited or inappropriate way with no textual support	1
Makes no attempt at engaging with the question	0
Subtotal	**9**

Generic marking key for **Questions 23 and 24** (continued)

Control of essay conventions	
Controls the essay conventions at whole text, paragraph and sentence levels, using a wide range of cohesive devices. Thesis, topic and tieback sentences are clearly focused on the question	6
Uses essay conventions effectively, employing a range of cohesive devices. Thesis, topic and tieback sentences are focused on the question	5
Uses essay conventions competently, employing appropriate cohesive devices. Thesis, topic and, where used, tieback sentences are mostly focused on the question	4
Uses essay conventions adequately, employing cohesive devices in a formulaic manner. Thesis, topic and, where used, tieback sentences demonstrate general engagement with the question	3
Makes inconsistent or limited use of essay conventions and cohesive devices. Where used, thesis, topic and tieback sentences lack focus on the question	2
Attempts to write in paragraphs, though structure may be inconsistent	1
Makes no attempt at structuring a response according to essay genre	0
Subtotal	**6**
Grammar and punctuation	
Controls a wide range of simple and complex grammatical structures with few or no errors. Uses punctuation precisely	5
Uses a range of simple and complex grammatical structures with few errors. Uses a range of punctuation accurately	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
Subtotal	**5**
Use of vocabulary	
Selects and uses a wide range of general and specific vocabulary effectively 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
Subtotal	**3**
Spelling	
Makes few spelling errors in complex vocabulary	2
Makes spelling errors in high-frequency and common words	1
Makes frequent spelling errors	0
Subtotal	**2**
Total	**25**
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