



ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT

ATAR course examination 2016

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% (39 Marks)

Text 1: Orange Sky Laundry

Question 1

(1 mark)

When Nick and Lucas were still at school, how did they stereotype the homeless?

Description	Marks
as old people	1
Total	1

Question 2

(2 marks)

When Nick and Lucas left school, their idea of a food van evolved into a laundry service. Explain why.

Description	Marks
fresh clean clothes is a basic human right	1
help the homeless	1
Total	2

Question 3

(3 marks)

Explain how the time taken to do laundry is a benefit to homeless people.

Description	Marks
We talk to them/it allows the laundry workers to chat with them	1
to try to reconnect them with their community	1
information about accessing services	1
Total	3

Question 4

(4 marks)

List the **four** other services Nick and Lucas are able to connect to the homeless.

Description	Marks
cheap housing	1
free food (outlets)	1
employment opportunities	1
medical services	1
Total	4

Question 5

(1 mark)

The funding for the laundry service comes mainly from

- (a) non-profit organisations.
- (b) commercial businesses.
- (c) everyday Australians.
- (d) the generosity of volunteers.

Description	Marks
(b) commercial businesses.	1
Total	1

Question 6

(6 marks)

Describe the big dream for *Orange Sky* in detail.

Description	Marks
(dot points are acceptable)	
expand all over Australia (or synonymous phrase)	1
(for the homeless)	
improve health	1
gain employment	1
get into housing	1
(so there will be) no more homeless people	1
in 5 years	1
(or synonymous phrase)	
Total	6

Question 7

(3 marks)

List **three** ways in which people can be made homeless.

Description	Marks
Any three of the following:	
natural disasters	
domestic violence	
(sudden) unemployment	
family breakdown	
Total	3

Text 2: Malala Yousafzai's speech

Question 8

(4 marks)

What does Malala Yousafzai want world leaders to do about education?

Description	Marks
invest more	1
12 years free/quality	1
primary and secondary education	1
for every child/all children/girls	1
Total	4

Question 9

(4 marks)

Apart from girls denied an education, which other girls is Malala representing?

Description	Marks
(girls) forced into marriage early (age)/young (<i>not</i> arranged marriage)	1
trapped in poverty	1
child labour	1
child trafficking	1
Total	4

Question 10

(3 marks)

Explain why Malala could **not** go back to her home country for two and a half years.

Description	Marks
(crime) speak up/spoke out	1
for her rights	1
for the right of other girls (NB <i>to go to school</i> must be mentioned once)	1
Total	3

Question 11

(1 mark)

According to Malala, children should **not** be kept away from school because they

- (a) have a disease.
- (b) are disabled.
- (c) are poor.
- (d) have no choice.

Description	Marks
(c) are poor.	1
Total	1

Question 12

(2 marks)

Explain why Malala believes the *Millennium Development Goals* were set too low.

Description	Marks
Any two of the following: primary (education) only they did not include/remained silent about a secondary education their dream was small	1–2
Total	2

Question 13

(1 mark)

If there is no shortage of money, what do world leaders need to address to ensure that free education for every child is guaranteed?

Description	Marks
commitment (to invest in education)	1
Total	1

Question 14

(1 mark)

What connection does Malala make between the cost of war and funding for education?

Description	Marks
Any one of the following: (or synonymous phrases) a week and a day/8 days off from war, the savings could place every child in school one week and one day off war = education \$39 billion needed for education is spent on war/the military and weapons the money spent on war would fund free education for all	1
Total	1

Question 15

(3 marks)

Malala uses persuasive devices in her speech. Give **one** example of each of the following devices from her speech.

Description		Marks
Persuasive Device	Example	
Repetition	brothers and sisters aim higher dream without limits	books world leaders we must 1
Alliteration	books not bullets peace and prosperity	a commitment only counts if a commitment is kept 1
Appeal to the audience	sisters and brothers we there is something I have learnt from being a child I am humbled.	your children I represent the voice of children. this is how you can achieve more. my message 1
Total		3

Section Two: Reading and viewing

35% (25 Marks)

Text 3: Optus advertises in languages other than English

Question 16

(2 marks)

Why is the comment in paragraph three, *his own English grammar left wanting*, ironic?

Description	Marks
He has made a grammatical error/he writes 'people who lives' instead of 'live' but he states that people who live in Australia should know English.	1
	1
Total	2

Question 17

(2 marks)

Identify Dan's **two** main arguments in reply to outraged media users.

Description	Marks
Any two of the following:	
Australia has no official language	1–2
there were 200 (indigenous) languages in Australia before English	
proud to welcome people regardless of language	
Total	2

Text 4: A letter to the editor

Question 18

(1 mark)

In the context of this letter, what does the expression 'Just get on with it' mean?

Description	Marks
stop arguing/move on	1
Total	1

Question 19

(3 marks)

List **three** reasons why this issue is causing arguments between Kevin and his wife.

Description	Marks
NB; the answer must contain a sense of argument	
One: Kevin is disappointed in Optus for advertising in other languages/he had to learn English so others should too/he thinks everyone should learn English	1
Two: She says that the community should be encouraged to speak in their home languages/be multilingual/she thinks we are a democracy and everyone should be respected	1
Three: She doesn't agree with his point of view/they disagree/she is disappointed with his opinion	1
Total	3

Text 5: English Language Proficiency of immigrants in Australia 2015

Question 20

(2 marks)

What **two** facts does this graph tell you about the English language proficiency of immigrants arriving in Australia in 2015?

Description	Marks
Any two of the following:	
the majority of immigrants were highly proficient most have functional English few immigrants arrived with no or limited English immigrants have varying levels of English	1–2
Total	2

Question 21

(15 marks)

Texts 3, 4 and 5 provide facts or opinions from Australian authorities and community regarding the English language proficiency of immigrants in Australia.

Synthesise **three** main facts and opinions presented in Texts 3, 4 and 5 by comparing and contrasting their points of view about the proficiency of English in Australia. You should also include your opinion on this issue, using relevant examples.

You are required to write in your own words.

Suggested length: 250–350 words.

Main facts or opinions:	
<ul style="list-style-type: none"> • in Australia, immigrants should (learn to) speak English (T3, T4, T5) • because Australia is a multicultural country, the home languages of immigrants should be acknowledged and maintained. (T3, T4) • most immigrants speak English well. (T5) • Australia has no official language (T3, T4) • the issue of inclusivity is divisive (T3, T4) 	
Criterion 1: Processing	Marks
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
Processes main facts and opinions, may not consistently use own words, and comments on the topic.	3
Processes 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 either text.	0
Total	5
Criterion 2: Synthesising	
Produces a coherent, well-integrated synthesis, referring to relevant supporting information in their own words and/or brief apt quotes from the texts.	5
Produces a coherent, organised synthesis that integrates supporting information and/or quotes from the texts and statistics.	4
Produces a synthesis that includes some supporting information and/or quotes from the texts and statistics.	3
Connects one or two basic ideas and provides limited support from texts or statistics or merely summarises texts	2
Produces a response but interprets some information incorrectly.	1
Produces no synthesis.	0
Total	5
Criterion 3: Statement of own view and support	
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
Total	3
Criterion 4: 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
Total	2
Overall total	15
<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)

Questions 22, 23, 24, 25 and 26

(25 marks)

Description	Marks
Criterion 1: 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. 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
Criterion 2: Controls the required generic conventions	
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 adequately, 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
Criterion 3: Grammar and punctuation	
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 through the use of 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
Criterion 4: Use of vocabulary	
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
Criterion 5: Spelling	
Spells correctly consistently.	3
Spells mostly correctly.	2
Spells high frequency words and familiar vocabulary correctly.	1
Makes frequent spelling errors.	0
Total	25

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*Published by the School Curriculum and Standards Authority of Western Australia
303 Sevenoaks Street
CANNINGTON WA 6107*