



ATAR course sample examination

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	14	14	35	32	25
Section Two Reading and viewing	7	7	55	28	25
Section Three Part A Extended writing	2	1	35	25	20
Section Three Part B Extended writing	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: 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% (32 Marks)**

This section contains **14** 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 paralympian, Dylan Alcott

Space for notes

Question 1**(3 marks)**

Apart from his sporting achievements, name **three** activities or jobs that Dylan is involved in.

One: _____

Two: _____

Three: _____

Question 2**(2 marks)**

Explain what Dylan says participating in tennis has done for him.

Question 3**(1 mark)**

As a disabled person growing up, what did Dylan struggle with the most?

Question 4

(3 marks)

Space for notes

Identify **three** examples of discrimination that Dylan experienced.

One: _____

Two: _____

Three: _____

Question 5

(2 marks)

Explain Dylan's concern for other disabled people.

Question 6

(2 marks)

What inspired Dylan to set up his music festival, *Ability Fest*?

Question 7

(2 marks)

State **two** ways that the proceeds from the *Ability Fest* music festival are used to help disabled people.

One: _____

Two: _____

Text 2: Are female writers taken seriously?

Space for notes

Question 8**(3 marks)**

List **three** reasons why the relationship between the gender of writers and readers has been the subject of investigation.

One: _____

Two: _____

Three: _____

Question 9**(2 marks)**

What statistical evidence is provided to support the claim that women are good at writing literary fiction?

Question 10**(2 marks)**

Outline the irony stated about the relationship male readers have with female writers.

Question 11**(2 marks)**

What **two** reasons were suggested to explain why men read less non-fiction written by women?

One: _____

Two: _____

Question 12

(2 marks)

Space for notes

Give **two** contributions female writers make to literature.

One: _____

Two: _____

Question 13

(2 marks)

According to the lecturer, what are **two** negative consequences for men if they don't read books by and about women?

One: _____

Two: _____

Question 14

(1 mark)

If men do not read their work, female writers will

- (a) fail to understand their own experience.
- (b) become more important to female readers.
- (c) earn less status and less money.
- (d) be unable to form relationships with men.

Answer

Question 15

(3 marks)

Explain the main points the lecture is making overall.

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: Success in diversity

Read this article and answer Questions 16 to 18.

Australia's immigration policy in earlier times called for assimilation. New arrivals were expected to forgo their own cultural heritage and become absorbed into the dominant culture of the society. It wasn't until the 1970s that Australia began embracing the virtues of a multicultural immigration policy. In contrast to assimilation, multiculturalism supports the presence of several distinct cultural or ethnic groups within the society. Multiculturalism has enabled Australia's economy to become one of the world's strongest, and its society to become one of the world's most peaceful.

The success of Australia's multiculturalism has relied on immigration becoming more widely accepted as a nation-building project which has underpinned the cultural generosity and diversity that characterises Australia's society. In practice, research suggests that multiculturalism is related to 'acceptance, integration and adaptation, which impacts immigrants' success in their adopted countries'. Australia has, as a whole, embraced multiculturalism following an approach of integration between different ethnicities and cultural groups where people are expected to respect each other's cultures.

This success is mirrored in the broader economy of Australia as a significant proportion of skilled migrants who arrive annually have a high labour market participation rate. In the years between 2016 and 2017, skilled migrants accounted for 67.3 per cent of the total migration program outcome that year. Therefore, the net effect of Australia's multiculturalism policy has been a brain gain for Australia and this is expected to continue growing. In general, economic migration in Australia has been managed relatively successfully compared to other developed democracies. There have not been significant social and political upheavals, and anti-immigration rhetoric has mostly not been able to gain a successful footing in Australian public discourse. In 2015, an estimated 28 per cent of the Australian population was born overseas, the highest proportion since the end of the nineteenth century. This ranks Australia first among the rest of the Organisation for Economic Co-operation and Development (OECD) nations with populations over ten million. There is substantial evidence that Australia and Canada consistently rank as countries most receptive to immigration.

On educational attainment, studies also show that children of immigrants are, on average, highly successful in achieving their academic goals. The successful integration of immigrant students is an important indicator of a country's success in its education system and equity and broader socially cohesive policies.

See next page

A country that has positive outcomes in this sector shows that immigrants and their children have opportunities to grow and thrive and this illustrates the important role that proactive and inclusive education policies can play in a nation.

The benefits of a continued multicultural policy could also be seen well into the future. Australia’s population is ageing steadily, and therefore, increasing the rate of migration, especially skilled migrants of working age, will alleviate the adverse impacts of reduced labour force participation on the economy. The number of international students who Australia hosts for higher education has also more than doubled over the past two decades. In 2016, education was Australia’s third largest export industry at \$28.0 billion accounting for 7.5 per cent of total exports. If even a proportion of these students choose to remain in Australia permanently, they could contribute to both the cultural and economic success of Australia and further help to lessen the effects of the forecasted reduced labour force. If the contribution from all migrants, all else being equal, is not sustained long term, the negative effects of the ageing of Australia’s population could otherwise be felt for generations to come.

Overall, contemporary Australia has been shaped by decades of successive waves of migration that have assisted to strengthen the cultural, economic and ethnic diversity of our nation.

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Question 16

(2 marks)

Outline the difference between the immigration policies of assimilation and multiculturalism.

Assimilation	
Multiculturalism	

Question 17

(1 mark)

Why has multiculturalism been a ‘brain gain’ for Australia?

Question 18

(2 marks)

State **two** reasons why the continued policy of multiculturalism will benefit Australia in the future.

One: _____

Two: _____

See next page

Text 4: Everyday Australians make multiculturalism work

Read this article and answer Questions 19 and 20.

Australia's multicultural society is different from that of perhaps any other country in the world. Of course Australians are of many different skin tones, religions and languages. But that is also true of Britain and Germany, whose leaders have declared multiculturalism a failure, because they believe it's led to the formation of isolated cultural groups that do not participate in mainstream society. By contrast, many Australians believe multiculturalism has been a success here for perhaps three reasons; the pledge of commitment through citizenship, the respect of Australian values and the nation's support for the policy. Yet the group of people most responsible for its success are mostly excluded from the advertisements and campaigns that promote tolerance of our modern diverse community.

I am one of this group of people.

I am someone with a far deeper understanding and appreciation of other cultures, religions and languages than that of my parents, grandparents and great-grandparents. Growing up at the peak of Australia's Asian migration boom, one-third of my school year was of Chinese descent. Many of my closest friends spoke Cantonese in the playground and brought thermos flasks full of rice for lunch. Their parents taught me the ingredients of my favourite Chinese dishes. They gave me red pockets (envelopes) at Lunar New Year and encouraged me to adopt customs, such as taking off my shoes in the house. I was spurred on to aim higher in my education by my Chinese friends' work ethic and their culture of high achievement. Years of association with Chinese-Australians changed my attitudes, etiquette and beliefs to the extent that I took an Asian studies major at university to delve deeper.

I also grew up with schoolmates and neighbours of European origin. My own ancestry is similar, so I had a natural understanding of their values and culture. But through that association I learnt more about the influence of the World War Two in bringing mass migration of Europeans such as Italians and Greeks to Australia from war-torn Europe on subsequent generations. At the homes of my Greek friends, I appreciated how committed and close they were to family. They all knew the traditional dances and taught me the musical timing of steps. And in more recent times, spending time with Indian-Australian friends, I have noticed their keen interest in current events and their culture of debate, free speech and passionate protest. I listen with appreciation to the Arabic speakers' use of English. It is often poetically emotive and beautiful.

Decades ago, Australians like me would have based their opinions of migrants on usual stereotypes. Australia's multicultural policy has changed these preconceived attitudes forever. Australia's culture has evolved and not only in the superficial manner of appreciating a stir-fry or sushi as much as a lamb roast dinner! Now most Australians adopt some of the customs, turns of phrase, etiquette and fashion of our immigrant Australians. This by-product of our multicultural policy is what is unique in our society.

Question 19**(2 marks)**

Describe the **one** negative view of multiculturalism provided in the text.

Question 20**(3 marks)**

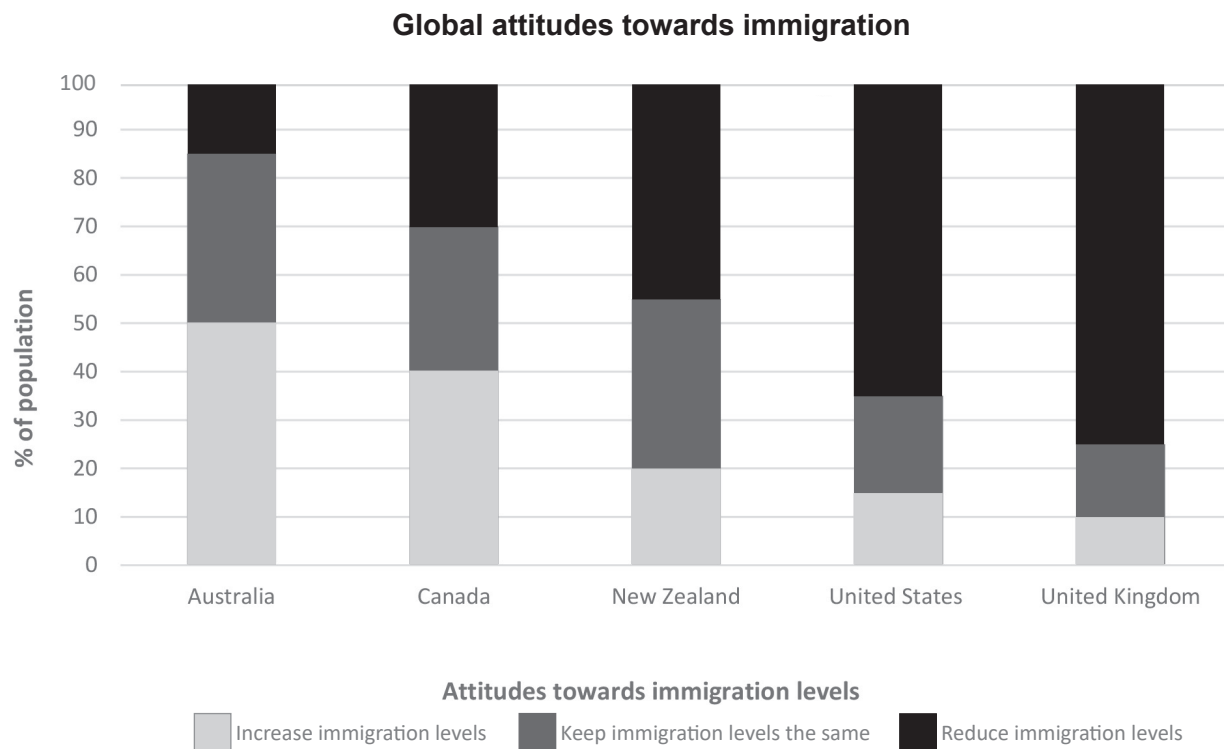
Complete the table below with examples of what the writer has learnt from mixing with people from other cultural backgrounds.

Ethnic group	Example
Chinese-Australian	
European immigrants	
Indian-Australians	

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Text 5: A graph showing global attitudes towards immigration

View the graph below and answer Question 21.



Question 21

(3 marks)

Explain how the **three** attitudes to immigration illustrated on the graph suggest Australia is a more successful multicultural society than any other country.

See next page

Section Three: Part A Extended writing

20% (25 Marks)

This section has **two** speech 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: 5 minutes planning
 25 minutes producing your writing
 5 minutes proofing your work

35 minutes total.

Question 23

(25 marks)

‘Building Australia for 2050’

Write a **speech** to be given to a group of politicians, outlining the attitudes and values you believe to be important in building a strong Australia for the future.

OR

Question 24

(25 marks)

‘Stand up and be counted’

Write a **speech** to be presented to your graduating class, encouraging them to take action when they encounter injustices.

See next page

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Section Three: Part B Extended writing

35% (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 25

(25 marks)

Write an **essay** in which you discuss how Australian beliefs and values have changed over the last 50 years. You must refer to at least **two** texts studied throughout the course to support your discussion.

OR

Question 26

(25 marks)

Write an **essay** in which you discuss how language can be used to challenge or reinforce people's attitudes. 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** Adapted from: Fain-Binda, F. (2020). *What languages will Australians speak in the future?* Retrieved May, 2021, from <https://www.sbs.com.au/news/what-languages-will-australians-speak-in-the-future>
- Text 4** Adapted from: Fukui, M. (2019). *Australia has been called 'a graveyard of languages'. These people are bucking the trend.* Retrieved May, 2021, from <https://www.abc.net.au/news/2019-11-30/language-loss-and-revival-australia-tongue-tied-and-fluent/11736450>
- Text 5** Graph adapted from: Identity Communications & Cadreon. (2017). *The changing face of Australia* [Infographic]. Retrieved May, 2021, from <https://identitycomms.com.au/2017/04/top-10-languages-australia/>

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