



ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

ATAR course sample examination

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.

The examining panel provide a provisional marking key. The marking key is refined or modified as necessary in the light of sample marking and discussion between the chief examiner and the chief marker

Section One: Listening

25% (32 Marks)

Note: In the listening section, synonymous phrases are accepted as correct. Candidates do not have to use the exact words that are in the text. Candidates are not penalised for spelling errors.

Text 1: An interview with paralympian, Dylan Alcott

Question 1

(3 marks)

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

| Description | Marks |
|--|----------|
| Any three of the following: | |
| <ul style="list-style-type: none">radio and TV hostsports commentatorruns a not-for-profit companymanages a music festival/Ability Festlaunched a food company | 1–3 |
| Total | 3 |

Question 2

(2 marks)

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

| Description | Marks |
|-------------------------------------|----------|
| gave him a sense of belonging | 1 |
| taught him to be proud of who he is | 1 |
| Total | 2 |

Question 3

(1 mark)

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

| Description | Marks |
|--|----------|
| having no disabled people in media he could look up to/never seeing anyone like him in the media | 1 |
| Total | 1 |

Question 4

(3 marks)

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

| Description | Marks |
|--|----------|
| bullied at school | 1 |
| called names | 1 |
| people expecting less of him/wasn't allowed to board a plane | 1 |
| Total | 3 |

Question 5**(2 marks)**

Explain Dylan's concern for other disabled people.

| Description | Marks |
|---|----------|
| discrimination must be happening to other disabled people | 1 |
| they don't have a platform or a voice | 1 |
| Total | 2 |

Question 6**(2 marks)**

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

| Description | Marks |
|--|----------|
| he always loved going to music festivals | 1 |
| (but) they don't cater for disabled people/music festivals are hard for disabled people to go to/some venues don't have access | 1 |
| Total | 2 |

Question 7**(2 marks)**

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

| Description | Marks |
|---|----------|
| Any two of the following: | |
| <ul style="list-style-type: none"> • helps them fulfil their potential through grants • helps kids get to the paralympics • pays for university studies • funds start-up businesses | 1–2 |
| Total | 2 |

Text 2: Are female writers taken seriously?**Question 8****(3 marks)**

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

| Description | Marks |
|--|----------|
| Any three of the following: (to find out) who is reading what if men are reading books written by women if female writers can write as well as men if what they have to offer is perceived as being less important | 1–3 |
| Total | 3 |

Question 9**(2 marks)**

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

| Description | Marks |
|--|----------|
| the five bestselling (literary) novels in 2017 were by women | 1 |
| Women authored/wrote nine of the top 10 books in 2017 | 1 |
| Total | 2 |

Question 10**(2 marks)**

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

| Description | Marks |
|---|----------|
| men read fewer books written by women | 1 |
| (but) they rate books written by women higher | 1 |
| Total | 2 |

Question 11**(2 marks)**

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

| Description | Marks |
|---|----------|
| they don't value female writers of non-fiction as much as male writers | 1 |
| the topics and subjects that women write about do not appeal to men as much as they do to women readers | 1 |
| Total | 2 |

Question 12

(2 marks)

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

| Description | Marks |
|---|----------|
| Any two of the following: | |
| <ul style="list-style-type: none"> • explore female stories • explore female ideas • explore female experiences and imagination • experiences of women • female experiences with, and attitudes toward men | 1–2 |
| Total | 2 |

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?

| Description | Marks |
|--|----------|
| Any two of the following: | |
| <ul style="list-style-type: none"> • they are missing out on an opportunity to better understand and appreciate women (and their unique perspective on life) • to better understand themselves • (the possibility of) dysfunctional male/female relationships • more domestic violence • (men) continuing to think the only important perspective (on the world) is through male eyes | 1–2 |
| Total | 2 |

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.

| Description | Marks |
|--------------------------------------|----------|
| (c) earn less status and less money. | 1 |
| Total | 1 |

Question 15

(3 marks)

Explain the main points the lecture is making overall.

| Description | Marks |
|--|----------|
| Any three of the following: <ul style="list-style-type: none">• focusing on the gender of the writer should not matter as much as focusing on the gender of the reader.• regardless of whether you are male or female, you should be encouraged to read work written by both genders• to broaden your mind and overcome prejudice.• the more perspectives we encounter, the richer our understanding of life. | 1–3 |
| Total | 3 |

Section Two: Reading and viewing

25% (28 Marks)

Text 3: Success in diversity

Question 16

(2 marks)

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

| Description | | Marks |
|------------------|--|----------|
| assimilation | new arrivals expected to be absorbed into the dominant culture | 1 |
| multiculturalism | supports the presence of several cultural/ethnic groups | 1 |
| Total | | 2 |

Question 17

(1 mark)

Why has multiculturalism been a 'brain gain' for Australia?

| Description | | Marks |
|---|--|----------|
| most (67.3%) of migrant arrivals were skilled workers | | 1 |
| Total | | 1 |

Question 18

(2 marks)

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

| Description | | Marks |
|---|--|----------|
| migrant workers reduce impact of ageing population | | 1 |
| international students who stay and contribute to cultural/economic success | | 1 |
| Total | | 2 |

Text 4: Everyday Australians make multiculturalism work

Question 19

(2 marks)

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

| Description | Marks |
|--|----------|
| (multiculturalism leads to) isolated cultural groups that do not participate in (mainstream) society | 1 |
| | 1 |
| Total | 2 |

Question 20

(3 marks)

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

| Description | | Marks |
|---------------------|--|----------|
| Ethnic group | Example | |
| Chinese-Australian | friends/food, customs/educational achievements | 1 |
| European immigrants | immigrants after WWII/Greek family traditions/dances | 1 |
| Indian-Australians | current events/debating | 1 |
| Total | | 3 |

Text 5: A graph showing global attitudes towards immigration

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.

| Description | Marks |
|--|----------|
| highest proportion of people approving an increase in immigration levels | 1 |
| highest proportion satisfied with current level of immigration | 1 |
| lowest proportion wanting decrease in immigration level | 1 |
| Total | 3 |

Question 22

(15 marks)

Texts 3, 4 and 5 are about Australia as a multicultural society.

Synthesise **three** main ideas presented in Texts 3, 4 and 5 about the relationship between immigration and multiculturalism in Australia.

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

You are required to write in your own words.

Suggested length: 250–350 words.

| Description | Marks |
|--|-----------|
| Main ideas: | |
| • Australia is a successful multicultural society (Texts 3, 4 and 5) | |
| • Australians accept the policy of multiculturalism through immigration (Texts 3, 4 and 5) | |
| • immigration benefits Australian society economically and culturally (Texts 3 and 4) | |
| • the success of multiculturalism is a result of a group of Australians who mix with immigrants and adopt cultures of other countries (Text 4) | |
| • Australia shows the most positive acceptance of higher levels of immigration compared to other countries (Text 5) | |
| Discussion of ideas | |
| Articulates the main ideas clearly in own words and analyses and evaluates the topic. | 5 |
| Outlines main ideas and opinion in own words and provides some analysis on the topic. | 4 |
| Lists main ideas in own, may not consistently use own words, and comments on the topic. | 3 |
| Identifies some main ideas. Gives superficial comment on the topic, copying words 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 | |
| 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 and lacks support. | 1 |
| States no view/ states an incomprehensible view. | 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 |
| 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)

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

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.

Generic marking key for Questions 23 and 24.

| 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. 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 |
| Subtotal | 8 |
| Control of speech conventions | |
| Controls speech conventions at whole text, paragraph and sentence level, using a wide range of language techniques and devices for purpose and audience. | 5 |
| Uses speech conventions competently, employing a range of language techniques and devices throughout the speech for purpose and audience. | 4 |
| Uses speech conventions formulaically, using a limited range of language techniques and devices for purpose and audience. | 3 |
| Uses speech conventions inconsistently. Few language techniques and devices used for purpose and audience. | 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 |

| 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 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 |
| 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 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. | |

Section Three: Part B Extended writing

30% (25 Marks)

Question 25**(25 marks)**

Write an **essay** in which you discuss how Australian beliefs and values have changed over the last 20 years. You must refer to at least **two (2)** texts studied throughout the course to support your discussion.

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 (2)** texts studied throughout the course to support your discussion.

Generic marking key for Questions 25 and 26.

| 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. Supports ideas/points made, using evidence and/or examples from both texts. | 7 |
| Engages with the question, addressing key words. Adequate use of evidence and/or examples from both texts to support ideas/points. | 6 |
| Engages with most of 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 |
| Control of essay conventions | |
| Controls the essay conventions at whole text, paragraph and sentence levels, using a wide range of cohesive devices. | 6 |
| Uses essay conventions competently, employing a range of cohesive devices. | 5 |
| Uses essay conventions formulaically, employing appropriate cohesive devices. | 4 |
| Uses essay conventions inconsistently. Cohesive devices employed may be limited in range. | 3 |
| Makes limited use of essay conventions, using formulaic cohesive devices. | 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 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 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 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. | |

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