



ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

ATAR course examination 2019

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

30% (29 Marks)

Text 1: Emma's story about working on a farm

Question 1

(2 marks)

Why is station life ideal for Emma?

Description	Marks
(because) she can combine her love for the land and animals/agriculture	1
with her love for photography	1
Total	2

Question 2

(2 marks)

Explain why Emma's mother was such an influence on her life journey.

Description	Marks
Any two of the following	
<ul style="list-style-type: none">she was a role model/provided an examplepaved the way for women studying and working in agricultureher mother had studied agriculture	1–2
Total	2

Question 3

(2 marks)

Name **two** things that inspired Emma to work on a farm.

Description	Marks
One: hearing her mum's stories	1
Two: visiting a sheep farm when she was 13 years old/young	1
Total	2

Question 4

(2 marks)

What **two** events led Emma to take up photography?

Description	Marks
One: the 55 hour/long drive up to the station (beautiful) landscape	1
Two: she bought a camera (from the station cook)	1
Total	2

Question 5

(1 mark)

What does photography mean to Emma? It is a

- (a) way of becoming famous doing something she loves.
- (b) way of sharing the beauty of the place and the people.
- (c) chance for a new career in combination with agriculture.
- (d) way of keeping special memories of bush landscapes.

Description	Marks
(b) way of sharing the beauty of the place and the people.	1
Total	1

Question 6

(2 marks)

What **two** observations does Emma make about the roles of men and women working on farms today?

Description	Marks
One: women do the same work as men	1
Two: jobs based on skills (not sex/gender)	1
Total	2

Question 7

(2 marks)

According to Emma, for what **two** reasons should Australian consumers buy food produced in Australia?

Description	Marks
One: support (local) producers	1
Two: (agriculture) makes a significant contribution to (Australia's) economy	1
Total	2

Text 2: A celebration of art and culture

Question 8

(2 marks)

What **two** aspects of Western Australia inspired Wendy Martin?

Description	Marks
its distinctive/unique sense of place	1
its people	1
Total	2

Question 9

(2 marks)

Identify **two** effects that the event *The Trees Speak* had on its audience.

Description	Marks
it delighted the visitors with its expression of Indigenous culture	1
it reminded the audience of the need to care for the ground beneath their feet/environment	1
Total	2

Question 10

(1 mark)

According to the text, repeating the Festival's event, *The Trees Speak*, was

- (a) too risky.
- (b) a safe decision.
- (c) a good decision.
- (d) an unpopular decision.

Description	Marks
(c) a good decision	1
Total	1

Question 11

(1 mark)

What is the story about?

Description	Marks
the six seasons experienced by south-west Australia/Noongar culture	1
Total	1

Question 12

(3 marks)

State the **three** powerful messages provided by the show's ending.

Description	Marks
One: protect the environment	1
Two: hope	1
Three: the power of individuals/ordinary people to make a difference	1
Total	3

Question 13

(3 marks)

List the **three** qualities that made Kings Park the chosen venue.

Description	Marks
size/one of the largest inner city parks	1
beauty	1
long history–sheltered plants and animals for thousands of years/unspoiled	1
Total	3

Question 14

(3 marks)

Identify **three** problems associated with staging an event such as *The Trees Speak*.

Description	Marks
One: the cost	1
Two: the management of street closures	1
Three: crowd control	1
Total	3

Question 15

(1 mark)

What plan does Wendy Martin have for future productions of *The Trees Speak*?

Description	Marks
to make it an annual event (in Kings Park in the wildflower season)	1
Total	1

Section Two: Reading and viewing

35% (25 Marks)

Text 3: Migrant students share stories through music video

Question 16

(3 marks)

List **three** benefits of the music video project for young migrants.

Description	Marks
Any three of the following	
<ul style="list-style-type: none"> • opportunity for them to be leaders in telling their own stories • helps them feel a sense of belonging (in a new place)(• connects people/brings people(students) of different backgrounds together • to grow emotionally/step out of their comfort zone • to challenge stereotypes/try new things 	1–3
Total	3

Text 4: What learning an instrument can do for a child's brain development

Question 17

(1 mark)

What is the connection in the brain between music and learning how to speak a language?

Description	Marks
(both) use the same overlapping processing network	1
Total	1

Question 18

(3 marks)

What are **three** life skills developed through learning music?

Description	Marks
Any three of the following	
<ul style="list-style-type: none"> • paying attention • making plans • understanding your emotions • working in a team • never giving up • language acquisition 	1–3
Total	3

Text 5: Benefits of music training on student performance over a five-year period**Question 19****(3 marks)**

What does the graph suggest about the relationship between musical training and academic performance?

Description	Marks
the longer students have musical training, the greater the (rate of) increase in academic performance.	3
having musical training leads to an increase in academic performance.	2
No musical training leads to no change in academic performance,	1
Total	3
Note: candidates cannot combine answers.	

Question 20

(15 marks)

Texts 3, 4 and 5 explore the value of musical training.

Synthesise **three** main facts and opinions presented in texts 3, 4 and 5 about the value of learning music.

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

You are required to write in your own words.

Suggested length: 250–300 words.

Description	Marks
Main facts or opinions:	
• Musical training can connect people (T3, T4)	
• Musical training can encourage people to challenge stereotypes/ try new things (T3, T4).	
• Musical training can help people better manage/control/understand their emotions/make emotional connections. (T3, T4, T5)	
• Musical training can assist social empowerment/help young people move out of/reduce disadvantage (T3, T4, T5)	
• Musical training improves educational outcomes/ can develop language skills (T3, T4, T5)	
• Musical training can accelerate brain development (T4, T5)	
Processing	
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
Lists main facts and opinions, may not consistently use own words, and comments on the topic.	3
Identifies 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 any text.	0
Subtotal	5
Synthesising	
Produces a coherent, well-integrated synthesis, using thematic organisation. Refers to relevant supporting information in own words and/or 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 or merely summarises all texts.	2
Produces a response but interprets some information incorrectly.	1
Produces no synthesis.	0
Subtotal	5
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
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: 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.	

Section Three: Extended writing**35% (25 Marks)**

The generic marking key provided on page 10 is to be used to mark responses to each of the following Questions 21 to 25.

Question 21**(25 marks)**

Write an **essay** discussing the power of language to be a window into other worlds. Refer to at least **two** texts you have read or viewed in this course.

Question 22**(25 marks)**

Write a **feature article** for your school's website exploring the influence of reality television on young people.

Question 23**(25 marks)**

Write an **essay** in which you discuss how moving between cultural communities can either strengthen or weaken identity. Refer to at least **two** texts you have read or viewed in this course, as well as to your own experience.

Question 24**(25 marks)**

Write a **letter** to your school leaders encouraging them to adopt more environmentally-friendly initiatives at your school.

Question 25**(25 marks)**

Write a **speech** for your class in which you address the topic: 'Global citizens: Our rights and responsibilities'.

Generic marking key for Questions 21 to 25.

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
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 formulaically, 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
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
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
Subtotal	4
Spelling	
Makes few spelling errors in complex vocabulary.	3
Makes some spelling errors.	2
Makes spelling errors in high-frequency and common words.	1
Makes frequent spelling errors.	0
Subtotal	3
Total	25

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