



ATAR course examination, 2023

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 | 15 | 15 | 35 | 32 | 25 |
| Section Two Reading and viewing | 7 | 7 | 55 | 33 | 25 |
| Section Three Part A Extended writing Speech | 2 | 1 | 35 | 25 | 20 |
| Section Three Part B Extended writing Essay | 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 2023: 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 **15** 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: Interview with Celebrity Chef Poh Ling Yeow

Space for notes

Listen to this radio interview and answer Questions 1 to 8.

Question 1**(1 mark)**

Outline what Poh has believed since she was young.

Question 2**(1 mark)**

Other than being a celebrity chef, state **one** other occupation Poh has had.

Question 3**(2 marks)**

State **two** examples that show how Poh had neglected her heritage.

One: _____

Two: _____

Question 4

(3 marks)

Space for notes

Explain why cooking Asian food is an emotional and spiritual journey for Poh.

Question 5

(3 marks)

List **three** characteristics that impressed Poh about Australian children.

One: _____

Two: _____

Three: _____

Question 6

(4 marks)

Complete the table below to describe **two** aspects of Poh's upbringing and how she responded to it.

| Description of Poh's upbringing | How she responded to it |
|---------------------------------|-------------------------|
| | |
| | |

See next page

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Question 7**(3 marks)**

Space for notes

Identify Poh's **three** passions and state a practical example from the interview for each.

| Passion | Example |
|---------|---------|
| | |
| | |
| | |

Question 8**(2 marks)**

State **one** example of what Poh has learned from nature.

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Text 2: Swim for refugees

Space for notes

Listen to this speech and answer Questions 9 to 15.

Question 9 (2 marks)

Identify the main purpose of the program, *Swim for Refugees*.

Question 10 (3 marks)

Identify any **three** of the refugee experiences that inspired the program.

One: _____

Two: _____

Three: _____

Question 11 (2 marks)

Apart from its main purpose, outline how the program helps refugees.

Question 12 (1 mark)

Gavin states: 'Our volunteers are the lifeblood of this program'. State what this means.

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Question 13**(2 marks)**

Space for notes

Name **two** of the activities at the activity centre.

One: _____

Two: _____

Question 14**(1 mark)**

What skills are participants taught during class?

- (a) balance and buoyancy, surfing and signalling for help
- (b) balance and buoyancy, kicking and paddling and waterskiing
- (c) balance and buoyancy, kicking and paddling and signalling for help
- (d) safe entries into water, racing and paddling and deep diving

Answer

Question 15**(2 marks)**As well as teaching hundreds of people to swim, what does the speaker identify as **two** positive outcomes of this program?

One: _____

Two: _____

End of Section One

Section Two: Reading and viewing

25% (33 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: Ageism in Australia

Read this article and answer Questions 16 to 18.

For copyright reasons this text cannot be reproduced in the online version of this document

In 2020 and 2021, research was undertaken by the Human Rights Commission to explore what Australians think about age and ageism across the adult lifespan. This research found that ageism is experienced in different ways. For example, young adults (18-39) are most likely to experience ageism in the form of condescending attitudes or being ignored, particularly at work. Middle-aged people (40-61) are most likely to experience ageism as a reason for being rejected for employment. Older people (62+) are more likely to experience ageism when being 'helped' without being asked.

The Commission's report, *'What's age got to do with it? A snapshot of ageism across the Australian lifespan'* reported that most Australians (90%) agree ageism exists in Australia, with 83% agreeing it is a problem and 65% saying it affects people of all ages. The report also found that ageism remains the most accepted form of prejudice in Australia, with 63% having experienced it in the last five years. More than half of those surveyed agreed that making jokes about someone's age is more socially acceptable than joking about race or gender.

The report also shows that while multiple generations of Australians have much in common, there are still ongoing tensions between these generations, which arise from stereotypes held by one generation about another. When members of various generations were specifically questioned on their opinions about these stereotypes, most Australians rejected the ideas behind the stereotypes. Furthermore, fewer than 20% of young people believed that older generations are a burden on their family or the community.

See next page

In addition, the report uncovers that there have been changes to expectations traditionally held for people at particular ages. Increased longevity, changing social norms, cultural factors and economic shifts mean people are realising key life milestones such as graduation from school or university, buying a home or having children at later ages. Therefore our concept of age is changing. In 1962, the average life expectancy for an Australian man was just 67.84 years and 74.2 years for women. Today, Australia's life expectancy has risen to 81.5 years for men and 85.3 years for women.

However, although attitudes are generally changing about whether life stages should or could be accomplished at different ages, many stereotypes persist about these sometimes outdated expectations. The stereotype is that young adulthood is seen as the time for gaining an education, starting a career, marrying or partnering, buying a house and starting a family; middle age continues to be regarded as the period of raising a family, progressing a career and strengthening financial security whilst older age is viewed as being about retiring from paid employment, volunteering, taking up hobbies, travelling, caring for grandchildren and increased dependence.

In releasing its report, the Commission called on everyone to think about ageism and how it affects them and those close to them. It is incumbent on everyone to discuss these issues and do their bit to bring ageism into mainstream conversations in workplaces, living rooms, and with friends. With increased attention being drawn to the existence and impacts of ageism in Australia, a critical step is being taken towards changing community attitudes and building a world where all people of all ages are valued and respected and their contributions are acknowledged.

Question 16**(3 marks)**

Identify the different experiences of ageism across the **three** life stages.

One: _____

Two: _____

Three: _____

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See next page

Question 17

(6 marks)

Complete the table below to show **two** stereotypical expectations for each of the life stages.

| Life stages | Stereotypical expectations for each life stage |
|-----------------|--|
| Young adulthood | One: |
| | Two: |
| Middle age | One: |
| | Two: |
| Older age | One: |
| | Two: |

Question 18

(1 mark)

State a reason why the concept of ageing is changing in Australian society.

See next page

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Text 4: Intergenerational contact

Read this article and answer Questions 19 and 20.

A unique social experiment that bridges the gap between older and younger Australians and that may change attitudes to age and ageism was recently filmed by ABC TV. This intergenerational experiment was used to produce 'Old People's Home for Teenagers', a documentary exploring how relationships between older people and teenagers can improve the mental and physical health of older people. The series involves health expert, Dr Stephanie Ward, and adolescent expert, Mr Ali Faraj.

The experiment discovered the benefits of intergenerational contact and interaction, and also that some common issues are surprisingly being experienced by both older and younger generations. Both older people and teenagers are particularly at risk of health issues related to loneliness and isolation. Older people who live by themselves often suffer from loneliness and teenagers are also at risk of social isolation.

'The older group has a lived experience and the younger group is going through a journey for themselves, so having someone who's gone through what they're going through allows the younger group to ask questions on ways to get through what they're going through.' Mr Faraj says, 'All of us are writing our own books and these older adults have a book that's written, and it's a privilege for everyone to be able to read that book'.

During the television show, older and younger people were starting to share situations, emotions and feelings, and people started to bounce off each other and create life bonds.

'When you transition from working to not working, from being the caregiver to being the care recipient, have your social circle change, have your family move away ... We see isolation and loneliness become big issues,' Dr Ward says. 'Social isolation doesn't just reduce older people's enjoyment of life – there are also substantial associated health risks. That's where intergenerational contact comes in'.

Dr Ward, who first became involved in intergenerational experiments through the ABC TV show, was surprised at the strength of the findings. Genuine friendships formed between the participants. At the beginning of the experiment, initial testing showed that many of the older adults screened positive for depression and scored high for loneliness. The intergenerational contact led to decreases in both depression and loneliness for the older participants. 'It was a journey for me and for the other experts on the show. For some of the participants, it was transformational. You just saw people light up and become joyous,' Dr Ward says. 'But what was interesting is that those happy faces turned into measurable changes in health metrics'.

By the end of the TV series, both the teenagers and the older adults showed substantial improvement in their quality of life, with many participants saying they were more active and had a sense of purpose.

'The intergenerational relationships are very important. There's opportunity to restart, to bring these cohorts together more often. The benefit for society for intergenerational connections and opportunities and programmes is huge. We feel it should continue', says Mr Faraj.

Question 19**(4 marks)**

Identify **four** positive effects of intergenerational communication.

One: _____

Two: _____

Three: _____

Four: _____

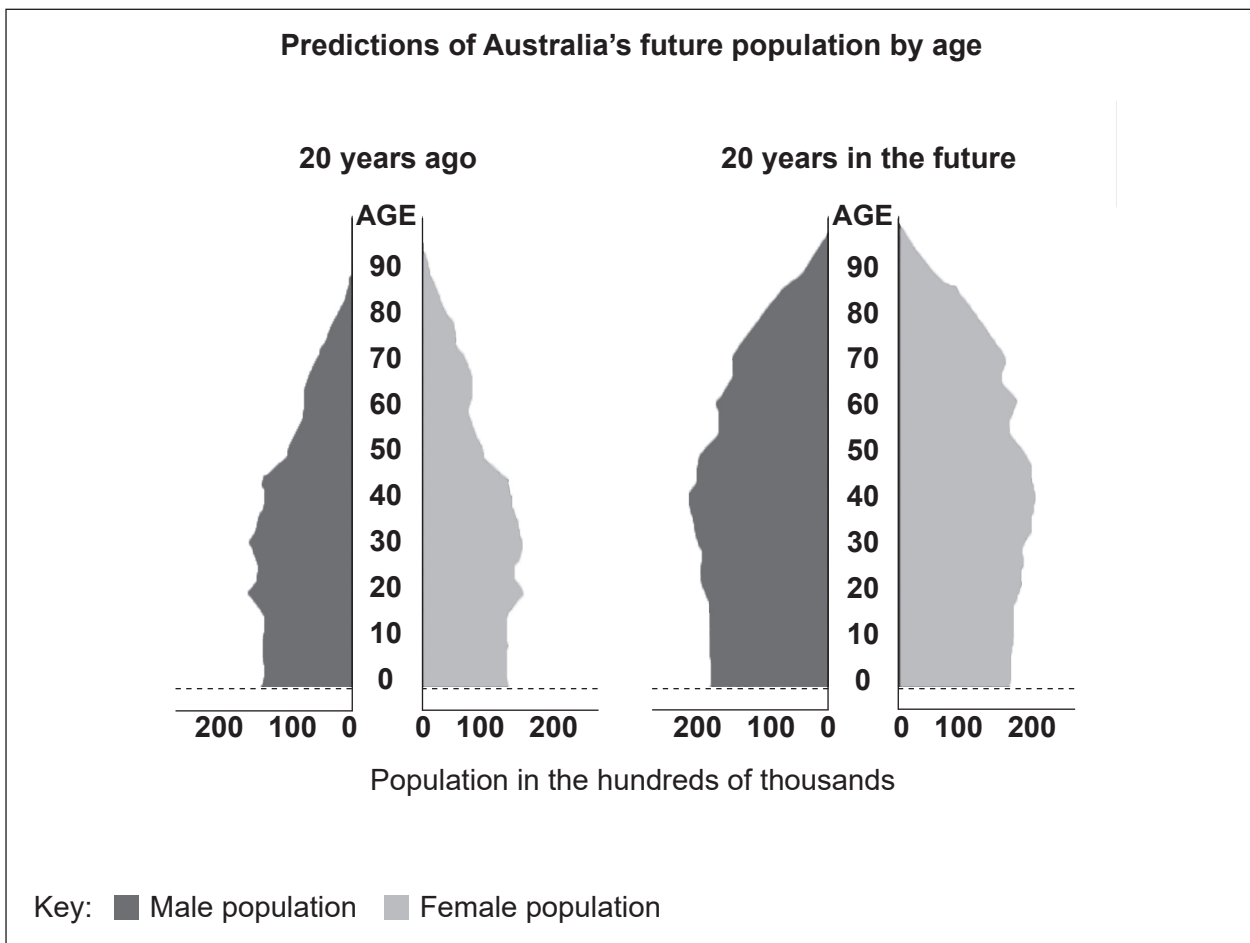
Question 20**(2 marks)**

Outline what Mr Ali Faraj means when he says, 'it's a privilege for everyone to be able to read that book'.

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Text 5: Australia's future population

View this graph and answer Question 21.



Question 21

(2 marks)

State **two** facts that the graph presents about possible changes in the Australian population over time.

One: _____

Two: _____

See next page

Section Three: Part A Extended writing

20% (25 Marks)

This section has **two** speech production questions. Answer **one** question only. Write your answer to Part A on pages 19–21, then turn to page 22 to answer Part B.

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 |
| <hr/> |
| 35 minutes total. |

Question 23

(25 marks)

‘What does it mean to be Australian?’

Write a speech addressing the above question to deliver to your peers.

or

Question 24

(25 marks)

‘We are more than just school kids.’

Write a speech to be given to a group of national politicians, persuading them that the opinions of your generation should be considered when making decisions about your country’s future.

Lined area for writing with 24 horizontal lines.

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See next page

Section Three: Part B Extended writing

30% (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 the benefits to an individual of living a multicultural life.

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 is used to influence and/or persuade people.

You must refer to at least **two** texts studied throughout the course to support your discussion.

End of questions

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Question number: _____

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Supplementary page

Question number: _____

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Supplementary page

Question number: _____

Lined writing area consisting of multiple horizontal lines for text entry.

Supplementary page

Question number: _____

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ACKNOWLEDGEMENTS

Text 3

Paragraph 1 adapted from: EveryAGE Counts. (2022). *Ageism Awareness Day 2022*. Retrieved May, 2023, from https://www.everyagecounts.org.au/aad_2022

Paragraphs 2–7 adapted from: Australian Human Rights Commission. (2021). *New Research Finds Ageism is the Most Accepted Form of Prejudice in Australia*. Retrieved May, 2023, from <https://humanrights.gov.au/about/news/new-research-finds-ageism-most-accepted-form-prejudice-australia-0>

Text 4

Paragraphs 1–2, 4 and 7–8 information from:

Scott, K. (2022). *Old People's Home for Teenagers: Making Connections in Your Community*. Retrieved May, 2023, from <https://www.abc.net.au/everyday/intergenerational-connect-teenagers-and-older-people/101187538>

Massey-Westropp, M. (2022). *ABC's 'Old People's Home for Teenagers': How Intergenerational Connections Promote Health and Happiness*. Retrieved May, 2023, from https://www.unsw.edu.au/news/2022/10/abc_s--old-peoples-home-for-teenagers---how-intergenerational-co

Paragraph 3 from: McDonald, L. (2022, August 30). *Old People's Home for Teenagers Brings Generations Together to Fight Loneliness*. Retrieved May, 2023, from <https://iview.abc.net.au/show/old-people-s-home-for-teenagers>

Paragraphs 5–6 adapted from: Massey-Westropp, M. (2022). *ABC's 'Old People's Home for Teenagers': How Intergenerational Connections Promote Health and Happiness*. Retrieved May, 2023, from https://www.unsw.edu.au/news/2022/10/abc_s--old-peoples-home-for-teenagers---how-intergenerational-co

Text 5

Adapted from: Australian Bureau of Statistics. (n.d.). [Illustration of population distribution by age, 20 years ago and 20 years ahead]. Retrieved May, 2023, from <https://amp.theage.com.au/money/age-of-enlightenment-20130622-2opd3.html>

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