



# **ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT**

## **ATAR course examination 2023**

### **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

25% (32 Marks)

**Text 1: Interview with Celebrity Chef Poh Ling Yeow**

**Question 1**

(1 mark)

Outline what Poh has believed since she was young.

Description	Marks
that she would be successful/was destined for something special/that cool things would happen in her life	1
<b>Total</b>	<b>1</b>

**Question 2**

(1 mark)

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

Description	Marks
Any one of	
<ul style="list-style-type: none"> <li>• artist</li> <li>• media personality</li> </ul>	1
<b>Total</b>	<b>1</b>

**Question 3**

(2 marks)

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

Description	Marks
Any two of	
<ul style="list-style-type: none"> <li>• she couldn't speak her birth/the language</li> <li>• she had a terrible knowledge of traditional food</li> </ul>	1-2
<b>Total</b>	<b>2</b>

**Question 4**

(3 marks)

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

Description	Marks
the recipes/the knowledge (about ancient foods)	1
has travelled through/been transferred through the ages	1
to get to Poh/to her hands now	1
<b>Total</b>	<b>3</b>

## Question 5

(3 marks)

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

Description		Marks
Any three of		
<ul style="list-style-type: none"> <li>• golden hair/(beautiful) blonde hair</li> <li>• confidence</li> <li>• freedom</li> <li>• cool/coolness</li> </ul>		1–3
<b>Total</b>		<b>3</b>

## Question 6

(4 marks)

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

Description		Marks
Description of Poh's upbringing	How she responded to it	
strict/rarely allowed to go to friends' houses	No idea about socialising/had a crush on brother's friends	1–2
isolated/lonely	(began) to draw	1–2
<b>Total</b>		<b>4</b>

## Question 7

(3 marks)

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

Description		Marks
passion	example	
cooking	baking/Jamface/market stall	1
art	painting/paint on canvas	1
nature	gardening	1
<b>Total</b>		<b>3</b>

## Question 8

(2 marks)

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

Description		Marks
Any one of		
<ul style="list-style-type: none"> <li>• (it gives her a sense of) connectivity (1) to something bigger than herself (1) or</li> <li>• (it has made her aware of) being a speck (1) in the Universe (1) or</li> <li>• so much wisdom (1) to be discovered (in nature) (1)</li> </ul>		1–2
<b>Total</b>		<b>2</b>

**Text 2: Swim for refugees**

**Question 9**

**(2 marks)**

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

Description	Marks
to teach refugees and asylum seekers (backgrounds in Perth (WA))	1
to swim	1
<b>Total</b>	<b>2</b>

**Question 10**

**(3 marks)**

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

Description	Marks
Any three of	
<ul style="list-style-type: none"> <li>• loving to fish but frightened of a wave (washing them into the open water)</li> <li>• not having the skills to swim/not being able to do more than splash in shallower waters</li> <li>• never seeing the ocean before/living away from water/a pool/river</li> <li>• never having the opportunity to learn to swim</li> <li>• to stop the fear and lack of knowledge and skill</li> <li>• to enable refugees to be a part of the WA community</li> </ul>	1–3
<b>Total</b>	<b>3</b>

**Question 11**

**(2 marks)**

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

Description	Marks
to get involved in Western Australian culture/community	1
teaches water safety and awareness	1
<b>Total</b>	<b>2</b>

**Question 12**

**(1 mark)**

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

Description	Marks
Any one of	
<ul style="list-style-type: none"> <li>• the volunteers are crucial/very important to the program</li> <li>• the program only runs because of the volunteers</li> </ul>	1
<b>Total</b>	<b>1</b>

## Question 13

(2 marks)

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

Description	Marks
Any two of	
<ul style="list-style-type: none"> <li>• free pancakes and tea/food to share</li> <li>• fun activities</li> <li>• care for children (while parents swim)</li> </ul>	1–2
<b>Total</b>	<b>2</b>

## Question 14

(1 mark)

What skills are participants taught during class?

Description	Marks
Answer (c)	1
<b>Total</b>	<b>1</b>

## 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?

Description	Marks
Any two of	
<ul style="list-style-type: none"> <li>• building a strong community in Perth (and the world)</li> <li>• families returning every year</li> <li>• bringing their new friends and families along</li> <li>• the community is growing and growing</li> <li>• connecting with different cultures</li> <li>• being able to share swimming skills</li> </ul>	1–2
<b>Total</b>	<b>2</b>

Section Two: Reading and viewing

25% (33 Marks)

Text 3: Ageism in Australia

Question 16

(3 marks)

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

Description	Marks
18-39/young adults experiencing condescending attitudes/being ignored particularly at work	1
40-61/middle aged people rejected for employment	1
62+/older people being helped without being asked	1
<b>Total</b>	<b>3</b>

Question 17

(6 marks)

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

Description		Marks
Life stages	Two stereotypical expectations for each life stage	
Young adulthood	Any two of	1–2
	<ul style="list-style-type: none"> <li>• time for gaining an education</li> <li>• starting a career</li> <li>• marrying or partnering</li> <li>• buying a house</li> <li>• starting a family</li> </ul>	
Middle age	Any two of	1–2
	<ul style="list-style-type: none"> <li>• raising a family</li> <li>• progressing a career</li> <li>• strengthening financial security</li> </ul>	
Older age	Any two of	1–2
	<ul style="list-style-type: none"> <li>• retiring from paid employment</li> <li>• volunteering</li> <li>• taking up hobbies</li> <li>• travelling</li> <li>• caring for grandchildren</li> <li>• increased dependence</li> </ul>	
<b>Total</b>		<b>6</b>

## Question 18

(1 mark)

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

Description	Marks
Any one of	
<ul style="list-style-type: none"> <li>men and women/people are now living a longer life/life expectancy (for men and women) has risen significantly</li> <li>increased attention being drawn to the existence and impacts of Ageism (in Australia)</li> </ul>	1
<b>Total</b>	<b>1</b>

## Text 4: Intergenerational contact

## Question 19

(4 marks)

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

Description	Marks
Any four of	
<ul style="list-style-type: none"> <li>creates a connection</li> <li>develops relationships</li> <li>promotes/develops/forms genuine lasting friendships</li> <li>reduces loneliness/isolation for teenagers and older people</li> <li>reduces/decreases depression</li> <li>makes people happy/joyous</li> <li>improved quality of life for older people</li> <li>people more active with a sense of purpose</li> </ul>	1–4
<b>Total</b>	<b>4</b>

## 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'.

Description	Marks
<ul style="list-style-type: none"> <li>we are lucky to be able to learn/gain knowledge from the older generation's experiences</li> </ul>	1–2
<b>Total</b>	<b>2</b>

**Text 5: Australia’s future population**

**Question 21**

**(2 marks)**

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

Description	Marks
<p>Any two of</p> <ul style="list-style-type: none"> <li>• the Australian population is growing/will have increased</li> <li>• the biggest increase shown is in the percentage of people over 60</li> <li>• over time the age/life expectancy of men and women have become approximately equal</li> <li>• over time there is an increase in the percentage of people living over 90</li> <li>• people are living longer/dying older</li> <li>• increase in population over 50</li> </ul>	<p>1–2</p>
<b>Total</b>	<b>2</b>
<p>Accept other relevant answers.</p>	



## Question 22

(15 marks)

Texts 3, 4 and 5 discuss age and attitudes to ageism in Australia.

Synthesise **three (3)** main ideas about changes in age and attitudes to ageism presented in Texts 3, 4, and 5.

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

You are required to write in your own words.

Description	Marks
Main ideas: In Australia, <ul style="list-style-type: none"> <li>• most Australians say ageism exists, is a problem and affects all ages (T3, T4)</li> <li>• ageism is experienced in different ways by different age groups (T3, T4)</li> <li>• the stereotype of generations is reducing (T3, T4)</li> <li>• the attitude to older people is changing/has changed/can be changed (T3, T4)</li> <li>• life stages are changing due to longer lifespan (T3, T4, T5)</li> <li>• the stereotypes of life stages are outdated (T3, T4, T5)</li> <li>• spending time with older people is reducing negative attitudes to older people (T4)</li> <li>• with increased and future increases in Australia's aged population negative attitudes to age and ageism is being reduced (T3, T4, T5)</li> </ul>	
<b>Processing</b>	
Articulates the main ideas clearly in own words, using relevant supporting information from the texts	5
Outlines the main ideas in own words, using some supporting information	4
Lists main ideas, may not consistently use own words, and comments on the topic	3
Identifies some main facts. Gives superficial comment on the topic	2
Shows limited understanding of some of the main facts	1
Displays no or very little understanding of ideas in any text	0
<b>Subtotal</b>	<b>5</b>
<b>Synthesising</b>	
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	2
Produces a response but interprets some information incorrectly or merely summarises texts	1
Produces no synthesis	0
<b>Subtotal</b>	<b>5</b>
<b>Statement of own view and support</b>	
States a relevant view and supports this with a clearly developed specific example	3
States a relevant view with a generalised example	2
States a view which is not always relevant or lacks support	1
States no view/states an incomprehensible view	0
<b>Subtotal</b>	<b>3</b>
<b>Reference to texts</b>	
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
<b>Subtotal</b>	<b>2</b>
<b>Total</b>	<b>15</b>
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: Part A Extended writing**

**20% (25 Marks)**

Speech production questions.

The generic marking key provided on page 11 is to be used to mark answers to each of questions for Part A 23 and 24.

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**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.

Generic marking key for Questions 23 and 24

Description	Marks
<b>Addresses the key terms of the task and provides support</b>	
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
<b>Subtotal</b>	<b>8</b>
<b>Controls the required generic conventions</b>	
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
<b>Subtotal</b>	<b>5</b>
<b>Grammar</b>	
Controls a wide range of simple and complex grammatical structures with few or no errors	5
Uses a range of simple and complex grammatical structures with few errors	4
Conveys ideas through a range of simple and some complex grammatical structures, with few errors	3
Conveys ideas using simple and some complex grammatical structures, with some errors	2
Uses mainly simple grammatical structures with some accuracy	1
Uses mainly simple grammatical structures with limited accuracy	0
<b>Subtotal</b>	<b>5</b>
<b>Use of vocabulary</b>	
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
<b>Subtotal</b>	<b>4</b>
<b>Spelling</b>	
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
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>25</b>

**Section Three: Part B Extended writing**

**30% (25 Marks)**

Essay production questions.

The generic marking key provided on page 13 is to be used to mark answers to each of questions for Part B 25 and 26.

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**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.

Generic marking key for Questions 25 and 26

Description	Marks
<b>Addresses the key terms of the task and provides support</b>	
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
<b>Subtotal</b>	<b>8</b>
<b>Controls the required generic conventions</b>	
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
<b>Subtotal</b>	<b>5</b>
<b>Grammar</b>	
Controls a wide range of simple and complex grammatical structures with few or no errors	5
Uses a range of simple and complex grammatical structures with few errors	4
Conveys ideas through a range of simple and some complex grammatical structures, with few errors	3
Conveys ideas using simple and some complex grammatical structures, with some errors	2
Uses mainly simple grammatical structures with some accuracy	1
Uses mainly simple grammatical structures with limited accuracy	0
<b>Subtotal</b>	<b>5</b>
<b>Use of vocabulary</b>	
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
<b>Subtotal</b>	<b>4</b>
<b>Spelling</b>	
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
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>25</b>

## ACKNOWLEDGEMENTS

### Question 17

Adapted from: Australian Human Rights Commission. (2021). *What's age got to do with it? (2021)*. Retrieved August, 2023, from <https://humanrights.gov.au/our-work/age-discrimination/publications/whats-age-got-do-it-2021>

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