



Western Australian Certificate of Education Course Examination, Sample 2008

Question/Answer Booklet

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

Please place your student identification label in this box

Student Number: In figures

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In words

Time allowed for this paper

Reading/planning time before commencing work: Ten minutes

Working time for paper: Three hours

Material required/recommended for this paper

To be provided by the supervisor

This Question/Answer Booklet

Sound recording to be played during working time

To be provided by the candidate

Standard items: Pens, pencils, eraser, correction fluid, highlighter, ruler, printed English language dictionary (non-electronic and not a thesaurus).

Special items: Nil

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 notes or other items of a non-personal nature in the examination room. If you have any unauthorised material with you, hand it to the supervisor **before** reading any further.

Structure of this paper

Section	No. of questions available	No. of questions to be attempted	Suggested working time (minutes)	Marks available
Section One: Listening	12	12	40 minutes	25
Section Two: Reading	8	8	40 minutes	20
Section Three: Reading and Viewing	1	1	45 minutes	25
Section Four: Extended Writing	5	1	55 minutes	30

Instructions to candidates

1. The rules for the conduct of Western Australian external examinations are detailed in the *TEE/WACE Handbook*. Sitting this examination implies that you agree to abide by these rules.
2. Write your answers in Standard Australian English in the spaces provided in this Question/Answer Booklet. A blue or black pen should be used.
3. You must be careful to confine your responses to the specific questions asked and to follow any instructions that are specific to a particular question.
4. Spare answer pages may be found at the end of this booklet. If you need to use them, indicate in the original answer space where the answer is continued (i.e. give the page number).

SECTION ONE: LISTENING**(25 MARKS)**

Allow approximately 40 minutes for this section and answer all questions.

In this section you are required to listen to **two** spoken texts and answer the 12 questions that follow.

Choose your answers on the basis of what you hear on the sound recording.

You will hear each text twice. There will be a short pause at the start of each text to allow you to read the questions. You should either choose your answers while you are listening or make brief notes to allow you to return to the question at the end of the reading. Attempt every question.


Remember each text will be read twice. At the end of the second reading you will be given time to complete your answers.

Questions 1 to 6 relate to Listening Text 1.

I am the first voice you will hear. My name is Con.

I am the second voice you will hear. My name is Norma.

Listen to the conversation and answer the questions that follow. For Question 1, circle either (a), (b), (c) or (d) to indicate your answer.

 Listen to Text 1:

Space for notes

QUESTIONS FOR TEXT 1

1. Norma has lived in Perth for

- (a) 2 years.
- (b) almost 40 years.
- (c) 45 years.
- (d) almost 38 years.

(1 mark)

2. Overall, how did Australians feel about Norma's accent?

(1 mark)

3. Outline the **two** different Australian stereotypes that were described.

- (a) _____

- (b) _____

(2 marks)

4. Why did Norma feel like a 'pioneer'?

(2 marks)

5. What did Norma mean by saying 'they were in the same boat as us'?

(2 marks)

Space for notes

6. Explain the difficulty that Norma and her husband experienced in spite of speaking the same language. Illustrate your answer with **two** examples from the text.

Difficulty: _____

Example (1) _____

Example (2) _____


(3 marks)

TEXT 2

I am the voice you will hear. I am the lecturer.

Listen to the lecture and answer the questions that follow.

Questions 7 to 12 relate to Listening Text 2.

 Listen to Text 2:

Space for notes

QUESTIONS FOR TEXT 2

7. According to the speaker, what **two** things influence the sustainability of our planet?

Influence 1: _____

Influence 2: _____

(2 marks)

8. Complete the table below in note form.

Methods proposed by government to ensure Perth's water supply

3 methods used in the past	3 methods proposed in the present
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

(3 marks)

9. Explain what environmentalists believe to be the solution to the sustainability problem.

(2 marks)

10. The government's Yarragadee proposal would have

- (a) become known as a water table.
- (b) pumped 45 gegalitres of water to each household.
- (c) had disastrous effects on underground water levels.
- (d) solved the water crisis with no ill effects.

(1 mark)

11. What is the lecturer's attitude to the Yarragadee Aquifer proposal? Give evidence from the lecture to support your answer.

(3 marks)

12. According to the lecture, what are the predictions and consequences for the future if measures are not implemented to address water sustainability?

(3 marks)

Space for notes

End of Section A
You now have time to complete your answers.

SECTION TWO: READING**(20 MARKS)**

Allow approximately 40 minutes for this section and answer all questions.

Read the texts on citizenship below. Answer the questions that follow, relating your answers to the text.

Answer all questions in your own words.

TEXT 3

For copyright reasons this text cannot be reproduced in the online version of this document, but may be viewed at <http://www.citizenship.gov.au/news/personal-stories/dicko.htm>.

[From: Department of Immigration and Citizenship, 2007]

SEE NEXT PAGE

TEXT 4

The following text is an excerpt from Radio National's *Open Learning Series* on citizenship. This program discusses the government's plan to teach 'citizenship' to all Australian students.

Speakers

Michael Dwyer: the *Open Learning Series* host.

Stuart Macintyre: Professor of History at Melbourne University.

Albert Langer: a prominent student activist during the Vietnam War years. He was jailed in 1996 for political advocacy and was declared the first Australian prisoner of conscience by Amnesty International at this time.

The Good Citizen : Australian Democracy and Citizenship

Program Thirteen: The Better Citizen?

Transcript

Michael Dwyer: Hi there, I'm Michael Dwyer. Welcome to The Good Citizen.

Thanks for joining me for Program 13, the last in this series. In the studio today I have with me Albert Langer and Stuart Macintyre.

Over the past three months, we've explored what it means to be a citizen in Australia, and along the way we've looked at political institutions, theories and some of the social, economic and cultural issues that affect our lives.

Today we're going to stand back and ask 'Why?'

Albert Langer: I'm just astounded that you have a series of educational programs for students at first and second year university on citizenship and democracy. My idea of first and second year students is that they ought to be learning about that by going out and making themselves heard, and you basically can't learn about citizenship and democracy through listening to panel discussions by politicians and academics and lectures by media and so on; that basically politics is what happens when people are actually protesting about something.

Michael Dwyer: Albert Langer, who featured earlier in this series casting a critical eye in our direction. But it's criticism we're willing to explore. These programs are part of a bigger government project called Discovering Democracy, set up because of concerns that young Australians don't show much interest in, or understanding of, our political system.

But can citizenship be taught at all, and what should be taught? And how else do people develop an understanding of politics and their place in society? Real political struggles might be one place to learn, but the struggles of everyday life can be pretty demoralising too, if your daily life involves poverty, homelessness or alienation from social and political

SEE NEXT PAGE

institutions that most of us take for granted....

...Stuart, there's been a lot of talk in Australia about the fact that young people especially, but the population in general is feeling very apathetic about politics, and that they need to be taught a variety of things about the system, and about being politically active....

Stuart Macintyre:

...I suppose the thing that strikes me as most interesting about this [the government's plan to introduce Discovering Democracy into all schools] is that it means that it's the State, the Government, that keeps trying to revive citizenship. And that's odd really, because one powerful civic tradition is one that says that the civic sphere is marked off from government, it's something that protects us from the operation of government. And I think that that creates real difficulties in government programs, whether through schools or other means, about the meaning of citizenship. I mean again and again, when governments do this sort of thing, they primarily want to talk about institutions of government rather than the way in which people live out citizenship in other ways. And so it's more a program of government I think that interests them, rather than a program about citizenship.

Michael Dwyer: I guess there's a suspicion whenever there's a government program in this area, that the government wants people to learn to be good citizens, to work within the system, to be good players, rather than maybe to be questioning the system....

[From: Australian Broadcasting Corporation & National Centre for Australian Studies, 1998]

Questions

- 1. In your own words, describe Ian Dickson's attitude towards becoming an Australian citizen.

(2 marks)

- 2. What reasons does Ian Dickson give for wanting to settle in Australia permanently?

(2 marks)

3. What does Ian Dickson mean when he says 'We're making an honest woman of Australia'?

(3 marks)

4. In Text 4, why is Albert Langer astounded that there is 'a series of educational programs for students at university on citizenship and democracy'?

(2 marks)

5. According to the text why do people see a need for young Australians to learn about politics?

(2 marks)

6. In text 4, Michael Dwyer expresses a 'suspicion' held by others. Explain this suspicion.

(2 marks)

7. From what you have read in Text 4, explain the Discovering Democracy project.

(3 marks)

8. From the information found in the texts, summarise the difference between learning about politics and learning about citizenship.

(4 marks)

End of Section B

SEE NEXT PAGE

SECTION THREE: READING AND VIEWING**(25 MARKS)**

Allow approximately 45 minutes for this section.

Read and view the texts below and respond to the question that follows on the next page.

TEXT 5

Sport is an intrinsic part of the Australian landscape. 'To be Australian is not to mind the constant references to football, cricket, tennis, horse racing, surfing and the myriad sporting activities in which Australians are constantly engaged at home and abroad' (Mossop, 1989). In fact, 'Australians have long considered themselves the greatest sporting nation in the world, possessed of abundant raw talent, a passion for participation, a craving for competition and an appetite for watching a variety of games' (Stoddart, 1986, 15). Whether it is simply reading the sports pages of the daily newspaper, hearing the sporting results on the evening news or actively participating in a sporting activity, sport plays a role in the daily life of almost every Australian. Considering the size of the population, we are also remarkably successful in both team and individual sporting competitions at an international level. In fact, sport plays a larger part in our cultural and economic life than is the case in some other broadly comparable nations such as the United Kingdom and the United States.

This is by no means a new phenomenon, as sport has been an integral part of the social landscape since colonial times. As a number of historians have made clear, it was during the first half of the twentieth century that 'the Australian identity' was shaped and a number of basic myths developed. In this period, sport was intertwined with the process of nation building. Sport was, and has remained, a central area of Australian social identity.

Further to this, it is vital to note the role of both the local regional community and 'the Bush' in this process. Many of the sports that Australians most strongly identify with – cricket, football codes and more – have thrived at the community level. Community based clubs that carried the name of the local area were the source of fierce pride and rivalry. Moreover, boys (and to a lesser extent girls) 'from the Bush' played sport in clubs that carried the aspirations of their small towns and communities, providing a grass roots basis to the sports. These grass roots ensured a steady supply of participants and spectators as well as a continual trickle of raw talent. As these rural participants made a success in the city, they reinforced the idea that the regions were integral to sports and hence that the central character of Australian life was to be found 'in the bush'.

In the year 2000, however, sport is more and more a commercial enterprise with huge audiences for live broadcasts on television. As the phenomenon of televised sport has developed, so it has co-evolved with the sports themselves. Cricket, tennis and football codes have all been transformed by the impact of big money, television coverage and the desire of sporting administrators to widen their appeal. New competitions have been invented as vehicles for this change – such as the hugely successful Rugby Union 'Super 12' and the One-Day Cricket Series. In addition, sports relatively new to Australia, such as basketball and volleyball, have flourished as television coverage facilitates accelerated globalisation of culture.

In these changes, the role of the community and of the rural regions has diminished, for direct and indirect reasons. Directly, the community based clubs that 'owned' sports because they ran successful teams, have seen that control weaken. Unable to raise the large amounts needed to pay star players and, in some cases, stripped of support as urban development, industrial change and migration eroded the supporter base, the clubs have become supplicants, begging for a share of the TV rights payments received by their national organisations.

This is also linked to wider social changes that have promoted individualistic values over communalism and home based entertainment over team games and/or 'going to the club',

SEE NEXT PAGE

especially since the 1970s. Computer games, gymnasium workouts and triathlons seem to be replacing football and other team sports. While 'fitness' and 'recreation' activities show no sign of declining, the same cannot be said for many of the sports that were essential to Australian identity in the past.

[From: Mugford, 2001]

TEXT 6

Table showing the top ten sporting activities in Australia by number of participants

Box 1: Top ten activities by number of participants — 2001, 2004 and 2005

	2001		2004			2005		
	Rank	Number of participants ('000)	Rank	Number of participants ('000)	% change 2001–04	Rank	Number of participants ('000)	% change 2001–05
Walking	1	4,353.7	1	6,168.1	41.7%	1	5,973.6	37.2%
Aerobics/fitness	3	1,961.0	2	2,698.2	37.6%	2	2,959.7	50.9%
Swimming	2	2,415.5	3	2,605.7	7.9%	3	2,311.2	-4.3%
Cycling	4	1,438.3	4	1,658.4	15.3%	4	1,646.9	14.5%
Tennis	5	1,381.8	5	1,323.2	-4.2%	5	1,253.3	-9.3%
Running	7	1,084.3	6	1,312.0	21.0%	6	1,231.7	13.6%
Golf	6	1,240.2	7	1,250.6	0.8%	7	1,139.3	-8.1%
Bushwalking	8	794.9	8	818.0	2.9%	8	910.4	14.5%
Football(outdoor)	10	551.3	9	659.2	19.6%	9	614.3	11.4%
Netball	9	612.4	10	564.3	-7.9%	10	581.7	-5.0%

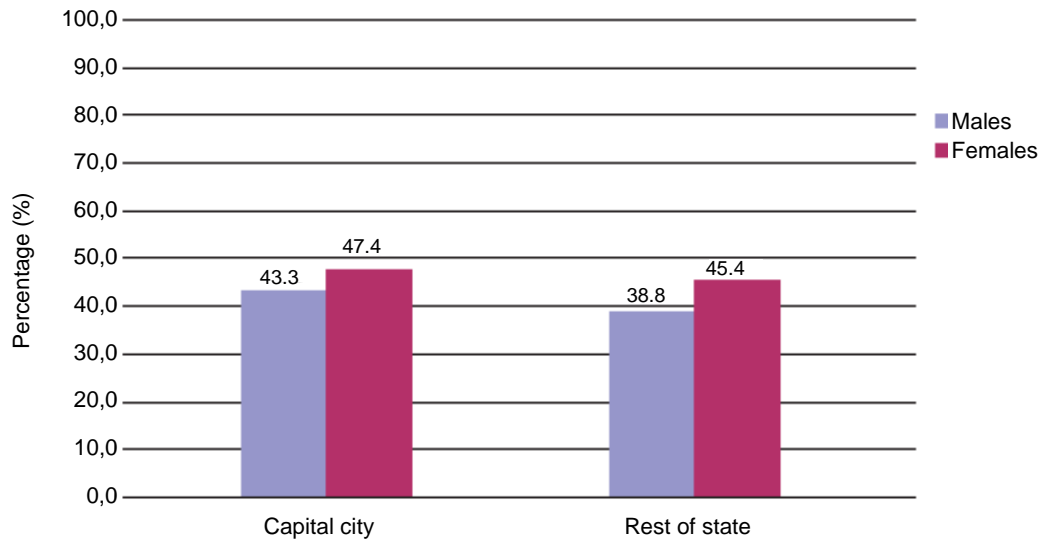
Base: All persons aged 15 years and over (2005 n=13,726; 2004 n=13,662; 2001 n=13,424)

[From: Standing Committee on Recreation and Sport, 2006]

TEXT 7

Graph showing the percentage of people participating in sport three times per week or more in Australia

Figure 4: Overall participation (three times per week or more) by region and sex



Base: All persons aged 15 years and over (n=13,726)

[From: Standing Committee on Recreation and Sport, 2006]

SECTION FOUR: EXTENDED WRITING**(30 MARKS)**

This section has five questions. You are required to select **ONE** question only.

Plan and write a response to this **one** question using the lined pages that follow the questions.

Suggested working time: 10 minutes planning
 40 minutes producing your writing
 5 minutes proofing your work
 55 minutes total

Questions

1. 'Good literary texts can change the way you think about and respond to major issues in life'.

In an **essay**, discuss this statement in reference to the themes, characters and issues in at least one of the texts you have studied as part of the course.

(30 marks)

OR

2. 'Australia is a democratic country in which everyone is treated equally and fairly'.

Write a **speech** in which you discuss this statement making reference to your own experiences and the knowledge gained from texts where appropriate.

(30 marks)

OR

3. It is inevitable that cultural traditions must be lost as technology develops. Are tradition and technology compatible?

In an **essay**, present an argument using your own ideas, knowledge and experience. You may support your arguments with examples and relevant evidence from texts you have studied.

(30 marks)

OR

4. Your school has just banned the use of mobile phones as they were being used improperly in the change rooms, disrupting classes, being stolen and the desire to own a mobile phone was contributing to bullying.

Write a **letter** to the principal outlining your views. You may agree or disagree with the school's decision, but your points must be supported by examples.

(30 marks)

OR

5. Should parents be responsible for their children's actions?

Create a **feature article** around this topic. You may support your arguments with examples and relevant evidence from texts you have studied

(30 marks)

SEE NEXT PAGE

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ACKNOWLEDGEMENTS

SECTION A

- Listening text 1:** Provided by the Curriculum Council of WA
- Listening text 2:** Adapted from: Clark, S. (Producer). (2005, January 8). *The Buzz: Swarm phone* [Transcript]. Retrieved February, 2008, from ABC Radio National website: <http://www.abc.net.au/rn/science/buzz/stories/s1266775.htm>. First published by ABC Online. Reproduced by permission of the Australian Broadcasting Corporation and ABC Online. © 2005 ABC. All rights reserved.

SECTION B

- Reading text 3:** Department of Immigration and Citizenship. (2007). *Ian 'Dicko' Dickson (England)*. Retrieved July, 2007, from <http://www.citizenship.gov.au/news/personal-stories/dicko.htm>.
- Reading text 4:** Australian Broadcasting Corporation, & National Centre for Australian Studies. (1998). *The good citizen: Australian democracy and citizenship: Program thirteen: The better citizen?* [Transcript]. Retrieved July, 2007, from <http://www.abc.net.au/ola/citizen/eps/ep13/txonly13.htm>. First broadcast as part of the ABC Radio National's Open Learning Series. Reproduced by permission of the Australian Broadcasting Corporation, the National Centre for Australian Studies and ABC Online. © 1998 ABC.

SECTION C

- Reading text 5:** Mugford, S. (2001). *The status of sport in rural and regional Australia: Literature, research and policy options*. Retrieved May, 2007, from <http://www.qgsr.com.au/RuralSportReport.pdf>
- Viewing text 6:** Standing Committee on Recreation and Sport. (2006). *Participation in exercise recreation and sport: Annual report 2005* (p. 8). Retrieved May, 2007, from Sport and Recreation Services website: <http://www.sport.act.gov.au/home.html>.
- Viewing text 7:** Standing Committee on Recreation and Sport. (2006). *Participation in exercise recreation and sport: Annual report 2005* (p. 5). Retrieved May, 2007, from Sport and Recreation Services website: <http://www.sport.act.gov.au/home.html>.

EAL/D SAMPLE EXAMINATION

ADDITIONAL INFORMATION: TRANSCRIPT FOR LISTENING SECTION

TRANSCRIPT OF LISTENING TEXT 1 INTERVIEW WITH A MIGRANT

CON: Good morning listeners. As part of our series on 'Australian migrants' I have in the studio this morning a teacher, Norma Walker. Good morning Norma.

NORMA: Good morning Con.

CON: So, how long have you lived in Australia, Norma?

NORMA: Almost 40 years - the first 2 years in Queensland, then the rest of the time here in Perth.

CON: 40 years, and you still have your accent! I think our listeners can probably guess where you come from. Am I correct in saying you're from Scotland originally?

NORMA: Yes. I think my accent has mellowed over the years, but it hasn't changed much. That was the lovely thing we found about Australians - they just seem to accept and adjust to people's accents. We didn't feel any pressure to change, to develop Australian accents in order to be understood or accepted. Of course there was a lot of mimicking and teasing, which seemed to be part of the Australian sense of humour.

CON: Yes, I think you're right there. Aussies do like to tease, don't they! Can you give us an example of the sort of things people would say to you Norma?

NORMA: Oh, they'd call me Jock and there would be a lot of 'Och aye', that sort of thing, which I found quite funny as most Scottish people don't really say that. I guess that's part of the stereotyping that all cultures are subject to.

CON: Indeed. Did you have a stereotypical Australian in mind before you came here?

NORMA: Well...I suppose I did in a way. We didn't hear much about Australia back then, but I would say I had an image of Australians as tanned, healthy, sporty people who spent most of their time at the beach or socialising outdoors. But funnily enough, I also had a somewhat conflicting image of Australians as brave women and tough, weather-beaten men, battling the heat and harsh conditions to make a life in their new country ... the early pioneers I suppose.

CON: And did you find Australians were like either of those images?

NORMA: Both of them actually. We started our life in Mt Isa, in outback Queensland, and we met people there who did fit both of those images. In fact, conditions were so harsh and it was so remote that we felt a bit like those pioneers ourselves.

CON: Mount Isa! That's a pretty remote location! I shouldn't imagine you'd ever heard of it before.

NORMA: No, we really knew very little. It seems a bit crazy now, but we just felt it would be an adventure, which it was, but it was also a real culture shock in many ways, especially the heat. It was February and we knew it would be summer in Australia, but we'd no idea how very hot it would be in the outback. It was unbelievable....about 45 degrees every day and no air-conditioning! We felt as though we couldn't breathe! And the flies! So many of them, and they were far too friendly!

EAL/D SAMPLE EXAMINATION

CON: Yes, the flies are always a bit of a shock, but the heat must have been a real challenge. Still, you managed to survive?

NORMA: Oh yes. We soon learned to do the Australian thing of spending a lot of time outside under a tree. That was when we discovered there were worse things than flies and we quickly learned about deadly spiders and even deadlier snakes. We felt a lot of sympathy for those early pioneers, but of course our Australian friends found our reaction to these things very funny.

CON: So did you find it easy to make friends in Australia?

NORMA: Yes we did. The accent may have been different but we did speak the same language which made life easier for us than for other migrants. And people were very friendly. Of course a lot of them had come from other parts of Australia and were new to town themselves, so they were in the same boat as us in a way. In fact, I think it was easier for us to adapt than some of the Australians there, because we expected everything to be a bit 'foreign', whereas some of the Aussies found outback life a real shock, so different from their city lifestyle down south. One girl even tried to reassure me 'real Australia' wasn't like this, so she was obviously experiencing culture shock herself!

CON: So you didn't really experience too much culture clash in the Australian lifestyle?

NORMA: I wouldn't say that exactly. There were situations where things were said in English but we still didn't understand the meaning. The language may have been the same, but the cultural context was quite different - like 'barbie' which wasn't just a new word but a foreign concept as nobody cooked outside where we came from. There was also b.y.o. which we found mystifying.

CON: Yes, I'm sure even when you worked it out you wondered 'Bring your own what?' Did you actually ask someone and discover it meant drinks?

NORMA: Yes, but this was foreign to us anyway, as no-one did this back home. If you were the host, you provided everything. It was this cultural difference that led to our most embarrassing experience. We received a written invitation to a 'barbie' with the instruction to BYO. We understood that, but the last line had us baffled. It said 'Please bring a plate.' Finally we worked out that the people were probably in the same situation we were. Their household shipment hadn't arrived and they'd been forced to buy a couple of plates etc. to use until it turned up. So, you can guess what we did - very kindly took along two plates AND knives and forks to help out. You can imagine the embarrassment when we got there and found it meant we should bring some food to contribute! We did laugh about it later, but the embarrassment was excruciating at the time.

CON: Well, at least you could laugh about it Norma ... and I'm sure our listeners will too.

TRANSCRIPT OF LISTENING TEXT 2

Good morning to you all. This is the second in my series of lectures on the environmental impact of humans on our local environment. You will remember that last week we considered the concept of sustainability of our planet and how this is influenced by the way people live and by how they access resources on a daily basis. What this means is that we must begin to change the way we do things and the levels of waste we are comfortable with. In all areas; electricity, water, oil and petrol, minerals and food to name a few, we continue to access and

EAL/D SAMPLE EXAMINATION

waste far more than is necessary. Of these areas, the one needing most immediate attention is the water supply. Australia currently faces a shortage of fresh, or drinking, water. This shortage of water will have dire consequences for the future of our country and must be addressed on a large scale immediately.

In the late 1990's the government published its three principles for sustainability. These are a plan to balance economic prosperity, environmental protection and social advancement. Pressure to achieve this balance is constant, as the impact is felt by businesses, primary industry, ecologists, local residents, Aboriginal people, the traditional custodians of the land and tourists. Historically, the government has tried and proposed many different methods to achieve sustainability of our fresh water supply. These early solutions mostly involved saving water. For example, houses have undergone water restrictions, which meant that people were not allowed to water their gardens on certain days; people have also been encouraged to use 'grey water', or water from other tasks such as washing their clothes or dishes, on their plants. In addition, there have been advertisements to encourage people to take shorter showers, the washing of cars has been banned and water tanks have become compulsory in newly built houses. As well, swimming pool owners have been encouraged to use covers to avoid water evaporation, and many people have begun to pay attention to their dripping taps and shower heads, all of which waste water unnecessarily.

Recent proposals to ease the problem of the water shortage in Perth and its surrounding area include the location and use of new supplies of water from outside. Firstly, a pipeline from the Kimberley region in the north of WA where there is an oversupply of water, to Perth (some 3000km away); secondly, dragging a giant iceberg from the Antarctic region; and thirdly, using underground lakes in the western desert. A fourth more radical proposal was to use the underground water found in the South-west of WA, the Yarragadee aquifer. Until recently, this was considered to be one of the 'better' solutions to the water shortage, as Perth residents would not be subjected to water restrictions in summer and would be able to water their gardens regularly. But there has been much public controversy over this issue. Many believe that Perth's water crisis is not due to a lack of supply but due to a lack of imagination on the part of politicians and policy makers. Perth is situated between a desert and an ocean and receives its freshwater from rain in winter. Yet our city is dominated by European or tropical-style gardens and parks. This ignores the natural landscape and vegetation, which has adapted to the harsh climate over thousands of years. Environmentalists argue that people who choose to live in such a climate should look towards plants and house design that are adapted to that environment and not try to reproduce those from other countries which were designed for other climates (and certainly much more available water!).

In the Yarragadee 'proposal', the Government had planned to pump 45 gigalitres of water a year from the Yarragadee aquifer to Perth. This would have had disastrous effects on the levels of the underground water, or the water table as it is known. Consequently, the native plants and then the animals that lived in this area would have died as the plants would not have had enough water to grow, and then the animals would not have had enough plants to eat or live in. And this particular area of the world has been singled out due to the large number of species that exist there. It has been called a 'biodiversity' hotspot!

Now, after much pressure from Aboriginal people, residents and environmentalists, the government has implemented an alternative solution; a desalination plant. This is where they take salt water and purify it for use in houses and gardens. But it is not a cheap option. The new desalination plant cost almost \$1 billion, with building costs and an additional \$315 million needed to integrate it into the water supply system. It is expected to be fully up and running by 2011.

So what else can we do? What else should we do? With a population that is continuing to grow we need to become responsible citizens. Perhaps we should change the design or size of our gardens, perhaps we should ban giant water parks and slides, and perhaps we should ban swimming pools. One thing that is for sure is that our children will face a very dry future if we

EAL/D SAMPLE EXAMINATION

are unable to come up with solutions. Imagine not being able to wash your clothes, take a shower, or even to drink '8 glasses of water a day' for your health. So my challenge to you over the next week, before our tutorial, is to think of three ways in which we could change our water consumption and to make water more sustainable for our community.

Thank you

(972 words)