



## ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

### SAMPLE EXAMINATION

Section 7 of the *New WACE Manual: General Information 2006–2009* outlines the policy on WACE examinations.

Further information about the WACE Examinations policy can be accessed from the Curriculum Council website at [http://newwace.curriculum.wa.edu.au/pages/about\\_wace\\_manual.asp](http://newwace.curriculum.wa.edu.au/pages/about_wace_manual.asp).

The purpose for providing a sample examination is to provide teachers with an example of how the course will be examined. Further finetuning will be made to this sample in 2007 by the examination panel following consultation with teachers, measurement specialists and advice from the Assessment, Review and Moderation (ARM) panel.

The English As An Additional Language Or Dialect (EAL/D) examination is available only to candidates who meet the eligibility criteria for enrolment in this course.

The EAL/D course of study will be available to a candidate whose first language is not English and:

- who has not been resident in Australia or other predominantly English speaking country for more than seven calendar years immediately period to 1 January of the year of enrolment and English has not been the main medium of communication and/or instruction for more than seven calendar years immediately prior to 1 January of the year of enrolment.
- who is Aboriginal or Torres Strait Islander, or from Cocos Island or Christmas Island, for whom SAE has been the medium of instruction, but for whom SAE is an additional language/dialect, and whose exposure to SAE is primarily within the school community.
- who is deaf or hard-of-hearing and communicates using signing such as Auslan as their first language.





**Sample Examination**  
**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

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***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 or correction fluid, highlighter, ruler,  
printed English language dictionary and/or bilingual 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	Suggested working time	No. of questions available	No. of questions to be attempted
Section A: Listening	50 minutes	12	12
Section B: Reading	40 minutes	6	6
Section C: Reading and Viewing	35 minutes	1	1
Section D: Extended Writing	55 minutes	4	1

***Instructions to candidates***

1. The rules for the conduct of Curriculum Council examinations are detailed in the *Student Information 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 ball point or ink 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).

The purpose of this examination is to provide each candidate with the opportunity to demonstrate his/her level of achievement of the English as an Additional Language or Dialect course outcomes. Some questions may provide candidates with the opportunity to demonstrate achievement at a restricted range of levels. Other questions may provide the opportunity to demonstrate achievement over the full range of levels.

**Section A: Listening**

Allow approximately 50 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.

A brief test passage will be read to allow you to become familiar with the readers' voices.

Follow the text as it is read aloud. No answers are required.

I am the first voice that you will hear. I am Brian and I am talking to my dad Alan.

It is a good idea to make notes while you are listening to the texts.

I am the second voice you will hear. I am Alan, Brian's dad.

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

Use the explanatory statements to answer the questions.

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**Questions 1 to 5 relate to Listening Text 1.**

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1. How did Alan feel about Brian's results?

[1 mark]

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**For questions 2 and 3 circle the best answer.**

2. From the conversation, it can be said that the father, Alan, interprets a decent job as one which

[1 mark]

- (a) ensures respect from society.
- (b) offers long-term security.
- (c) has good employment prospects.
- (d) fulfils his son's hopes and dreams.

3. Brian's comment about the Spice Girls suggests that to be successful in the music industry

[1 mark]

- (a) not much talent is necessary.
- (b) a lot of talent is necessary.
- (c) you have to be in the right place at the right time.
- (d) the right mix of good looks is essential.

4. Explain what Alan means when he uses the expression 'going out on the road'.

[3 marks]

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5. No-one should feel debased by the choices they make.

How do you think this statement is reflected in the conversation?

*[5 marks]*

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**Questions 6 to 12 relate to Listening Text 2.**

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Listen to the guest speaker and answer the questions that follow.

6. What are the two ways in which work is seen in many creation myths?

[1 mark]

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**For questions 7 to 9 circle the best answer.**

7. The creation myths from the different cultures mentioned by the speaker all emphasise that in human life

[1 mark]

- (a) work is unnecessary.
- (b) leisure is necessary.
- (c) work is natural.
- (d) nature is essential.

8. Which of these descriptions of the experience of the worker in a car factory is most accurate, according to the text?

[1 mark]

- (a) The work is difficult, stressful and repetitive.
- (b) The work is fast, exciting and frequent.
- (c) The work is simple, shared and always the same.
- (d) The work is mechanical, easy and repetitive.

9. The university study discussed by the speaker found that people think

[1 mark]

- (a) television is much more important than work.
- (b) their work is much more enjoyable than family life.
- (c) their personal relationships and their work are both important.
- (d) compared with family life, work is unimportant.

**SEE NEXT PAGE**



10. The guest speaker describes some advantages and disadvantages of the type of work described by the worker. What are they?

[5 marks]

Advantages	Disadvantages

11. Explain what the speaker means by the use of the words ‘for some people work *has always been a cruel necessity*’.

[5 marks]

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12. Explain the significance of the speaker making references to creation myths.

[5 marks]

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## Section B: Reading

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

Read the article on leadership below and answer all 6 questions that follow, relating your answers to the text.

Answer all questions in your own words. Use note form for question 14. Use complete sentences for all other questions.

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### King Rats

Years ago scientists discovered that if twenty rats were confined in a cage, very soon a small number of the rats – between three and five – would attempt to dominate the rest of the group. A small number of the rats would become more and more aggressive towards the others until eventually one rat – the most dominant in the group of twenty – would be accepted by most of the rats as the ‘leader’ – the King Rat, as the scientists described it. This ‘one rat in twenty’ phenomenon can be seen in most groups of animals in their natural environments. It would seem that all animals need and accept leaders and this is no different with human beings. In the human world the need for leaders is as strong as in any other animal group.

There is no society on earth which does not have leaders. It is clear that human beings have an innate need to be led. All human groups have leaders: schools have principals and vice-principals; clubs and organisations have presidents and vice-presidents; businesses have managing directors and CEOs; sporting teams have captains; religious faiths have spiritual leaders. Why is leadership so important to human beings? Basically, groups of people need to be organised and, even more importantly, they need to feel that someone is organising them. Many people either do not like to make decisions or do not know how to make decisions and so we trust our leaders – whoever they might be – to make decisions for us. Most people do not have the ability or the willingness to take control. We accept that the ‘King Rats’ will do this for us so that we can get on with living our lives. Without leaders, human society would collapse into anarchy – confusion and chaos on a massive scale.

Many societies vote for their leaders; others have to accept leaders who take control without the support of the people. Often leaders have seized power by eliminating their opponents or enemies. Such leaders have often had to become even more cruel, more violent, in order to maintain their power and control over their societies. Our history books are full of such leaders. Of course, this type of leadership has often had tragic consequences for humanity.

However, not all great leaders have been powerful military men. Some have been more peace-loving and benevolent. The great spiritual leaders – Confucius, Buddha, Jesus Christ, Mohammed, to name only four – have had a profound impact not only on their followers but also on the cultures in which these leaders have become so important. These leaders have not been political leaders as such. Their power has come through their teachings and through their ability to inspire faith in their followers. In recent decades we have seen the powerful influence of leaders such as Gandhi and the Dalai Lama. Millions of people have been inspired by such leaders to enrich our lives on a spiritual level rather than just seeking to satisfy our daily needs. This is another fundamental reason why human societies need leaders: we need spiritual guidance to

**SEE NEXT PAGE**

help us believe in something, to help us be good people and to help us make sense of our sometimes difficult and unsatisfying lives.

We like to think that most leaders are driven by a desire to protect and benefit the society which they govern or control. We like to think that most leaders have the ability to inspire confidence and faith and respect in the people they rule over. We like to think that leaders are selfless and not motivated by greed or a desire for glory. The truth is that one vital ingredient of leadership is ambition and another is the determination to stay 'at the top'. It is probably true that even 'good' leaders have ambition and determination or they would not have achieved the power and influence they have.

In recent decades we have seen a different type of leader arise. Some of the most successful 'leaders' in the world today are athletes, movie stars and entertainers while others are powerful entrepreneurs – business people – who have succeeded in inspiring and influencing millions of people in their daily lives. While all societies have their political leaders, most people are probably influenced more by the new breed of King Rats to whom we show loyalty and respect not through voting for them but through making them rich by buying their products and services, by showing our support for their achievements through handing over our money to them. It is these new 'celebrity leaders' whose influence over us is often greater than our political and spiritual leaders.

Yet there are even other types of leaders we do not often think about. Remember the three or four rats in the cage which lost to the King Rat? What became of them? Did they automatically accept the King Rat as their leader? The scientists observed that these 'loser rats' did *not* automatically show loyalty and respect to the King Rat. Usually the loser rats became rebels, staying on the fringes of the group of rats, causing trouble, stealing food, becoming even more aggressive and even killing the weakest rats. While the loser rats did not have the dominance and power of the King Rat, they were still capable of exercising power over the larger group.

All human societies have the equivalent of the 'loser rats'. In human groups the 'losers' are often the criminals, the people who seek to exploit and harm people who are more vulnerable. These rebel 'rats' are able to organise themselves; they are able to control others; they are able to get what they want even if it means breaking the accepted rules of the group. Usually they don't have the ability to inspire others or to earn their trust; their power is often based on fear. They certainly have power and influence but it is almost always negative, dangerous and sometimes even destructive.

Any human group, whether a small sporting club or a nation, needs its leaders. Leadership can take many forms and can help a society to achieve stability or it can result in misery and tragedy. Yet without our 'King Rats' it seems likely that our lives would probably be less structured and more confusing.

[Source: Monash University Foundation Year (MUFY)]

Questions

13. Explain the 'one rat in twenty' phenomenon mentioned in the text. *[4 marks]*

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14. In note form, summarise the different types of leaders discussed in the text. *[6 marks]*

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15. According to the text, why are most people willing to be led by others? *[6 marks]*

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16. According to the text, in what ways can celebrities be powerful leaders?  
[4 marks]

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17. From your reading of the text, why are the 'rebel rats' in our society often the criminals?  
[8 marks]

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18. (a) According to the text, what are the most important qualities in a leader?  
[2 marks]

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(b) Do you agree or disagree with the text about these leadership qualities?  
Give your reasons.  
[5 marks]

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## Section C: Reading and Viewing

Allow approximately 35 minutes for this section.

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

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### Pets or Children?

Here's something to chew over if you feel like a reality check. See if you can spot the difference between the stories of Tommy and Thomu.

They're both about nine years old, but the former lives in Cottesloe, often goes to the beach, eats well, drinks clean water, has his own seat in a luxury car and is insured for any medical problem at a cost of \$41.65 a month.

Thomu, on the other hand, has only just discovered the joys of a classroom, sleeps rough in the village of Mlolo, south of Malawi, and was recently introduced to decent drinking water and proper toilets. His health almost entirely depends on \$39 a month. That's only \$2.65 cheaper than Tommy, but it's staggering when you consider Tommy is a dog.

The fact is, the owners of the golden Labrador in WA spend more on the health of their pooch than World Vision can convince donors to sponsor children for.

We live in a time when it is easier to get pet owners to part with their money to protect and nurture animals than it is to seek help for a human life. How have we managed to go down such a warped track?

There are many who honestly believe the life of their furry companion is as important as any other family member. I'm sure some of Thomu's deceased relatives would gladly have welcomed the debate, but how can a dog or cat be worth more than a child?

For copyright reasons this photograph cannot be reproduced in the online version of this document—it is available in the hard copy version and can also be viewed at <http://www.photos-of-the-year.com/people/showphoto.php?photo=5184&sort=2&thecat=578>.



Hungry in Romania

A pampered pet

SEE NEXT PAGE

19. The article *Pets or Children?* On the previous page portrays a particular judgement of people who treat their dogs better than starving children.

The two images on the previous page, placed together, also appear to convey a message.

Write a response expressing your views on the written text and the visual texts. Justify your views by referring to the article and the images and, where appropriate, your own reading and viewing.

[15 marks]

Lined area for writing a response.





Lined writing area consisting of 25 horizontal lines.

SEE NEXT PAGE

## Section D: Extended Writing

This section has four 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**

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### Questions

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

21. 'Australia is a democratic country in which everyone is treated equally and fairly.' Discuss this statement making reference to your own experiences and the knowledge gained from texts.

*[30 marks]*

**OR**

22. It is inevitable that traditional cultures must be lost as technology develops. Are tradition and technology compatible? 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**

23. 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]*

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This spare page has been provided for additional workings



**This spare page has been provided for additional workings**

## ACKNOWLEDGEMENTS

### SECTION A

- Listening text 1:** Extract adapted from: Robinson, P. (2000). *In a dry season*. Basingstoke, UK: Macmillan, pp. 10–13.
- Listening text 2:** Extract adapted from: Langmore, J., & Quiggin, J. (1994). *Work for all: Full employment in the nineties*. Melbourne: Melbourne University Press, pp. 9–10.

### SECTION B

- Reading text:** Monash University Foundation Year (MUFY). (n.d.). *King rats*. Melbourne: Author.

### SECTION C

- Reading text:** Bartlett, L. (2006, March 5). Mindless choice of pets over poor. *The Sunday Times*, p. 15.
- Viewing text 1:** Zeedocta. (2004). *Hungry child* [Photograph]. Retrieved March, 2006, from Photos-of-the-Year.com website: <http://www.photos-of-the-year.com/people/showphoto.php?photo=5184&sort=2&thecat=578>
- Viewing text 2:** Provided by Curriculum Council.

ADDITIONAL INFORMATION: TRANSCRIPT FOR LISTENING SECTION

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TRANSCRIPT OF LISTENING TEXT 1

A telephone conversation that police detective Alan Banks has with his son Brian about Brian's future.

- Brian: Hi dad...  
About the exams, like...
- Alan: How bad is it? What did you get?
- Brian: Well, that's it...I mean...you won't like it.
- Alan: You **did** pass, didn't you?
- Brian: Course I did.
- Alan: Well?
- Brian: It's just that I didn't do as well as I expected. It was really hard, Dad. Everyone says so.
- Alan: What did you get?  
(Brian almost whispered.) A third.
- Alan: A **third**? That's a bit of a disappointment, isn't it? I'd have thought you could have done better than that.
- Brian: Yeah, well, it's more than you ever got.
- Alan: (Taking a deep breath.) It doesn't matter a damn what I did or didn't get. It's you we're talking about. Your future. You'll never get a decent job with a third class degree.
- Brian: What if I don't want a **decent job**?
- Alan: What do you want to be then? Another statistic? Another cliché? Another unemployed yobbo?
- Brian: Thanks a lot, Dad. Nice to know **you** believe in me. Anyway, as a matter of fact, I'm not going on the dole. We're going to try and make a go of it. Me and the band.
- Alan: You're **what**?
- Brian: We're going to make a go of it. Andrew knows this bloke who runs an indie label, and he's got a studio, like, and he's said we can go down and make a demo of some of my songs. You might not believe it, but people actually like us. We've got gigs coming out of our ears.
- Alan: Have you any idea how tough it is to succeed in the music business?
- Brian: The Spice Girls did it, and look how much talent they've got.
- Alan: So did Britney Spears, but that's not the point. Talent's got nothing to do with it. For everyone that makes it, there's thousands who get trampled on the way.
- Brian: We're making plenty of money.
- Alan: Money's not everything. What about the future? What are you going to do when you've peaked at twenty-five and you don't have a penny in the bank?
- Brian: What makes you an expert on the music business all of a sudden?
- Alan: Is that why you got such a poor degree? Because you were too busy wasting your time rehearsing and going out on the road?
- Brian: I was getting pretty bored with architecture anyway.
- Alan: Have you talked to your mother about this?
- Brian: Well, I sort of thought, maybe...you know...you could do that.

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- Alan: I think you'd better ring her yourself. Better still, why don't you pay her a visit?  
Brian: But she'll go spare!  
Alan: Serves you right. You should have thought of that before.  
(Kettle starts whistling.)  
Brian: Thanks a lot, Dad. I thought you'd understand. I thought I could depend on you. I thought you *liked* music. But you're just like the rest. Go see to your stupid kettle!

## TRANSCRIPT OF LISTENING TEXT 2

### Presentation by guest speaker

Thank you for inviting me here today to talk to you about the importance of work. I'm sure this is a topic that you have all been thinking about as you near the completion of your secondary studies and plan for the future.

And, of course, if we go back in history, we can see that work has always been a defining element of human life.

For example, the ancient creation myths, or stories of how life began often depict a state of perfect happiness for human beings who found in their environment everything they could want. Physical labour such as tilling the soil is often a feature of people's lives in these ancient stories.

In many creation myths work is shown in two contrasting ways: it is seen as either productive or difficult and unpleasant.

I'll give you some examples to show you what I mean: in the Bible, God put Adam into the garden of Eden to 'till the earth and look after it' and then after Adam and Eve disobeyed Him he drove them into a life of toil and hardship. In Africa, according to a common theme, 'God meant the world to be a tilled garden, with no bloodshed, work or sorrow'; and, if we go to China there is an ancient myth that tells how the primal figure, Kun, laboured in vain to tame the great flood. Only his son, Yu, by cooperating with nature, was able to complete the task and make the earth suitable for cultivation.

You can see that these myths from different civilizations all emphasise that work is part of the natural order of human society. They also show hard labour as a form of punishment.

Now, if we come back to the present the fact that work can be both enjoyable and tedious, is reflected in the attitudes of many modern workers to their jobs.

Unfortunately, for some people, work has always been a cruel necessity rather than an enjoyable challenge. For example, work on an assembly line in a factory can be simply 'wage slavery'.

I once heard a worker in a car manufacturing plant talk about his job in the following way – I'll read what he said:

## EAL/D SAMPLE EXAM

*One thing I do regularly is to hang and attach the back doors as the car comes past on the conveyor belt. It's a bit fiddly as you've got to reach right inside the door and find the hinges and then bolt it with a pneumatic spanner. Sometimes things go wrong and you have trouble getting the door to fit ...then you get into a terrible panic because the belt doesn't stop and if you don't get it done someone else on your team has to try to complete the job. Hanging doors is physically tiring yet I have to do about 200 a day.*

I can see you are asking yourself what the benefits of this type of work could be. Well, despite the clear disadvantages, there are also advantages. Most paid work done voluntarily has some satisfaction, including earning an income. Work gives us the capacity to feed, clothe, house and entertain ourselves and our dependants. No matter how routine the job, there are usually elements of quality to be achieved - something useful to contribute and cooperative companionship with fellow workers to be enjoyed.

Work gives structure to a day and a life. It gives a feeling of competence. It enhances self-esteem.

I'd like to share with you now what Robert Lane says in his book, *The Market Experience*. He says that many people find that the best jobs 'offer self-direction ... complexity and challenge, variety, little supervision and the satisfaction of achieving excellence ...'.

There was also a recent university study into the importance of work in people's lives. This study found that people ranked their actual work activities as more enjoyable than anything except playing with their children and talking to friends – and much higher than watching TV. The people who took part said that their relations with their spouses and colleagues, the well-being of their children, their sense of achievement and their exercise of skills at work gave them a sense of usefulness as human beings.

Ah, I see my time has run out. Thank you for inviting me. I do hope I have given you something to think about and I wish you all well for the future.