



Western Australian Certificate of Education Examination, 2012

Question/Answer Booklet

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

Please place your student identification label in this box

Stage 3

Student Number: In figures

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In words

Time allowed for this paper

Reading time before commencing work: ten minutes
Working time for paper: two and a half hours

Materials required/recommended for this paper

To be provided by the supervisor

This Question/Answer Booklet
Sound recording to be played during working time

Number of additional
answer booklets used
(if applicable):

To be provided by the candidate

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener,
correction tape/fluid, eraser, ruler, highlighters

Special items: print English language dictionary or print English language learning dictionary
Note: dictionaries must not contain any handwritten or typewritten notes or
other marks and may be inspected during the examination.
No 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 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 the examination

The EAL/D Stage 3 examination comprises a written examination worth 75 per cent of the total examination score and a practical (oral) examination worth 25 per cent of the total examination score.

Structure of this paper

Section	Number of questions available	Number of questions to be answered	Suggested working time (minutes)	Marks available	Percentage of exam
Section One: Listening	14	14	40	25	25
Section Two: Reading and viewing	6	6	55	25	25
Section Three: Extended writing	5	1	55	25	25
Total					75

Instructions to candidates

- The rules for the conduct of Western Australian external examinations are detailed in the *Year 12 Information Handbook 2012*. Sitting this examination implies that you agree to abide by these rules.
- Write your answers in Standard Australian English in the spaces provided in this Question/Answer Booklet. A blue or black pen should be used.
- 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.
- Spare pages are included at the end of this booklet. They can be used for planning your responses and/or as additional space if required to continue an answer.
 - Planning: If you use the spare pages for planning, indicate this clearly at the top of the page.
 - Continuing an answer: If you need to use the space to continue an answer, indicate in the original answer space where the answer is continued, i.e. give the page number. Fill in the number of the question(s) that you are continuing to answer at the top of the page.

See next page

Section One: Listening

25% (25 Marks)

This section has **fourteen** questions. In this section you are required to listen to **two (2)** spoken texts and answer **all** the questions that follow in the spaces provided.

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 in the space provided to allow you to return to the questions at the end of the reading.

Remember that each text will be read twice. At the end of the second reading, you will be given time to complete your answers. You must be careful to base your responses only on the information provided in the spoken texts.

Suggested working time: 40 minutes.

Text 1: Interview with Kim Scott

(14 marks)

Question 1

(3 marks)

Space for notes

Give **three (3)** details about Kim Scott's work room which indicate that it is not very luxurious.

One: _____

Two: _____

Three: _____

Question 2

(2 marks)

Kim Scott refers to his "mobile furniture". List **two (2)** examples of this.

One: _____

Two: _____

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Question 3

(1 mark)

Space for notes

When Kim Scott says “That’s the real creative workspace”, what exactly is he referring to?

Question 4

(2 marks)

When Kim Scott says “I can really cover some territory with scribbling”, what does this expression, “cover some territory” mean in this context?

Question 5

(2 marks)

Why does Kim Scott keep red and white ochre* in his work space?

**ochre: clay used by Aboriginal people for art and body painting.*

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Question 6

(2 marks)

Space for notes

The **two (2)** main products created in Kim Scott's workshops are:

One: _____

Two: _____

Question 7

(2 marks)

How does Kim Scott believe that helping Nyoongar people to learn their own language will benefit them?

End of Text 1

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Text 2: Food grows where water flows**(11 marks)**

Space for notes

Question 8**(2 marks)**

“Scientists conclude that the South West water supply has been the first and hardest hit in Australia”. Give **two (2)** pieces of evidence that are provided to support this claim.

One: _____

Two: _____

Question 9**(1 mark)**

What makes sourcing water from dams less efficient than sourcing from desalination plants* or from under the ground?

*desalination plant: *a place in which dissolved salts are removed from seawater to make it suitable for drinking.*

Question 10**(1 mark)**

Approximately what proportion of water is used for drinking purposes?

- (a) more than 25%
- (b) 75%
- (c) 80%
- (d) less than 25%

Answer:

Question 11**(1 mark)**

Why would domestic consumers install a third pipe?

Question 12

(1 mark)

Space for notes

If water restrictions were applied to irrigated agriculture, which of these outcomes would be likely to result according to the speaker?

- (a) People would grow their own vegetables.
- (b) Australia would import less food.
- (c) People would have less drinking water.
- (d) Australia would export less food.

Answer:

Question 13

(3 marks)

Water falls free from the sky without cost. So why are water services so expensive for householders? Give **three (3)** reasons.

One: _____

Two: _____

Three: _____

Question 14

(2 marks)

What **two (2)** significant global issues does the speaker suggest will have a major impact on the availability of water for the future?

One: _____

Two: _____

End of Section One

See next page

DO NOT WRITE IN THIS AREA AS IT WILL BE CUT OFF

Section Two: Reading and viewing**25% (25 Marks)**

This section has **six (6)** questions. Answer **all** questions **in your own words**.

Read the **three (3)** texts and answer the questions that follow, relating your answers to the texts.

Spare pages are included at the end of this booklet. They can be used for planning your responses and/or as additional space if required to continue an answer.

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- Continuing an answer: If you need to use the space to continue an answer, indicate in the original answer space where the answer is continued, i.e. give the page number. Fill in the number of the question(s) that you are continuing to answer at the top of the page.

Suggested working time: 55 minutes.

Candidates are reminded that answers should be as much as possible in their own words.

Text 3: National pride brings happiness – But what you're proud of matters

Research shows that feeling good about your country also makes you feel good about your own life — and many people take that as good news. But Matthew Wright, a political scientist at American University, Washington D.C. and Tim Reeskens, a sociologist from Catholic University in Belgium, suspected that the positive findings about nationalism weren't telling the whole story. "It's fine to say pride in your country makes you happy," says Wright. "But what kind of pride are we talking about? This in fact makes a lot of difference."

The intriguing — and politically suggestive — differences they found appear in a commentary in *Psychological Science*, a journal published by the Association for Psychological Science.

Reeskens and Wright divided national pride into two types. 'Ethnic' nationalism sees ancestry — typically expressed in racial or religious terms — as the key social boundary defining the national 'we'. 'Civic' nationalism is more inclusive than 'ethnic nationalism', requiring only respect for a country's institutions and laws for people to belong. Unlike ethnic nationalism, civic nationalism is open to minorities and immigrants, at least in principle.

The authors analysed the responses to four key questions by 40 677 individuals from 31 countries, drawn from the 2008 cross-national European Values Study. One question assessed 'subjective wellbeing,' indicated by general satisfaction with life. Another measured national pride. The other two neatly indicated ethnic and civic national boundaries — asking respondents to rate the importance of ancestry and of respect for laws and institutions. The researchers took into account such factors as gender, work status, urban or rural residence, and the country's per capita growth domestic product (GDP).

Like other researchers, they found that more national pride correlated with greater personal well-being. But the civic nationalists were on the whole happier, and even the proudest ethnic nationalists' well-being barely surpassed that of people with the lowest level of civic pride. The analysis challenges popular feel-good theories about nationalism. "There's been a renaissance of arguments from political theorists and philosophers that a strong sense of national identity has payoffs in terms of social cohesion, which bolsters support for welfare and other redistributive policies," says Wright. "We've finally gotten around to testing these theories." The conclusion: "You have to look at how people define their pride".

See next page

Question 15

(2 marks)

The author defines **two (2)** different types of national pride. From the list below, select **one (1)** characteristic that relates to each type and write the corresponding letter in the box under the correct heading.

- (a) Belonging to the national religion
- (b) Being a descendant of the early settlers
- (c) Accepting all or most members of the society
- (d) Respecting the legal system of the country

Civic pride

Ethnic pride

Question 16

(1 mark)

According to the text, national pride has benefits for a country, especially when citizens have a strong sense of civic pride. Identify **one (1)** benefit.

Text 4: Renewing Australia's National Symbols

Writing in The Weekend Australian newspaper of 28–29 January, 2012, (just after the Australia Day holiday) the opinion writer Troy Bramston offers some challenging ideas about Australia's national symbols.

There is nothing better on Australia Day than to relax with friends and family, visit the beach, play backyard cricket or enjoy a barbecue in the park. There are festivals, concerts and quirky events to see. Put on your flag, T-shirt, slap on a flag tattoo, reach for a lamington, and enjoy the day.

But is Australia Day, January 26, anything more than a carnival of nothingness – a fun public holiday wrapped in patriotic sentimentality? Apart from awarding a medal, the occasional serious lecture or a citizenship ceremony, are we doing enough to make us to stop and think about who we are as a nation and where we are headed?

The organisers of Australia Day do a fantastic job. They have transformed a bland and vague 'anniversary day' into a major annual event. I do not begrudge a holiday with a bit of jingoism thrown in, but surely there is more we can do to make the national day more of a civic occasion – to set national goals, to make our country stronger, and to build community spirit.

I think the problem lies, in part, with our national symbols. They are relics of a bygone era. They do little to animate a sense of nationhood or invest meaning in who we are and what we aspire to be.

Before readers rush to brand me as unpatriotic, hear me out. For years, I worked for the Australia Day Council and I proposed the annual Australia Day Address. On Thursday, I took my kids to a concert, enjoyed drinks with family, and watched the fireworks. I enjoy the day as much as anyone else.

Although there is almost nothing to remind us, January 26 recalls the founding of a penal colony in Sydney and the beginning of white settlement. It is a founding day for Sydney only; the other states have different founding days. It does not mark the beginning of a nation, which happened in 1901; or the emergence of nationhood, a concept probably born on the shores of Gallipoli in 1915.

For many Aboriginal Australians, it is invasion day. While Aboriginal Australians are now part of the celebrations, it is a day that can never fully unite all Australians.

I suggest that we make May 9 the new national day. It recalls the date that the Australian parliament first met in 1901, representing the new nation that had been created.

It is time for a competition to design a new Australian flag. We should keep the Southern Cross and the Commonwealth star, and the red, white and blue – they recognise our geography and our British heritage. But the Union Jack, representing Britain, should go. It no longer reflects our independent spirit on the world stage.

In 1974, the Whitlam government proclaimed *Advance Australia Fair* as the national anthem, recognising it was time to move on from *God Save the Queen*. Composed in 1878, it hardly reaches the heights of lyrical excellence. 'Our home is girt by sea'? Certainly some of our greatest songwriters and composers could do better. Why not commission them to do so?

It is not unpatriotic to question our symbols or our national day. Indeed, it is the duty and responsibility of all citizens to challenge such things. The inauguration of an Australian republic would be the most suitable time to unveil a new flag and a new anthem. While a republic remains a distant prospect, we should reshape our national day.

See next page

Question 17

(2 marks)

Identify **two (2)** examples that suggest the author is a patriotic Australian.

One: _____

Two: _____

Question 18

(2 marks)

Identify a national symbol that the author considers

(i) is not inclusive of all Australians _____

and another which he believes

(ii) contains elements that are outdated. _____

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Text 5: Becoming citizens, past and present

In 1949, during the inaugural year of the Nationality and Citizenship Act 1948, Australian citizenship was granted to 2493 people from just over 35 different nationalities. This information is summarised in Table 1 below.

Table 1: Top five nationalities among those granted Australian citizenship in 1949

Previous citizenship	Total	Per cent
Italy	708	28.4
Poland	597	23.9
Greece	276	11.1
Germany	225	9.0
Yugoslavia	80	3.2

In 2009–2010, 119 791 people from more than 185 countries became Australian citizens. This information is summarised in Table 2 below.

Table 2: Top 10 nationalities among those granted Australian citizenship in 2009–2010

Previous citizenship	Total	Per cent
UK	22 832	19.1
India	17 781	14.8
China, People's Republic of	11 103	14.8
South Africa, Republic of	5 207	4.3
Philippines	4 503	3.8
New Zealand	4 164	3.5
Sri Lanka	3 411	2.8
Bangladesh	2 939	2.5
Korea, Republic of	2 409	2.0
Malaysia	2 211	1.9

Question 19**(3 marks)**

Outline **three (3)** ways in which the pattern of those granted Australian citizenship changed between 1949 and 2009–2010.

1949**2009–2010**

One: _____ ⇒ _____

Two: _____ ⇒ _____

Three: _____ ⇒ _____

See next page

Question 20

(15 marks)

Texts 3, 4 and 5

The **three (3)** texts explore different aspects of citizenship and what it means to be a citizen. These include attitudes to national symbols, ethnic background and national pride.

Drawing on all **three (3)** texts, and on your own knowledge and experience, discuss the most important values and attitudes of a good citizen.

Use your own words. When quoting from the text, use appropriate conventions.

Suggested length: 250–350 words.

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Section Three: Extended response**25% (25 Marks)**

This section has **five (5)** questions. Answer **one (1)** question only.

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- **Continuing an answer:** If you need to use the space to continue an answer, indicate in the original answer space where the answer is continued, i.e. give the page number. Fill in the number of the question(s) that you are continuing to answer at the top of the page.

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

55 minutes total

Question 21**(25 marks)**

There are many advantages in being able to use more than one language.

Write a **letter** to the Director of the Education Department in your state or country in support of the proposal to make it compulsory for all students to learn an additional language as well as studying their own first language. Give reasons for your point of view.

Question 22**(25 marks)**

Is it better to read a book or to watch the movie of the same title?

Write an **essay** to express your opinion on this topic, supporting your point of view with examples from print and non-print texts you have studied.

Question 23**(25 marks)**

‘When we lose the right to be different, we lose the right to be free.’

Write a **speech** to your fellow students in which you urge them to act in support of freedom. Use examples from texts you have studied to illustrate your ideas.

Question 24**(25 marks)**

Some schools organise placements for their students to experience various working environments in preparation for entering the workforce.

Write an **essay** discussing the advantages and disadvantages of work experience while students are still at school.

See next page

Question 25**(25 marks)**

Sport has been described as an international language.

Write a **feature article** for a popular magazine demonstrating how people from all cultures and walks of life can come together through sport.

End of questions

ACKNOWLEDGEMENTS

Section One

Text 1 Adapted from: L'Estrange, S. (2011, November 27). *Boyer Lecture two: Inside the writer's studio: Kim Scott*. Retrieved January 8, 2012, from www.abc.net.au/radionational/programs/bigideas/.

Text 2 *Food grows where water flows* courtesy the examining panel.

Section 2

Text 3 Menon, D. (2011, December 8). *National pride brings happiness – but what you're proud of matters* [Press release]. Washington, DC: Association for Psychological Science. Retrieved January, 2012, from www.psychologicalscience.org/index.php/uncategorized/national-pride-brings-happiness-but-what-youre-proud-of-matters.html.

Text 4 Extract from: Bramston, T. (2012, January 28). Let's use our national day to set national goals and make our country stronger. *The Weekend Australian*. Retrieved January, 2012, from www.theaustralian.com.au/.

Text 5 Adapted from: Department of Immigration and Citizenship. (n.d.). *Citizenship: Facts and statistics*. Retrieved January, 2012, from www.citizenship.gov.au/learn/facts-and-stats/.

Section Three

Question 23 Quotation from: Hughes, C.E. (1925, June 17). *Address at Faneuil Hall, Boston, Massachusetts, on the 150th anniversary of the Battle of Bunker Hill*. Retrieved January, 2012, from http://en.wikiquote.org/wiki/Charles_Evans_Hughes.

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