



# Western Australian Certificate of Education Examination, 2013

## Question/Answer Booklet

# ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

## Stage 3

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 time before commencing work: ten minutes

Working time for paper: two and a half hours

Number of additional  
answer booklets used  
(if applicable):

### Materials required/recommended for this paper

#### *To be provided by the supervisor*

This Question/Answer Booklet

Sound recording to be played during working time

#### *To be provided by the candidate*

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, 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 WACE English as an Additional Language or Dialect Stage 3 examination consists of a written component worth 75 per cent of the total examination score and a practical (oral) component 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 total 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
<b>Total</b>					75

## Instructions to candidates

- The rules for the conduct of Western Australian external examinations are detailed in the *Year 12 Information Handbook 2013*. Sitting this examination implies that you agree to abide by these rules.
- Write your answers in Standard Australian English 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 that you are continuing to answer at the top of the page.

See next page

**Section One: Listening**

**25% (25 Marks)**

This section has **14** 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: Malik’s story**

Space for notes

Malik was born in Somalia, a country in Africa, but came to Australia as a refugee when he was a young child. He tells his story.

**Question 1 (2 marks)**

Complete the table with the forms of work that Malik does.

<b>Paid work</b>	<b>Voluntary work</b>
public servant	
	Chairman of the Horn of Africa Youth Association

**Question 2 (1 mark)**

Why did Malik and his family leave Somalia?

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**Question 3 (2 marks)**

What evidence does the text provide to show that Malik’s family miss Somalia?

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**Question 4 (1 mark)**

Why does Malik use film as a medium to express people’s stories?

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**Question 5****(2 marks)**

Space for notes

What are **two (2)** of the ways in which the Horn of Africa Youth Association advocates for young African people?

One: \_\_\_\_\_

Two: \_\_\_\_\_

**Question 6****(2 marks)**

What does Malik say are **two (2)** of the issues facing young Africans in Australia?

One: \_\_\_\_\_

Two: \_\_\_\_\_

**Question 7****(3 marks)**

According to Malik, what **three (3)** aims does he hope to achieve through his design work and volunteer work?

One: \_\_\_\_\_

Two: \_\_\_\_\_

Three: \_\_\_\_\_

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**Text 2: The United Nations 2013 International Year of Quinoa**

Space for notes

**Question 8 (2 marks)**

List **two (2)** nutritional properties of quinoa.

One: \_\_\_\_\_

Two: \_\_\_\_\_

**Question 9 (1 mark)**

What feature of the plant makes it easy to grow in different regions?

\_\_\_\_\_

**Question 10 (1 mark)**

For what reason does the United Nations give credit to the people of Bolivia, Peru and Ecuador?

\_\_\_\_\_

\_\_\_\_\_

**Question 11 (1 mark)**

Food security in quinoa-producing countries is best achieved when

- (a) these countries do not export quinoa.
- (b) the amount of quinoa grown increases.
- (c) the price of quinoa remains low.
- (d) the people of these countries cease to eat their traditional diet.

Answer:

**Question 12 (2 marks)**

Quinoa has become popular internationally over the last 30 years. What fears does the United Nations have for the people of the original quinoa-producing regions?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**Question 13**

**(3 marks)**

Space for notes

List **three (3)** factors that have caused the soil in Bolivia, where quinoa is grown, to become less fertile.

One: \_\_\_\_\_

Two: \_\_\_\_\_

Three: \_\_\_\_\_

**Question 14**

**(2 marks)**

Explain what the United Nations slogan for the 2013 International Year of Quinoa, 'a future planted thousands of years ago', tells us about this plant.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**End of Section One**

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**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.

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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 that you are continuing to answer at the top of the page.

Suggested working time: 55 minutes.

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**Text 3: Under pressure**

For copyright reasons this text cannot be reproduced in the online version of this document but may be viewed at [www.smh.com.au/technology/technology-news/instant-responsesociety-worklife-balance-a-growing-struggle-20120921-26c2y.html](http://www.smh.com.au/technology/technology-news/instant-responsesociety-worklife-balance-a-growing-struggle-20120921-26c2y.html)

**See next page**



Over the last four years those satisfied with their work-life balance has risen slightly, from 68.3 per cent to 69.1 per cent. Workers are as stressed or more stressed than ever but there is a level of acceptance about it that this is the way things are. Architect and mother of two, Kirsten Grant says the juggle to manage work and family is part of a life she wants and a career she loves. "Work is important to me, so I'm prepared to pay for it. If you do a list of pros and cons, there'd be a significant number of negatives but I'd say the positives outweigh the negatives."

**Question 15** **(2 marks)**

Identify **two (2)** disadvantages for women who work using mobile technologies.

One: \_\_\_\_\_

Two: \_\_\_\_\_

**Question 16** **(2 marks)**

What **two (2)** groups of women feel the most stressed?

One: \_\_\_\_\_

Two: \_\_\_\_\_

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**Text 4: Restore work-life balance by making men work from home**

Australia's first female Prime Minister, Julia Gillard, in a recent National Press Club speech, described the single greatest challenge facing Australians as the pressurised life of modern families. She pointed to increased commuting times, the dual demands of caring for elderly parents and young children, and rising utility bills and cost of living as creating a "pressurised" life. For more than a decade both major political parties have been identifying it as the number one issue, but no solutions have been forthcoming.

The problems of work-life balance are partly about lengthening work hours and longer commute times. But they are also a legacy of the changing roles of women. Once upon a time men did the paid work and women did society's unpaid work. When women entered the paid workforce our consumption expectations increased and so did our mortgages. Now, for many families, the response to increasing financial pressures is for mum to work more hours.

But the problem of unpaid work remains, and is growing as people are caught looking after both elderly parents and young children. The crunch is hitting women the hardest. It is putting them under enormous strain, and the whole family is feeling the pressure.

Notwithstanding, there is an opportunity here to deliver huge benefits to employers and a wide range of employees. There is a growing body of research that finds when people are able to telecommute<sup>1</sup> and work flexibly they are able to combine their paid and unpaid work commitments more efficiently. People report higher levels of happiness and wellbeing even while increasing their output.

The key to the efficiency gains is that the old eight-hour day is an anachronism of the industrial age. Biologically, people don't sit down and work vigorously between nine and five. Many are at their most productive either early in the morning or late at night. We also don't work solidly, tending to have bursts and lulls. Telecommuters are able to harness these rhythms much more efficiently, and integrate them with their unpaid work. It is efficient to follow up intense intellectual work by mulling it over doing the dishes. These days a lot of unpaid work is also time-critical rather than time-intensive. It is about being there at the right time for the school pick-up, the medical appointment, when the plumber is coming, or to put on the washing.

The government needs to take a much more visionary approach, and tackle the challenge by setting targets for big employers with large deskbound workforces to have 50 per cent of their male workforce working in the office two to three days a week and telecommuting the remaining days. The major barriers to this approach are cultural. Only when a group of senior managers have firsthand experience of the productivity gains will working at home lose its reputation as the slack option. And only when a critical mass of senior men do this will it become acceptable for everyone.

Telecommuting won't work for everyone, or for all businesses. But getting those for whom it does work off the roads would benefit us all. Telecommuting is more than an answer to a modern stress. It is also a historic opportunity to improve the status of women. The division between paid and unpaid work has been the basis of the diminished status of women for more than 200 years.

The new technologies overcome the need for paid and unpaid work to occur in different locations. It means we no longer need a division of labour where one person does the paid work and the other does the unpaid work. The implications are revolutionary, if we have the foresight and the courage to grasp them.

<sup>1</sup>telecommute – to work from home using computer technology

**Question 17**

**(3 marks)**

List **three (3)** of the benefits that society will gain if the changes suggested by the author are implemented.

One: \_\_\_\_\_

\_\_\_\_\_

Two: \_\_\_\_\_

\_\_\_\_\_

Three: \_\_\_\_\_

\_\_\_\_\_

**Question 18**

**(1 mark)**

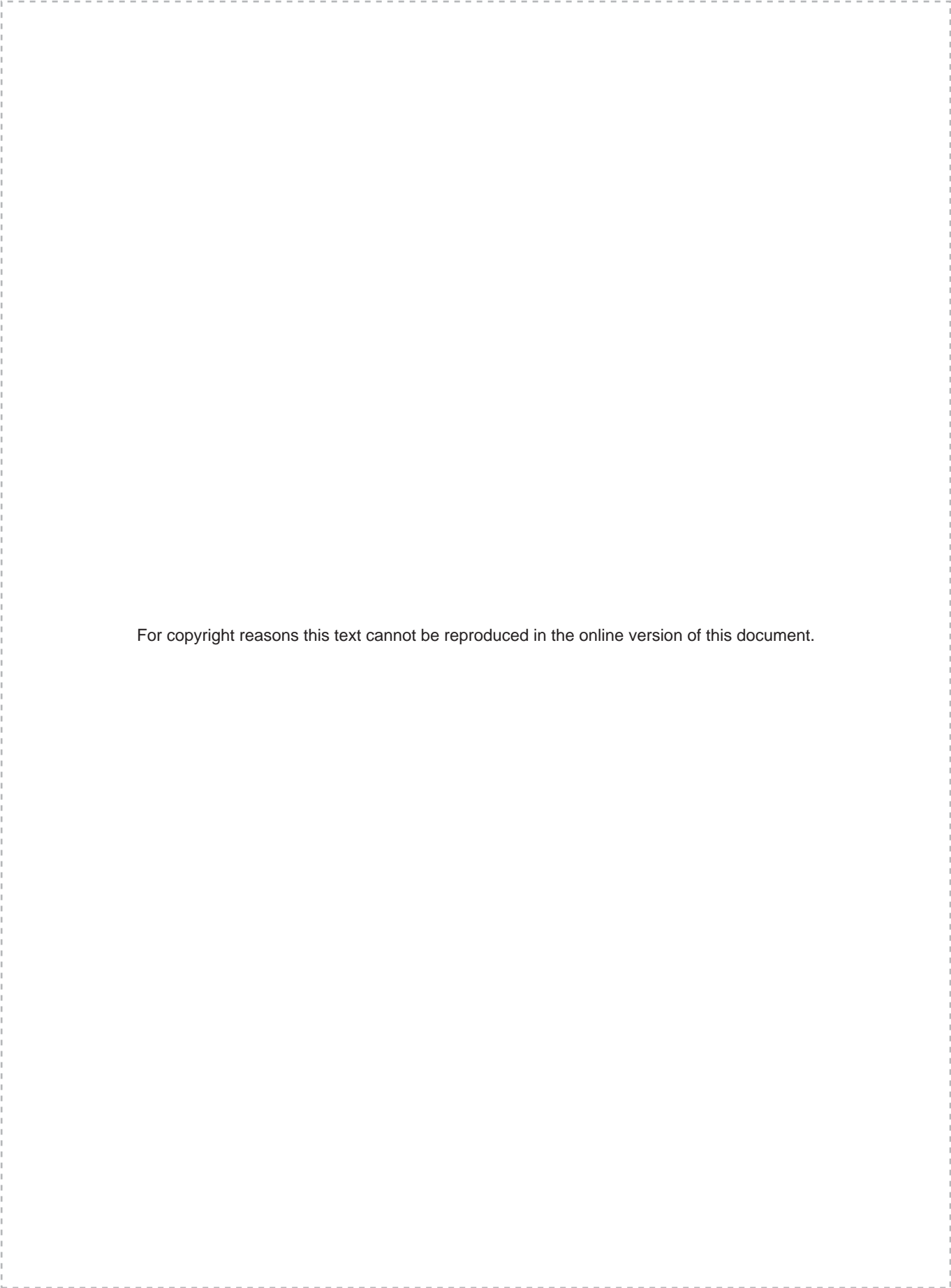
What is the writer referring to in the comment 'major barriers to this approach are cultural'?

\_\_\_\_\_

\_\_\_\_\_

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**Text 5: Work-life balance**



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The graphs provide information about the work-life balance of four separate groups, across the period from 2006 to 2010. They show the percentage of workers who want:

- fewer working hours.
- more working hours.

**Question 19****(2 marks)**

- (a) From the evidence in the **two (2)** graphs, do workers tend to want fewer or more hours of work? (1 mark)

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- (b) Identify **one (1)** change in the work preferences of all females over the period from 2006 to 2010. (1 mark)

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

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

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 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

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**55 minutes total**

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**Question 21****(25 marks)**

In many countries, young people are required to complete one or two years of national/military service. Some people suggest that all young people should have to do a year of community service, e.g. working to help people or the environment.

Write a **letter** to the editor of your daily newspaper in which you argue for **or** against this recommendation.

**Question 22****(25 marks)**

In recent times, traditional roles of men and women have become different in many countries.

Write an **essay** in which you discuss how men's roles are changing, and the effects of this change on society. Refer to at least **two (2)** texts you have studied in class this year.

**Question 23****(25 marks)**

If you had the power to change **three (3)** things in your country or in the world, what would you change and why?

Write a **feature article** for a school magazine in which you explore this topic.

**Question 24****(25 marks)**

In today's world, professional sporting competitions are both popular and profitable. Modern professional athletes can earn a great deal of money.

Write an **essay** on the topic: Professional athletes are paid too much.

**Question 25****(25 marks)**

Write a **speech** for an audience of students at the beginning of their high school years, in which you outline how people can be empowered by education. Refer to at least **two (2)** texts you have read or viewed in your course this year.

**End of questions**



Production of extended writing response

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Lined writing area consisting of 25 horizontal lines.

A series of horizontal lines for writing.



Lined writing area with horizontal lines.

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## ACKNOWLEDGEMENTS

### Section Two

- Text 3** Adapted from: Wade, M., & Schneiders, B. (2012, September 22). 'Instant response society': Work-life balance a growing struggle. *Sydney Morning Herald*. Retrieved February 20, 2013 from [www.smh.com.au/technology/technology-news/instant-response-society-worklife-balance-a-growing-struggle-20120921-26c2y.html](http://www.smh.com.au/technology/technology-news/instant-response-society-worklife-balance-a-growing-struggle-20120921-26c2y.html)
- Text 4** Adapted from: Edwards, L. (2013, February 12). Restore work-life balance by making men work from home. *The Age*. Retrieved February 20, 2013, from [www.theage.com.au/opinion/society-and-culture/restore-worklife-balance-by-making-men-work-from-home-20130211-2e8rp.html](http://www.theage.com.au/opinion/society-and-culture/restore-worklife-balance-by-making-men-work-from-home-20130211-2e8rp.html)
- Text 5** Graphs adapted from: Work-life balance [Figure]. In G. Megalogenis. (2012, April 7). Dads yearn for more home time. *The Australian*. Retrieved February 20, 2013, from [www.theaustralian.com.au/news/nation/dads-yearn-for-more-home-time/story-e6frg6nf-1226320755475](http://www.theaustralian.com.au/news/nation/dads-yearn-for-more-home-time/story-e6frg6nf-1226320755475)

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