Government of **Western Australia**
School Curriculum and Standards Authority

WACE
Western Australian Certificate of Education

Western Australian Certificate of Education
Sample Examination, 2016

Question/Answer Booklet

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

Please place your student identification label in this box

Student Number: In figures

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 fluid/tape, eraser, ruler, highlighters

Special items: print English language dictionary or print English language learning dictionary
Note: dictionaries must not contain any notes.
No bilingual or 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.

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2013/42070

Structure of the examination

The WACE English as an Additional Language or Dialect examination consists of a written component and a practical (oral) component.

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	30
Section Two: Reading and viewing	5	5	55	22	35
Section Three: Extended writing	5	1	55	25	35
				Total	100

Instructions to candidates

1. The rules for the conduct of Western Australian external examinations are detailed in the *Year 12 Information Handbook 2016*. 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 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.

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Section One: Listening **30% (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: Interview with Kim Scott

Question 1 **(3 marks)**

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

One: _____

Two: _____

Three: _____

Question 2 **(2 marks)**

Kim Scott refers to his 'mobile furniture'. List **two** examples of this.

One: _____

Two: _____

Question 3 **(1 mark)**

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

_____

_____

Space for notes

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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.*

_____

_____

_____

Question 6 **(2 marks)**

The **two** 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?

_____

_____

_____

Space for notes

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Text 2: Australia: No island. A radio talk

Space for notes

Question 8 **(3 marks)**

Explain the meaning of the phrase, 'No country is an island and certainly not Australia', in relation to the context of this talk.

Question 9 **(2 marks)**

Why has the Australian Centre for International Agricultural Research been funding a project to investigate the fungus that causes Panama disease?

Question 10 **(1 mark)**

Identify **one** result of the agricultural research about wheat.

Question 11 **(1 mark)**

According to the text, what is the most serious problem facing agriculture in the world today?

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Space for notes

Question 12 **(1 mark)**

According to the text, the **best** reason why there is going to be a greater need for ingenuity and diversity in Australian agriculture is that

(a) the seasons will be much colder in the next few decades.
(b) the seasons will be much hotter in the next few decades.
(c) changes will happen in the places suitable for growing the most important crops.
(d) in Australia, there may be fewer places suitable for growing the most important crops.

Answer: ☐

Question 13 **(1 mark)**

According to the text, how can poverty in developing countries best be combatted?

_____

_____

Question 14 **(2 marks)**

Give **two** reasons why Australia has been an important contributor to agricultural research.

One: _____

Two: _____

End of Section One

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Section Two: Reading and viewing **35% (22 Marks)**

This section has **five (5)** 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 that you are continuing to answer at the top of the page.

Suggested working time: 55 minutes.

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 think that's 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? That turns out to make a lot of difference.'

The differences they found appear in a commentary in *Psychological Science*, a journal published by the Association for Psychological Science.

Wright and Reeskens divided national pride into two types – 'ethnic' nationalism and 'civic' nationalism. Ethnic nationalism sees ancestry, typically expressed in racial or religious terms, as the key social boundary defining national identity. Civic nationalism is more inclusive, requiring only respect for a country's institutions and laws for belonging.

The authors analysed the responses to four key questions by 40 677 individuals from 31 countries, drawn from the *2008 European Values Study*. One question assessed wellbeing, indicated by general satisfaction with life. Another measured national pride. The other two questions asked respondents to rate the importance of ancestry and of respect for laws and institutions.

Like other researchers, they found that more national pride correlated with greater personal wellbeing. But the civic nationalists were on the whole happier.

The analysis challenges popular feel-good theories about nationalism that indicate that a strong sense of national identity has benefits in terms of social cohesion. 'We've finally gotten around to testing these theories,' says Wright. The conclusion: 'You have to look at how people define their pride.'

Question 15 **(1 mark)**

What was the focus of Wright and Reeskens' research?

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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[1] 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.

[1]jingoism – fervent and excessive patriotism

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Question 16 **(1 mark)**

Identify **one** example that suggests the author is a patriotic Australian.

One: _____

_____

_____

Question 17 **(2 marks)**

Identify a national symbol that the author considers

(a) is not inclusive of all Australians _____

and another that he believes

(b) 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
People's Republic of China	11 103	14.8
Republic of South Africa	5207	4.3
Philippines	4503	3.8
New Zealand	4164	3.5
Sri Lanka	3411	2.8
Bangladesh	2939	2.5
Republic of Korea	2409	2.0
Malaysia	2211	1.9

Question 18 **(3 marks)**

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

1949 **2009–2010**

One: _____ ⇨ _____

_____ _____

Two: _____ ⇨ _____

_____ _____

Three: _____ ⇨ _____

_____ _____

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Question 19 **(15 marks)**

Texts 3, 4 and 5

Texts 3, 4 and 5 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** texts, and on your own knowledge and experience, discuss the most important values and attitudes of a good citizen.

You are required to write in your own words.

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End of Section Two

Section Three: Extended writing **35% (25 Marks)**

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

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Suggested working time: 55 minutes.

Question 20 **(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 21 **(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 22 **(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 23 **(25 marks)**

When people succeed in life, it is because of hard work. Luck has nothing to do with it.

Write an **essay** in response to this statement, outlining your own views on the statement. Refer to texts you have read or viewed to illustrate your opinion.

Question 24 **(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

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Question number: _____

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ACKNOWLEDGEMENTS

Section Two

Text 3 Adapted from: 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/nationalpride-brings-happinessbut-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/

'Jingoism' definition from *Macquarie dictionary*.

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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