



ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

WACE Sample Examination 2016

Marking Key

Marking keys are an explicit statement about what the examiner expects of candidates when they respond to a question. They are essential to fair assessment because their proper construction underpins reliability and validity.

Section One: Listening

30% (25 Marks)

Text 1: Interview with Kim Scott

(14 marks)

Question 1

(3 marks)

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

Description	Marks
Any three of:	
<ul style="list-style-type: none"> • it is hot/not air conditioned/a hotbox • the walls are thin/like cardboard • there are rats • it is confined/small/has a low ceiling/roof • it is cluttered with paper/paint tins • mobile furniture/not very nice furniture/seat is an exercise ball • sliding door does not work very well 	1-3
Total	3

Question 2

(2 marks)

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

Description	Marks
Any two of:	
<ul style="list-style-type: none"> • swag(s) • sleeping bag(s) • an exercise ball 	1-2
Total	2

Question 3

(1 mark)

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

Description	Mark
his laptop/computer	1
Total	1

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?

Description	Marks
he can generate a lot of ideas/be creative	1
he can do a lot of work/writing	1
Total	2

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.*

Description	Marks
to remind him of his (ancestral) country/to symbolise his Aboriginal (Nyoongar) roots/his identity	1
it's nice to have around	1
Total	2

Question 6**(2 marks)**

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

Description	Marks
books	1
CDs	1
Total	2

Question 7**(2 marks)**

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

Description	Marks
it celebrates/links the people to their culture/heritage	1
it contributes to the finding of identity	1
Total	2

Text 2: Australia: No Island. A radio talk**(11 marks)****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.

Description	Marks
Any three of:	
<ul style="list-style-type: none"> • what happens in one country can affect others • people always take their crops, food and animals with them when they travel • countries can learn from the experience of others • Australia needs to cooperate with other countries to deal with the challenges • resources are globally available 	1–3
Total	3
Note: Marks can be awarded to a synthesised response, e.g. no international boundaries to climate change/pests and diseases. (2 marks for this answer)	

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?

Description	Marks
Any two of:	
<ul style="list-style-type: none"> • because there is no cure now (for Panama disease) disease is devastating • cure will have to come from international research collaboration to improve banana production • need cure • save the bananas • almost wiped out the (banana) industry • Cavendish banana now not resistant • new strain that will attack/kill Cavendish variety/banana/them • (represents a) dangerous threat to the main banana growing areas (in Queensland) • recent outbreak in Northern Territory 	1–2
Total	2

Question 10**(1 mark)**

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

Description	Marks
Any one of:	
<ul style="list-style-type: none"> • isolated a new strain of wheat stem rust in Uganda in 1999 • agriculture may benefit from a training exchange – samples of wild wheat left behind by a scientist could form the basis of a breeding program • finding out/learnt more/know more about/wheat diseases/wheat stem rust 	1
Total	1

Question 11**(1 mark)**

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

Description	Marks
climate change	1
Total	1

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

Description	Marks
(d)	1
Total	1

Question 13**(1 mark)**

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

Description	Marks
Any one of:	
<ul style="list-style-type: none"> • greater investment/more money/more money to improve/in agriculture • more investment in agriculture/more money for agricultural research • development of sustainable agriculture • safeguard gene bank • keep gene bank safe 	1
Total	1

Question 14**(2 marks)**

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

Description	Marks
Any two of:	
<ul style="list-style-type: none"> • to promote sustainable agriculture • (to help Australia's) farmers deal with their own challenges • to safeguard the world's most important gene bank/collections forever • for development • to help Australia deal with banana/wheat problem 	1–2
Total	2

Section Two: Reading and viewing

35% (22 Marks)

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

Question 15

(1 mark)

What was the focus of Wright and Reeskens' research?

Description	Marks
to investigate the different kinds of pride in your country or national pride	1
Total	1

Text 4: Renewing Australia's national symbols

Question 16

(1 mark)

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

Description	Marks
Any one of:	
<ul style="list-style-type: none"> • he celebrates/enjoys Australia Day • he served on the Australia Day Council • he introduced the Australia Day address • he knows a great deal about the country's history • he has given a lot of thought to making things better • he is willing to take the risk of challenging the situation so as to improve it • his tone shows he cares • he encourages you to put on your flag, slap on a flag tattoo, reach for a lamington 	1
Total	1

Question 17

(2 marks)

Identify a national symbol that the author considers

(a) is not inclusive of all Australians

Description	Marks
26 January as Australia Day/the date of Australia day	1
Total	1

and another that he believes

(b) contains elements that are outdated.

Description	Marks
Any one of:	
<ul style="list-style-type: none"> • the (Australian) flag/the Union Jack • the (national) anthem 	1
Total	1

Text 5: Becoming citizens, past and present**Question 18****(3 marks)**

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

Description			Marks
Any three of:			
1949		2009–2010	
small numbers overall	→	larger numbers overall	1–3
highest rate 28.4%	→	drops to 19.1%	
35 different nationalities	→	increases to more than 185	
all from European countries/ none from Asian countries	→	mainly from Asian countries/no Europeans	
each individual group is small	→	each individual group is larger	
none from SA/NZ/UK	→	some from SA/NZ/UK	
Total			3
Note: Both sides of a line must be completed in order to score a mark i.e. the change must be indicated.			

Question 19

(15 marks)

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.

Description	
Points of synthesis discussed in combinations of the texts:	
<ul style="list-style-type: none"> • respecting laws and institutions • religious and/or ethnic history • celebrating the creation of a new nation • welcoming diversity • the meaning of our national anthem/day and flag (celebrating/challenging) • understanding the interplay between language and culture 	<ul style="list-style-type: none"> • celebrating/considering/challenging the meaning of national symbols • participation in planning for the future • welcoming/embracing multiculturalism • welcoming/embracing inclusivity • demonstrating community spirit
Articulation of the main ideas	Marks
Articulates the most important values and attitudes in the texts, Uses supporting information from texts to discuss ideas comprehensively and in own words succinctly.	5
Articulates some important values and attitudes in the texts. Uses supporting information from texts to discuss ideas mostly in own words.	4
Articulates few values and attitudes in the texts. Uses some supporting information to discuss ideas, but at times relies on words from the texts.	3
Identifies few values and attitudes in the texts. Uses minimal supporting information to discuss ideas and relies on words from the texts.	2
Identifies ideas in the texts, but these are mostly irrelevant or superficial. Discussion is brief and/or relies heavily on words from the texts.	1
Displays no or very little understanding of ideas in texts.	0
Total	5
Synthesis of common ideas	
Produces a coherent, well-integrated synthesis, referring to relevant supporting information in own words and/or brief apt quotes from the texts.	5
Produces a coherent, organised synthesis that integrates supporting information and/or quotes from the texts.	4
Produces a response using ideas from texts but separating them into individual text discussion that includes some supporting information and/or quotes.	3
Connects one or two basic ideas and provides limited support from texts or merely paraphrases.	2
Produces a response but interprets some information incorrectly.	1
Produces no synthesis.	0
Total	5
Reference to own knowledge and experience	
Refers to own knowledge and experience and supports this with clearly developed specific examples.	3
Refers to own knowledge and experience with generalised examples.	2
Refers to own knowledge and experience which is not always relevant and lacks support.	1
Does not refer to any relevant knowledge and/or experience.	0
Total	3
Reference to all three texts	
Makes effective reference to all texts.	2
Makes some reference to all texts or effective reference to two texts.	1
Makes minimal or no reference to texts.	0
Total	2
Overall total	15
<p>Note: errors in punctuation, grammar and spelling should not adversely affect the mark. If candidates provide lists/dot points of main ideas, they will be penalised under 'synthesis' criterion.</p>	

Section Three: Extended writing

35% (25 Marks)

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.

Description	Marks
Criterion 1: Addresses the key terms of the task and provides support	
Engages comprehensively and purposefully with the question, addressing key words. Effectively supports ideas/points made, using extensive evidence and/or examples.	10
Engages comprehensively with the question, addressing key words. Effectively supports ideas/points made, using evidence and/or examples.	9
Engages clearly with the question, addressing key words. Supports ideas/points made, using evidence and/or examples.	8
Engages with most of the question, addressing key words. Adequate use of evidence and/or examples to support ideas/points.	7
Addresses the question in a general manner, attending to some key words. Adequate use of evidence and/or examples to support ideas/points.	6
Addresses the question in a general manner, attending to some key words. Some use of evidence and/or examples in an attempt to support ideas/points.	5
Attends superficially to some key words. Some use of evidence and/or examples in an attempt to support ideas/points.	4
Attends superficially to some key words. Limited use of evidence and/or examples.	3
Attends to a key word. Limited use of evidence and/or examples.	2
Engages in a limited or inappropriate way.	1
Makes no attempt at engaging with the question.	0
Criterion 2: Controls the generic conventions	
Controls the generic conventions at whole text, paragraph and sentence level, using a wide range of cohesive devices.	5
Uses generic conventions competently, employing a range of cohesive devices.	4
Uses generic conventions adequately, employing appropriate cohesive devices.	3
Uses generic conventions inconsistently. Cohesive devices employed may be limited in range.	2
Makes limited use of generic conventions.	1
Makes no attempt at structuring a response according to genre.	0
Criterion 3: Grammar and punctuation	
Controls a wide range of simple and complex grammatical structures with few or no errors. Uses punctuation precisely and flexibly.	5
Uses a range of simple and complex grammatical structures with few errors. Uses a range of punctuation accurately to enhance communication.	4
Conveys ideas through a range of simple and some complex grammatical structures, with few errors. Uses some varied punctuation, with some errors in complex structures.	3
Conveys ideas through the use of simple and some complex grammatical structures, with some errors. Uses basic punctuation, though not always accurately in complex structures.	2
Uses mainly simple grammatical structures with some accuracy. Uses little or inaccurate punctuation.	1
Uses mainly simple grammatical structures with limited accuracy. Uses no or inaccurate punctuation.	0
Criterion 4: Use of vocabulary	
Selects and uses a wide range of general and specific vocabulary effectively for audience and purpose, with few errors.	5
Selects and uses a range of general and specific vocabulary appropriate for audience and purpose, with some errors.	4
Uses a range of vocabulary with some awareness of audience and purpose, and with some errors.	3
Uses limited range of vocabulary with limited awareness of audience and purpose. May make many errors.	2
Uses limited range of vocabulary. Makes many errors.	1
Demonstrates little knowledge of English vocabulary.	0
Overall total	25

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.

Description	Marks
Criterion 1: Addresses the key terms of the task and provides support	
Engages comprehensively and purposefully with the question, addressing key words. Effectively supports ideas/points made, using extensive evidence and/or examples from texts.	10
Engages comprehensively with the question, addressing key words. Effectively supports ideas/points made, using evidence and/or examples from texts.	9
Engages clearly with the question, addressing key words. Supports ideas/points made, using evidence and/or examples from texts.	8
Engages with most of the question, addressing key words. Adequate use of evidence and/or examples to support ideas/points.	7
Addresses the question in a general manner, attending to some key words. Adequate use of evidence and/or examples to support ideas/points from texts.	6
Addresses the question in a general manner, attending to some key words. Some use of evidence and/or examples in an attempt to support ideas/points from texts.	5
Attends superficially to some key words. Some use of evidence and/or examples in an attempt to support ideas/points from texts.	4
Attends superficially to some key words. Limited use of evidence and/or examples from texts.	3
Attends to a key word. Limited use of evidence and/or examples from texts.	2
Engages in a limited or inappropriate way.	1
Makes no attempt at engaging with the question.	0
Criterion 2: Controls the generic conventions	
Controls the generic conventions at whole text, paragraph and sentence level, using a wide range of cohesive devices.	5
Uses generic conventions competently, employing a range of cohesive devices.	4
Uses generic conventions adequately, employing appropriate cohesive devices.	3
Uses generic conventions inconsistently. Cohesive devices employed may be limited in range.	2
Makes limited use of generic conventions.	1
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Conveys ideas through the use of simple and some complex grammatical structures, with some errors. Uses basic punctuation, though not always accurately in complex structures.	2
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Uses mainly simple grammatical structures with limited accuracy. Uses no or inaccurate punctuation.	0
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Uses a range of vocabulary with some awareness of audience and purpose, and with some errors.	3
Uses limited range of vocabulary with limited awareness of audience and purpose. May make many errors.	2
Uses limited range of vocabulary. Makes many errors.	1
Demonstrates little knowledge of English vocabulary.	0
Overall total	25

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.

Description	Marks
Criterion 1: Addresses the key terms of the task and provides support	
Engages comprehensively and purposefully with the question, addressing key words. Effectively supports ideas/points made, using extensive evidence and/or examples.	10
Engages comprehensively with the question, addressing key words. Effectively supports ideas/points made, using evidence and/or examples.	9
Engages clearly with the question, addressing key words. Supports ideas/points made, using evidence and/or examples.	8
Engages with most of the question, addressing key words. Adequate use of evidence and/or examples to support ideas/points.	7
Addresses the question in a general manner, attending to some key words. Adequate use of evidence and/or examples to support ideas/points.	6
Addresses the question in a general manner, attending to some key words. Some use of evidence and/or examples in an attempt to support ideas/points.	5
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Attends superficially to some key words. Limited use of evidence and/or examples.	3
Attends to a key word. Limited use of evidence and/or examples.	2
Engages in a limited or inappropriate way.	1
Makes no attempt at engaging with the question.	0
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Makes limited use of generic conventions.	1
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Uses limited range of vocabulary with limited awareness of audience and purpose. May make many errors.	2
Uses limited range of vocabulary. Makes many errors.	1
Demonstrates little knowledge of English vocabulary.	0
Overall total	25

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.

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Criterion 1: Addresses the key terms of the task and provides support	
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Engages comprehensively with the question, addressing key words. Effectively supports ideas/points made, using evidence and/or examples.	9
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Uses limited range of vocabulary with limited awareness of audience and purpose. May make many errors.	2
Uses limited range of vocabulary. Makes many errors.	1
Demonstrates little knowledge of English vocabulary.	0
Overall total	25

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.

Description	Marks
Criterion 1: Addresses the key terms of the task and provides support	
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Engages comprehensively with the question, addressing key words. Effectively supports ideas/points made, using evidence and/or examples from texts.	9
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Attends superficially to some key words. Some use of evidence and/or examples in an attempt to support ideas/points from texts.	4
Attends superficially to some key words. Limited use of evidence and/or examples from texts.	3
Attends to a key word. Limited use of evidence and/or examples from text/s.	2
Engages in a limited or inappropriate way.	1
Makes no attempt at engaging with the question.	0
Criterion 2: Controls the generic conventions	
Controls the generic conventions at whole text, paragraph and sentence level, using a wide range of cohesive devices.	5
Uses generic conventions competently, employing a range of cohesive devices.	4
Uses generic conventions adequately, employing appropriate cohesive devices.	3
Uses generic conventions inconsistently. Cohesive devices employed may be limited in range.	2
Makes limited use of generic conventions.	1
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Uses limited range of vocabulary. Makes many errors.	1
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