



ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

ATAR course examination 2021

Written marking key

Marking keys are an explicit statement about what the examining panel expect of candidates when they respond to particular examination items. They help ensure a consistent interpretation of the criteria that guide the awarding of marks.

Section One: Listening

30% (29 Marks)

Text 1: A new museum in Western Australia (WA)

Question 1 (1 mark)

What does *Boola Bardip* mean in the local Nyoongar language?

Description	Marks
many stories	1
Total	1

Question 2 (3 marks)

Why was the name *Boola Bardip* chosen for the new Western Australian museum in Perth?

Description	Marks
to recognise the significant role of the Aboriginal and Torres Strait Islander Peoples in WA's cultural heritage	1
and of the many stories they have to share	1
Total	3

Question 3 (2 marks)

What impressed the interviewer about the new museum?

Description	Marks
the combination of traditional buildings	1
and brand new glass (21st Century) ones	1
Total	2

Question 4 (1 mark)

With their restoration of the museum, architects brought together Western Australia's

- (a) shared cultural heritage.
- (b) cultural, scientific and prehistoric collections.
- (c) cultural buildings.
- (d) cultural, scientific and historical collections.

Description	Marks
(d) cultural, scientific and historical collections.	1
Total	1

Question 5**(2 marks)**

Why does Alex Coles believe that free entry to the museum is important?

Description	Marks
because the museum is so large/on such a large scale/has so many exhibits/there is a lot to see	1
one visit is not enough/many return visits needed	1
Total	2

Question 6**(2 marks)**

What does Alex Coles say is special about the representation of Aboriginal and Torres Strait Islander peoples' history?

Description	Marks
it is not a single display	1
can be found throughout the entire museum	1
Total	2

Question 7**(1 mark)**

What has been included in all of the museum's eight galleries?

Description	Marks
Aboriginal (and Torres Strait Islander) peoples' voices	1
Total	1

Text 2: Language preservation

Question 8

(3 marks)

Explain how endangered languages disappear slowly.

Description	Marks
(they are) displaced by a socially	1
politically (and)	1
economically dominant language	1
Total	3

Question 9

(3 marks)

Give **three** reasons why endangered languages are likely to be lost and forgotten.

Description	Marks
Any three of:	1–3
not written down	
no dictionary	
no texts/	
no historical records	
parents not teaching children	
death of last speaker	
Total	3

Question 10

(2 marks)

Name **two** educational products that result from extensive research into endangered languages.

Description	Marks
(the development of) grammar/grammars	1
children's readers	1
Total	2

Question 11

(2 marks)

List the achievements the researchers made with endangered Aboriginal and Torres Strait Islander peoples' languages in Australia.

Description		Marks
Location	Achievement	
Western Australia	recorded the last three speakers of a language	1
Northern Territory	recorded the last speaker of a language	1
Total		2

Question 12

(1 mark)

What contribution has the secret language of the Kallawaya people made to science?

Description	Marks
knowledge about medicinal plants	1
Total	1

Question 13

(2 marks)

Explain how, according to the researchers, government policies can contribute to the loss of minority languages.

Description	Marks
speakers (or minority languages) forced to use national and/or regional languages	1
	1
Total	2

Question 14

(1 mark)

What reason is given for the global influence of languages such as Chinese, English and Spanish?

Description	Marks
80% of the (world's) population speak these languages	1
Total	1

Question 15

(3 marks)

Name **three** things that are lost when a language becomes extinct.

Description	Marks
cultural knowledge	1
historical facts	1
understandings of the world (not known by others)	1
Total	3

Section Two: Reading and viewing

35% (25 Marks)

Text 3: What languages will Australians speak in the future?

Question 16

(1 mark)

Give **one** reason why Asian languages are spoken more widely than European languages in Australia today.

Description	Marks
Any one of:	
<ul style="list-style-type: none"> • this generation of migrants dying out • European migrant median age 59 compared to Asians' 35 • European migrants have older median age than Asian migrants 	1
Total	1

Question 17

(2 marks)

Give **two** reasons why some migrant groups are able to maintain their mother tongue within their new country.

Description	Marks
Any two of:	
live in closed communities/close proximity to those from similar ethnic background/language	1-2
socialise/promote relationships from a similar language background	
first language school	
Total	2

Text 4: Australia has been called a graveyard of languages**Question 18****(2 marks)**

Explain the meaning of the expression, 'buck an alarming trend' and give the example used in the article.

(Paragraph 1.)

Description	Marks
to go against a worrying pattern	1
went back to Italy/learnt Italian	1
Total	2

Question 19**(3 marks)**

Explain how Nii's use of language is an example of changing attitudes toward multilingualism in Australia.

Description	Marks
stopped speaking his own language to fit in	1
realised it is OK to speak your own language/saw example of others in the workplace/true to yourself	1
so now speaking his own language at home (and with grandparents)	1
Total	3

Text 5: Multilingualism in Australia 2001–2016**Question 20****(2 marks)**

State the **two** main conclusions that can be drawn overall about Asian languages spoken in Australia from the information given in the graph.

Description	Marks
Most of the languages other than English are Asian languages	1
Asian languages show the largest increases in the number of speakers (since 2001)	1
Total	2

Question 21

(15 marks)

Texts 3, 4 and 5 are about language diversity in past and present Australian society.

Synthesise **three** main ideas presented in Texts 3, 4, and 5 about the changes in language diversity in Australia over time.

Refer to all **three** texts and to your own knowledge and/or experience.

You are required to write in your own words.

Suggested length: 250–300 words.

Description	Marks
Main ideas: • Australia most multilingual country in the world (T3,) <ul style="list-style-type: none"> • increasing diversity (T3, T5) • change from European to Asian languages (T3, T4, T5) • value multilingualism as connected to identity and multiculturalism (T3, T4,) • language mixing (T3, T4) • English as dominant with monolingual mindset and education system (T4) Language ecology (T3, T4,) Re-embracing identity/culture through use of own language (T3,4)	
Processing	
Articulates the main ideas clearly in own words, using relevant supporting information from the texts.	5
Outlines the main ideas in own words, using some supporting information.	4
Lists main ideas, may not consistently use own words, and comments on the topic.	3
Identifies some main facts. Gives superficial comment on the topic.	2
Shows limited understanding of some of the main facts.	1
Displays no or very little understanding of ideas in any text.	0
Subtotal	5
Synthesising	
Produces a coherent, well-integrated synthesis, using thematic organisation. Refers to relevant supporting information in own words and/or brief apt quotes from the texts.	5
Produces a coherent, thematically organised synthesis that integrates supporting information and/or quotes from the texts.	4
Produces an organised synthesis that includes some supporting information and/or quotes from the texts.	3
Connects one or two basic ideas and provides limited support from texts.	2
Produces a response but interprets some information incorrectly or merely summarises texts.	1
Produces no synthesis.	0
Subtotal	5
Statement of own view and support	
States a relevant view and supports this with clearly developed specific examples.	3
States a relevant view with generalised examples.	2
States a view which is not always relevant or lacks support.	1
States no view/states an incomprehensible view.	0
Subtotal	3
Reference to 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
Subtotal	2
Total	15
Note: Weaknesses 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 'synthesising' criteria.	

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

The generic marking key provided on page 10 is to be used to mark responses to each of Questions 22 to 26.

Question 22**(25 marks)**

'Hardship makes people stronger'.

Write an **essay** in which you express your ideas about this statement. Refer to at least **two** texts you have read or viewed.

Question 23**(25 marks)**

'How to thrive, not just survive'.

Write a **feature article** for a school magazine that encourages next year's Year 12 students in their studies.

Question 24**(25 marks)**

Write a **letter** to the school principal arguing the importance of including and promoting creative activities as well as academic subjects in the school curriculum.

Question 25**(25 marks)**

Write an **essay** in which you express your ideas about the advantages and/or disadvantages of living in two cultures at the same time. Refer to at least **two** texts you have read or viewed.

Question 26**(25 marks)**

'You are what you speak'.

Write a **speech** against bullying to deliver at your whole school assembly.

Generic marking key for Questions 22 to 26

Description	Marks
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.	8
Engages comprehensively with the question, addressing key words. Effectively supports ideas/points made, using evidence and/or examples.	7
Engages clearly with the question, addressing key words. Supports ideas/points made, using evidence and/or examples.	6
Engages with most of the question, addressing key words. Adequate use of evidence and/or examples to support ideas/points.	5
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.	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
Subtotal	8
Controls the required 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 formulaically, 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
Subtotal	5
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 using 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
Subtotal	5
Use of vocabulary	
Selects and uses a wide range of general and specific vocabulary effectively for audience and purpose.	4
Selects and uses a range of general and specific vocabulary appropriate for audience and purpose.	3
Uses a range of vocabulary with some awareness of audience and purpose.	2
Uses limited range of vocabulary with limited awareness of audience and purpose.	1
Demonstrates little knowledge of English vocabulary.	0
Subtotal	4
Spelling	
Makes few spelling errors in complex vocabulary.	3
Makes some spelling errors.	2
Makes spelling errors in high-frequency and common words.	1
Makes frequent spelling errors.	0
Subtotal	3
Total	25
Note: where a candidate has developed content to only one paragraph or less, the candidate can only receive zeros for the Grammar and punctuation; Use of vocabulary and Spelling criteria.	

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