



ATAR course examination, 2021

Question/Answer booklet

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

Place one of your candidate identification labels in this box.
Ensure the label is straight and within the lines of this box.

WA student number: In figures

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In words

Time allowed for this paper

Reading time before commencing work: ten minutes

Working time:

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 provided by the candidate

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

Special items: one print English language dictionary or one print English language learning dictionary

Note: Dictionaries must not contain any notes or other marks. 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 material. If you have any unauthorised material with you, hand it to the supervisor **before** reading any further.



Structure of the examination

The English as an Additional Language or Dialect ATAR course 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 written examination
Section One Listening	15	15	40	29	30
Section Two Reading and viewing	6	6	55	25	35
Section Three Extended writing	5	1	55	25	35
Total					100

Instructions to candidates

1. The rules for the conduct of the Western Australian external examinations are detailed in the *Year 12 Information Handbook 2021: Part II Examinations*. Sitting this examination implies that you agree to abide by these rules.
2. Write your answers in Standard Australian English in this Question/Answer booklet preferably using a blue/black pen. Do not use erasable or gel pens.
3. You must be careful to confine your answers to the specific questions asked and to follow any instructions that are specific to a particular question.
4. Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

See next page

Section One: Listening**30% (29 Marks)**

This section contains **15** questions. Answer **all** questions in the spaces provided.

You will hear **two** texts. Each text will be played twice. There will be a short pause between the first and second readings. After the second reading, there will be time to answer the questions.

You may make notes at any time. Your notes will **not** be marked. You may come back to this section at any time during the working time for this paper.

Suggested working time: 40 minutes.

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

Space for notes

Question 1**(1 mark)**

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

Question 2**(3 marks)**

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

Question 3**(2 marks)**

What impressed the interviewer about the new museum?

Question 4

(1 mark)

Space for notes

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.

Answer

Question 5

(2 marks)

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

Question 6

(2 marks)

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

Question 7

(1 mark)

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

Text 2: Language preservation

Space for notes

Question 8**(3 marks)**

Explain how endangered languages disappear slowly.

Question 9**(3 marks)**

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

One: _____

Two: _____

Three: _____

Question 10**(2 marks)**

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

One: _____

Two: _____

Question 11**(2 marks)**

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

Location	Achievement
Western Australia	
Northern Territory	

Question 12

(1 mark)

Space for notes

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

Question 13

(2 marks)

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

Question 14

(1 mark)

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

Question 15

(3 marks)

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

One: _____

Two: _____

Three: _____

End of Section One

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Section Two: Reading and viewing

35% (25 Marks)

This section has **six** questions. Answer **all** questions in the spaces provided.

Read the **three** texts and answer the questions that follow. Base your answers on the information in the texts.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested time: 55 minutes.

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

Read this article and answer Questions 16 and 17.

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See next page

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Question 16**(1 mark)**

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

Question 17**(2 marks)**

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

One: _____

Two: _____

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Text 4: Australia has been called a graveyard of languages

Read this article and answer Questions 18 and 19.

Gaby Cara speaks to her Nonna (grandmother) in fluent Italian, but only because she spent a year in Tuscany when she was nine. “We were in this tiny little village, and because I was so young, I just picked up Italian really quickly”, Gaby says. For her dad Bruno, a second-generation Italian-Australian, this was a dream come true. “I always wanted the kids to experience the culture, and to learn the language at a level where they could communicate freely”, he says. Gaby and her sister Alexia soaked up the new language “like sponges”. Roots migration, or going to the homeland for an immersive cultural and linguistic experience, is how the Cara family managed to buck an alarming trend that is currently occurring in Italian communities in Australia.

Italians are losing their language at a faster rate than any other ethnic group in Australia. In the last 15 years or so there has been a drop of around 80 000 people speaking Italian at home. Greeks share a similar migration trajectory to the Italians, but there are some factors that have helped Greeks maintain their language more than their European counterparts. One of these key factors is the church. The Greek Orthodox church is central to the family and has played a major role in the transmission of culture and language within the Australian Greek community, and in ensuring that the next generation is well aware of their heritage. However, unfortunately, it only takes three generations for many migrant families to lose the languages with which they came to their new country.

Australia is, in many ways, a graveyard of languages. It is an English language dominant country, with an expectation that Standard Australian English is used by all, and where language diversity is not valued. This attitude is also reflected in the education system. Australia is one of the most multilingual countries in the world, yet language education is not always viewed as a high priority and languages are not part of the core curriculum in many schools. Australia is also lowly placed in the world rankings of the provision and uptake of languages.

The result is that a bilingual child has a five in six chance of losing their heritage language by the time they finish high school. Or, put simply, multilingual kids go to school to become monolingual. This monolingual mindset is totally out of sync with the multilingual reality – around 300 languages, including Standard Australian English, are spoken in Australia on any given day.

There are two ways people can lose the languages they speak. The first is through linguistic colonisation, which is what has happened to many Indigenous and minority languages around the world. This is where a new language is forced upon people with the aim of establishing it as the dominant or only language. The second is linguistic assimilation. That is when immigrants lose their languages as they gradually shift towards a dominant language, such as English. However, many, like the Cara family, are resisting what feels like an inevitable process of assimilation and embracing their multilingualism.

Nii Laryea Tetteh, 25, is working hard to improve his use of the language he spoke as a child, called *Ga*, which is from his parents’ home country, Ghana. Growing up in Australia, Nii tried to fit in physically as well as linguistically. As a result, he stopped speaking *Ga*.

Working on construction sites as a carpenter, he noticed Arabic being spoken around him, and he began to ask himself, “why am I disadvantaging myself by hiding my language?” For Nii, speaking *Ga* is about being true to himself. “I’m trying so hard to be something I’m not, it’s never going to work. Why don’t I just embrace what I am and stop pretending to be something I’m not?”

Nii now speaks *Ga* with his mum as much as possible, and he recently managed to have a phone conversation solely in *Ga* for the first time with his grandmother in Ghana. These transnational connections, together with opportunities to use *Ga* at home, constitute what linguists call ‘language ecology’ – a supportive language environment that will make all the difference to Nii’s efforts to reclaim the language of his childhood.

That raises an important question for everyone living in multicultural Australia. If language is key to people’s cultural identity, doesn’t it make sense that Australia values its rich multilingualism?

Question 18**(2 marks)**

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

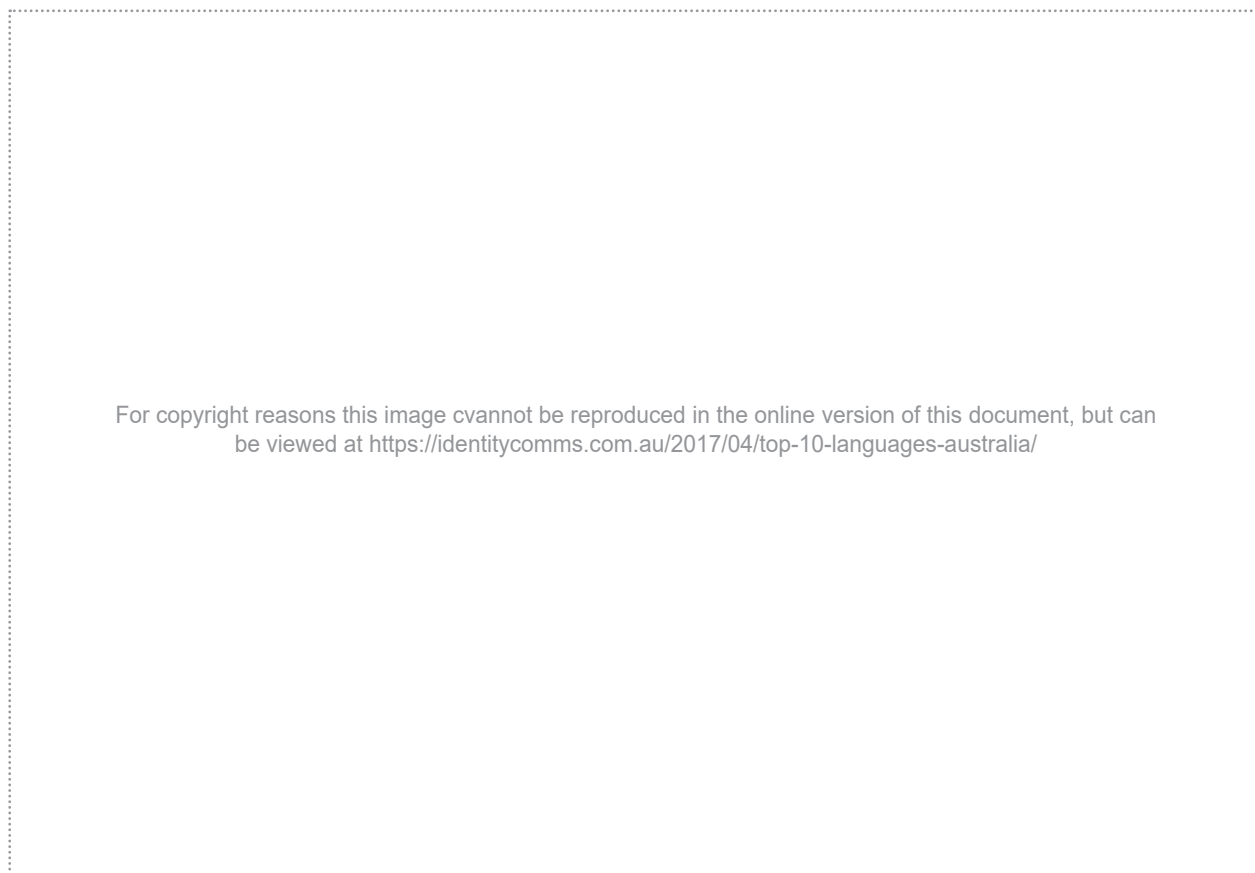
(Paragraph 1.)

Question 19**(3 marks)**

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

Text 5: Multilingualism in Australia 2001–2016

View the graph below and answer Question 20.



Question 20

(2 marks)

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

One: _____

Two: _____

See next page

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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.

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Section Three: Extended writing

35% (25 Marks)

This section has **five** questions. Answer **one** question only.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

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

55 minutes total.

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.

End of questions

Supplementary page

Question number: _____

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ACKNOWLEDGEMENTS

- Text 3** Adapted from: Fain-Binda, F. (2020). *What languages will Australians speak in the future?* Retrieved May, 2021, from <https://www.sbs.com.au/news/what-languages-will-australians-speak-in-the-future>
- Text 4** Adapted from: Fukui, M. (2019). *Australia has been called 'a graveyard of languages'. These people are bucking the trend.* Retrieved May, 2021, from <https://www.abc.net.au/news/2019-11-30/language-loss-and-revival-australia-tongue-tied-and-fluent/11736450>
- Text 5** Graph adapted from: Identity Communications & Cadreon. (2017). *The changing face of Australia* [Infographic]. Retrieved May, 2021, from <https://identitycomms.com.au/2017/04/top-10-languages-australia/>

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