



WATESOL

WESTRALIAN ASSOCIATION FOR TEACHERS OF
ENGLISH TO SPEAKERS OF OTHER LANGUAGES

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT Year 12 ATAR

Name: _____

Teacher: _____

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Student Number: In figures

In words: _____

Time allowed for this paper

Reading/planning time before commencing work:

ten minutes

Working time for paper:

two and a half hours

Material 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), pencils (including coloured), sharpener, correction tape/fluid, eraser, ruler, highlighters

Special items: print English language dictionary or print English language learning dictionary.
No electronic dictionary or thesaurus is allowed.

Note: dictionaries must not contain any handwritten or typewritten notes or other marks and may be inspected during the examination.

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 EAL/D examination comprises 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	13	13	40	25	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 Western Australian external examinations are detailed in the Year 12 Information Handbook 2018. 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 the 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(s) that you are continuing to answer at the top of the page.

Section One: Listening

This section has **thirteen (13)** 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 two (2) texts. Each text will be played 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. At the end of the second reading, you will be given time to complete your answers.

You must be careful to base your responses on the information provided in the spoken texts. Your notes will **not** be marked.

Suggested working time: 40 minutes.

Text 1: An interview with Sportswoman, Ellyse Perry

(12marks)

Space for Notes

Question 1

(2 marks)

Name **two** accolades that Ellyse Perry has received in her career:

Question 2

(2 marks)

According to the text, there is a disparity between women in sport and men in sport. Identify **two** ways in which this is seen.

Question 3

(2 marks)

Perry describes a 'double-edged sword'. In your own words describe what this means in the context of her career.

Question 4

(1 mark)

What are ways that Perry keeps her training at its best?

- a) Sport practice, gym training and eating the right foods
- b) Skills sessions, running and eating substantial meals
- c) Individual and team training sessions, running and small snacks
- d) Specific training, a focus on nutrition and caffeine

Answer: _____

Question 5

(2 marks)

How does Perry feel about being voted Australia's most marketable Sportsperson?

Question 6

(3 marks)

According to Perry, what are **three** advantages of participating in sport?

Text 2: A speech by Lowitja O'Donoghue

(13 marks)

Question 7

(2 marks)

Name **two** results for Australian Aboriginal Peoples if the 'National Congress' succeeds.

Question 8

(2 marks)

According to O'Donoghue, what currently undermines unity within the Aboriginal community?

Question 9

(2 marks)

According to O'Donoghue, what are **two** reasons that the National Congress might not succeed?

Question 10

(2 marks)

O'Donoghue refers to giving the National Congress a 'fair go'. What does she mean by this?

Question 11

(3 marks)

Name **three** qualities of the organisation (National Congress) today.

Question 12

(1 mark)

Which people are responsible for the success of the National Congress?

- a) All people
- b) Aboriginal and Torres Strait Islander people
- c) Governments, opposition parties and public servants
- d) Representatives, delegates, members and staff of the National Congress

Answer: _____

Question 13

(1 mark)

What is O'Donoghue's ultimate goal?

Section Two: Reading and viewing**35% (25 marks)**

This section has **six (6)** questions. Answer **all** questions.

Read the **three (3)** texts and answer the questions that follow, basing your answers on the information in 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.

- **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: 55 minutes.

Text 3: Why We Need to Stop Calling Them Soft Skills

There's no doubt that successful people possess hard skills, or the skills you learn through formal education, certification programs, and on-the-job training. But where trained professionals can stand out is in their soft skills, such as the ability to communicate, be empathetic, think creatively, work with their teams, manage their time, and solve problems in a pinch.

In order to be really successful, no matter the career, most people need a certain level of expertise in communication, collaboration, critical thinking, adaptability, and leadership.

These soft skills aren't so soft after all.

Soft skills are hard to learn. There are few dedicated tracks in formal education systems specifically teaching soft skills, yet they're the skills hiring managers look for in candidates, according to the latest LinkedIn research. In that same report, 92 percent of talent professionals said soft skills matter as much or more than hard skills when they hire.

Soft skills require continuous improvement. You shouldn't expect to climb the corporate ladder by communicating with future managers the same way you learned to communicate with your initial manager at the first job you ever got. And if you're still working with your team the same way after several years, you probably haven't helped your team advance in any way.

Soft skills are transferable. No matter where you work or what situation you're in, effective communication, time management, and problem-solving skills will help you get stuff done. As a hiring manager, would you rather hire someone who knows Python like the back of their hand but can't seem to communicate with other team members, or someone who is an effective, transparent communicator and tells you that they don't know Python but are willing to learn it? I would say nine times out of ten, the communicator sees more success throughout their career.

Soft skills will distinguish man from machine. As artificial intelligence research continues to gain attention, it's clear that empathetic AI is somewhere in the very distant future (or possibly never). Humans have emotions, and we make decisions based on our emotions and on how our decisions might affect the well-being of other humans. We can certainly train AI to make certain empathetic decisions, but void of human input, AI will never organically show compassion.

Soft skills are the focal point of agile. As software professionals, our highest priority is to satisfy the customer. How do we satisfy the customer with JavaScript without communicating with them

about what they want? We need to collaborate with the customers and our colleagues in order to create high-quality products. Being able to adapt to changing requirements, think critically, and solve problems is essential to giving your customer a competitive advantage. In fact, most of the Agile Manifesto's principles are centred around soft skills.

Soft skills are hard to learn, require practice, and are crucial for professional success, so we should stop referring to interpersonal skills as soft. They're not soft. They're hard, human skills—skills we need at this job, and the next, and the one after that.

Question 14**(3 marks)**

Outline **three** ways that soft skills are different to hard skills.

One: _____

Two: _____

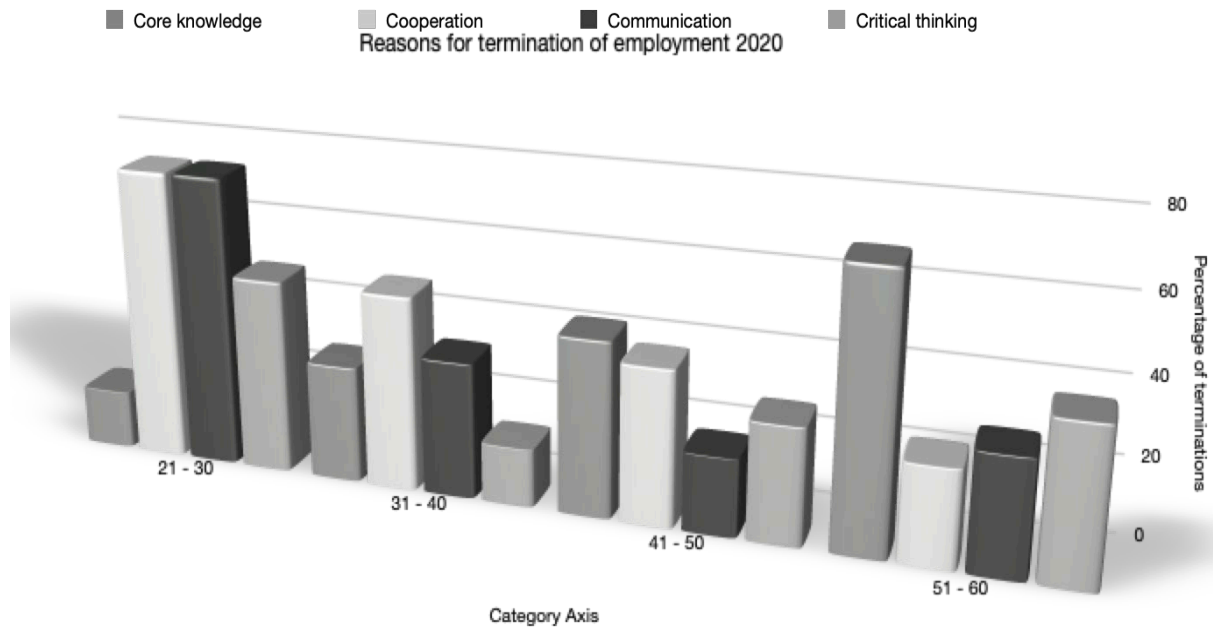
Three: _____

Question 15**(2 marks)**

Name **two** attributes that employers are looking for and explain why these attributes are useful.

Employee attribute	Why this is useful to employers
1.	
2.	

Text 4: Graph



Question 16

(2 marks)

Give **two** generalisations that can be made about the relationship between the age ranges of employees shown in the graph and different reasons for termination of employment.

Text 5: Stop Calling Them Soft Skills; They're Essential Skills

Entrepreneur.com put out an article about the top nine reasons millennials get fired, and those top five are: their need for independence, a lack of confidence, anxiety, miscommunication, and that millennials lack vision, also known as critical thinking skills.

These are what we in the education world call “soft skills.”

They're secondary to the “essential” work of school, which is English, Mathematics, Science, History and the list goes on, depending on the country and the school.

I think it's time we stop calling them soft skills, because there's nothing soft about getting fired from your job, or never getting hired in the first place.

We need to call them what they really are: essential skills. They are skills that are absolutely necessary to thrive in the modern world. It's no wonder people are being fired for not knowing how to work together; we don't teach it; we don't emphasise it. The result is division and the inability to seek compromise.

Young adults struggle with confidence. Perhaps this has something to do with the number of high-stakes tests students are required to complete between kindergarten and senior year. These tests only measure a sliver of who they really are and what they're really capable of, but they are the deciding factor for their future

These days, people are fired for not having vision; for thinking they are just a cog in a machine. For many students, that's what school is for them. Sit quietly, learn certain information, regurgitate it on a test, and then move to the next level. If we want millennials to see the big picture and understand why they're doing certain tasks, maybe this should start at school. If we can't explain why students are learning a certain subject, then maybe we shouldn't teach it.

People struggle to communicate but, have we taught them to communicate? Or, are they sitting in rows most of the time, not being allowed to talk?

Many teachers will explain that this is expected protocol and that they are being held accountable for their students' success, or lack thereof.

And that's exactly my point. This isn't teachers' fault. It's a systematic error.

We need to change things up, and I think that starts with us stopping calling communication, collaboration, critical thinking, work ethic, and confidence “soft skills.” Instead, let's call them “essential skills;” because they are essential, arguably more essential than your ability to memorise facts and equations.

Clearly, hard skills are easier to measure and keep track of and compare. But is that a good enough reason to prioritise them at the expense of other skills? 92% of talent professionals and hiring managers say that soft skills are just as important, if not more important, than hard skills.

It's important to remember that an educated society is a healthier society, and we still need to know how to read, write, solve, observe, experiment, and learn subject matter. But we don't just need to teach the information, but also how to obtain it, present it, and what to do with it.

We need to teach essential skills. And the truth is, when students have these fundamental skills, and are confident, creative, critical thinking, hard-working collaborators, learning the content will come much easier.

Question 18

(1 mark)

What is the writer's opinion on the current system of education?

Question 18

(2 marks)

What does the author of this article believe needs to change?

Section Three: Extended Writing

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

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

Question 20

In a **letter to the editor** of the *West Australian* newspaper, outline what local communities could do to help those currently living in poverty.

Question 21

In an **essay**, discuss how a person can change the course of their life. Support your ideas by referring to **at least two** texts you have studied.

Question 22

In a **speech** to a group of international delegates, present one specific change needed in our current world.

Question 23

In a **feature article** for a teen magazine, discuss how young people can live sustainably in their daily lives.

Question 24

In an **essay**, discuss the role that language plays in shaping how yourself and others view the world. Refer to **at least two** texts you have studied to support your ideas.

ACKNOWLEDGEMENTS

Text 1

Adapted from Interview by Brooke Hunter

<https://www.girl.com.au/ellyse-perry-interview.htm> and <https://www.mamamia.com.au/sport-on-saturdays-ellyse-perry/> Accessed August 2nd 2020

Text 2

Lowitja O'Donoghue: 'Since the 1967 referendum, Australia has been living a lie', opening National Congress of Australia's First People - 2011

8 June 2011, Homebush, New South Wales, Australia.

Text 3

'*Why we need to stop calling them soft skills*' adapted from Article by Owen Gotimer, July 12, 2019. Accessed 7th August, 2020.

<https://www.techwell.com/techwell-insights/2019/07/why-we-need-stop-calling-them-soft-skills>

Text 4

Graph courtesy of WATESOL member

Text 5

'*Stop Calling Them Soft Skills; They're Essential Skills*' adapted from Article by Trevor Muir, <https://trevormuir.com/2019/02/07/soft-skills/> Accessed 7th August, 2020