



WATESOL

WESTRALIAN ASSOCIATION FOR TEACHERS OF
ENGLISH TO SPEAKERS OF OTHER LANGUAGES

**ENGLISH AS AN ADDITIONAL
LANGUAGE OR DIALECT
Year 12 ATAR Marking Key
2020**

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

Section 1: Listening**(30 marks)**

NB: Spelling and grammar are not marked in this section, unless it changes the meaning of the answer. Synonymous phrases are acceptable, unless otherwise stated.

Text 1: An interview with Ellyse Perry.**(12 marks)****Question 1****2 marks**

Name two accolades that Ellyse Perry has received in her sporting career.

Any two of the following:	0-2
First Australian woman to have appeared in two world cups	
Most marketable sportsperson in Australia (and 36 th in the world)	
Youngest to play senior International cricket/ youngest Australian test cricket player	

Question 2**2 marks**

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

Pay rate	1
sponsorship	1

Question 3**2 marks**

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

We love our sport/Need to devote time to sport to be the best	1
but also have to live/need to consider the financial side of things/need to work or study	1

Question 4**1 mark**

What are the ways that Ellyse keeps her training at its best?

d	1
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Question 5**2 marks**

How does Ellyse feel about being voted Australia's most marketable sportsperson?

She feels that it's strange and unexpected she just wants to do as well as she can at her sport/she's not focusing on marketing opportunities	2
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Question 6**3 marks**

What advantages does Ellyse see in participating in sport?

avenue to make new friends	1
challenge yourself	1
maintain a healthy, balanced lifestyle	1

Text 2: A speech by Lowitja O'Donoghue**(14 marks)****Question 7****2 marks**

Name two results for Australian Aboriginal peoples if the National Congress succeeds?

(true and lasting) recognition	1
Protection	1

Question 8**(2 marks)**

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

Criticizing/tearing down each other	1
Not celebrating, supporting and nurturing each other/forgetting about unity	1

Question 9**(2 marks)**

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

(outside) Detractors/sceptics	1
Destructive accusations made by the media (against National Congress)	1

Question 10**(2 marks)**

O'Donoghue refers to giving the National Congress a 'Fair go'. What does she mean? (student answers may vary but must have the sense of a positive action and refraining from negative action for the full 2 marks)

To be a builder	1	Not a wrecker	1
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OR

to support thoughtful analysis, debate and collaboration	1	instead of making a political point	1
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Question 11**(3 marks)**

Name three (3) qualities of the organisation (The National Congress) today.

Any 3 of the following:	0-3
It's a company (arms-length/separate from government)	
Gender equity (built in at all levels)	
Sets new levels of excellence and expectation	
Has talented individuals and representative organisations across all areas	

Question 12**(1 mark)**

According to O'Donoghue, which people are responsible for the success of the National Congress?

a	1
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Question 13**(1 mark)**

What is O'Donoghue's ultimate goal?

(explicit) Constitutional recognition (of Aboriginal peoples and their place as the First Australians)	1
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Section 2

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

Question 14

(3 marks)

Outline three ways that soft skills are different to hard skills. (Only the information on the left of the table below is essential for each mark as some information on the right is implied.)

<i>Soft skills</i>		<i>Hard Skills</i>
Not explicitly taught in (most) formal education (hard to learn)	1	Explicitly taught in formal education
Transferable to any job	1	Not transferable to any job
Can't be learned by AI	1	Can be learned by AI

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
Communication; collaboration; critical thinking; adaptability; leadership; time management; problem solving; making empathetic/compassionate decisions	<i>Student answers will vary – accept reasonable explanations (1 mark each)</i>

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.

Accept any 2 generalisations shown in the graph.

E.g.

- *It is more common for older employees to lose their jobs due to a lack of core knowledge than younger employees.*
- *Most employees in the 21-30 year old range who lost their jobs had inadequate/poor communication and cooperation skills.*

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

Question 17

(1 mark)

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

School should be preparing students with essential/soft skills for the workplace	1
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Question 18

(2 marks)

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

Call soft skills (communication, collaboration, critical thinking, work ethic, and confidence) "essential skills"/change the name "soft" to "essential"	1
(explicitly) teach these (essential skills)	1

Question 19

Texts 3, 4 & 5 explore additional qualities desired today for employees to get and keep a job.

Synthesise three (3) main ideas these texts present about 'soft skills' and how they contribute to successful employees. You should refer to all three texts and to your own opinion or experience in your synthesis.

- Not taught/need to be taught T3, 4, 5
- Essential for success in employment T3, 4, 5
- Just as important as academic ability T3, 4, 5
- Need to call them 'essential', not 'soft' T3, 4

Criterion 1: Processing	Marks
Articulates the main facts and opinions clearly in own words, using relevant supporting information from the texts.	5
Outlines the main facts and opinions in own words, using some supporting information.	4
Lists the main facts and opinions, may not consistently use own words, and comments on the topic.	3
Identifies some main facts and opinions. Gives superficial comment on the topic.	2
Shows limited understanding of some of the main facts and opinions.	1
Displays no or very little understanding of ideas in any text.	0
Total	5
Criterion 2: Synthesising	
Produces a coherent, well-integrated synthesis, using thematic organisation. Refers to relevant supporting information in their own words and/or brief apt quotes from the texts and statistics.	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 or merely summarises texts.	2
Produces a response but interprets some information incorrectly.	1
Produces no synthesis.	0
Total	5
Criterion 3: 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
Total	3
Criterion 4: 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
Total	2
Overall total	15
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 'synthesising' criterion.	

Section 3: Extended Writing Marking Key

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.	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
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 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
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.	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
Criterion 5: 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
Total	25

