 Sample examination materials

English as an additional language or dialect (EAL/D) – listening paper

Sample questions marking guidelines

Question 1

| Criteria | Marks |
| --- | --- |
| * Correctly identifies how the male narrator describes the Noongar language | 2 |
| * Provides some relevant information | 1 |

Sample answer

He describes the Noongar language as an ancient language, embedded in this corner of the oldest continent in the planet. It is a way of accessing ancestors and the way they think, a way of making oneself an instrument for the spirit of this part of the world.

Question 2

| Criteria | Marks |
| --- | --- |
| * Correctly describes the impact of growing up with language as ‘taboo’ during the stolen generation | 3 |
| * Identifies some features of language as ‘taboo’ during the stolen generation | 2 |
| * 2Makes a relevant statement about either:   + language as ‘taboo’ or   + the stolen generation | 1 |

Sample answer

Growing up with language as ‘taboo’ impacted women with the suppression of language in South West region of Australia, making them completely removed from families. They describe being brainwashed into thinking in a different way and/or were told their families didn’t want them anymore. The women were impacted psychologically regarding their lifestyle which meant that language was lost and cultural practices were also lost in that process.

Question 3

| Criteria | Marks |
| --- | --- |
| * Correctly identifies what the male narrator says about the Noongar language changing in recent years | 2 |
| * Provides some relevant information | 1 |

Sample answer

At an increasing rate, the language is regaining strength. The man says there are ‘stats that indicate the number of Noongar language speakers has increased in the last 10-20 years.’

Question 4

| Criteria | Marks |
| --- | --- |
| * Provides a description of the ways interviewees are seeking to restore the vitality of the Noongar language | 4 |
| * Identifies and describes some features of restoring the Noongar language | 3 |
| * Identifies and describes a feature of restoring the Noongar language | 2 |
| * Provides some relevant information | 1 |

Sample answer

The interviewees are seeking to restore the vitality of Noongar language through an educational enriching program from Aboriginal and non-Aboriginal people. They gain knowledge and expertise from the teacher of language. Part of this program includes singing nursery rhymes in Noongar, reading little booklets in Noongar, playing games, sitting around the fire talking about language and cultural tours.

Question 5

| Criteria | Marks |
| --- | --- |
| * Provides an accurate explanation of the purpose of learning the Noongar language | 4 |
| * Correctly identifies the purpose of learning the Noongar language | 3 |
| * Identifies an aspect of learning the Noongar language | 2 |
| * Provides some relevant information | 1 |

Sample answer

The purpose of learning the Noongar language is not just about learning the language but about the culture from all different areas of the Noongar lands. It’s part of life and tradition being able to speak the language. For a person to be truly connected with the land they must know their language. The woman explains that ‘language and culture is a part of you and learning the Noongar language is a rebirthing process where Indigenous people may become whole again.’