

**WESTERN AUSTRALIAN UNIVERSITIES  
FOUNDATION PROGRAM (WAUFP)**

**ENGLISH LANGUAGE AND AUSTRALIAN  
CULTURAL STUDIES (ELACS)  
SYLLABUS  
2003**

This subject is the only compulsory subject in the WAUFP. Successful completion of this subject satisfies the English competency requirement of all public universities in Western Australia. It is a double subject. This means students receive twice as much instruction in ELACS as compared to other subjects in the program.

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## Rationale

English Language and Australian Cultural Studies (ELACS) is designed to meet the needs of overseas high school graduates whose present level of English language attainment may be below the minimum level of competence required for entry into undergraduate programs at Western Australian Universities. Compared with local students, those entering this course may have:

- different frames of cultural reference;
- different learning styles;
- greater difficulty with the structural, phonological, graphological and social features of English which may cause them to comprehend and compose texts more slowly.

Students who successfully complete this course are deemed to have met the literacy requirement necessary for direct entry into Western Australian Universities.

The course has two main aims. The first is to develop students' functional literacy within an academic context. Particular attention will be given to the skills of reading, writing, listening and speaking, which are deemed necessary for success at university. The second is to increase the students' knowledge and understanding of Australian society and culture. By achieving this enculturation, students should be better prepared to cope with the rigors of university life in Australia.

Students will be introduced to Australian society and culture through a wide variety of texts. For the purpose of this syllabus the word texts is used in the broadest sense to include books, films, and television programs as well as the wide range of oral and written material that students will encounter in their lives after school.

The course is designed to provide optimum learning outcomes for students who have gained an overall Band Score of 5.5 in the IELTS test (or equivalent).

## **Subject Design**

For this subject a set of outcomes is prescribed. These outcomes describe the level of skills and abilities relevant to future success at a tertiary level. Each outcome is made up of a number of components and student's success in each outcome is measured on a continuum.

This subject focuses on Australian culture as the vehicle for teaching these skills. The content covered in the teaching-learning program includes:

- transactional texts such as reference materials, reports, statistics, graphs, diagrams, documents and essays
- literary texts such as prose narratives, novels and short stories, biography and autobiography
- media texts such as news articles, newscasts, documentaries, feature articles and feature films
- internet material

Teachers are encouraged to use a wide variety of texts. The texts should mainly focus on Australia but teachers are not precluded from introducing texts that focus on other countries and cultures.

While the development of the process skills of reading, writing, listening and speaking are major aims of this subject, students must also be able to demonstrate some knowledge and understanding of texts and Australian culture.

Teachers may choose to focus on any of the following aspects of Australia and/or Australian society to facilitate student's achievement of the stipulated set of outcomes.

- Features that have impacted on Australian culture and society. eg climate, physical geography, geographical position, population distribution, history
- The notion of Australian lifestyle and identity
- The complexity of contemporary Australian society and the major social issues facing it. eg multiculturalism, environmental issues, refugees, unemployment, ageing population, globalisation.
- Issues facing Australian society in a global context.

A flexible teaching - learning program is recommended. Each program must be tailored to the needs of the students so that it enhances students' opportunities to achieve the stipulated outcomes.

The time allocated to the teaching of ELACS is double that spent on other subjects in the WAUFP. A minimum of 8 hours per week for 34 weeks is required for the teaching of this subject. Essentially this means that ELACS counts as 2 subjects.

All students must sit an external examination. A final mark for this subject is calculated using an external examination mark and an internal assessment mark. A score of 50 in ELACS is required to meet the English competency requirement of Western Australian universities.

## Outcomes

- Outcome 1:** Accessing, organising and evaluating ideas and information from a range of sources.
- Outcome 2:** Selecting, reading and comprehending a wide range of transactional and literary texts.
- Outcome 3:** Interpreting a range of media texts, discussing how meanings and effects are presented.
- Outcome 4:** Writing to communicate ideas, information, opinions and responses to texts and shaping language for meaning and effect.
- Outcome 5:** Thinking critically and analytically about the ways ideas are presented in texts.
- Outcome 6:** Speaking according to purpose, audience and context.
- Outcome 7** Using Standard Australian English.
- Outcome 8** Listening purposefully and with understanding to speakers and audio texts.
- Outcome 9** Developing understandings about the complexity of Australian society and culture.
- Outcome 10** Developing understandings about the relationship between geographical features and the development of Australian society.
- Outcome 11** Developing understandings about how Australian society has been shaped by past events.
- Outcome 12** Developing understandings about Australia's position in a global context.

## **Components of Outcomes**

### **Outcome 1: Accessing, organising and evaluating ideas and information from a range of sources.**

This outcome relates to the level of the student's demonstrated ability in:

- collecting, selecting and organising ideas and information from a range of texts
- using appropriate note taking techniques to collect information from a range of texts
- using summarising techniques to collect information from a range of texts.
- using a library to access information
- using the internet to access information
- creating a draft as the first step to producing oral and written texts.
- evaluating the relative importance of ideas and information from a range of texts

### **Outcome 2: Selecting, reading and comprehending a wide range of transactional and literary texts.**

This outcome relates to the level of the student's demonstrated ability in:

- applying different reading strategies according to purpose, text type and context, including reviewing, surveying, skimming and scanning
- identifying ideas, arguments, propositions and opinions
- understanding the conventions of literary texts such as novels, short stories, songs and transactional texts such as text books and written reports.
- recognising and discussing the effects of significant language features and conventions and how they contribute to meanings
- making inferences from transactional and literary texts
- reflecting on ideas and experiences gained from wide reading
- identifying how specific texts and text types are written for specific audiences.

### **Outcome 3: Interpreting a range of media texts, discussing how meanings and effects are presented.**

This outcome relates to the level of the student's demonstrated ability in:

- identifying the main ideas, attitudes and values and recognising the ways in which these are conveyed in film and feature articles
- appreciating the role of media texts as a source of information and entertainment.
- drawing conclusions about the power of the media to reflect and reinforce particular ideas, beliefs, attitudes and values
- understanding how their own perspectives and attitudes compare with other readers and producers of media texts

### **Outcome 4: Writing to communicate ideas, information, opinions and responses to texts and shaping language for meaning and learning.**

This outcome relates to the level of the student's demonstrated ability in:

- demonstrating research and written reporting skills on an investigation into an issue
- producing writing characterised by drafting, editing and using the correct spelling, syntax and punctuation
- selecting language and detail appropriate to audience for the purposes of recording, describing, sharing ideas and persuading

- writing essays, auto/biographies and short reports using appropriate conventions, formats and structures and considering purpose, audience, structure and style

**Outcome 5: Thinking critically and analytically about the ways ideas are presented in texts.**

This outcome relates to the level of the student's demonstrated ability in:

- separating fact from opinion
- recognising bias in the language and evaluating its influence
- judging the credibility and relevance of information
- evaluating the steps in reaching a conclusion
- formulating conclusions and deciding how best to communicate them to others
- predicting consequences and identifying issues and questions arising from the conclusions
- applying their learning to other relevant situations and contexts

**Outcome 6: Speaking and choosing language according to purpose, audience and context.**

This outcome relates to the level of the student's demonstrated ability in:

- varying language according to audience and context
- engaging an audience through the use of verbal and non-verbal aspects of communication, including eye contact, posture, pace, register, clarity
- effectively communicating in a range of formal and informal contexts and situations including class discussions, impromptu spoken responses, explanations, reports, prepared presentations and structured group work.
- using appropriate visual aids to inform and maintain audience interest
- using appropriate speech conventions
- demonstrating confidence in speaking tasks through participation in a variety of oral activities

**Outcome 7: Using Standard Australian English.**

This outcome relates to the level of the student's demonstrated ability in:

- recognising culturally specific aspects of learning in an Australian academic environment. This involves: using questioning techniques, expressing personal view points, taking part successfully in collaborative activities and presenting an argument.
- communicating with Australian citizens about everyday events

**Outcome 8: Listening purposefully and with understanding to speakers and audio texts.**

This outcome relates to the level of the student's demonstrated ability in:

- listening to a range of texts in familiar and more formal contexts
- distinguishing between main and supporting ideas
- distinguishing between similar ideas presented in different contexts by being sensitive to the speaker's tone, attitude and purpose
- asking relevant questions and making thoughtful comments on what is said
- evaluating the relative importance of ideas and information heard

**Outcome 9 Developing understandings about the complexity of Australian society and culture.**

This outcome relates to the level of the student's demonstrated ability in:

- developing an awareness of the different groups making up Australian society
- understanding some of the problems arising from such a diverse society
- recognising differing Australian lifestyles
- making value judgments regarding elements of Australian culture.

**Outcome 10 Developing understandings about the relationship between the geographical features and their impact on the development of Australian society.**

This outcome relates to the level of the student's demonstrated ability in:

- understanding the relationship between Australia's population distribution and the environment
- understanding the impact of geographical features on living conditions in rural and urban Australia
- developing an awareness of how the landscape has shaped the Australian identity
- assessing the demands made on the environment by the population and consider implications for the future

**Outcome 11 Developing understandings about how Australian society has been shaped by past events.**

This outcome relates to the level of the student's demonstrated ability in:

- understanding the impact of Europeans on traditional Aboriginal society
- understanding different aspects and major turning points in the development of Australia
- understanding the development and structure of Australia's political and legal systems

**Outcome 12 Developing understanding about Australia's position in a global context**

This outcome relates to the level of the student's demonstrated ability in:

- understanding aspects of Australia's role internationally
- understanding the importance of international trade to the Australian economy
- developing an awareness of how Australia is perceived overseas



## Content - Australian Culture

Teachers must select from the following aspects of Australia and/or Australian society to facilitate student's achievement of the prescribed set of outcomes.

### *Geography and Environment*

- Australia's geographical position in a regional context
- Australia's environment and its impact on population distribution.
- Australia's landscape and how it has shaped the Australian identity

### *History*

- Aboriginal, Asian and European accounts of Australian history
- Different perspectives of interpretation concerning Australian history
- Major aspects of the Australian economy and turning points in its development.
- Development of Australia's political and legal systems
- Major aspects of Australia's social history and how they have shaped the Australian identity

### *Aboriginal Studies*

- Traditional Aboriginal society
- Changes in status of Aboriginal people since the arrival of Europeans
- Current issues facing Aboriginal people

### *An Overview of Contemporary Australian Society*

- Australia's demographic features and their influence on culture
- The notion of an Australian identity
- Australian lifestyle - types of work, types of leisure; relaxation, foods, sport and drink, gender in Australian society, arts, film, music, literature
- Living conditions in rural Australia as compared to those in urban regions
- The complexities of contemporary Australian society

### *Issues Facing Australian Society*

- Multiculturalism - objectives and outcomes
- Environmental issues – logging, development in sensitive regions
- Refugees
- Economic growth and unemployment
- Immigration
- Ageing population
- Globalisation
- Marketing of Australia overseas

## Assessment Structure

The assessment program consists of 2 main elements:

- an external examination mark, and
- an internal assessment mark determined by the college.

Each contribute 50% to the final subject mark.

### External Examination

The examination occurs at the end of the course and is comprised of 3 hours working time and 15 minutes reading time.

The paper is divided into three sections;

- a. Audio – taped text and note taking
- b. Synthesis exercise involving reading comprehension and essay writing
- c. Essay

A sample examination paper appears in Appendix A

This examination primarily assesses students' language skills. However students should also be able to demonstrate some knowledge and understanding of texts and Australian culture.

### Internal Assessment

An internal assessment mark will be calculated using:

- Common tasks – the weighting given to these tasks should be approximately 60/75% of the student's final internal assessment mark
- School based assessment - the weighting given to these tasks should be approximately 25/40% of the student's final internal assessment mark

### Common Tasks

All students must complete and will be assessed on the following common tasks

Common Tasks	Relative Weighting
1. Note taking and summary writing from written source	5
2. Note taking and summary writing from oral source	10
3. Oral Presentation	10
4. Compare and contrast essay	10
5. Comprehension - written source (short answer questions)	15
6. Comprehension using graphs or tables	10
7. Report on field work and tutorial	30
8. Argumentative essay on an issue	15
9. Synthesis essay	20
10. Semester examinations	50
	175

### School Based Assessment

Teacher may use a variety of other assessments formats to assess students. Teachers may choose from the following:

- Biography
- Autobiography
- Research project
- Debate
- Structured essay
- Synthesis exercise
- Group oral presentation
- Journal writing
- Short answer response

## Suggested Resources

### Essential

All students will be expected to have access to, and utilise on a daily basis, the following:

- NCELTR. 1997, *Australian Learners Dictionary*, Macquarie University Press, NSW.  
*The Macquarie Dictionary*, 2001, Macquarie University Press, NSW.  
*The Macquarie Thesaurus*, 2001, Macquarie Library Pty Ltd, NSW.

### General Resources

- Apple, M. *Access Australia*, International Communications, Perth, 1991  
 Arnold, J. *The Australian Experience*, Heinemann Educational Australia, 1990  
 Aspin, L.J. 1992, *Focus on Australian Society*, Longman Cheshire Pty Ltd, Melbourne.  
 Barrett Rees et al, *Accent on Australians*, MacMillan, South Perth WA, 1996  
 Baudoin, E.M. et al. 1988, *Reader's Choice*, Second Edition, The University of Michigan, Michigan.  
 Brent, J. 1981. *Practising the Paragraph*, ACT Schools Authority, Canberra.  
 Chatfield, H.J. & Williamson, H.J. (eds) 1989, *Australian Short Stories*, Longman-Cheshire Pty Ltd, Melbourne.  
 Clanchy, J. and Ballard, B. 1991, *Essay Writing for Students*, Longman-Cheshire Pty Ltd, Melbourne.  
 Cox, P. & Goldsworthy, F. 1995, *Featuring Film*, Oxford University Press, Oxford.  
 Crew, G. *Inner Circle*, Hodder Children's Books Australia  
 Crew, G. *Strange Objects*, Mammoth Australia  
 Eshuys, J et al, *Australia Emerges*, Macmillan, Melbourne, Australia, 1995.  
 Facey, A. 1981, *A Fortunate Life*, Penguin, Ringwood, Victoria  
 Forrestal, P. 1987, *Look It Up!*, Nelson, Melbourne.  
 Garden, D and G, *Australians in the Landscape*, Heinemann, Richmond, Victoria 1986.  
 Glasson, T. & McGie, J. 2000, *English links two*, Heinemann, Victoria.  
 Guest & Eshuys, 1998, *English Elements 3*, Jacaranda Wiley, Queensland.  
 Guest & Eshuys, 1998, *English Elements 4*, Jacaranda Wiley, Queensland.  
 Guest & Eshuys. 1997, *English Elements 2*, Jacaranda Wiley, Queensland.  
 Hungerford, T. 1983, *Stories from Suburban Road*, Fremantle Arts Centre Press, Fremantle.  
*Issues for the Nineties (Various titles)*, The Spinney Press, Balmain, NSW  
*Issues in Society (Various titles)*, The Spinney Press, Balmain, NSW  
 Kerr, L. & Webb, K. 1995, *Australia and the World in the Twentieth Century*, McGraw-Hill Book Company, Sydney.  
 Keyte, B. & Small, M. 1994, *Films – a resource book for studying film as text*, Longman Cheshire, Melbourne.  
 Maley, A. & Duff, A. 1989, *Beyond Words*, Cambridge University Press, Cambridge.  
 Marchetta, M. *Looking for Alabrandi* Penguin  
 Mayer, Dr. G. 1991, *Film as Text*, The Jacaranda Press, Queensland.  
 McArthur, T. 1988, *The Written Word, Book 1*, Oxford University Press, Oxford.  
 McArthur, T. 1988, *The Written Word, Book 2*, Oxford University Press, Oxford.  
 McVitty, W. *Interactions* MacMillan  
 McVitty, W. *Short Story Arena*, MacMillan  
 Morgan, S. 1990, *My Place*, Fremantle Arts Centre Press, Fremantle.  
 Murphy. R. 1999, *English Grammar in Use*, Cambridge University Press, Cambridge.

- Nicholls, G., Emmelkamp, M., Prince, F. & Pollock, A. 1994, *Images of Australian History*, Thomas Nelson Australia, South Melbourne.
- O'Shima, A. & Hogue, A. 1997, *Introduction Academic Writing 2<sup>nd</sup> Edition*, Addison-Wesley Longman, New York.
- Peters, P. (ed) 1989, *The Macquarie Writers Guide*, The Jacaranda Press, Queensland.
- Peters, P. 1985, *Strategies for Student Writers: A Guide to Writing Essays, Tutorial Papers, Exam Papers and Reports*, Wiley & Sons: Sydney.
- Pople, M. *The Other Side of the Family*, University of Queensland Press
- Reynolds, P. 1992, *Writing Strategies for Research and Examination Essays*, Canning College Social Science Department, Perth.
- Richmond, J., Moore, K. & Marais, G. 1990, *A View From Within*, Heinemann Educational Australia, Melbourne.
- Roberts, J. 1985, *Australian English 4*, Thomas Nelson Australia, Melbourne.
- Saunders, T. & others, *E Three*, John Wiley and Sons Ltd, Queensland.
- Schaffer, K. 1990, *Women and the Bush*, Cambridge University Press, Sydney.
- Schill, J. 1996, *On Purpose*, Heinemann, Victoria.
- Schill, J. 1998, *On Target*, Heinemann, Victoria.
- Schill, J. 1998, *On Track*, Heinemann, Victoria.
- Smalze, W. *Write to Read*, Cambridge University Press Cambridge, UK.
- The Ausmap Atlas of Australia*, 1992, Cambridge University Press, Victoria.
- Triolo, R. *The Australian Experience*, Cambridge University Press, Cambridge, UK, 1996.
- Trutt et. al, *Trends and Turning Points Looking at Society*, Longman
- Walter, J. 1991, *Australian Studies A Survey*, Oxford University Press, Melbourne.
- Water and Water, *Study Tasks in English*, Cambridge University Press Cambridge, UK.
- Whitlock, G. & Carter, D. (ed) 1992, *Images of Australia*, University of Queensland Press, Queensland.
- Wyatt, P. & McEvedy, M.R. 1990, *Listen and Do*, Institute of Applied Language Studies, Western Australian College of Advanced Education, Perth.

### **Newscasts and Current Affairs Programs**

*60 Minutes*

*7.30 Report*

*A Current Affair*

*Australian Story*

*Behind the News*

*Dateline*

*Foreign Correspondent*

*Four Corners*

*Information Radio*

*Postcards WA*

*Quantum*

### **Newspapers and Magazines**

*The West Australian*

*Time*

*The Bulletin*

*Letters to newspaper editors*

**Documentaries and Feature Films**

*100 years The Australian Story*

*A Fortunate Life*

*Bend it Like Beckham*

*Crocodile Dundee*

*Gallipoli*

*Grey Nomads*

*Kings in Green Castles*

*Looking for Alibrandi*

*Lousy Little Sixpence*

*My Big Fat Greek Wedding*

*Populate or Perish*

*Rabbit Proof Fence*

*Strictly Ballroom*

*The Castle*

*The Human Race*

*The Time of Your Life*

*The Tracker*

*Yolgnu Boy*

Any documentaries relating to *Mabo* and *Stolen Generation*

**Excursions**

Fremantle Gaol

Fremantle Multicultural Walk

Parliament House

Swan Valley Tour

Tranby House

Western Australian Art Gallery

Western Australian Museum

**TERTIARY INSTITUTIONS SERVICE CENTRE**  
**WESTERN AUSTRALIAN UNIVERSITIES' FOUNDATION**  
**PROGRAM EXAMINATION**

**ENGLISH LANGUAGE AND AUSTRALIAN**  
**CULTURAL STUDIES (ELACS) SAMPLE PAPER**

## **QUESTION BOOKLET**

### **TIME ALLOWED FOR THIS EXAMINATION**

Reading time (before the audio lecture)	15 minutes
Audio Lecture	approximately 12 minutes
Working time	approximately 2 hours and 48 minutes
Total time	3 hours 15 minutes

### **MATERIALS REQUIRED / RECOMMENDED FOR THIS PAPER**

*To be provided by the Supervisor*

This Question Booklet consisting of 11 pages

A separate Answer Booklet consisting of 28 pages

*To be provided by the Candidate*

Standard Items: Pens, pencils, eraser, ruler

Special Items: Nil

### **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 THIS PAPER

This paper consists of **three (3)** sections

	Marks	Page Allocation in Answer Booklet
<b>SECTION ONE</b> Audio Lecture – Note taking and Summary writing	25	Notes - pages 2 and 3 Summary – pages 4 and 5
<b>SECTION TWO</b> Part A- Reading comprehension	15	Answer - pages 6-8
----- Part B - Synthesis essay	35	Plan – page 10 Answer – pages 11-15
<b>SECTION THREE</b> Essay	25	Plan – page 16 Answer – pages 17-23
Total	100	

## INSTRUCTIONS TO CANDIDATES

- Sitting this examination implies that you agree to abide by the rules outlined:
  - on the front cover of this Question Booklet, and
  - by the supervisor.
 Failure to abide by these rules may result in a penalty or the cancellation of your paper.
- Plan your answers carefully. In the Answer Booklet spaces are provided for planning. These spaces are clearly labelled at the beginning of each section.
- Write your answers in the spaces provided in the Answer Booklet.
- Answers should be written clearly in **pen**.
- Use both sides of the paper.
- Extra pages are provided at the back of the Answer Booklet. If you need to rewrite an answer, clearly cancel any work you do not wish to have marked and label your answers clearly.
- Do **not** remove any sheets from the Answer Booklet.
- Check that you have written your candidate number, in figures and words, in the spaces provided on the front cover of the Answer Booklet.



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**SECTION ONE: AUDIO LECTURE****Marks:** 25 marks**Suggested Working Time:** 45 minutes

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In this section you are required to take brief notes while listening to an audio lecture. Then, using your notes, you must write a **summary of the lecture**.

Your summary should include the major arguments presented in the lecture. It should be no longer than 1 page (i.e. approximately 300 words) and should be written **in full-sentence and paragraph form**, not in note form. The assessment will be based only on the summary, not on the notes which you have taken. It is not necessary to provide references in your summary.

This section will be assessed upon:

- your understanding of the arguments presented in the lecture,
  - the effectiveness of your summary of these arguments, and
  - the clarity of your written expression.
- 

**Lecture Title:****Australia's Population**

Adapted from:

James Jupp, *The Australian People*, Cambridge University Press, 2001

Australian Bureau of Statistics, *Yearbook 2002*

Bell and Hall, *Impacts: Contemporary Issues and Global Perspectives*, Jacaranda Press, 1991

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**SECTION TWO****PART A: READING COMPREHENSION****Marks:** 15 marks**Suggested Working Time:** 25 minutes

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This part consists of **ONE** passage, with **TWO** questions.

Your answers should be written clearly in paragraphs and in your own words. You are **NOT** required to reference your work. Students who simply rewrite large chunks of the passage will be penalised.

Your answers will be assessed on:

- your understanding of the arguments presented in the passage,
  - your application of these arguments in answering the questions, and
  - the clarity and structure of your answers.
- 

**Questions:**

Question 1 – Tim Flannery is a leading ecologist<sup>1</sup>. In the Australia Day Address below what does he see as the most pressing issues facing Australia today.

Question 2 - How does Flannery propose the successful management of the problems associated with these issues?

(15 marks)

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***Australia Day Address 2002 - Tim Flannery* The Day, the Land, the People.**

Australia Day is a day for relaxing and celebrating the good life – a great Aussie holiday – and a time also to think about our origins; what it means to be Australian, and where our nation is going.

For Australians, the land has a special significance. That's because our country is so very different from any other. The Europeans that migrated to North America found a land not so very different from that which they had left, but those that came to Australia sometimes felt that they had arrived on another planet.

The environmental forces that have, over the millennia, shaped that very distinctive Australia - from kangaroos to gum trees and Aboriginal cultures - are currently working on us, shaping our culture. For 45 million years Australia has wandered in isolation across the Southern Ocean, carrying with it an ark full of ancient life forms. Over this immense period the other continents have experienced violent change –

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<sup>1</sup> Ecologist – a scientist concerned with the relation of organisms to each other and to their environment

profound swings of climate that saw them transformed from tropical paradises into bare rock sheathed in miles of ice. Their nature has been irrevocably altered by multiple invasions of plants and animals, their ecological stability denied. Australia, however, has remained almost unique in its stability. Its biodiversity increased in relative peace and isolation over the ages, until today we rank eighth on the planet in the richness of our natural wonders. And because of that stability many species became very specialised, confined perhaps to just a few square kilometres, making them vulnerable to future changes.

It also seems that the evolution of life here was driven partly by a different imperative – towards co-operation for survival rather than competition. Many Australian birds, from kookaburras to blue wrens, breed co-operatively, and many species exist in symbiosis with others. This trend towards co-operation is also evident in the country's human cultures. Australian life forms have become woven into a web of interdependence, which means that a small disturbance of one part has repercussions for the whole.

Despite its relative stability, this ancient Australia was no paradise. Its soils were by far the poorest and most fragile of any continent, its rainfall the most variable, and its rivers the most ephemeral. It was a harsh land for any creature that demanded much from it, and as a result, energy efficiency is the hallmark of Australia's plants, animals and human cultures.

The arrogant colonial vision of the last 200 years left a fearful legacy. Already one of every 10 of Australia's unique mammals is extinct, and almost everywhere – even in our national parks – biodiversity is declining. Australia's soils are still being mined – salination will destroy the majority of Western Australia's wheat belt in our lifetime if nothing is done – while our rivers are in great peril and sustainable fisheries everywhere have collapsed. The last 50 years have been marked by a retreat of Australians from the countryside towards the cities, partly because the resource base they relied on had been destroyed by earlier generations.

Yet despite all this, there are signs that things are changing for the better. Today, as the Australian environment subtly teaches those who listen to it, Australians are undergoing a radical reassessment of their relationship with the land, particularly when it comes to the basics like food, water and fire. After 200 years of destruction, revolutionary changes are taking place in the countryside as farmers and graziers strive to make primary production sustainable in Australia's unique conditions. I have no doubt that today many farmers are very far ahead of the majority of Australians in most aspects of environmental thinking. What's needed now is a change in consumption patterns by city-dwellers to provide a market for sustainably produced products. As the 'buy Australian' campaigns and the advertising of many products as 'environmentally friendly' shows, there is a great desire among Australians to preserve their environment. Yet still much damage continues, in part because urban-dwellers need to become well informed about what environmental sustainability really means, and how they need to alter their patterns of consumption in order to achieve it.

Australia still has so much to offer, and so much can be done to ensure that the country provides the very best of life to its people. This, however, cannot happen while we imagine that we are people from another place. A series of changes needs to

occur both in government policy and in the hearts and minds of all Australians, before we can think of ourselves as having a secure future here.

As I indicated earlier, the single most important change is the need for all Australians to achieve true environmental sustainability. The development of a population policy is central to this process. Such a policy, I believe, would result in better environmental and humanitarian outcomes. Australia's population policy should be based on recognition of the environmental constraints of our land, our economic needs, and the social desires of its people. The only way that such a policy can be achieved is for the nation to engage in a broad, vigorous and truthful debate, accompanied by a Government inquiry that is charged with setting an optimum population target. Once the target has been decided we should redesign our immigration program in light of it, with an eye to more flexibility and greater fairness. Before the inquiry has done its work it is not possible to say how large the immigration intake could be, but almost any program would allow for a reasonable level of immigration.

The development of such a policy would take much of the hysteria and negativity out of the immigration debate, for an immigration program firmly embedded in a population policy will transparently serve the national interest, and thus have the support of most people. It would also result in a better humanitarian outcome for those involved, because the intake could be framed over a longer period than the current annual intake, allowing us to accommodate those caught up in international emergencies.

Another advantage of such a policy is that by examining environmental impacts in order to set the population target, we would highlight our most unsustainable environmental practices. These could then be intensely targeted for remediation so that our overall environmental impact was lowered, allowing for a larger population if that was what we wished. It would be important for the population target to be reviewed every five years, as that way we can track change. Then if environmental conditions improve, we can, if we wish, increase it. Ideally this important national process would come under the control of a Minister for Population rather than a Minister for Immigration. Their responsibility should encompass all things touching on population change, including issues such as maternity and paternity leave.

Some people have extremely negative feelings about population policies. It's important to remember, however, that our schemes of social support for parents and children, and our immigration program, add up to a de facto population policy – one that has not been carefully thought through as a whole. No one has oversight of it, it is not clearly demonstrated to be in the national interest, and there is little acceptance of elements of it in the community. Others argue against a population policy on the basis that it would be preferable, in terms of achieving sustainability, to reduce consumption rather than concentrate on numbers. While focussing on patterns of consumption is important, it is vital to realise that population is the great multiplier of environmental impact, and that sustainability cannot be addressed without considering it.

Adapted from: ([http://www.adc.nsw.gov.au/tim\\_welcome.html](http://www.adc.nsw.gov.au/tim_welcome.html))

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**SECTION TWO****PART B: SYNTHESIS ESSAY****Marks:** 35 marks**Suggested Working Time:** 65 minutes

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In this part, you must write an **essay**. It should be approximately 500 words or 1½ / 2 pages long, although your work will not be directly assessed on its length.

**In your response, you must draw on materials from:**

- **the two other main texts used in this examination, namely**
  - 1) **the audio lecture (Section One)**
  - 2) **the reading comprehension passage (Section 2, Part A).**
- **at least two resources from the list of resources on the following pages.**

Where possible,

- you may include information and understandings gained from your ELACS studies.
- you are expected to provide appropriate references for material that you use in your essay. You should use appropriate in-text referencing - eg (Willis, 1998) - but you do **NOT** need to spend time writing a reference list or bibliography because of the examination time constraints.

Your answer will be assessed on:

- your understanding of the arguments presented in the material in this examination,
  - your application of these arguments in answering the question,
  - your ability to synthesise the various arguments into a cohesive essay, and
  - the clarity, structure and correctness of your written expression.
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**Question:**

Population planning is a vital issue in Australia, arousing passion and argument among all kinds of people. Write an essay in which you present an overview of the issue, highlighting what seem to you the most important aspects of the debate.

*(35 marks)*

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## Resource List

### Resource 1

Virtually all hunter-gatherer societies seem to possess a 'golden rule' of population. This is, that in 'normal' times, the human population of a given area rarely exceeds 20-30 per cent of the carrying capacity of the land...If this were done, Australians might decide upon an optimum, long-term population target of 6-12 million.

Tim Flannery, Senior Research Scientist  
Australian Museum in Sydney  
*The Future Eaters* 1997

### Resource 2

Everybody on the planet carries the mitochondrial DNA of one woman who lived 150 thousand years ago in Africa. Because of the genetic tracing we know that everybody *outside* Africa carries a mitochondrial marker of one woman who must have been in a group of people who left Africa about 80,000 years ago. Some went down to Australia; some went up into Central Asia; some went up into Europe - carrying their own markers from that point. So it's rather like the branches of a tree with the main trunk of the branch being in Africa.

Paul Ashton, producer of the documentary *The Real Eve*, 19 April, 2002, on allAfrica\_com website.

### Resource 3

Professor Harry Recher, environmentalist, believes that Australia cannot afford a bigger population. He would like to limit families to one child. Not everybody agrees with him.

“That is a load of rubbish,” says Damien Tudhope, spokesman for the Australian Family Alliance.

“Australia needs a bigger population. Australia is on the edge of South-East Asia, one of the most unstable regions of the world. We have a tiny population of 19 million. Unless we increase our population in the medium term, we will not be in a position to defend our resource rich continent in the long term.

“Australia’s birth rate is falling to alarming levels and at the same time our population is ageing. Currently about 12 per cent of the population is over 65 years, but in 30 years time over 20 per cent will be over 65.

“We need a larger, younger population, or our baby boomers, like Professor Recher, will suffer when they come to retirement. A younger population is needed to build and pay for our future roads, railways and hospitals. Families with children have a positive impact on our domestic economy.

Adapted from media release from the *Australian Family Alliance*, 22 February, 1999.

**Resource 4 Howard leads evolution on immigration.**

The clouds of Hansonism, September 11 and Tampa have cleared to reveal Australians not as inward-looking, scared Europeans adrift in Asia, but as confident people proud of their immigrant past and looking forward to a multi-ethnic future. Australia no longer needs to define its identity through the legislation of White Australia or, at the other extreme, a policy of multiculturalism that subsidises ethnic diversity at the cost of national unity. The middle ground is welcome, and along with it John Howard's revelation that he has lifted our migrant intake by 12,000 to 105,000, for four years. The rise recognizes that Australians know it's not natural resources or big factories that matter now, it's people – with skills, ideas, a work ethic and a global outlook. And, with the right management, Australia is big enough to handle many more.

*The Weekend Australian*, Editorial, May 11-12, 2002.

**Resource 5 Letters to the Editor** (*The Australian*, May/June, 2002)

I do not believe Australians are racist, but there are clearly concerns about immigrants failing to share or accept our prevailing (liberal) cultural values. Recent events in Sydney merely serve to underscore these concerns.

It is time to embrace a policy of multiracialism. In reality, that's what people mean anyway; there is just this paranoia in discussing anything to do with race. Yes, I'm advocating the dreaded assimilation, but the great (and successful) post-war immigration was based on that – and it seems that we may have to relearn the lessons of the past.

**Stephan Rudski - Evatt, ACT**

Australians are among the most tolerant people in the world, but they are not prepared to be tolerant of intolerance.

**Alan Anderson - Carlton, Vic**

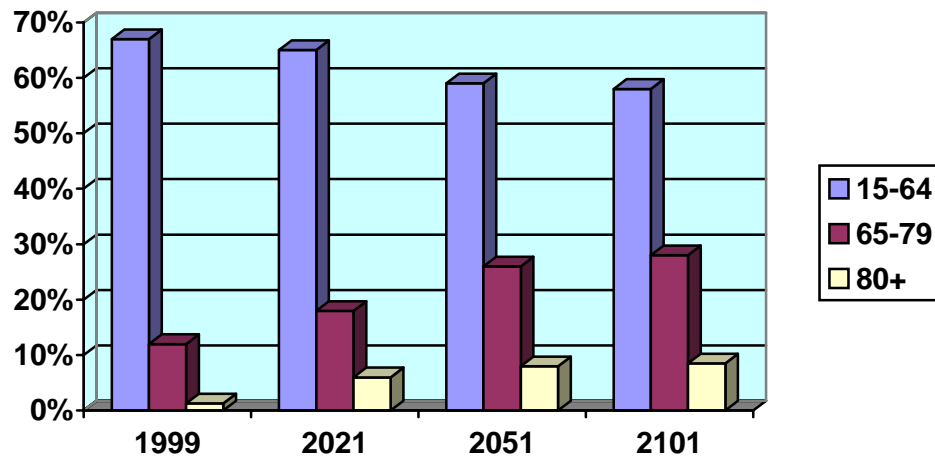
I am constantly amused by the questions, "is multiculturalism working?". The basis of this question is this: have "we" done harm to "our" country by letting "them" in?

If this is what I think it is, Caucasian people asking themselves whether the recent influx of non-Caucasian immigrants has been a detriment to the culture of "their" country, I can not help but laugh at the sheer hypocrisy of such a question.

Have "we" conveniently forgotten how Caucasian people came to Canada and Australia and completely decimated the pre-existing cultures and societies of Aboriginal peoples?

Perhaps "we" fear from immigrants the same fate we have bestowed upon the real natives of our respective countries.

**Devon Rowcliffe - Vancouver, Canada**

**Resource 6: Graph of Australia's Ageing population**

Source: Australian Bureau of Statistics Yearbook, 2002



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<b>SECTION THREE:</b>	<b>ESSAY</b>
<b>Marks:</b>	25 marks
<b>Suggested working time:</b>	45 minutes

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This section consists of six essay topics.

Choose **ONE** topic and write an essay.

It is **NOT** necessary to include information from this examination paper in your essay, nor is it necessary to provide references for your work.

Your answer will be assessed on:

- your ability to write a logical, cohesive and coherent essay,
- the clarity, structure and correctness of your written expression, and
- the inclusion of information and understandings you have gained from your ELACS course.

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### Essay Topics

1. You have heard one of your ELACS classmates complaining that studying about the history and geography of Australia is a waste of time. Write an essay in which you disagree with his point of view. Use examples from your ELACS studies to support your argument.
2. Choose TWO texts that you have studied during your ELACS course. The texts may be drawn from short stories, novels, films and/or documentaries. Explain why one of the texts has been much more useful in explaining Australia to you than the other. You must spend time discussing both texts in your essay.
3. You want to be very sure that you remember the experiences that you have had during your ELACS course. You decide to create a time capsule, to be opened in ten years. What items will you place in your time capsule? Explain why they will help you to recall memories of your ELACS studies, whether good or bad.
4. Your parents are coming to Perth to visit you next year when you are at University. Because you will be studying so hard, you will not have time to show them around. Write a brief guide for your parents, telling them things that they should do or see while they are in Perth. Explain why the things you mention will show them the 'real' Australia. Do NOT write only about well-known tourist attractions.
5. How would you describe the Australian lifestyle? You should deal in your answer with at least FOUR of the following:

work	leisure	housing	social security
clothing	food	sport	religion
6. To what extent is Australia a European country? In your answer, refer to the history of Australia over the past 300 years.

**End of Paper**