ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

(EAL315115)

FEEDBACK FOR STUDENTS AND TEACHERS

EXAMINERS’ COMMENTS

CRITERION 4 SPEAKING

Candidates were generally able to expand on their answers, at least to some degree.

It was nice to see a good range of interesting topics chosen, and especially pleasing when a student was able to display interest in and a good understanding of the content of their report.

One or two of the reports were on too wide a subject, and in a couple of cases the visual information included was too small to see, which made it difficult to discuss. Candidates need to be prepared enough to be able to discuss visual information used, rather than trying to read it on the spot.

There was a serious concern that some candidates did not seem aware that the exam is assessing a semi-formal register and is not a friendly chat with a friend. It was a shame to see candidates who were able to speak comfortably and understood all of the English used by the examiners, yet their language was so simplistic and colloquial that an A award was beyond their reach.

Topics on an overview of mental health, of which there were many, were generally less well spoken about than when a student had chosen a specific topic of their own particular interest.

Some candidates clearly showed a lot of passion for their chosen topic, which made for a very engaging and interesting conversation.
The candidates who excelled were the ones who clearly had a good understanding of their topic, could answer questions in depth and give further examples to illustrate their points.

While there were a few candidates for whom a question needed to be repeated or paraphrased, most were able to present detailed answers about both their personal lives and negotiated tasks in a confident manner.

A majority were able to self-correct and use accurate pronunciation and appropriate tone.

The written tasks were issue related, however, there was not a wide variety of topics presented across this particular group and students had followed a similar format in structuring their responses. This somewhat limited the ‘flavour’ and direction of the conversations.

In order to achieve high marks, candidates need to have a broad and deep understanding of their topic – including meanings of individual words and phrases. These strategies might also help the candidates to feel more confident discussing their report.

Candidates need to be very aware of what time their exam is on. They must ensure they arrive at the exam centre well before their appointed time.

Candidates should remember to bring their ‘pink slip’, as not having it creates a lot of unnecessary stress before the exam.
PART 1 - LISTENING AND RESPONDING

SPOKEN TEXT 1

QUESTION 1 - TEENAGERS AND SLEEP

(a) Where does Dr Smith work?  1.5 marks
   Sleep/Health/ Foundation

   Marker Comments
   Majority of students identified the three words correctly, however, some wrote Help for Health.

(b) How does Dr Smith define “less regular” when talking about teenage sleep?  2 marks
   Times when they go to bed/on weekends/are different from (not at all the same)/school nights

   Marker Comments
   Distinction between naming up on the weekend on school nights was not made clear by some.

(c) According to Dr Smith, what should teenagers aim to do so that they can wake up early for school?  1.5 marks
   Get at least/ 8 hours sleep/on school nights

   Marker Comments
   At least 8 hours sleep was missed by many candidates.

(d) How can teenagers’ body clocks influence their sleep patterns?  2 marks
   24 hour body clock can move later/delaying the time they feel sleepy at night

   Marker Comments
   Harder question. Consequence of the delaying of the body clock not made clear.

(e) What aspects of individual lifestyles can have an impact on teenagers’ sleep?  4 marks
   Using technology (.5)/ such as mobile phone and computers (.5)/ 1 hour before bed (1)
   Working too late (1)/ doing homework (.5)/ part-time job (.5)
   Going to sleep late on the weekend (1)

   Marker Comments
   Many missed an hour before sleep.
(f) What is likely to happen if teenagers sleep too much at the weekend? 1 mark

*Upset the natural sleep-(wake) rhythm*

**Marker Comments**

Sleep – wake rhythm – few students managed to get this. Accepted pattern for rhythm.

(g) What percentage of teenagers go to bed later at the weekend? 1 mark

90

**Marker Comments**

Vast majority answered correctly.

(h) What, according to Dr Smith, do approximately 40% of teenagers do and what problem does it cause? 2 marks

*Go to bed more than 2 hours later on the weekend/
This causes problems with sleep patterns during the week*

**Marker Comments**

Some did not make clear the 2 hours later *on the weekend* and the effect this had on week nights.

(i) What are two of the signs that teenagers are not getting enough sleep? 2 marks

*Any 2 of the following:*

- Being late for school
- Being sleepy in the day
- Moody and grumpy
- Not getting good grades

**Marker Comments**

Well answered. Quite a few spelling slips with the word *moody*. 
(j) What advice does Dr Smith give teenagers? Complete the table below with information from the interview. 5 marks

<table>
<thead>
<tr>
<th>On school nights</th>
<th>stop using technology earlier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any 2</td>
<td>dim the lights earlier</td>
</tr>
<tr>
<td></td>
<td>start relaxing earlier</td>
</tr>
<tr>
<td></td>
<td>go to bed at set times on school nights</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>At the weekend</th>
<th>don’t sleep in too late</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any 3</td>
<td>go outside</td>
</tr>
<tr>
<td></td>
<td>get natural light</td>
</tr>
<tr>
<td></td>
<td>get more active</td>
</tr>
</tbody>
</table>

**Marker Comments**
Well answered overall. Some said turn the lights off rather than dim the lights; go outside get natural light some did not identify the natural light angle but wrote about.

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**SPOKEN TEXT 2**

**QUESTION 2 - INDIGENOUS YOUTH LEADING THE WAY**

(a) What was one of Deanna Kennedy’s big dreams? 1 mark

*Wanted to travel to new places* or

*Do something to benefit her community*

**Marker Comments**
Most were able to identify both possibilities – travel/community

(b) What did Deanna achieve when she was 24 years old? 3 marks

*Completed/ an Indigenous Leadership program*

*Went on the Young Endeavour (sail training ship)*

**Marker Comments**
ILP was highlighted, also leadership but only a very few named up the word *indigenous*. Many missed the *completed* angle.
(c) Why did Deanna want to participate in the *Young Endeavour* training?  
*So she could learn new things about the sea and herself*

**Marker Comments**
Well answered

(d) Name two new skills that Deanna learnt aboard the *Young Endeavour*.

*Any 2*
- Navigation
- Rope knotting
- Working in a team

**Marker Comments**
Many struggled with *rope knotting*, also spelling of *navigation* (but were not penalised as long as it was close to accurate)

(e) How do we know that Deanna found the trip on the *Young Endeavour* a great challenge?  
*Had to move out of her comfort zone*

**Marker Comments**
Comfort zone a difficult concept for many

(f) What evidence is there to show that Deanna has continued to be a successful young leader?

*Any 3*
- *She completed a certificate in Indigenous Leadership*
- *Is an advocate of aboriginal youth*
- *Has plans for the future – to finish her studies*
- *Is continuing with community work*
- *Has attended important meetings in Canberra*
- *Has received awards*
Marker Comments

Many missed the idea that the person completed another qualification, or if it was written, *indigenous leadership* didn’t feature. Interesting to note that the word indigenous was in the heading to the piece and only very few made the connection in their answers to this question and others such as 1b

(g) What does she hope to show her community through perseverance and a positive mind? 2 marks
The value of contributing/ the difference you can make to others’ lives

Marker Comments
Value of contributing only picked up by stronger candidates; many did not make the connection to making a difference in people’s lives.

(h) What might people think of Deanna when they hear she has won so many awards? 1 mark
Impressed or inspired to follow or think she is deserving or anything positive

Marker Comments
Range of answers but not all reflected the understanding that Deanna had made a positive contribution to others.

(i) While she was on the *Young Endeavour*, what did Deanna do that was frightening but also enjoyable? 1 mark
Jumping off the ship/ into the sea

Marker Comments
Sea and ship - several missed both parts.

(j) What are the advantages for any young Australian of a trip on the Sail Training Ship *Young Endeavour*? 3 marks
Opportunity to develop confidence/ team work/ communication skills

Marker Comments
Some used the adjective confident rather than confidence and communicate rather than communication skills.
(k) What should people do if they want more information about the programs mentioned in the report? 1 mark

Go to the website/ www.youthleaders.gov.au

Marker Comments
Use leaders was a common answer.

PART 2

READING AND RESPONDING

READING TEXT 1: ‘PADDOCK TO PLATE’

GENERAL COMMENTS:
This text proved to be significantly more challenging for many candidates than the second text. Questions were frequently not attempted, or answered with lengthy copied sections from the text. Many students unnecessarily copied sections of the question into their response.

(a) What is meant by the idea of ‘organic’ food going off the radar? 1 mark

Become less important / irrelevant / disappeared / been forgotten (anything with this idea)

Marker Comments
A number of students did not attempt the first question (placed directly below the text), though they then attempted every other question for this text, suggesting that the first question was not easily noticed (it went ‘under the radar?’) by candidates.

(b) In your own words explain what “the brave new world of chemicals” was expected to guarantee in the 1950s. 1 mark

That there would be a lot of food/ an ample supply of food/ improved crop yield and profits (1/2 mark given for exact words ‘era of plenty’)

Marker Comments
Strong candidates explained the idea of ‘more food available’, whilst weaker candidates simply copied ‘era of plenty’ and did not paraphrase.
(c) In paragraph 2, which phrase tells you that there was a significant increase in people’s interest in organic food?  

‘The popularity of organics exploded’/ ‘the amount of land devoted to certified organic production had risen (to 7.6 million hectares)’/ it became ‘a part of the mainstream’ (1/2 mark given for single word answers: exploded/mainstream, as they were not a phrase)

**Marker Comments**  
A number of candidates only used a single word (exploded/mainstream) which indicated a lack of understanding of the word ‘phrase’ that was requested in the question. This meant candidates got a ½ mark.

(d) In what ways did the supermarkets make it difficult for small producers of organic foods to sell their goods?  

They wanted a standard size/ appearance/ regular delivery cycle/ a minimum quantity per order.

**Marker Comments**  
This was generally well handled by most candidates.

(e) Why does the last sentence in Paragraph 3 present a dilemma for the supermarkets?  

Big supermarkets wanted to sell organic produce, but they also wanted it delivered in big quantities like normal products. Want to have it both ways/it wasn’t compatible with their needs.

**Marker Comments**  
This question proved very challenging for many candidates, with many writing ‘because’ and then copying or ineffectively paraphrasing the final sentence of paragraph 3 or explaining what a final sentence does in general.

(f) “One solution was to cut out the middleman”. In your own words, explain what this sentence means.  

The grower could sell their produce directly to shoppers in places like markets instead of selling their produce to another person, who then sells to shoppers.

**Marker Comments**  
Many candidates misunderstood the idea of ‘middleman’, with stronger candidates able to explain that the supermarket is a middleman between the farmer/grower and the consumer/customer.
(g) From the text, how do we know that it has taken some time for people to change their attitudes to the food they eat?  

It wasn’t an overnight move (away from industrialised eating)/ it took a long time from the 1920s to the 1990s for organic food to become popular/ between the 80s and 90s the organic movement gained popularity/ it took ten years from the first farmers’ market in Sydney in 1995 for people to develop an interest in ‘slow food’ and ‘good, clean, fair’ food production. 

*Not accepted:* ten years to develop interest in community gardens.

**Marker Comments**

Markers accepted a broad definition of ‘some time’, to include reference to decades, as the candidates could be expected to see a decade as a significant period of time relative to their own life span.

(h) What does the author mean when she says: “Chefs were becoming increasingly conscious of the provenance of their ingredients”? 

Chefs / cooks were starting to think about (1) where they got their food from. (1)  
(Mention of quality or origin of ingredients had to be made)

**Marker Comments**

Well handled by some candidates, though ‘provenance’ proved difficult for many to paraphrase appropriately.

(i) *Paddock to Plate.* In your own words, explain what the title of the article means. 

We should know where food comes from, what happens to our food / processing and how/what we eat.  

OR: Think about the whole journey of our food from beginning to end/ we should care about where our food comes from and how it is made.

**Marker Comments**

Many candidates went to lengths to define ‘paddock’ and ‘plate’ but did not then extrapolate an appropriate overall meaning relating to the text. Strong candidates made reference to symbolism or metaphor, or to the idea that the title had a bias towards promoting organic food because of the lack of a ‘middleman’ between grower and consumer.
READING TEXT 2: ‘Plastic is officially a world-wide environmental disaster’

General comments:

This text was generally well handled by many candidates.

(a) What do you think the author hopes to achieve with the opening sentence and how do they do this? 2 marks

To shock people into action/to show us that we don’t need so much plastic/to show us our plastic consumption is unnecessary/to make us feel guilty by using statistics to make us think/telling us how much we have used in recent years.

Marker comments:

Some candidates did not address both the author’s intentions AND their method of achieving them, or referred to information in the whole passage rather than the opening sentence only, or misunderstood the question as referring to typographical intentions and methods (font), or misunderstood it as referring to each section heading.

(b) In your own words, explain why marine animals and birds die each year because of the plastic waste in the oceans, according to the text. 2 marks

Appropriate words for ingestion and entanglement

Marker comments:

Many candidates simply copied ingestion and entanglement, or explained/ paraphrased only one of them.

(c) What three tips does the author give to reduce the amount of plastic packaging that you use each time you go to the supermarket? 3 marks

• Take refillable containers for meat and cheese.
• Choose paper packaging instead of plastic
• Carry your shopping in reusable bags

Marker comments:

Many candidates referred to ‘going to stores that allow you to fill up your own reusable containers and bypassing packaging altogether’, when this information in fact preceded the suggestions for what to do ‘each time you go to the supermarket’. This point was not allocated a mark.

(d) In Paragraph 3 the author talks about giving soft plastics “a second purpose in life”. In your own words, explain what this might mean. 2 marks

Recycling them means that they can be used for something else.

Marker comments:

Many candidates did not paraphrase the text in their responses. Marks were given in part for attempted paraphrases.
(e) According to the passage, what kinds of things can be made from recycled plastics 3 marks
(Long-lasting) outdoor furniture, signage and bollards (1 mark each)

**Marker comments:**
Most candidates answered this question correctly.

(f) The passage uses statistics to emphasise how long some items can pollute the environment. Complete the table to show these statistics.

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount of time to break down</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plastic toothbrushes</td>
<td>200 years</td>
</tr>
<tr>
<td>Cling wrap</td>
<td>25 years</td>
</tr>
</tbody>
</table>

**Marker comments:**
Many candidates misread the item taking 25 years to break down as plastic straws. Marks were given for each element in the table correct, even when one element was incorrect (i.e.: straws - NO, 25 years - YES).

(g) The passage uses the term “zero-waste”. Find another phrase in paragraph four that means the same as this term. 1 mark

waste-free (alternatives)

**Marker comments:**
Generally handled well.

(h) Name one example of a “convenience” identified in the last paragraph of the text. 1 mark

Pre-bagged kilo of tomatoes / grab a supermarket bag instead of bringing your own reusable ones.

**Marker comments:**
Generally handled well.

(i) The author mentions two things that we can do to help reduce the amount of plastic waste in the world. What are they? 2 marks

Saying no to plastic bags or straws – or refusing to buy vegetables unnecessarily wrapped in plastic
Marker comments:

Generally handled well. Markers also accepted responses like ‘recycle/use less plastic bags’ or any other suggestions mentioned in the article, as the question did not specify which part of the text the information had to come from.

(j) In the last sentence the author talks about ending “our plastic addiction”. Using the passage as a whole, in your own words, explain what the author might mean by this phrase. 3 marks

Idea of plastics being part of our every day, everything we do includes plastic. We can’t live without it. We need to change to protect the environment. It’s hard to stop using plastic.

Marker comments:

At times handled well, though some candidates either explained the idea of addiction as relates to plastic consumption OR the impact on the environment but not both aspects together.
PART 3 TEXTS

GENERAL COMMENTS

- This year a higher number of candidates answered all 4 questions, in which case only the first 2 were marked.

- If a candidate starts a text response, then changes their choice, they must cross out any material they don’t want marked.

- Candidates are encouraged to focus on quality, rather than quantity. Many wrote lengthy answers, but still only earned 1 mark out of 4 (for example) as much of the response was not relevant.

- Many candidates still do not seem to understand the concept of “visual appeal”, writing instead about what they could see on the image.

- The same happened with “Layout”. This frequently resulted in a description of the image “At the front of the picture there are some dogs.” This is a suitable start, only if the candidate then goes on to explain that putting the dogs in the foreground is a way of attracting the viewer’s attention.

- It was quite surprising the number of candidates who misuse the term “background” to mean any image included on the visual text. The word “foreground” was rarely used.

- It was startling to find that the vast majority of candidates believed all the images to be websites when only the first was a website. The others were, in order: a poster, a flyer, a print advertisement.

QUESTION 5

This was a very popular choice and the vast majority of candidates answered question (a) to this question correctly, meaning that they were then in a good position to do well in questions (b), (c) and (d).
(a) Who is probably the target audience for this webpage? Give reasons for your answer.  

Dog / animal lovers / dog owners / people who have pet dogs (1)

Because (any one of the following was sufficient): (1)
- mentions RSPCA
- shows lots of dogs, leash, paws
- says it is: for “all creatures great and small” / “a walk to fight animal cruelty”

(b) How does the layout of this webpage appeal to the audience(s) you identified in question (a)?

1 idea per mark. N. B. ideas had to relate to audience identified in question 5(a)
- Tabs in a clear row – easy to navigate.
- “Register now” button is large and centred. Makes it easy to use.
- Day and date for walk is easy to find – white, top left, so we find it easily: eye follows across the page L to R.
- “RSPCA” is repeated for emphasis – large font and top left, then again on the right, which follows the pattern that we read in. (L to R)

(c) How do the images in this webpage appeal to the audience(s) you identified in question (a)?

1 idea per mark
- Range of dogs placed centrally and ranged across the screen attracts our attention.
- Dog leash and dog paws to reinforce that the event is for dogs.
- Symbols such as “facebook” show that interested people can share with other dog lovers.
- The dogs look happy, which attracts the viewer / dog owner because they would like their dog to be happy too.
- The strong green colour on the tabs links to grass, which dogs like to run around on.
- The outdoor setting with sunshine makes the activity look peaceful, safe and friendly, which is appealing.”
(d) How is colour used in this webpage to appeal to the audience(s) you identified in question (a)?

2 marks

1 idea per mark

- Blue for blue skies / fresh air = healthy, so good for a walk
- Green for grass – dogs like to play on the grass – positive idea, relaxing and having fun with your dog.
- Dogs are of all colours, so all dogs included.
- The use of the colour green for the tabs links to the idea of being on grass.
- The use of white for the lettering makes a clear contrast with the blue and green, so it attracts our attention.
- The range of different coloured dogs stands out against the blue background, making it easy for the viewer to see what / who is the target audience.
- The use of bright colours, blue and green for the outdoor setting with sunshine makes the activity look peaceful, safe and friendly, which is appealing*** (this response was only awarded a mark for EITHER Images OR Layout)

(e) Would this webpage persuade you to participate? Why or why not?

4 marks

Yes –

- Because it makes you think you are doing something to help animals – stop cruelty.
- Because the dogs look like they are waiting for you / waiting for something to happen.
- Because it has been happening for a long time (23 years) Tradition is good.
- Because exercise is good for you and this is a good way to exercise with others who have similar interests.
- Because you can see it is on a Sunday, so I know I will be free to go.
- Even if I don’t have a dog to walk, it shows there are still other things I can do to help animals.
- The “Register Now” button encourages me to act immediately.
- It says it took place in 2017, so I’ve missed the event!
- The website wants me to spend money, but I have other more important things to spend money on that dogs.
No –

- Because I don’t know where you will be walking.
- Because I don’t like animals / dogs
- Because the layout is very boring as there is no action.
- Because the dogs look quite threatening and I don’t want to go near threatening dogs.
- There is no indication where the walk will start / finish / take place, so I don’t know if I can get to that place with my dog.

QUESTION 6

(a) Look at the poster and place a cross (x) next to the most suitable answer. 1 mark

- The film’s location (1)

(b) Who is probably the target audience for this film? Give reasons to support your answer. 2 marks

1 target audience and a reason was required; multiple target audiences without a reason were only awarded one point

Any one of these:

- People who like romantic movies, because the man and the woman are standing very close together / cuddling, suggests it is a romantic movie or because the couple is looking happy and looking to the future.
- People who like history / historic events or the United Kingdom because it says it is a “true story that shook an empire”.
- People who like movies based on a true story because of the words: “a true story of a love”.
- Fans of David Oyelowo or Rosamund Pike because the actors’ picture is the focal point of the poster and their names are written underneath their photo.
- Couples who are in love etc., because of the words: “a love that shook an empire”.

/12
(c) Comment on the visual appeal of this poster. 4 marks

Any 4

- The two main characters are placed centrally and of equal size, this draws the viewer’s eyes.
- The close-up of the characters attracts attention; it is eye catching and raises curiosity; who are they and why are they so important?
- The backgrounds are different on each side of the couple – suggesting they have two very different backgrounds/stories.
- The contrasting colours of the background highlight the difference between the two people which adds intrigue
- The two different backgrounds suggest that perhaps events take place at different locations.
- The title runs right across the poster to unite both people and both places.
- The writing is either in white on black background or in black on a white background, underlining the colour difference between the two actors
- The writing is contrasting and stands out
- The description at the top of the poster is in capital letters and the title is in huge bold letters underneath the couple, which attracts the viewer’s attention.

Marker Comments

Some candidates did not understand this question and simply described what they could see on the poster. A mere description of what could be seen on the poster without commenting on its effect was not awarded any points.

(d) In your opinion, would this poster achieve its purpose of persuading the target audience(s) you identified in (b) to view this film? Explain why your target audience(s) would or would not be persuaded. 5 marks

ANY 5

YES –

- The couple looks very happy and in love, which would attract people who love romantic movies.
- The backgrounds look mysterious – makes the audience curious what happens when the couple meet.
- The black man matches the city and the woman matches the desert. This seems illogical, so the viewer might want to find out why.
- The big title a United Kingdom might make the audience curious which kingdom is referred to and how it is linked to the couple.
- A black person and a white person falling in love may seem surprising so the viewer might want to know why / how this happened.
- Emphasizes that it is coming soon (date), urges the audience to go and see it/not to miss out on this romantic movie.
- Emotive and persuasive language is used, such as “Unmissable” “The best movie of the year”. This makes the audience think that they don't want to miss this beautiful romance/true story.
- The big title “A United Kingdom” with subtitle “the true story of a love that shook an empire” adds intrigue and lovers of movies based on historic and true facts would be encouraged to see it.
- Fans of the two actors would be attracted because their huge picture suggests that the story will focus on them.
- The actors’ names are given in contrasting letters underneath their picture, which makes them stand out and would attract their fans.

NO –
- Can’t see what happens – not much action; fans of the actors/ or historic movie lovers might not be encouraged
- Which kingdom? The title is confusing and it is unclear how it is related to the couple
- Backgrounds are not very exciting, so fans of the actors might not be encouraged
- Can’t see the classification, so is it safe?

Marker Comments
This section posed a fair amount of difficulty. Candidates needed to explain how the poster would persuade their identified target audience to go and see it. If there was no clear link made to the target audience only part marks were awarded.
QUESTION 7

GENERAL COMMENTS

This was a very popular question and most candidates did well in their responses. The main reasons that a significant number of candidates lost marks were either because they did not relate their answers in (c) to their named target audiences in (b), because their answers for (b) referred to words without explaining how the words were part of the layout or because the same answer was repeated for (c) and (d). Responses were not rewarded twice.

(a) What can be seen in the background of the advertisement? 1 mark

*bush / jungle / waterfall / wilderness / trees / rocks / a grove / a place for camping*

**Marker Comments**

This was a very simple level 1 question that only required a very simple answer for 1 mark, but some candidates still wrote long, rambling descriptions that continued in the space at the bottom of the page. One line for an answer generally should be taken to mean that the required answer is very short. Vague answers that could have applied to any scene (e.g. a nice place) were not rewarded.

(b) At whom is this advertisement aimed? Give reasons to support your answer. 3 marks

1 target audience and 2 reasons, or 2 target audiences and 1 reason

Target audience:
- People who like the outdoors / like hiking / bushwalking / camping
- People who live in the locations specified
- People who like to buy (these) well-known brands

Reasons (1 mark each, providing the reasons related to the target audience.):
- *You can see clothing / equipment (such as …..)* Students needed to name some of the items to get the mark, not just say “clothing”.
- *You can see the forest / bush in the background*
(c) How would the layout and colour appeal to those you identified in question (b) 4 marks

ANY 4 OF THE FOLLOWING:

- Green for nature / the bush / outdoors and this links to the idea that you can get all your outdoors needs at a one-stop shop.

- Black and white are simple and make it easy for us to understand – people who like nature often prefer things to be simple and natural.

- Lines of different brands run right across the page, so we want to read from L to R. This means we will get all the information we need if we are fans of particular brands.

- The three images of products that are sold also have words to explain them so we can see if the shop sells the things we need to go camping / to do outdoors activities etc.

- The use of the word ALL in the shop name and the slogan (and the clear white against a dark background) make the idea simple so we know we can get everything we need for an outdoor adventure in this one shop. That makes your shopping trip very easy.

- The image of the waterfall falling onto the items suggests a soothing sound, calms us and reminds us how peaceful the outdoors can be. If we love the outdoors, we will want to get the equipment needed to go and visit waterfalls.

  The colours used for the items (e.g. green, brown, blue) are all very natural colours, so it makes a link in our minds to nature, which people will notice straight away if they love nature.

  It shows you lots of reliable brands that can be bought in the shop. This makes a link to the idea of "good reputation".

**Marker Comments**

Many candidates lost some or even all of their marks for this question because they did not link back to the target audience (s) they had identified in (b). It is easy for candidates to make the necessary link by starting their response with a phrase such as “To appeal to people who like outdoors activities, the advertisement uses green for nature and this links to the idea that you can get all your outdoors needs at a one-stop shop.”
(d) Do you consider this advertisement to be successful? Why or why not? 4 marks

ANY 4 OF THE FOLLOWING:

YES –

• Pictures help us understand
• Can use words to look up if we don’t recognize the images
• Samples of items are shown to help make it easier for people to understand.
• Addresses so we can go and find the shop.
• Phone numbers so we can call to check on items
• Website so that we can look up information
• It shows you lots of reliable brands that can be bought in the shop. This makes a link to the idea of ‘good reputation’.*** (could only be counted once.)

NO –

• The advertisement is dull, boring and unimaginative.
• There is no action, so you can’t any ideas about how to use the items for sale.
• There are no prices on any of the items.
• You can’t see how long the sale will last, so it might be finished by the time I go to buy something.
• Nothing to interest young people – it looks like an advertisement for old people.
• There’s no humour in the advertisement and I like ads that make me laugh.

Marker Comments

It was not necessary to stick to one viewpoint in answering; candidates were also rewarded if they were able to clearly identify that there were both pros and cons to the advertisement (e.g. Yes, it is successful because it shows you which brands are being sold, which appeals to people who like to wear certain brands. However, the fact that there are no prices could also make it less appealing.)
QUESTION 8

(a) Look at this poster and place a cross (x) next to the most suitable answer.  
1 mark

The background shows:

Wilderness

(b) Which kind of tourist is this advertisement targeting? Use elements of the advertisement to justify your answer.  
3 marks

2 TARGET AUDIENCES AND 1 REASON OR 1 TARGET AUDIENCE AND 2 REASONS

• Tourists who like to explore the wilderness – the words “wilderness setting”
• Tourists who like quality accommodation – who have plenty of money - words “quality accommodation”
• Tourists who love nature or going to a national park – because of the words “Wilderness”, “National Park” and/or it shows bush/trees/mountains in the background
• Tourists who love wildlife because it shows the outline of a Tasmanian Tiger
• LGBTI people because of the Tasmanian rainbow symbol at the bottom

(c) Comment on the visual appeal of the poster.  
4 marks

ANY 4

• The black looks very mysterious and gives the viewer a dark, secretive feeling
• The purple sky looks quite mysterious and threatening
• The white outline of “Derwent Bridge Chalet Studios” is striking and catches our attention, as it is right across the middle of the advertisement
• The outline of the Tasmanian tiger is intriguing and grabs the viewer’s attention
• “Simply magic” is written in a special font, which makes it mysterious and magical, attracting the viewer’s gaze
• The writing is all in white, and most is in capital letters, which makes it stand out/ easy to read and grabs the viewer’s attention
• The purple scenery in the background is unclear, maybe intending for the viewer to feel they want to go there to find out more
• Too many different fonts make the text look too busy
(d) In your opinion, would this advertisement achieve its purpose of attracting people to the Derwent Bridge Chalets? Explain your answer with reference to the advertisement. 5 marks

**ANY 5**

**YES** –

- It has useful information such as the website, and a QR code, so the viewer can get more information.
- Address, phone number is given so we can make a booking
- Wide range of rooms and chalets are advertised to suit everyone/attracts families
- It has a good star rating;
- Has a Triple A rating; endorsing the quality of the accommodation
- Extra symbols at the bottom right to show that it has been rated and approved by various organisations; LGBTI friendly
- Persuasive words such as “simply magic”; quality accommodation will inspire people to go there.

**NO** –

- Can’t see what is happening in the background; too much darkness is uninviting
- The white animal in the foreground looks savage, scary
- Only got 3 out of a possible 4 stars.
- It is not showing the chalets, so the viewer cannot see what they look like
- It doesn’t say if it has internet
- The price range is not shown
- It does not say whether it is suitable for disabled people

**Marker Comments**

Only a small number of candidates chose to answer this question. As a whole, it was quite well handled.
PART 4 - WRITING IN ENGLISH

QUESTION 9

Below are some statistics from the writing exam

<table>
<thead>
<tr>
<th>Question</th>
<th>Percentage of all candidates who did this question</th>
<th>Results in percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Imaginative</td>
<td>22%</td>
<td>A 7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 28%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C 24%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>t 41%</td>
</tr>
<tr>
<td>B. Interpretive</td>
<td>33%</td>
<td>A 9.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 18.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C 38%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>t 34%</td>
</tr>
<tr>
<td>C. Analytical</td>
<td>6%</td>
<td>A 25%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 37.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C 12.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>t 25%</td>
</tr>
<tr>
<td>D. Persuasive</td>
<td>39%</td>
<td>A 6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 33%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C 50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>t 11%</td>
</tr>
</tbody>
</table>

(a) Imaginative

At that moment I knew that my friend was the best person on earth.

**Marker Comments**

Fewer candidates chose this question than in past years. Markers were looking for responses that showed imagination, used descriptive language and were well structured. Responses which had a strong narrative structure with an event which led to some suspense or surprise were rewarded.
Candidates must read the instructions very carefully as a number did not write a story that lead up to the prompt as a final sentence. Candidates who did not follow the instructions were lightly penalized.

(b) Interpretative

_The world is your classroom._

**Marker Comments**

This question was a popular choice with most candidates choosing to agree with the statement, although some chose to argue against the idea behind the statement and instead wrote in support of classroom learning. Markers were looking for responses which clearly showed the candidates view and understanding of the statement.

(c) Analytical

Choose a character from one of the English language books you have read this year.

**Marker Comments**

Very few candidates chose to respond to this question, but those who did, generally answered the question well. Better performing candidates were able to describe their character of choice in detail and refer to relevant events in the novel without retelling the story. Weaker responses focused too much on recounting the events of the story and did not allow themselves enough time to discuss the character and why they would like to meet him or her.

(d) Persuasive

You want to take a gap year after you finish Year 12 to do paid or volunteer work to benefit your local community.

**Marker Comments**

This was by far the most popular question with almost 40% of the candidates choosing it. Many students used the question as part of their opening line in their response, but this often made the sentence too long and forced. Candidates need to take care that they understand the context of the question. This question required candidates to write an email to their parents, with whom of course they are very familiar.
It is therefore unnecessary and strange to introduce yourself in such a scenario. Many students began their email by introducing themselves to their parents, e.g. I am..., your son. Candidates who performed well referred to all aspects of the question in their responses and made use of persuasive device.