

English as an Additional Language or Dialect

Course Code: EAL315115

Speaking in English

All examiners commented that they enjoyed the opportunity to speak with the candidates. The vast majority of whom were polite, cheerful, calm, enthusiastic and well-prepared. Candidates seemed aware that they should be able to respond in detail to the questions and most were able to respond quite fluently. Candidates seemed to enjoy their EAL classes and teachers, many stating that it was their favourite subject. The quality of their language production was impressively high and the better candidates could use idiom and paraphrase and were able to extend their discussion of their negotiated topics.

It was noted, however, that the candidates who chose a negotiated topic that truly engaged them and which was well-researched, obviously fared better than those who considered their task to be no more than an obligatory part of the course. Some candidates could be a little more prepared to talk about the resources they used in researching their negotiated task.

It was pleasing to see that this year that the vast majority of the negotiated topics were issue related and this allowed for a deeper discussion and students had the opportunity to display a greater complexity of thought and language to express this. There was a wide variety of topics which included: LGBTI issues, feral animals, plastics, junk food, multiculturalism, education inequality, bullying and a range of health related topics.

Once again a small number of students did not bring a copy of their negotiated task with them to the exam. Teachers and candidates are reminded that it is essential for candidates to produce a copy of the report so that examiners are able to question the candidate in detail on their topic.

Some examiners commented that some students could speak well and clearly, but misunderstood the question, so had to be marked down.

Part 1 Listening and Responding

Spoken Text 1

- (a) What is the purpose of this radio interview? (1)
To explain findings of a wellbeing survey
- (b) What are the three indicators that make up the 'golden triangle' of happiness? (3)
Financial security
(A sense of) purpose in life
Good (personal) relationships

There were many strange spellings of sense of purpose – essension, assansive, essensive, purposion, purposing – which suggested the candidate did not hear the words clearly nor understand them. However, 'a sense of' was not needed in the answer

- (c) (i) For how many years has the Australian Wellbeing Index been conducted? (1)
15
- (ii) How many times a year has the Australian Wellbeing Index been conducted? (1)
Twice

- (d) Why does the radio announcer say that pet lovers won't be very happy? (1)
 Pets are no substitute for humans (in relationships)
 'Substitute' was not well understood
- (e) How many more indicators of happiness are there apart from the 'golden triangle'? (1)
 5
- (f) According to the professor, what is the relationship between social media and happiness? (1)
 Those who use social media 30 minutes a day /were the only users to report happiness above the normal range
- (g) What have the results of the survey revealed about teenagers and social media? (2)
 Gives them a sense of community and connection
 Teenagers are happier
 Very few candidates included the second piece of information.
- (h) What did the study discover about dads, and what reason is given for this? (2)
 Happier than childless men
 Family greatest source of contentment throughout their lives
 Many candidates reported that dads with children were happier than dads without children. There was also a lot of confusion with many candidates saying dads were happier to not live with their children
- (i) Did the study show that personal good health is one of the most important indicators of happiness? (1)
 No
 Many students gave the answer they expected- not the actual answer.
- (j) Which age group of people are the happiest? (1)
 Older than/55
- (k) Why was Tasmania specifically mentioned? Explain in detail (3)
 Tasmania is the happiest state
 Those who live in rural and regional areas are happiest
 Tasmania has low population and many live outside cities
 Many candidates did not report the second piece of information.
- (l) What will happen after the short musical break? (2)
 Take calls from listeners/to further discuss this topic
 Many candidates reported that they would take 'a course'.

Total /20

Spoken Text 2

- (a) According to the passage, people have moved to Victoria from many Australian states. Name two of them. (1)
 NSW/SA/WA/QLD
- (b) What is Melbourne's population expected to be by the middle of this century? (1)
 Between/8 and 9 million
- (c) What honour has *The Economist* given to Melbourne? (2)
 Most liveable city/5 years in a row
 'row' was not well understood.
- (d) Name any four of the categories on which cities are rated (2)
 Stability/health care/culture and environment/education/infrastructure
 Again there were many strange answers here with many of the words being misheard.

- (e) How many marks out of 100 did Melbourne score? (1)
97.5
- (f) Who is Robert Doyle? (2)
(Lord) Mayor/of Melbourne
This question was not well done. Lord Mayor was poorly understood
- (g) What has Robert Doyle encouraged Melbournians to do? Why? (3)
Use public transport/rather than cars/
City has problems with road congestion
Some candidates referred to 'road problems' – only half a mark was given for this – congestion/traffic had to be referred to.
- (h) (i) What is Adam Terrell's job? (1)
Town planner
Most candidates did not understand this. There were many 'time planers'.
- (ii) What did he believe the report highlighted? (1)
Liveability varies across the city
Only the stronger candidates understood this.
- (iii) How does he believe the situation could be improved? (2)
Any 2 of:
Improve liveability of outer areas
Allow more people to live in inner areas
Share the liveability
Finding affordable homes for new residents
Very few candidates were able to provide two answers.
- (i) Who does Emma King say has not been considered in the survey? (1)
People living in disadvantaged areas
'Disadvantaged' was not well understood.
- (j) According to the passage, for whom is inner city Melbourne an attractive proposition and why? (3)
For employers/to use the survey to appeal/to international employees
Again very few candidates received full marks. There was confusion between employers and employees.
Many candidates focussed on the cost of housing.

Total /20

Advice to candidates:

Take care that hand writing is neat enough to be read.

Use pen.

Do not answer in full sentences. Part sentences and words are fine.

Part 2 Reading and Responding

General Comments

Markers thought both texts were appropriate in terms of length and difficulty, but had concerns with some of the questions. They noted that students had to be able to do some calculations to be able to find the correct answers for two of the questions in Question 3 and this caused some difficulties for some students. Many students had trouble with Question 4 (b) as they were asked to summarise a scientific process in their own words. As a result markers marked this question leniently. They also felt that the answers to some of the questions were ambiguous and as a consequence accepted a number of possible answers.

Question 3

- (a) Describe how the maglev train works according to information given in this article. (1)
propelled by electrically-charged/magnets or
hovers (.5) or
magnetic levitation (.5)
- (b) How long did it take for the former speed record to be broken? (2)
less than/ a week or
since the last one (1) or
since the company's last top record (1)
- (c) Explain why the elderly woman wants to ride on the train. (2)
it gave her thrills/chills
witnessed history being made
she's a train buff
- (d) According to Yasukazu Endo, what is the advantage of the train going faster? (1)
becomes more stable
quality of train ride has improved (.5)
- (e) About how long does the train trip from Tokyo to Nagoya currently take? (2)
more than/80mins (1 hr20mins)
This question was not well handled
- (f) (i) What is the disadvantage of the maglev train system? (1)
extremely expensive/to build
- (ii) Explain how Prime Minister Abe is trying to overcome this. (2)
trying to sell the system overseas
by any 1:
travelling to other countries to talk about it
taking the US ambassador on it
explaining possible benefits of it

Many candidates simply copied paragraph 6 and therefore did not refer to specific actions taken by the Prime Minister

- (g) Why was the US Ambassador to Japan impressed with the technology of the maglev train? (2)
thinks it will bring benefits/to Japan and (hopefully) to US
- (h) How long has it taken for Japan to develop the maglev train's current speed? (1)
Since 1962 or
54 years
Some students who calculated this answer calculated incorrectly.

Total /14

Question 4

- (a) Why does the author say that, from afar, the Great Barrier Reef seems indestructible and what is the actual situation? (2)
visible from outer space or
it is 2600 km long (.5)
could be extinct by 2050
- (b) In your own words explain how ocean warming is dangerous for corals according to information given in the article. (6)

Any 4 of the ideas below + 2 marks for putting in own words

- water warms
- coral stressed
- forces out algae which lives in and feeds the coral
- coral loses colour
- skeleton is revealed
- coral will die if water does not cool

Many candidates had difficulty with this question. Markers were lenient.

- (c) How much of the Great Barrier Reef is unlikely to recover (1)
5%
- (d) According to the passage, why is the Great Barrier Reef famous? (4)
one of the 7 natural wonders of the world
has 1/3 of world's soft corals
more than 1500 fish species
6 of the worlds (sea) turtle species
- (e) Explain the expression 'chain reaction', specifically in relation to how it is used in paragraph five. (2)
if the coral dies many other species will be negatively affected
one thing will lead to another
Many candidates referred to the food chain, not a chain reaction
Candidates needed to refer an 'if...then' scenario
- (f) In your own words, say how Professor Ian Pilmer supports his idea that there is no need to worry about what is happening to the Great Barrier Reef. (2)
he says climate change is normal in nature and life will cope
it has survived in the past and will survive again
- (g) In your own words, compare the opinions of Charlie Vernon and Professor Plimer about the future of the Great Barrier Reef. (4)
Any 2 of the 3 ideas and the position of both men given
Charlie Vernon – thinks there are real reasons to worry about the future of the reef
Professor Pilmer – thinks the reef will survive
CV – thinks it is new and troubling
PP – thinks the reef has been in trouble before, but has always survived
CV – thinks carbon dioxide is something to worry about
PP - thinks carbon dioxide is not bad – is essential to life
- (h) Are the steps being taken by the Great Barrier Reef Marine Park Authority appropriate? Using the information from the passage, justify your answer. (3)
Yes – reducing threats and protecting sensitive areas
working with management agencies
working with tourism industry
helping communities to reduce emissions
No – if emissions are not carbon dioxide emissions the reductions will not help reduce the warming of the water
it is the warm water that kills the coral
filling knowledge gaps and a sustainable tourist industry will not reduce carbon dioxide emissions
Needed to have 3 points to support either a yes or no answer

Total /24

Advice to candidates:

Students do not need to answer in full sentences. Key information is sufficient.

Part 3 Texts

General comments

There were four choices this year and while the majority of candidates followed the instructions of answering questions on any two of the texts, there were a few who answered all four. The quality of responses of those who answered all four was markedly lower than of those who answered only the required two.

It was evident that those who fared well had a sound understanding of how texts are constructed and could articulate their ideas clearly.

As in the past, those who fared poorly misinterpreted the texts and/or did not possess the necessary vocabulary and linguistic skills to respond to the questions.

Some commonly encountered errors:

- 'Shirt' missing the 'r'
- 'Parfect' for 'perfect'
- 'Blackground' for 'black background'

Question 5:

- a) Target audience might be teens/young people who like true stories/action or car racing films/the main actor Chris Hemsworth/the director Ron Howard.

Reasons might be:

- o For teens as audience: '15' rating suitable for young adults and older
- o For action/car racing fans: central characters in racing overalls with associated badges/patches on uniforms; race cars in lower corner, title indicating speed and excitement; reviews describing it as 'thrilling/breakneck thrills/tense; starring an actor known for being in action movies (Chris Hemsworth).
- o For fans of actors: The two main actors occupy much of the text and their names are listed.
- o For fans of the director: his name is shown with two other well-known films by him.
- o For fans of true stories: it states 'based on an incredible true story'.

For the full three marks, markers looked for either:

- o one identified target audience and two reasons to justify it
- o two possible target audiences and at least one justification

Most candidates could correctly identify a target audience and provide reasons.

- b) Markers looked for mention of key elements from the text, such as:

- o A likely car race: shown by the cars in the background:
 - i. there will be excitement and/or suspense as suggested by the reviewers' comments, "Breakneck thrills", "Tense and thrilling"
- o The relationship between the two central characters, such as being either:
 - i. teammates/friends/brothers who work together (because their red and white uniforms could be said to be matching, they are standing back to back and mirror each other's body language which could suggest unity)
 - ii. opponents of some sort (because their uniform logos are not the same, they have serious expressions and their arms are crossed, suggesting determination and perhaps defensiveness)
- o One/both of the characters overcomes some sort of hardship in order to achieve a dream, perhaps participating in and/or winning a (Formula 1 – F1) race (demonstrated by the use of the adjective 'inspirational'), which may be related to some sort of car crash (because of the wet roads and storm clouds in the background)
- o A possible love interest, because there are female actors' names listed in the cast.

Simple recitation of elements from the text was not sufficient. The response required stating of possible sequences of events.

Instead of offering suggestions about the plot, many candidates commented on visual features in the poster. It appeared that many candidates did not understand the implication of the term 'unfold', and hence responded inappropriately.

- c) Markers looked for reference to persuasive elements of the text *and* discussion of how they affected the viewer, such as:
- o 'Based on a true story': could persuade people (even those who are not racing/action fans) to see it as people might feel they can relate more to a true story.
 - o Names of actors and director: people tend to trust names they are familiar with.
 - o Title: eye-catching with big, bold font, colour of title reflects the light shining behind actors' heads (like a halo – linking to the description 'inspirational') and contrasts with the red uniforms; title promises speed and excitement in the plot.
 - o Persuasive language: reviewers' comments such as 'incredible, unmissable, magnificent' tell viewer the film is worth seeing.
 - o Star ratings: of four and five stars, which symbolise a high rating according to others (such as film buffs or film goers).
 - o Mention of other films by the director: might persuade viewers who would not normally watch an action film; links this film to other great films, making it seem great by association.
 - o Social media icons: enables the viewer to go online to find out more about the film, thus easily engage with the film personally and be more likely to see it.

Markers did not assign a mark for simply saying 'yes' or 'no' to the part of the question that asked 'Have they [persuasive techniques] been used effectively?'. Marks were assigned for valid references to persuasive elements from the text.

Generally, well handled with sufficient evidence, although less reference to the persuasive language (such as the reviews) was made than was expected. Candidates who mentioned the release date as a persuasive feature were only awarded marks if they described the sense of urgency or compulsion that seeing the date might evoke.

Question 6

- a) Australians who care about others and/or who can afford to donate money (*1 mark*), the evidence being the name of the charity (*Australian Red Cross*)/the word 'support' implying something the viewer needs to do or give and/or the listed ways they have previously helped (*1 mark*).

Markers assigned a mark for a well-identified target audience and another for good supporting evidence from the text (as opposed to using prior knowledge about the charity).

- b) Candidates needed to refer to visual elements of the text such as:
- o Red and white is used to link ideas together (the question, the central statement and the action to take).
 - o Each fact has a simple graphic/symbol relating to it and a different coloured number showing how many people the Red Cross helped this year, which makes it stand out.
 - o The radiating pink lines from the central statement makes it look like a sun with beams of light, which connects the idea of 'humanity in action' with light, a symbol of hope.
 - o The icons/symbols mean that you can understand the main idea without needing to read the text (such as: apple = food, droplet = drinking water).
 - o The Red Cross logo is like a universal symbol for medical help – it links the charity to the idea of helping.
 - o The blocks of red at the top and bottom of the text bracket/contain the information and reinforce the charity's brand identity.

Markers did not assign individual marks for the listing of multiples of one type of items (such as listing several of the statistics as separate points). Candidates needed to refer to a range of different visual elements of the text.

- c) Candidates needed to justify a yes/no response with reference to elements from the text, such as:
For a 'yes' response:
- o It is colourful and draws attention: bright, easy to see graphics and large numbers.

- o It shows how widely the Red Cross helps people: large and specific statistics, different locations or countries, different needs being met.
- o It refers to basic needs which people can relate to and which could evoke an emotional response: food, water, shelter and first aid.
- o The 'humanity' statements appeals to the viewer's own sense of humanity and suggests that a small donation or action could make a big difference, or that as part of humanity we all have the power to help.
- o It's easy to help: simply visit the website or make a phone call. There is no mention of money, which might put people off.

For a 'no' response:

- o It is not clear how you actually support Red Cross (are they asking for volunteers? One-off donations? Monthly direct debits?).
- o The bright colours and symbols are too babyish/young.
- o It looks too busy: there are too many colours and it is too crowded.
- o There is too much text to read, so people will not bother reading it all.

Generally, well done with valid justifications. Markers felt there was a stronger argument to be made in support of the effectiveness of the poster for candidates who were aiming for full marks for this question.

Question 7

- a) People/(young) women who like natural beauty products/natural lip balm (and perhaps who like luxurious things/treating themselves) (1 mark), the evidence being words like 'lip balm' (a skincare/beauty product) (1 mark) and several references to natural ('all-natural', 95% organic')(1 mark).
Markers could not give full marks without reference to the fact that the product is promoted as 'natural' and is a lip balm/beauty product.

Many candidates did not mention the idea of 'naturalness', which markers considered to be an essential feature of the text and therefore the target audience.

Many candidates described the target audience as girls or women because of the use of pink, however, markers tended to award higher marks to candidates who justified their ideas with specific examples from the text rather than from gender assumptions.

'At whom' clearly confused many candidates, who tended to respond with comments about the purpose of the text but not the audience.

- b) Candidates needed to refer to the link between visual elements and written elements from the text, such as:
- o The whipped cream looks 'soft and smooth'.
 - o The pink tag-line ('The lip balm that makes you smile') is linked to the same-coloured lip balm container.
 - o 'All natural' and 'organic' link to the fresh fruit and the green/garden background.
 - o 'Flavour' links to the spoon, the dessert dish, and the strawberries and cream (like the product is good enough to eat)

This question proved challenging, with many candidates unable to explain the *link* between the visuals and the written text.

- c) Candidates needed to justify a yes/no response with reference to elements from the text, such as:

For a 'yes' response:

- o Persuasive language such as:
 - 'Paraben-free': suggests something undesirable is left out, making it a better and more natural product.
 - 'Packed with shea butter and jojoba oil': good value with lots packed in.
 - 'Perfectly moisturised': you can't get better than perfect.
 - 'EOS/Evolution of smooth': the product name suggests how the product performs (it's smooth) and there is a continual improvement of the product or brand (evolution).

- 'The lip balm that makes you smile': this is a definitive statement of fact which links happiness (smile) to the product.
- 'Find your favourite flavour': stated like an order, compelling the reader to buy the product.
- Alliteration makes it more memorable: soft/smooth; find/favourite/flavour.
- Repetition reinforces the key ideas: all-natural/evolution of smooth each stated twice.
- The sharply focused dish with cream and lip balms is contrasted against the soft-focus background, to highlight the product and make it more memorable.
- The spoon, strawberries and cream look delicious and appealing, linking that idea with the product itself as something desirable.

Markers did not assign a mark for simply saying 'yes' or 'no'. Marks were assigned for valid references to persuasive elements from the text.

Many candidates tended to refer primarily to visual elements as persuasive techniques, without referring to the written text as persuasive. Candidates were awarded marks when clearly distinct points were made about visually persuasive elements, but not if visual elements were simply listed without discussion of their persuasive qualities. No candidates chose to argue that the text did not effectively use persuasive techniques.

Question 8:

- a) A tee-shirt design contest (1 mark), aimed at people who like graphic design/design students or hobbyists (1 mark) who are not yet professional/working as designers (1 mark), who want a career opportunity, a prize and/or their design on a tee-shirt (1 mark).

Some candidates did not earn 4 marks as their answer did not note that the audience may be amateurs rather than practicing professionals. Others missed the notion that there was a competition, or that it was to design a tee-shirt print.

- b) Candidates needed to refer to the way that elements of layout or colour appealed to the audience identified:

- The black background contrasts against the white tee-shirt and the white/blue font: this makes it eye-catching.
- The tee-shirt is large and easy to see, following the Rule of Thirds, which makes it stand out as an important element (the context of the design idea).
- The lightbulb symbolises a good idea, which links to the idea of the entrants' ideas and emphasises that the winner's idea will be printed on a tee-shirt, which appeals to the contest entrants. It also appeals to designers who use visual language as a means of expression.
- 'Contest' is large and capitalised and fills the top third of the poster, appealing to people who want to win something or show what they can do well.
- The lightbulb colour links to the yellow text about the prize and more information, appealing to people who want recognition of their ideas.

This was generally well-handled.

- c) Candidates needed to justify a yes/no answer with reference to persuasive or visual elements of the text, such as:

For a 'yes' response:

- Because you can win a prize
- Because there is a possible career opportunity
- Because getting your design on a tee-shirt is a good way to get exposure as a designer
- Because it was attention-grabbing with:
 - i. Bright colours and high contrast
 - ii. Rule of Thirds
 - iii. Use of symbols (lightbulb) to emphasise key idea

For a 'no' response:

- o It is visually unattractive (too many colours which don't match, ie: two different blues, two different greens) which makes it look unprofessional.
- o There is no information about the prize.
- o There is no information about the career opportunity (which is not even guaranteed).
- o There is no information about what kind of design is required or appropriate.
- o There is no website to check out the company – you have to make email contact, which could be an opportunity for a scammer to collect your data.
- o There is no information about the company, other than an uninformative name in the email address, which makes it look suspicious or untrustworthy.

This question was less well-handled, perhaps owing to the phrasing of the question. It assumes the candidates are also the target audience, and many candidates responded that they would not reply to the ad because they do not consider themselves artistic. This tended to negate the analysis of the ad's effectiveness on its intended audience. Stronger candidates referred to the text features rather than personal preferences.

Advice to candidates:

Candidates should use dot points (to match the value of each question) to present their answers. This should ensure more succinct answers, rather than the sometimes rambling answers that did not get to the point. Candidates should be familiar with the specific persuasive techniques used in advertising and the media. Candidates should not write in pencil.

Part 4 Writing in English

It was pleasing to see that the vast majority of students had a good attempt at this part of the exam and seemed to allow themselves enough time to answer the question in reasonable depth. Markers were looking for variety and complexity of language usage and expression, accuracy, a wide vocabulary and a structure appropriate to the chosen type of text. Candidates should be aware that if he or she does not actually answer the question being asked, this will negatively affect their mark for this criteria. It was also pleasing to see that there was not a high usage of the dictionaries.

Imaginative

This was a particularly popular choice for candidates, with some outstanding examples of creative writing. It was however, also the question which produced many weak examples. Students need to feel they have a strong command of descriptive language if they attempt the imaginative writing. Naming actual characters rather than always referring to unnamed 'friends' or 'the man' helps engage the reader. Planning a narrative arc before writing will improve the telling of a story. Whilst they are not judged primarily on the strength of the story told, a dully told narrative gives much less evidence of language skills than an academic essay.

Many candidates chose a theme of bullying or an intruder in the school.

Interpretative

This was the most popular topic and gave the candidates the opportunity to display their English skills. Many candidates did not read the question well enough and instead of explain how English can be a benefit to students in the future, they gave tips on how to study English. As a result the interpretative and explanatory aspects of the question were replaced with simple descriptions. Candidates were marked down for not answering the question.

Analytical

Very few candidates attempted this question. Candidates tended to slip into simple descriptions of places they have been and experiences they have had, rather than analysing these experiences.

Persuasive

This question was on the whole, particularly well answered, with many candidates writing an effective persuasive piece on clearing bushland. The question allowed candidates to demonstrate the full range of language skills.

Advice to candidates

Only do the imaginative question if you are a confident writer of fiction.

Always take the time to write a short plan.

Read the question carefully, so that you actually address what it is asking.

Ensure you answer using the appropriate type of text. If the question is interpretative, then candidates will need to explain and interpret. If it is analytical, then you must analyse and discuss etc.