



OFFICE OF TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

Tasmanian Certificate of Education
External Assessment 2017

PLACE YOUR CANDIDATE
LABEL HERE

ENGLISH as an ADDITIONAL LANGUAGE or DIALECT

(EAL315115)

PART 1

Listening and Responding

Pages:	8
Questions:	2

Time: Approximately 45 minutes

Candidate Instructions

1. You **MUST** make sure that your responses to the questions in this examination paper will show your achievement in the criterion being assessed.
2. You will hear **TWO** spoken texts. Each text will be played **THREE** times. There will be a short break between the first and second playing, with a longer break after the third and final playing.
3. Answer **ALL** questions. Answers must be written in the spaces provided on the examination paper.
4. You may start writing your answers from the moment the first reading begins.
5. All written responses must be in English.
6. You may answer in note form.

On the basis of your performance in this examination, the examiners will provide results on the following criterion taken from the course statement:

Criterion 1 Listen and respond to oral English texts.

Spoken Text 1 – Question 1

**For
Marker
Use
Only**

Listen to the following interview and answer, in **ENGLISH**, the questions that follow, using the information from the interview.

(a) What do observers think Amazon will do very soon in Australia? (2 marks)

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(b) What might this mean for Australians? (2 marks)

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(c) How much does Amazon Prime cost in the US? (1 mark)

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(d) What three services does Amazon Prime provide? (3 marks)

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(e) When was Amazon Prime Video launched in Australia? (1 mark)

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(f) What is Amazon’s aim in keeping things cheap? (2 marks)

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Spoken Text 1 continues.

Spoken Text 1 (continued)

**For
Marker
Use
Only**

(g) How does Amazon know so much about their consumers? (2 marks)

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(h) How does Brad Stone describe Amazon? (2 marks)

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(i) What **three** areas does Jason Smart think might be in trouble when Amazon arrives in Australia? (3 marks)

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(j) What does Associate Professor Elizabeth Maitland think that consumers of Amazon should do? (2 marks)

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Spoken Text 2 – Question 2

**For
Marker
Use
Only**

Listen to the following text and answer, in **ENGLISH**, the questions that follow, using the information from the text.

(a) What is Carly Ryan’s job and where does she work? (2 marks)

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(b) How does Carly Ryan explain the difference between ‘pain’ and ‘discomfort’ when exercising? (2 marks)

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(c) When should you stop exercising according to Carly Ryan? (1 mark)

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(d) What did Dr Johnson say was normal while exercising? (2 marks)

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(e) According to Dr Johnson, when should you stop exercising immediately? (3 marks)

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Spoken Text 2 continues.

Spoken Text 2 (continued)

**For
Marker
Use
Only**

(f) According to Dr Jowett, what is the outcome of discomfort or good pain? (2 marks)

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(g) What is the result of a build-up of lactic acid? (2 marks)

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(h) What does Carly Ryan advise ordinary people to do regarding exercise? (2 marks)

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(i) What is delayed-onset muscle soreness or DOMS? (2 marks)

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(j) How should one overcome DOMS? Give an example. (2 marks)

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(EAL315115)

PART 2 Reading and Responding

Pages:	12
Questions:	2

Time: Approximately 45 minutes

Candidate Instructions

1. You **MUST** make sure that your responses to the questions in this examination paper will show your achievement in the criterion being assessed.
2. You must answer **BOTH** questions.
3. All written responses **MUST** be in **ENGLISH** (in your own words).
4. Answers must be written in the spaces provided on the examination paper.
5. You may answer in note form.

On the basis of your performance in this examination, the examiners will provide results on the following criterion taken from the course statement:

Criterion 3 Read and respond to written English texts.

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Question 3

Read the passage below and answer, in **ENGLISH**, the questions that follow, using the information from the text.

Children with disabilities learn ‘I can’

Tasmanian children with disabilities are getting the chance to challenge themselves at sea, thanks to a Sydney-based charity. In February, Sailors with Disabilities came back to Tasmania for a second time, running its Winds of Joy sailing program. The organisation began when David Pescud and his friends, who all had varying disabilities, decided to tackle the Sydney to Hobart yacht race for the first time in 1994. Twenty-three years later the charity travels around the country, offering different programs to those in need.

Mr Pescud said Winds of Joy gave children a chance to prove that disability did not necessarily mean inability. ‘The point is about living life and doing what you can do ... ‘disability’ should not be a negative word,’ he said.

He and a team of volunteers from both Sydney and Tasmania took 300 children out sailing in Hobart over a few weeks in February and March. Their boat, called Wot Eva (pronounced ‘whatever’), embodies a key message with the words ‘I Can’ emblazoned on its side. Even before they begin to take part in the program, these words help the children to realise that it is possible for them to succeed in situations previously thought of as unattainable for them.

Lily, an 8-year-old student from a local primary school, has a younger brother, William, aged 5, who has a disability. ‘Disability means someone is a little bit different, but you don’t have to act mean to them,’ she said. **Lily** added, ‘the program is all about saying, “Yes, I can”. So, when you get on the boat and you’re scared, you look deep inside yourself and also look at the words printed on the boat, and you can say: “Whatever! I can!”’, and then try your best.’

Another student, **Sandra**, 8, enjoyed being on the water, calling herself a natural sailor. ‘I feel happy,’ she said. **Joe Pearce**, who has volunteered with the program each time it has visited Tasmania, said the experience was incredibly rewarding. ‘It’s why we do it; it really is life-changing,’ he said.

The school support teacher, **Mrs Rogers**, has seen children visibly transformed throughout the journey. ‘Children go from being slightly tentative and nervous to just experiencing the thrill of it and being embraced and included in all the jobs,’ she said.

Mr Pescud believes that focusing on ability rather than disability is the goal. ‘I mean, here they are doing it. That’s very empowering for everyone involved,’ he said.

(a) **In your own words**, what is the Winds of Joy sailing program? (3 marks)

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Question 3 continues.

Question 3 (continued)

**For
Marker
Use
Only**

(b) How does David Pescud see the difference between 'disability' and 'inability'? (2 marks)

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(c) (i) Where are the expressions 'Wot Eva' and 'I can' found? (1 mark)

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(ii) **In your own words**, explain how the author thinks these expressions can help the children who take part in the program. (3 marks)

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(d) From the information given in the text, does the Winds of Joy sailing program fulfil its mission? Explain your answer. (3 marks)

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Question 3 continues.

Question 3 (continued)

**For
Marker
Use
Only**

- (e) What are the opinions of the following people? Choose i, ii, iii or iv for each person. (4 marks)

Lily	
Sandra	
Joe Pearce	
Mrs Rogers	

- (i) the experience helps children to grow in themselves
(ii) the experience helps children along the way to happiness
(iii) the experience gives children confidence
(iv) the experience changes children's circumstances
- (f) The tone of this passage can best be described as...
Choose the correct answer . (2 marks)
- disheartening
 humorous
 inspirational
 sarcastic

Question 4

Read the passage below and answer, in **ENGLISH**, the questions that follow, using the information from the text.

End of Tasmanian kelp forests?

There are fears Tasmania's giant kelp forests are almost **extinct**. Once found in the waters all along the east coast of Tasmania, the kelp has now been completely wiped out in that area, according to dive tour operator Mick Baron. Mr Baron was among a number of stakeholders who gave evidence at a Senate inquiry in Hobart recently. He described the situation as the disappearance of a natural reserve. 'The devastation of the kelp forest is I believe ... **a national tragedy**,' he said.

The Senate inquiry is examining the current and future impacts of climate change on Australia's marine fisheries and biodiversity. Mr Baron, who has conducted dive tours off Eaglehawk Neck for 25 years, said climate change was destroying the kelp forests. 'Twenty-five years ago when we started the dive centre, there was kelp everywhere,' he said. 'You took it for granted; now, **as of the summer last year, we have none.**'

Listed as endangered in 2012, the Tasmanian kelp is the world's largest marine plant and thrives in cold, nutrient-rich water. Scientists said east coast waters were warming at a rapid rate, among the world's top 20 fastest.

Dr Neville, from the University of Tasmania, told the inquiry the last remaining kelp forests were in the waters off south and south-west Tasmania. 'Beyond the bottom end of Bruny Island and further south, there are still kelp forests, but even the major ones around the Actaeon Islands in the far south-east have declined, and seem to be staying at very low levels,' he said.

Mr Baron said he feared they would be lost in a few years too. 'I would say in another five to ten years, it'll be disappearing from there as well,' he said. He blamed climate change and said the kelp forests have suffered in the relatively warm, nutrient-poor East Australian Current while not getting a rejuvenating hit from the cold waters of the Southern Ocean during winter. Mr Baron believed there was no coming back. 'In my opinion, they're gone forever,' he said. 'There might be an occasional regeneration on a very small scale, but the trend over all those years has shown that nutrient levels are just too low to maintain decent levels of growth.'

At the Senate inquiry, Mr Baron and Dr Neville were asked whether the kelp's threatened status should be upgraded to critically endangered. 'There's actually nothing we can do about it' Dr Neville said. 'Sometimes we try to upgrade something to critical, but there's not much point if really there's no management response that we can address.'

For Mr Baron, diving trips to the kelp forest are now a thing of the past. 'There's nothing we can do, the pressures on it are just too high, they're too big, the questions to improve the environment ... it's just too late,' he said.

Question 4 continues.

Question 4 (continued)

**For
Marker
Use
Only**

(a) Explain the word **extinct** in paragraph 1 in relation to the giant kelp forests. (1 mark)

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(b) Why does Mick Baron call the extinction of the Tasmanian kelp forests 'a national tragedy'? (2 marks)

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(c) Explain Mick Baron's job **in your own words**. (3 marks)

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(d) (i) 'As of the summer last year, we have none.' To what does Mick Baron refer? (2 marks)

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(ii) What does he think are the reasons for this disappearance? (2 marks)

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Question 4 continues.

Question 4 (continued)

**For
Marker
Use
Only**

(e) What does kelp need to grow? (3 marks)

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(f) Do Dr Neville and Mick Baron agree about the future of the kelp forests? Explain. (3 marks)

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(g) **In your own words**, how does Mick Baron explain the process of kelp forest loss? (4 marks)

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Question 4 continues.

Question 4 (continued)

**For
Marker
Use
Only**

(h) Why is it unlikely that regeneration will occur in the future? (3 marks)

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(i) Match the ideas below, by choosing i, ii or iii for each time frame. (3 marks)

25 years ago	
now	
5 to 10 years in the future	

- (i) disappearance of kelp from Actaeon Islands
- (ii) abundance of kelp
- (iii) diving trips to kelp forests off Eaglehawk Neck pointless

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(EAL315115)

PART 3 Texts

Pages:	12
Questions:	4

Time: Approximately 45 minutes

Candidate Instructions

1. You **MUST** make sure that your responses to the questions in this examination paper will show your achievement in the criterion being assessed.
2. You **MUST** answer the questions on any **TWO** of the texts.
3. **ALL** answers must be written in the spaces provided on the examination paper.
4. All written responses must be in **ENGLISH**.
5. You may answer in note form.

On the basis of your performance in this examination, the examiners will provide results on the following criterion taken from the course statement:

Criterion 2 View and respond to multimodal texts.

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Question 5

Examine the film poster below and then answer the questions that follow it.

**For
Marker
Use
Only**

	Academy Award Nominee		Academy Award Winner	
DEV PATEL	ROONEY MARA	DAVID WENHAM	NICOLE KIDMAN	SUNNY PAWAR



Question 5 continues.

Question 5 (continued)

**For
Marker
Use
Only**

- (a) Name **two** possible target audiences for this movie from the information given in the poster. Give a reason to support each answer. (4 marks)

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- (b) What does the poster suggest might happen in this film? (4 marks)

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Question 5 continues.

Question 5 (continued)

**For
Marker
Use
Only**

(c) In your opinion, would this poster achieve its purpose of persuading the target audiences identified in (a) to view this film? Why or why not? (4 marks)

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Question 6

Examine the poster below and then answer the questions that follow it.

For
Marker
Use
Only



(a) Who is the target audience? Give reasons to support your answer. (4 marks)

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Question 6 continues.

Question 6 (continued)

**For
Marker
Use
Only**

(b) Comment on the visual appearance of this advertisement. (4 marks)

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(c) In your opinion, would this poster achieve its purpose of persuading the target audience to join this program? Why or why not? (4 marks)

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Question 7

**For
Marker
Use
Only**

Examine the advertisement below and then answer the questions that follow it.

*Angel Diva Shoes
Lovely*

*3 Colour
Choices
Available*

Studded Leather
Upper and Covered
Heel
3 texture change
ankle band
4 metal changes
54 pedicure choices

(a) At whom is this advertisement aimed? Give reasons to support your answer. (4 marks)

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Question 7 continues.

Question 7 (continued)

**For
Marker
Use
Only**

(b) How do the visual images link with the written text in this advertisement? (3 marks)

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(c) What persuasive techniques have been employed in this advertisement? Have they been used effectively? Why or why not? (5 marks)

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Question 8

Examine the poster below and then answer the questions that follow it.

**For
Marker
Use
Only**



- (a) What is this poster advertising and who is the target audience? Give reasons to support your answer. (4 marks)

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Question 8 continues.

Question 8 (continued)

**For
Marker
Use
Only**

(b) Is this advertisement effective? Give reasons for your answer. (4 marks)

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(c) How could this poster be improved? (4 marks)

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PART 4 Writing in English

Pages:	8
Questions:	1

Time: Approximately 45 minutes

Candidate Instructions

1. You **MUST** make sure that your responses to the questions in this examination paper will show your achievement in the criterion being assessed.
2. You must answer **ONE** question from this part.
3. Write approximately 250 words in **ENGLISH** on the question you have selected.
4. All answers must be written in the spaces provided on the examination paper.
5. All written responses must be in English.

On the basis of your performance in this examination, the examiners will provide results on the following criterion taken from the course statement:

Criterion 5 Create a range of written texts for different purposes and audiences.

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Question 9

Choose **ONE** of the following topics. At the beginning of each question you are given (in **bold**) the required response format for that question.

(a) **Imaginative**

As I was walking through a department store in the city, I noticed a school friend of mine arguing with the store security guard. Continue the story.

OR

(b) **Interpretative**

Education is considered to be a way of escaping poverty and ignorance. Explain how this might be so.

OR

(c) **Analytical**

Write an essay analysing the advantages and disadvantages of recycling used goods.

OR

(d) **Persuasive**

People have different ideas about young children playing competitive sports. Write an essay outlining your point of view. In your essay, try to persuade the reader to agree with you.

(In the box write the name of the topic you are answering.)

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