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& CERTIFICATION

Tasmanian Certificate of Education  
External Assessment 2018

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# 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.

**Teenagers and Sleep**

(a) Where does Dr Smith work? (1.5 marks)

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(b) How does Dr Smith define “less regular” when talking about teenage sleep? (2 marks)

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(c) According to Dr Smith, what should teenagers aim to do so that they can wake up early for school? (1.5 marks)

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(d) How can teenagers’ body clocks influence their sleep patterns? (2 marks)

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(e) What aspects of individual lifestyles can have an impact on teenagers’ sleep? (4 marks)

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**Question 1 continues.**

**Question 1 (continued)**

(f) What is likely to happen if teenagers sleep too much at the weekend? (1 mark)

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

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

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

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(j) What advice does Dr Smith give teenagers? Complete the table below with information from the interview. (5 marks)

On school nights	(i)  (ii)
At the weekend	(i)  (ii)  (iii)

**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.

**Indigenous Youth Leading the Way**

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

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

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(c) Why did Deanna want to participate in the *Young Endeavour* training? (2 marks)

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(d) Name two new skills that Deanna learnt aboard the *Young Endeavour*. (2 marks)

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**Question 2 continues.**

**Question 2 (continued)**

**For  
Marker  
Use  
Only**

- (e) How do we know that Deanna found the trip on the *Young Endeavour* a great challenge? (1 mark)

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- (f) What evidence is there to show that Deanna has continued to be a successful young leader? (3 marks)

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- (g) What does she hope to show her community through perseverance and a positive mind? (2 marks)

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- (h) What might people think of Deanna when they hear that she has won so many awards? (1 mark)

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**Question 2 continues.**

**Question 2 (continued)**

**For  
Marker  
Use  
Only**

- (i) While she was on the *Young Endeavour*, what did Deanna do that was frightening but also enjoyable? (1 mark)

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- (j) What are the advantages for any young Australian of a trip on the Sail Training Ship *Young Endeavour*? (3 marks)

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- (k) What should people do if they want more information about the programs mentioned in the report? (1 mark)

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# ENGLISH as an ADDITIONAL LANGUAGE or DIALECT

(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.

**Question 3**

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

**Paddock\* to Plate**

The 1990s was a time when many food movements gathered momentum in Australia. The idea of ‘organic’, first mentioned by the Austrian scientist and philosopher Rudolph Steiner in the 1920s, had gone off the radar during the 1950s. Back then, progress was all about scientific advancement and a brave new world of chemicals promised an era of plenty. Even in the ‘80s we were more concerned with material prosperity. Households with two working parents were just trying to get a meal on the table and not worrying too much about where the food came from.

Meanwhile, the organic movement had quietly gathered adherents. By the 1990s, there were more than 1000 organic producers in Australia. Over the next ten years, the popularity of organics exploded. By the year 2000, the value of Australian organic production was around \$250 million, and the amount of land devoted to certified organic production had risen to 7.6 million hectares. Although this still accounted for less than 1 percent of Australia’s total food production, it was significant enough to become part of the mainstream.

But how was all that organic produce to reach our tables? The supermarkets and processors became involved, but their requirements for a standard size and appearance, a regular delivery cycle and a minimum quantity per order made it tough for smaller growers. The big retailers wanted a supply system typical of industrial farming, instead of one that recognized the seasonal and local variations that organic farming traditionally embraces.

One solution was to cut out the middleman. An Englishwoman, Elizabeth Taylor, had been responsible for opening England’s first organic farmers’ market. Now living in Sydney, she was finding it difficult to obtain fresh organic produce, so, in 1995, she drew on her experience to open Sydney’s first farmers’ market, concentrating on organic and locally grown food. Over the next ten years some people started to develop an interest in community gardens whilst others joined “Slow Food”, an organization encouraging food production that is “good, clean and fair”.

It wasn’t an overnight move away from industrialised eating; however, by the late 1990s chefs were becoming increasingly conscious of the ‘provenance’ of their ingredients, cookbooks were offering a new approach to food and we were starting to question the power the big supermarkets held over our food choices

Adapted from O’Connell, J. (2017). *A timeline of Australian food: From mutton to MasterChef*. NewSouth Publishing, Sydney, Australia.

\* Paddock: An area of farming land.

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

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**Question 3 continues.**

**Question 3 (continued)**

**For  
Marker  
Use  
Only**

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

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(c) In paragraph 2, which phrase tells you that there was a significant increase in people’s interest in organic food? (1 mark)

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(d) In what ways did the supermarkets make it difficult for small producers of organic foods to sell their goods? (4 marks)

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

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(f) “One solution was to cut out the middleman”. In your own words, explain what this sentence means. (3 marks)

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**Question 3 continues.**

**Question 3 (continued)**

**For  
Marker  
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Only**

- (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? (1 mark)

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- (h) What does the author mean when she says: “Chefs were becoming increasingly conscious of the provenance of their ingredients”? (2 marks)

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- (i) *Paddock to Plate*. In your own words, explain what the title of the article means. (3 marks)

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## Question 4

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

For  
Marker  
Use  
Only

### **Plastic is Officially a World-wide Environmental Disaster.**

In Australia alone, we have produced more plastic in the last 10 years than we did in the whole of last century. We use over 9.7 billion single-use plastic bags annually and over one trillion world-wide. Over 100,000 marine mammals and 1 million seabirds die every year all over the world from ingestion or entanglement in plastic litter. Adapting and finding ways to reduce the plastic in our everyday lives is more vital than ever before. Here are some fast, affordable and effortless ways to reduce the plastic in your life as soon as possible.

#### **Avoiding plastic packaging in supermarkets**

The ultimate solution to avoiding plastic whilst food shopping is going to stores that allow you to fill up your own reusable containers and bypassing the packaging altogether. In regular supermarkets, buy meat and cheese at the deli counter with your own reusable container and look for paper over plastic packaging or even better no packaging at all! And remember to carry all your plastic free products in your own reusable bags.

#### **Recycling for plastics**

Unfortunately, there aren't many options available for recycling plastics and controlling how they get recycled but saving soft plastics can give them a second purpose in life. Save up all your soft plastics (anything that can be scrunched into a ball) and drop them off into your nearest recycling bin so the rubbish can be transformed into long-lasting outdoor furniture, signage and bollards.

#### **Everyday reusable and biodegradable items**

Many of our everyday use items may seem harmless but they can cause long term damage to the environment. In Australia, over 30 million plastic toothbrushes are consumed every year with each one taking over 200 years to degrade. 500 million plastic straws are thrown away every day in the U.S. alone and cling wrap is used every day by people all over the world but can take 25 years or more to decompose. There are waste-free alternatives to all these products and they're just a click away. Biome is an Australian-owned company and is the one-stop shop for all your zero-waste items; from beauty products and cleaning products to food storage, their store has it all.

#### **Just say no**

For many of us, using plastic products and packaging is a matter of convenience. It's less effort to grab a pre-bagged kilo of tomatoes than it is to choose your own; it's much easier to use the supermarket plastic bags (if your state still has them) than remembering to bring your reusable ones. Whilst no one is perfect, everyone can make small changes and even little things like simply saying no to plastic bags or straws – or refusing to buy vegetables unnecessarily wrapped in plastic – will train your brain, protect our beautiful ecosystems and send a message to others that our plastic addiction has to end.

Adapted from : <https://www.ecotourism.org.au/news/cutting-down/>

**Question 4 continues.**

**Question 4 (continued)**

**For  
Marker  
Use  
Only**

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

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- (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)

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- (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)

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- (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)

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**Question 4 continues.**

**Question 4 (continued)**

(e) According to the passage, what kinds of things can be made from recycled plastics? (3 marks)

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(f) The passage uses statistics to emphasise how long some items can pollute the environment. Complete the table to show these statistics. (4 marks)

Item	Amount of time to break down
(i)	(i)
(ii)	(ii)

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

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

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(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)

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**Question 4 continues.**



**Question 4 (continued)**

**For  
Marker  
Use  
Only**

- (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)

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# ENGLISH as an ADDITIONAL LANGUAGE or DIALECT

(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.

**Question 5**

**For  
Marker  
Use  
Only**

Examine the webpage below and answer the questions that follow.



- (a) Who is probably the target audience for this webpage? Give reasons for your answer. (2 marks)

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**Question 5 continues.**

**Question 5 (continued)**

**For  
Marker  
Use  
Only**

(b) How does the **layout** of this webpage appeal **to the audience(s) you identified in question (a)**? (2 marks)

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(c) How do the **images** in this webpage appeal **to the audience(s) you identified in question (a)**? (2 marks)

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(d) How is **colour** used in this webpage to appeal **to the audience(s) you identified in question (a)**? (2 marks)

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(e) Would this webpage persuade you to participate? Why or why not? (4 marks)

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**Question 6**

**For  
Marker  
Use  
Only**

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



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

**The background shows:**

- The stars
- The film's locations
- The action
- The plot

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

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**Question 6 continues.**



**Question 6 (continued)**

**For  
Marker  
Use  
Only**

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

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- (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)

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Question 7

For  
Marker  
Use  
Only

Examine the advertisement below and answer the questions that follow.

**ALLGOODS**  
**for ALL the GOOD brands.**

Levi's Ridgeline Ruffe Williams THE RUFFE WILLIAMS GROUP Hard Yakka Blundstone AKUBRA ONE PLANET Coleman Icebreaker MERINO DRIZA-BONE

**FOOTWEAR** **CLOTHING** **OUTDOOR**

Launceston 71-79 York St / 6331 3644  
Tent City 60 Elizabeth St / 6331 3644  
Hobart 168 Liverpool St / 6236 9969  
Devonport 6 Formby Rd / 6424 7099

**ALLGOODS**  
[www.allgoods.com.au](http://www.allgoods.com.au)

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

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

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Question 7 continues.

**Question 7 (continued)**

**For  
Marker  
Use  
Only**

- (c) How would the layout and colour appeal **to those you identified in question (b)**?  
Refer closely to the advertisement in your answer. (4 marks)

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- (d) Do you consider this advertisement to be successful? Why or why not? (4 marks)

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**/12**

**Question 8**

Examine the advertisement below and answer the questions that follow.

For  
Marker  
Use  
Only

**GATEWAY TO  
LAKE ST CLAIR - CRADLE MOUNTAIN NATIONAL PARK  
AND THE WESTERN WILDERNESS**





**DERWENT BRIDGE  
CHALET&STUDIOS**

*... simply magic*

**QUALITY ACCOMMODATION IN A WILDERNESS SETTING  
1, 2 & 3 BEDROOM & SPAS AVAILABLE**

15478 Lyell Highway, Derwent Bridge  
Tel: 03 6289 1000 [www.derwent-bridge.com](http://www.derwent-bridge.com)

★★★★☆ AAA Rating



**Question 8 continues.**

**Question 8 (continued)**

**For  
Marker  
Use  
Only**

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

**The background shows:**

- Derwent Bridge
- wild animals
- wilderness
- chalets and studios

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

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

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(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. (4 marks)

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# ENGLISH as an ADDITIONAL LANGUAGE or DIALECT

(EAL315115)

## 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.

### Question 9

Choose **ONE** of the following **tasks**. At the beginning of each task you are given, in **bold**, the required response format.

(a) **Imaginative**

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

Write a story that **leads to** these words in the **final sentence**.

**OR**

(b) **Interpretative**

*The world is your classroom.*

Many people believe that the best way to learn about life and the world we live in, is to travel. Write an essay in which you explain what you think of this idea.

**OR**

(c) **Analytical**

Choose a character from one of the English language books you have read this year. Explain why you would like to meet him or her and what you would talk about. What is it about them that makes them very interesting?

**OR**

(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. Write an email to try to persuade your parents that **you** will benefit greatly from the experience.

*(In the box above, write the letter for the task you have chosen to answer.)*

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# ENGLISH as an ADDITIONAL LANGUAGE or DIALECT

(EAL315115)

Pages: 4

## PART 1

### Listening and Responding - Transcript

**FOR EXAMINERS ONLY**

## Spoken Text 1 – Question 1

### Podcast: Teenage Sleep

**Moderator:** Welcome to the next in our series on teenage health issues. My name is Tom Willis and I am joined today by Dr Karen Smith from the Sleep Health Foundation. Dr Smith is going to tell us some important things that we need to know about teenage sleep.

**Moderator:** Dr Smith, what makes teenagers' sleep unique?

**Dr Smith:** Well, for a start, teenagers' sleep tends to be less regular than the sleep of adults and young children. This means that the times when they go to bed on the weekend are not at all the same as on school nights. On weekends, teenagers may go to bed much later. Late bedtimes on school nights make it hard to get enough sleep. Because they need to wake up early for school, teenagers should aim for at least 8 hours of sleep on school nights.

**Moderator:** Really? So, what is likely to make teenagers' sleep less regular?

**Dr Smith:** There are a number of things that influence teenage sleep patterns, for example teenagers' 24-hour body clock can move later, delaying the time that they feel sleepy at night. Up to a point this is a natural change. However, individual lifestyles can also have an impact on teenagers' sleep patterns. This includes using technology such as a mobile phone or computer in the hour before going to bed, or working too late doing homework or a part-time job. On the weekend, if teenagers sleep in too much, it can also upset their natural sleep-wake rhythm.

**Moderator:** So, how common are irregular sleep patterns in teenagers?

**Dr Smith:** You'd be surprised. On the weekend, about 90% of teenagers will go to bed later. This can be OK if they don't change their weekend bedtimes by too much, which means less than 2 hours later than normal; however, about 40% of teenagers go to bed more than 2 hours later on the weekend, which then causes problems for their sleep patterns during the week.

**Moderator:** What are some of the consequences of too little sleep?

**Dr Smith:** Some of the most common signs that a teenager is not getting enough sleep include being late for school, feeling sleepy during the day, feeling moody or grumpy or maybe just not getting good grades.

**Moderator:** So, can anything be done to help teenagers maintain regular sleep habits?

**Dr Smith:** Oh yes, there are plenty of strategies, on school nights for example, try to stop using technology earlier, dim the lights earlier, start relaxing earlier. On those nights you should also go to bed at a set time. At the weekend, don't sleep in too late and when you do get up, go outside, get more natural outdoor light and get a bit more active.

**Moderator:** Some great tips, Dr Smith, thank you for your time today.

**Dr Smith:** You're welcome!

Adapted from: <https://www.sleephealthfoundation.org.au/pdfs/Teenage-Sleep.pdf>

## Spoken Text 2 – Question 2

### Indigenous Youth Leading the Way

Born in the outback town of Katherine in the Northern Territory, Deanna Kennedy was a young Aboriginal girl with big dreams. She wanted to travel to new places, and do something to benefit her community.

At 24 years of age Deanna successfully completed an Indigenous Leadership Program (ILP), which included a voyage aboard the Sail Training Ship “Young Endeavour”.

Deanna says she chose to do the Young Endeavour Training so she could learn new things about the sea, and about herself. Aboard the ship, Deanna learnt about navigation, rope knotting and working in a team. She says the experience required her to move out of her comfort zone, making great new friends in the process.

Since completing the Young Endeavour Training, Deanna has gone on to complete the Certificate II in Indigenous Leadership and has become a strong advocate for Aboriginal youth. Her plans for the future include finishing her studies and continuing with community work.

Deanna believes community is a place where different groups come together as one and she sees her own indigenous community as one of the main motivations behind her success. She has learnt that if you persevere and keep a positive mind, then you will have the chance to show your community the value of contributing and the difference you make to other people’s lives. For her efforts, Deanna has been given numerous community awards and has also been invited to address important meetings in Canberra.

Thinking back to her time on the Young Endeavour, Deanna says that jumping off the ship into the open sea was scary, but it was also fun - and that it was the best way to make a splash, too!

The Indigenous Leadership Program has been running since 2004 and assists indigenous Australians by offering opportunities to emerging and potential leaders, while Sail Training has been operating on the Young Endeavour since 1988 to provide opportunities for all young Australians to develop their confidence, teamwork and communication skills. If you are interested in being part of either program, you can get more information by searching [www.youthleaders.gov.au](http://www.youthleaders.gov.au)

Adapted from: <https://youngendeavour.gov.au/news/indigenous-youth-leading-way>



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