ASSESSMENT REPORT

EAL315115 ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

Criterion 4 - Speaking

General Comments made by the Examiners

Examiners took note of the use of correct register during the conversation.

It was great to see that most candidates were very well prepared and the examiners really enjoyed their discussions with the students.

All candidates were respectful and showed good composure with their nerves.

Whilst there were some grammatical errors, many candidates were able to self-correct.

Several of the candidates examined distinguished themselves to be in the high B/A range because they demonstrated the capacity to use nuanced language and complex sentence structures.

Candidates are encouraged to practise responding to questions with their friends/family members/host families as well as their teachers in preparation for the exam.

Successful candidates:
• responded to the initial get-to-know-you questions with expanded answers, and using sophisticated language to discuss personal opinions and experiences
• asked for clarification if needed
• were obviously well prepared, but conversed in a natural manner, not sounding as if they were reciting prepared answers
• were relaxed and engaged, and even introduced humour
• spoke clearly and generally with correct pronunciation
• were able to expand on a topic
• displayed a sophisticated vocabulary
• were able to answer questions directly rather than skirt around and eventually get to an answer – this showed they had a better range of vocabulary and could be more succinct
• gave clear, detailed and engaging information about the Negotiated Report and spoke with some passion about the topic.
Less successful candidates:

- gave very short responses that required further probing by examiners
- did not project their voices well or enunciate clearly
- did not take advantage of the more open-ended questions
- did not make eye contact in a natural way
- were unable to answer questions OR answered questions in a round-about fashion
- displayed a limited vocabulary range
- could not discuss their graphs with any technical language – ie: often they were not sure of the graph’s significance.

Part I
Criterion 1 – Listening and Responding:

General Comments
Candidates generally handled both texts well. Questions which required candidates to infer meaning created a greater challenge for most candidates.

Spoken Text 1 – Question 1
(a) According to Ben Clifford, what are the simple things he enjoys in life? (3 marks)
   Roast(.5) chicken(.5),spending time (.5) outdoors(.5), wandering through bookshops(.5) in Hobart(.5)
(b) Complete the following table to summarise what Ben likes best about Hobart. (3 marks)
   Air- not dirty/clean
   City- not large/small
   Wilderness- not far away/close
(c) What does Ben say about fresh produce in Hobart? (2 marks)
   Always(.5) buy(.5)
   Good(.5) quality(.5)
(d) How does Ben compare Tasmania to his suburb? (2 marks)
   Both(1) have a great sense of community(1)
(e) According to Ben, what problem do most Hobart people not understand? (1 mark)
   Homeless sleeping on the streets or people struggling
(f) How can people help the St. Vincent de Paul food van? (2 marks)
   Donate(.5) cash or food(.5) to their kitchen (in Argyle St)(1)
(g) How do we know that Ben’s dream was difficult to achieve? (2 marks)
   Gave up almost(.5)everything to pursue his dream(.5)
   Took 6 years(.5) to sign his first deal(.5)
(h) How do we know that Ben was happy when he got his first job contract? (1 mark)
   Says it was worth it
(i) What is Ben’s favourite thing about the State Cinema? (1 mark)
   Book shop
Marker Comment
This question was difficult as favourite was not mentioned in the text and many candidates did not identify the correct piece of information

(j) What are Ben’s favourite take-away foods? (1 mark)
   Indian(.5)
   Italian(.5)
(k) What type of music does Ben like listening to? (0 mark)

**Marker comment**
This question was ignored by the markers as “loud” music was not thought to be a type of music.

(l) What does Ben do that annoys other people? (1 mark)
    *Never stops thinking*

(m) Why does Ben thank Mr. Walsh? (1 mark)
    *Gives free entry (.5) to MONA (.5)*

(n) Which word tells us that anyone can go to see Ben’s exhibitions? (1 mark)
    *Public*

(o) What advice does Ben give about pursuing your dreams? (3 marks)
    *Don’t wait for them to find you (.1)*
    *Go and look for them (.1)*
    *Make them happen (.1)*

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**Spoken Text 2 – Question 2**

(a) According to the podcast, what does the “glass ceiling” affect? (2 marks)
    *Pay (.5) equality (.5) of working (.5) women (.5)*

(b) What is the current situation for women in the workplace? (4 marks)
    *Women who have worked long hours (.1) achieved results (.1) are paid less (.1) than men (.1)*

(c) Who conducted the research? (1 mark)
    *Federal / Australian / national (.5) government (.5)*

(d) What evidence is there to show that very few women have senior jobs in Australia’s most important companies? (2 marks)
    *Only (.5) 7% (.5) of top earning positions (.1) are held by women*

(e) How much less does a female executive earn than a male doing the same job? (1 mark)
    *Up to (.5) 43% (.5)*

(f) What does the passage tell us about male graduate salaries? (3 marks)
    *They earn a higher starting salary (.1)*
    *Salaries increase at a greater rate (.1)*
    *Than women’s (.1)*

(g) What increases when people have job satisfaction? (1 mark)
    *Productivity*

(h) Why would some staff be more likely to stay with a company? (2 marks)
    *If they feel valued (.1)*
    *Enjoy their jobs (.1)*

(i) What are the problems with complaints against a company? (2 marks)
    *Costly (.1)*
    *Time consuming (.1)*

(j) Name one thing that is vital for the success of business in Australia. (1 mark)
    *Equal pay or equal career opportunities*

(k) Who will benefit when the glass ceiling is finally broken? (1 mark)
    *Men and women (.1) or society*

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Total /24 marks (not /25)

Total /20 marks
Part 2
Criterion 3 - Reading and Responding:

General Comments
Many of the questions for both texts were quite straightforward and had high marks attached which meant that, in general, scores were relatively high. There were a number of questions requiring candidates to answer “in their own words” and failure to paraphrase led to candidates getting minimal marks for such questions. There was a tendency to copy many sentences from the text for each answer rather than really showing an understanding of the question itself.

Question 3: “Lost in the Outback”

a) Why do many overseas tourists visit the Australian outback? (1 mark) *(in search of) adventure*

*Marker Comment*
This was successfully answered by a majority of candidates. Some paraphrasing that included the word adventure was common and acceptable. The most common error was candidates insinuating that people hoped to get lost.

b) Why do many tourists have bad experiences? (2 marks) *Because they are ill-prepared / lack of preparation*

*Marker Comment*
The most common error here was thinking it was due to the dangers involved rather than the lack of preparation for these dangers.

c) In your own words, explain why it is impossible to drive on some of the roads in the wet season. (2 marks) *Because of a great downpour/really heavy rain (torrential rain) (1) and water everywhere (flooding) (1) or any other words that convey the meaning of “torrential” and “flooding”/ if one of these is conveyed, potholes and quagmires were accepted as the second point*

*Marker Comment*
Many candidates did not mention anything about the water - that is they talked about the dusty roads or isolation rather than the challenge specifically in the wet season as the question required. As some did not attempt this in their own words, their score was minimal.

d) How does paragraph 3 show us that the American tourists did not understand the dangers of the Australian outback? (5 marks) *They went into an isolated area (1) rented a two-wheel drive (1) It was the wet season (1) a Category 4 cyclone had just passed (1) there was flooding (1) the idea of “muddy roads” (1) Accept any five answers*

*Marker Comment*
This was successfully answered by a majority of candidates, which meant that these five points were easily gained. Some students did not read the mention of paragraph three, meaning they did not complete this section correctly.

e) How did the American tourists’ accident happen? (2 marks) *They hit a pothole (1) in the middle of a flooded creek (1)*

*Marker Comment*
Again, this was successfully answered by a majority of candidates as it merely required copying the relevant section from the text.
f) In your own words, explain why the worried tourists remained optimistic after their accident? (2 marks)

Because they could get help (1) because they had brought a warning beacon with them (1)

Marker Comment
Rather than answering the question based on the text, some candidates wrote about the benefits of optimism on wellbeing. It is important to note that this is a Reading and Responding section, and responses should be based on this reading. As some did not attempt this in their own words, their score was minimal.

g) What piece of advice did Joe ignore and what happened to him as a result? (2 marks)

He did not stay with the vehicle (1) and he got lost (1)

Marker Comment
Some candidates missed out the advice part of this question or mentioned that he set off the beacon, which he was advised to do in case of emergency, so it was not ignored advice.

h) In your own words, explain why Joe knew his situation “was a real emergency.” (2 marks)

He couldn’t find his way back to the vehicle (1) He had nothing to drink (1)

Marker Comment
Many candidates did not attempt this in their own words, hence their score was minimal. Generally, the answer was easily found.

i) Which word(s)/phrases in paragraph 6 has/have the same meaning as the word(s)/phrases in column A? Write your answers in column B. (3 marks)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>received</td>
<td>picked up (1)</td>
</tr>
<tr>
<td>extremely large</td>
<td>enormous (1)</td>
</tr>
<tr>
<td>very bad</td>
<td>severe (1)</td>
</tr>
</tbody>
</table>

Marker Comment
Some candidates did not get these terms from the reading but filled out the table with synonyms they knew from elsewhere. It is important to note that in the Reading and Responding section, this will not lead to any marks being awarded. Those candidates who correctly addressed this question tended to struggle most with the last word, and having all three correct was rare.

j) In your own words, explain what Sergeant Tom Stafford means when he says he is “totally fed up with tourists who haven’t done their homework before travelling into the outback.” (2 marks)

He is very angry/frustrated/discontented/annoyed with tourists (1) who don’t research/prepare/plan before they travel (1)

Marker Comment
As some did not attempt this in their own words, their score was minimal. This was a harder question and a significant challenge for many candidates, who struggled with alternative ways of saying “fed up” and “homework” in this context. Longer answers in an attempt to explain these ideas were rewarded for accuracy.

Total / 22 marks
Question 4: “Technology – Blessing or Curse?”

a) What are the 3 types of digital communication listed in paragraph 1? (3 marks)
   Social media (1) smart phones (1) and emails (1)

Marker Comment
This was successfully answered by most candidates, which meant that these three points were easily gained.

b) According to the text, why can the use of digital communication have a negative impact on us? (3 marks)
   It reduces our connection with ourselves (1) it reduces the quality in our communication with others (1) and creates a distraction (1)

Marker Comment
Many candidates incorrectly included ‘being connected 24/7’ as a negative and hence omitted the idea of ‘distraction’.

c) According to paragraph 2, what are the mental and physical reactions that can be caused by the sounds made by our smart phones? (3 marks)
   Our heart rate goes up (1) and our anxiety remains high (1) until we check our phones (1)
   alternative possible mark: habit of self-distraction (1)

Marker Comment
This was generally answered well by most candidates.

d) According to paragraph 2, what phrases tell us that we have developed an addiction to our phone? (2 marks)
   Checking our phone frequently (1), even when it is not beeping (1) alternative possible marks: this gradually creates a habit in us (1); anxiety is going to remain until we check what notification was for (1)

Marker Comment
The identification of phrases appeared to be challenging to many candidates, and often lengthy sections of text were copied.

e) In your own words, according to paragraph 3, what is the result of being constantly distracted? (2 marks)
   Any two:
   decreases our focus = don’t concentrate (1)
   lowers our productivity = don’t do as much (1)
   can’t finish work on time/effectively (1)

Marker Comment
Many candidates were not able to paraphrase these ideas, but simply copied directly from the text, hence their score was minimal. Generally, the answer was easily found.

f) According to paragraph 3, if technology stops you from finishing your work on time and easily, how will you feel? (1 mark)
   Stressed (1)

Marker Comment
This was generally answered correctly, although some candidates chose to give a personal response rather than drawing from the text for the answer. The second person pronoun (‘you’) in the question appeared to lead to misunderstanding of the question requirement.
g) In paragraph 4, what is being referred to by “the good news”?
We can remain in control of our mind (1) usage of technology (1) our quality of life (1) (3 marks)

Marker Comment
This was generally answered correctly, with direct copying from the text, however some candidates gave a broader overall picture of the benefits of mindfulness, which was not required for this question. Many candidates confused ‘remain’ with ‘remember’ when attempting to paraphrase.

h) Using your own words, explain what is meant by the term “mindfulness” in paragraph 4?
Control our thinking (1) so that we are thinking about what we are doing now (1) (2 marks)

Marker Comment
Many candidates struggled to give a rewording of the definition of mindfulness and instead copied directly from the text, hence their score was minimal.

i) What confirms the positive benefits of mindfulness in our lives?
Thousands of research studies (1) (1 mark)

Marker Comment
This was generally answered well.

j) Name any two of the positive benefits listed in paragraph 4.
Increased focus (1) reduced stress (1) enhanced immune system (1) better sleep (1) enhanced happiness (1) (Any two) (2 marks)

Marker Comment
Almost every candidate was able to give two correct responses.

k) Which expression in the last paragraph means that you are constantly thinking about things?
The endless traffic of thoughts in your mind (1) (1 mark)

Marker Comment
Many candidates were able to find the correct information. Some incorrectly wrote about ‘wondering what your friend are posting online’.

Total /23 marks

Part 3 Texts

Question 5. Movie poster: Hunt for the Wilder People

(a) Look at this poster and place a (X) next to the most suitable answer.
The background shows (1 mark)
The film’s location

Marker Comment
Some candidates ticked more than one answer, even though only the last one was correct. Markers deducted half a mark for each additional incorrectly ticked answer.

(b) Who is/are probably the target audience(s) for this film? Give reasons to support your answer. (3 marks)

Possible answers:
- anyone who likes the outdoors because people are dressed for the outdoors and you can see the countryside
- anyone who likes hunting because you can see the man has a gun
• anyone interested in New Zealand because it is mentioned as an NZ film
• anyone who likes successful movies because of the statistics on the poster
• anyone who likes movies about teenagers because one of the main characters is a teenager
• anyone who likes films by this director as he is named on the poster
• families because there is a boy and a man on the poster and they could be father and son
• anyone who likes the actors shown in the picture
• or any other possibility deemed logical by markers.

Marker Comment
Candidates had to either give two target audiences and one reason or one target audience and two reasons to get the 3 marks. If they gave three target audiences without any reasons, they were only awarded 2 marks.

(c) Comment on the visual appeal of this poster. (3 marks)
Possible answers:
• good balance of images and writing - eyes travels from left to right
• the background is shaped like a funnel/shape that is leading you towards something, it pulls you in
• the important facts are written bigger and in red, so they catch your attention
• the red of the boy’s jacket links with the red writing
• the nature is very green and appealing, as it looks quite wild and adventurous
• the mist/cloud/fog in background makes it mysterious
• the antlers around the title are very eye-catching and awaken the readers’ imagination
• the font of the title and the other information is irregular and striking, which attracts the readers’ attention
• or any other possibility deemed logical by markers.

Marker Comment
In order to get full marks, candidates had to explain what affect the visual features had on the viewer. Mere descriptions of what the poster looked like were not awarded marks.

(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)
Possible answers:
• this poster makes the film look exciting for people who like the outdoors because you can see the man is dressed for it and the natural setting looks like a great place for hunting
• the man is looking at you and wants you to join him
• the two other movies of the movie director are mentioned, which would attract fans of the movie director
• the poster suggests that New Zealand looks like a good place to go hunting (but you can’t see what you are going to hunt and some people don’t like hunting or killing animals)
• the information in the poster gives many details about New Zealand, which would attract people from New Zealand
• the title may suggest you are hunting for people which may shock some people
• or any other possibility deemed logical by markers.

Marker Comment
The examiners needed to see that the explanations linked back to the target audiences that the candidate had mentioned in b). Persuasive features that did not relate back to any specific target audience were not awarded full marks.

Total: 12 marks
Question 6 E-Bike Advertisement

(a) What can be seen in the background of the photo in the top left-hand corner? (1 mark)

Any of the following: Grass, countryside, paddock, farm, blue sky, etc.

Marker Comment
Many candidates did not read the question properly and answered, “a man on a bike”. This was not awarded a mark. Background was not well understood.

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

Possible answers:
- people who like riding bikes because the ad is selling bikes
- people of all ages because it says so in the ad
- people who care about the environment because the bikes are electric
- the ad seems to target older people because the electric bikes are easy to ride and the person in the photo is old
- people who like a bargain because you get $100 off the price
- or any other possibility deemed logical by markers.

Marker Comment
To get full marks, candidates had to mention two target audiences and a reason or one target audience and two reasons. This question was generally well handled.

(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)

Possible answers:
- the use of colours green and blue gives us the feeling of being in nature, which would be attractive to people who like bike riding
- the person in the picture in the top left-hand corner is looking directly at the reader, inviting us to join him on a bike ride
- the right-hand side images of bikes are on white, so they stand out—good contrast
- the pale blue stripes help to reinforce nature (skyline, etc.) and being outdoors
- the important information about price discounting and free freight is very clear because it is in capital letters and is white on black, which would attract people who are after a bargain
- or any other possibility deemed logical by markers.

Marker Comment
This question caused quite a bit of difficulty for candidates. Some candidates commented on how the advertisement in general appealed to their target audience without referring specifically to layout or colour; others commented on layout and colour, but there was no clear link to the stated target audience.

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

Possible answers:
Yes
- because you can see what you are buying
- you can see that other people can ride the bikes
- the slogan “shouldn’t you be doing the same?” targets the reader and personalises the ad and “you” is underlined
- it attracts the reader by giving a discount
- no licence or rego is required which shows how easy it is for you to start using the product
you can get more information from the website and phone number given
if you don't like it, you get a 7-day money back guarantee
there is a lot of repetition in the ad which reinforces the message of the ad
the word elebike connects with the bikes shown in the ad
the slogan “the people’s bike” makes the reader feel as if it is a bike for everyone
or any other possibility deemed logical by markers.

No:
• it’s boring because the visual layout is not interesting
• you can’t see if you can use it in the city
• who is Mal Leyland? - not explained
• it says it is for all ages, but you can only see an old man
• it’s very expensive, so it isn’t really for everyone - only for people with money
• or any other possibility deemed logical by markers.

Marker Comment
Some candidates stated why the product is good (i.e. bike riding is much healthier than using a car) instead of commenting about the advertisement. Comments needed to refer to the ad to be awarded marks.

General comment
At times, the candidates’ explanations were difficult to understand due to incorrect grammar and sentence structures. This suggests that candidates need to practise correct phrasing as well as accuracy and clarity in expression when commenting on advertisements and their persuasive techniques. Candidates also need to be familiar with terms such as background and foreground.

Question 7 – Clean Up Australia Day

(a) Name one thing you can see in the large image in the centre of the poster. (1 mark)
Water/ mountains/ beach/city/ roads etc

Marker Comment
Some candidates commented ‘map’. This answer was not accepted

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

Marker Comment
If more than one answer was crossed no marks were given.

(c) What type of person is this poster targeting? Use elements of the advertisement to justify your answer. (3 marks)
• people who want to protect the environment – ‘clean -up’ is stated/images of water, trees etc
• Australians - event is held in Australia/map of Australia/’Come on Australia’
• people who live in this area – the shire and location are named, people might recognise the place
• people who have free time – time of the event is given.

(d) Comment on the visual appeal of this poster. (4 marks)
• is simple and clear – easy to engage with
• green and blue – used to make an attractive picture of the environment
• map of Australia surrounded by sun beams - is attractive and up-beat
• well known logo – people will recognise it and trust it
• number of other logos — gives the ad authority
• images are friendly/inviting and appeals to all people (children and adults
• white coloured background suggests clean and pure and makes the wording easy to read
• the script “clean-up day” imitates children’s writing to appeal to children
• or any other possibility deemed logical by markers.

(e) In your opinion, would this poster achieve its purpose of persuading the target audience(s) you identified in (c) to participate in this activity? Why or why not? (3 marks)

Yes:
• protect the environment — the environment looks inviting
• Australians — direct address to Australians “come on Australia — Let’s go” is a call to action
• locals — the pictured area looks inviting and is named
• free — is stated it is on a Saturday when people are free.

No:
• image is too childish and only appeals to children
• the poster does not explain what is involved or how long it will take
• the logos at the top and bottom are too small and unclear, so do not influence a local person.

Question 8 – Spirit of Tasmania

(a) What can you see in the background of this image? (1 mark)
Clouds, sky, ocean, sunset, sunrise etc

(b) Who is probably the target audience for this webpage? (1 mark)
• people who like travelling by sea/boat
• people who want to take their car with them
• people going on holidays
• International or local tourists
• or any other answer deemed logical by markers.

(c) How does the layout of this webpage appeal to the audience(s) you identified in question (b)? (3 marks)
• sea/boat travellers — boat is featured in the middle of the page — it draws the eye
• travellers with car — there is a button — “taking a vehicle?” is in the middle of the lower page and is easy to find
• going on holidays/tourists — call to action to choose sea, logo of ferry company is clear to see in the top left corner
• button to “find a fare” is placed twice to increase the chances you will click on it.

Marker Comment
Any response that did not refer to the layout of the text was given no marks. Layout was not well understood

(d) How are the images and colour used in this webpage to appeal to the audience(s) you identified in question (b)? (4 marks)
• The ship in the centre is moving towards the viewer. The red and white colours of the ship stand out against the background and attract the viewer’s attention.
• The purposes of the buttons are divided using colour to indicate their different purposes.
• The beautiful colours of the sunset in the background make the viewer feel calm and relaxed and encourage them to experience them at sea.
• The logo repeats the colour of the boat – this helps the audience to remember and recognise the company.

(e) Would this webpage convince you to buy a ticket online? Why or why not? (3 marks)

Yes:
• the ship seems to be moving towards me, as if it wants me to travel on it
• I can see that there are choices of destination and fare, so I feel I could find a trip to suit me
• I like that there is a blog, so I can see other travellers’ feedback and comments, and ask questions if I want
• the title is a command and speaks directly to me
• it is in capital letters – it is a strong call to action
• the green button “Find a fare” is on the page twice and is in green so it contrasts with the other buttons, so I am likely to be drawn to it.

No:
• I would not buy a fare online because I get seasick, so sea travel does not interest me
• I prefer to travel by plane as they are faster
• I can’t see in the picture how much space there is inside the ship
• I don’t want to spend time searching to find out how much it costs.

Part 4 Writing
Below are some statistics from the writing section.

<table>
<thead>
<tr>
<th>Question</th>
<th>Percentage of all Candidates who did this question</th>
<th>Results in percentages per question</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Imaginative</td>
<td>12%</td>
<td>A 8%  B 33%  C 42%  t 17%</td>
</tr>
<tr>
<td>(b) Analytical</td>
<td>24%</td>
<td>A 0%  B 25%  C 46%  t 29%</td>
</tr>
<tr>
<td>(c) Interpretive</td>
<td>53%</td>
<td>A 8%  B 25%  C 42%  t 26%</td>
</tr>
<tr>
<td>(d) Persuasive</td>
<td>11%</td>
<td>A 18%  B 36%  C 27%  t 18%</td>
</tr>
</tbody>
</table>
**General comments**
Candidates need to take note of the word limits and write at least 250 words. If the piece falls below 220 words marks are deducted.

Many candidates wrote in pencil – please write in pen.

Candidates should read the question carefully and if using words from the question in their response, they need to copy the words correctly.

Better responses were well structured with at least five clearly defined paragraphs.

(a) **Imaginative**
Fewer candidates chose this topic than in previous years. Candidates need to be aware that their responses are judged on both the expression in terms of accuracy and sophistication and also the quality of the structure of the narrative – does it make sense, does it have a beginning middle and an end and is it imaginative? Candidates need to plan the narrative, so that they have a resolution in mind before starting. Pleasingly all candidates who attempted this question followed the instructions and ended the narrative using the phrase provided.

(b) **Analytical**
This question was the second most popular choice this year and was generally well handled. Better responses were not simply a descriptive piece telling about a significant teacher, but went on to analyse why the teacher was influential on the candidates’ lives.

(c) **Interpretive**
This question was by far the most popular question this year with approximately 50% of the candidates attempting it. Better responses clearly stated the candidate’s opinions and the reasoning behind the opinions. Weaker responses were repetitive with some providing little more than lists of what money can buy.

(d) **Persuasive**
This question was the least popular, but was the best handled. Better responses used appropriate letter conventions and used appropriate register for a letter addressed to a school principal. The more persuasive pieces explained the benefits of having a day off class to participate in the clean-up. Most candidates gave well thought out reasons.