

# ASSESSMENT REPORT 2020

## EAL315120 – ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

### SPEAKING SKILLS

#### General Comments

Again, it was a pleasure to speak with candidates and have the opportunity to discuss topics of interest with them. There was a range of interesting and engaging topics. On the whole, candidates were polite and prepared to engage in a conversation with examiners.

#### More Successful Candidates:

- were able to talk with equal length and detail on both personal and research topics
- made appropriate use of idiom or figurative language
- had prepared topic-specific vocabulary and expressions needed to talk about their negotiated report
- had prepared their topic well and could give extended answers and examples on the subject matter of their negotiated report
- used concise vocabulary and sophisticated sentence structures
- were engaged with their topic and were able to speak about it, using technical terms
- had a degree of enthusiasm which showed they had learnt new information and were able to talk about their research topic with confidence
- made mistakes, self-corrected and continued with their conversation
- were able to request clarification, if needed, as this was better than saying nothing.

#### Suggested Improvements

Candidates:

- need to be aware of appropriate register, avoid slang (unless pertaining to the essay topic); and use respectful language with examiners
- do not need to speak formally – but they should have an understanding of the relevant approach for the given audience and situation
- should not worry too much about making grammatical errors as this impacts their confidence and impedes the flow of conversation. It's more important to provide comprehensible responses, relevant to the questions asked.
- should be encouraged to focus on enunciating words more clearly (to ensure the listener understands)
- should try to extend all spoken responses; and to practice going beyond the bare minimum, especially if they are naturally shy or reticent
- need to demonstrate familiarity with their research topic (either some of the big ideas or key points, or specific vocabulary or concepts within their report)
- need to use complete sentence structures.

#### General Advice on the Negotiated Report:

- all candidates should bring a copy of their negotiated report to the exam. Candidates will be disadvantaged if they do not
- the copy should be clean and unannotated
- candidates should be encouraged to organise their ideas under headings and subheadings
- if candidates have added an image into their negotiated report, then they should be able to speak about it by explaining it further, making connections with other aspects of the topic and identifying what is interesting/significant about the image.

# PART 1 LISTENING AND RESPONDING - CRITERION 1

## General Comments

There was a wide range of both answers and depth of responses given for the two texts. Little inference was required this year which benefitted the weaker candidates.

### Question 1- Spoken Text 1

Listen to the podcast and answer the following:

- (a) What word is used in the introduction to let the listener know that the 2019/2020 bushfires were out of the ordinary? *(1 mark)*
- (i) Catastrophic
  - (ii) Unprecedented

**Many of these were answered with unintelligible words**

- (b) What are the three basic facts about bushfires that Dr Karl mentions at the start? *(3 marks)*
- (i) they come in different varieties
  - (ii) at any time in the year it is fire season somewhere in Australia
  - (iii) bushfires are made worse by global warming

**This question was generally well answered although the third point was regularly mistakenly put as the bushfires cause global warming.**

- (c) Dr Karl mentions two types of fires. Describe the first type of fire and the way it burns and behaves. *(3 marks)*
- (i) it happens on flattish, open grasslands (1) (missing one or two of these will result in 0.5 mark only)
  - (ii) due to winds (0.5) these fires can move quickly (0.5)
  - (iii) they typically burn their way past you in 5 to 10 seconds (1)

- (d) Why is it easy to fight this kind of fire? *(1 mark)*
- (i) easy for firefighters to get access (0.5) so usually easy to map (0.5) so easy to fight

**The mapping point was often missed**

- (e) Where does the second type of bushfire generally happen? *(1 mark)*
- (i) on hilly (0.5) countryside (0.5)

**The word 'hilly' proved problematic for a number of candidates.**

- (f) Give three reasons why this type of fire is harder to fight than the first one. (3 marks)
- (i) they burn slowly, taking between two and five minutes to burn their way past BUT if the fire is raging through the upper canopy of the trees, it can move very quickly (1) *(half mark for part of this)*
  - (ii) if the fire burns uphill on the mountainside, it dries the vegetation ahead of it, and so again, the bushfire can speed up (1) *(half mark for part of this)*
  - (iii) these fires happen in forested areas, which have more dead vegetation to burn as fuel (1) *(half mark for part of this)*
  - (iv) they are more intense (1)
  - (v) hard to get access to (1)

**This question was generally not answered well and getting all three marks was very rare. The challenge appeared to be the volume of material required to answer this question.**

- (g) According to Dr Karl, what are the two main reasons why the fire season lasts a whole year in Australia? (2 marks)
- (i) Australia is huge (1) and the weather up north and down south are different (1)

**This question was generally well answered.**

- (h) Why are bushfires in the tropics less likely to happen between November and April? (1 mark)
- (i) That is the wet season

**This question was generally well answered.**

- (i) When are bushfires most likely to happen in these regions of Australia? Complete the table below with information from the podcast.

In the tropical region of Australia	(i) April to October (1)	(3 marks)
In central Australia	(ii) Spring and Summer (1)	
In the southern part of Australia	(iii) December to February (1)	

**Many candidates wrote AND rather than TO for the first and third of these and therefore lost half marks for each.**

## Question 2 – Spoken Text 2

Listen to the interview and answer the following:

- (a) Who is Stephanie Alexander according to the interview? (3 marks)
- (i) Chef (1)
  - (ii) Author (1)
  - (iii) Founder of (05.) Stephanie Alexander Kitchen Garden Foundation (0.5)

**Many candidates did not get the name of the Foundation, despite it being said and written in full in the next question. ‘Chief Officer’ was quite a common incorrect response to the first part of the question.**

- (b) In what ways does the Stephanie Alexander Kitchen Garden Foundation help teachers? (2 marks)  
Provides educational resources (0.5) support (0.5) and inspiration (0.5) to educators who teach food education (0.5)

It was rare for students to get all elements of this answer.

- (c) According to Stephanie, what are the TWO things that help children make good food choices? (2 marks)  
Knowing how to cook (1) and taking pride in it (1)

The second part of this was often missing and it was also common for this material to be given in (d) below.

- (d) How does a Kitchen Garden Program at school help with encouraging healthy eating habits? (3 marks)  
(i) makes these activities and choices normal (1)  
(ii) gets students enthusiastic about sharing (1) this education with their families (1)

It was rare for students to get all elements of this answer.

- (e) Name THREE things that Stephanie loves about the program. (3 marks)

Three of (one mark for each of these):

- (i) seeing students working together
- (ii) making decisions
- (iii) tasting new things
- (iv) their overwhelming enthusiasm for this education
- (v) watching young cooks serve up their creations
- (vi) seeing their pride in their achievements

This question was relatively easy as there were so many possible marks.

- (f) What can parents do to help their kids enjoy food and cooking? (4 marks)  
(i) take time to enjoy meals together on a regular basis (1)  
(ii) involve every member of the family / everyone can help cook (1)  
(iii) encourage drinking water (1)  
(iv) put a bowl of fruit on the table at the end of a meal (1)

It was rare for students to get all elements of this answer, especially the regular basis, which lost a half mark.

- (g) How can Australian families promote more sustainability in their kitchen? (4 marks)  
(i) buy realistic quantities (1)  
(ii) take your own soft bags to the supermarket (1)  
(iii) use up leftovers (0.5) and label, date and freeze excess cooked food (0.5)  
(iv) explore simple dishes for snacks and lunches (0.5) so there's less desire to buy convenience food (0.5)

It was rare for students to get all elements of this answer.

(h) What does Stephanie say about her mother? (2 marks)

- (i) Her mother loved to cook (1) and was very curious (1)

This question was generally well answered.

(i) Who encouraged Stephanie's love for gardening and how did that person do it? (2 marks)

- (i) her grandfather (0.5)  
(ii) he was enthusiastic (0.5) kept a vegetable garden (0.5) / invited her to help in his garden (0.5)

It was rare for students to get all elements of this answer.

## PART 2 - READING AND RESPONDING - CRITERION 3

### Question 3 Experiencing Greatness

(a) Was the writer looking forward to his first snorkeling experience? Why or why not? (2 marks)

No (1):

- he was a little apprehensive/anxious about snorkeling (1)
- he is not a fan of beach swimming (1)
- he likes to know what is around him (1)

(One out of 3 reasons; 2 marks in total)

If there is a Yes/No question, candidates must clearly indicate either yes or no.

(b) In your own words, describe what kind of weather we can expect in winter in tropical North Queensland according to the article? (3 marks)

Warm (1) and sunny (1) with no clouds (1) or any other alternatives: temperatures in mid-twenties/between 20 and 30 degrees/lots of sunshine/few clouds/no rain/warm clothes not needed.

Many candidates lost marks here as they did not use their own words and copied phrases

(c) Name four things that Tropical North Queensland is famous for: (2 marks)

- stunning waterfalls (0.5)
- gorges (0.5)
- white sandy beaches (0.5)
- rainforests (0.5)
- the reef (0.5)

(0.5 each up to 2 marks)

Handled well

(d) What part of the natural landscape was the writer most interested in? (1 mark)

The reef (1)

Handled well

- (e) Why did the writer choose a tour on “The Ocean Spirit” for their first snorkeling adventure? (2 marks)

Because it had an on-board marine biologist (1) and they could snorkel from the beach (1)

**Handled well**

- (f) What special features make Michaelmas Cay a great snorkeling spot? (3 marks)

Small sandy island, shallow waters, it’s a national park, sometimes sea turtles nest there, not far from Cairns (any 3).

**Handled well. ‘Significant bird sanctuaries’ was not accepted as an answer.**

- (g) How do we know that the writer and his children were quite uncoordinated when putting on their snorkeling gear? (1 mark)

The writer said that they clambered (0.5) about awkwardly (0.5)

**Handled well**

- (h) What were some of the under-water observations that the writer found fascinating? (3 marks)

Colourful angel fish (1), giant clams (1), Nemo fish or clownfish (1)

**Handled well**

- (i) How do you know that the writer’s children enjoyed the snorkeling experience despite not having seen all the marine animals that they had wanted to see? Give TWO reasons. (2 marks)

The writer says that the children did not have to explain what the experience meant to them (1) or it shone on their faces (1) or the text says, “snorkeling was a thrill for them all” (1) or “the children wanted to tell him all about what they had learned” (1)(Any 2)

**Generally well handled, although some candidates said the children explained what the experience meant to them.**

- (j) What personal success did the author experience and what aspect of the snorkeling environment helped him to achieve this success? (3 marks)

He was able to conquer his fear of snorkeling (1) because the water around him was so clear (1) and he could see everything (1) or he was transformed by all the colourful fish etc. (1)

**Many candidates answered only the first part of the question and did not explain what aspect of the environment led to his success.**

- (k) How does the title link with the text? (3 marks)

The word “greatness” links with the word “Great” in “Great Barrier Reef” (1). The whole text is about the family’s wonderful/magical snorkeling experience at the Great Barrier Reef (1). It is also linked to the list of the Barrier Reef’s Great 8 fish species that the family wants to see (1). Overcoming fear is a great experience (1). (Any 3)

**Many candidates were unable to provide 3 reasons as to how the title (Experiencing Greatness) linked to the text.**

## Question 4 - The sound of natural silence

- (a) In your own words, explain what silence is according to Gordon Hempton. (2 marks)

The lack of sounds made by people (1), so we can only hear the sound of the natural world (1). Or anything similar as long as phrases were not copied from the text.

**Many candidates copied the text verbatim or did not express the ideas in enough of their own words, so lost some or all marks.**

- (b) What is the true joy of silence all about? (2 marks)

It is about reconnecting with (0.5) or listening (0.5) to the land (1)

**Handled well**

- (c) After having travelled around the world 3 times to record sounds in different continents, what is Hempton most concerned about? (2 marks)

He is concerned that silence is getting harder to find/is disappearing (1), from the most remote places on earth (1).

**A number of candidates misread the punctuation in this sentence and said "Antarctica has become disturbed by the disappearance of silence". This answer was not accepted.**

- (d) Which remote places did he explore on foot, in order to track their sound? (4 marks)

Australian outback (1), Kalahari Desert (1), edges of volcanoes (1), deep in forests (1)

**Nearly all candidates answered correctly**

- (e) How did Hempton discover his love for natural sound? (3 marks)

When he slept in a cornfield (1); he heard (0.5) all these natural sounds (0.5) or he listened to crickets and thunder (1) that he had never taken notice of/for the first time (1) or he was really amazed (1) (Any 3)

**Candidates had to mention that he had never noticed the sounds, or he had first noticed the sounds to get full marks.**

- (f) Explain what Hempton means with his statement in paragraph 4, that "natural silence is not the absence of something, but the presence of everything." (3 marks)

It means that silence is not about no sound (1), it is really about all the natural sounds of nature (1) that we can hear/are all around us (1) when there is no man-made noise (1) (Any 3)

**Many candidates struggled with this question. To get full marks candidates had to explain both parts of the statement - that of absence and of presence and that presence referred to nature/the environment.**



- (g) What are the benefits of spending time in nature, according to Hempton, and how does this link to his words “the think tank of the soul” in paragraph 1? (4 marks)

We are away from damaging noise (1) and the quiet (1) lets us reflect/think (1) so we can heal (1) or feed/nourish our soul (1) and discover the natural/interconnected life around us (1) (any 4) or any other responses deemed appropriate by the examiners.

Candidates had to refer to both parts of the question a) benefits of spending time in nature and b) an explanation of ‘think tank’ to get full marks. Many had difficulty in explaining the “think tank of the soul” and so full marks were rare.

## PART 3 TEXTS (CRITERION 2)

### General Comments

In general, stronger candidates used numbers or dot points to clearly address the required number of ideas/pieces of evidence per question. Writing paragraph responses tended to result in less clearly distinguished ideas, which sometimes impacted on marks awarded, or insufficient points, which always impacted on marks awarded.

Some candidates did not follow the instruction of answering only two texts, and completed all three, often at length. Candidates need to be made aware that regardless of how a question is structured or phrased, responses must always clearly refer to elements of the text rather than being general summaries of those elements (for example, a weak response might be “Yes, the poster would persuade the audience because it told you everything you needed to know”, compared to a strong response such as “The text is successful because it uses directive language like ‘donate’ and ‘help’ to make the viewer feel obliged to act...”).

### Question 5 Choose Your Adventure Advertisement

- (a) Name one thing you can see in the background of the picture in the right bottom corner. (1 mark)

ferns, forest, a bush setting, another person etc.

Some candidates had difficulty understanding the task required and would describe things in the foreground (though in most cases, finding the correct ‘bottom right-hand photo’). Others did not necessarily describe their ideas accurately enough for examiners to award the full mark (e.g. ‘Segway’ rather than ‘another person on a Segway behind the girl’).

- (b) Who is probably the target audience for this advertisement? Give reasons to support your answer (3 marks)

Anyone who likes adventures or the outdoors; young people who like adventure. Reasons:

- the pictures show young people doing adventure activities
- the activities are in a bush setting and anyone who likes the outdoors would find that appealing
- it says “choose your adventure”, which would be appealing for anyone who likes adventure activities
- any other answer deemed logical by the markers

Target audience was generally well-identified, with stronger candidates referring to the young adventure-seeker. Some mention of the idea of ‘adventure’ was required for full marks.



(c) How do the visual images link with the written text in the advertisement?

(3 marks)

- The words “Choose your adventure” link with the four small icons that show different adventure activities, letting the viewer know what choice they have
- The word “adventure” also links with the two pictures that show young people doing exciting activities and having fun.
- The word “wilderness” in the logo links with the bush setting of the two main pictures as well as with the forest shown in the logo, this would excite viewers who like “wilderness”.
- The word “Segway” next to the logo links with the picture of the girl riding on a Segway and having fun; therefore, the viewer would like to do this too
- The word “Ropes” next to the logo links with the young man hanging on ropes in the trees; attracting viewers who like this kind of activity

**Some candidates did not describe a wide enough variety of text and image links for full marks. Others did not clearly link an image/series of images to an instance of written text, but simply listed elements in the text.**

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

Yes, they have been used successfully, because:

- the ad shows two big pictures of young people smiling and having fun, which would attract the viewer and make them want to go and also try an activity
- the ad is colourful, using different colours for each activity icon; they stand out against the dark background, which is eye-catching
- there is a website and phone number given, so the viewer can get more information and be further persuaded to go
- the icon in the top right-hand corner is attractive and stands out and reinforces the adventurous setting with the capitalised word “Wilderness”
- the phrase “choose your adventure” is a direct address to the viewer, inviting him or her to go and choose an activity
- by showing a young man and a young woman, the ad shows that these activities can be enjoyed by both male and female, reinforcing that it is for everyone
- the phrase “choose your adventure” is capitalized and written in white on an orange background; it stands out and draws the viewer’s gaze to it.
- there is a “10 % off promocode TG20T” in the top left corner, which would attract viewers who want to get a good price
- the restrictions for using the code are given in small print under the website, so viewers can’t easily see them
- the orange colour of the title ties in with the orange word “Wilderness” and the orange background of the website, which reinforces the sense of adventure and wilderness.

Or No.

- the activities look a little tame and “constructed”; it is not for real adventurers
- by only showing young people in the pictures it may not attract older members of society and children
- the ad doesn’t say how to get there, it only says 20 min. from Launceston
- there is no price given, which might discourage people to go, as they think it is expensive
- doesn’t show inclusiveness by showing how disabled people can participate.

**Stronger candidates described a wide variety of visual and linguistic elements and how they would persuade a viewer.**

## Question 6 Film Poster

- (a) Tick the correct answer. The centre of this poster shows: (1 mark)

The stars.

**Most candidates answered this question correctly.**

- (b) Who is/are probably the target audience(s) for this film? Give reasons to support your answer. (4 marks)

Teenagers/young people who are interested in (go-kart) racing or anyone who is interested in racing movies, anyone who loves go-karts/or building go-karts etc., fans of the stars, people who like action/car racing.

Reasons:

- It shows three teenagers behind a go-kart, this would attract fans of go-karts or go-kart racing.
- Two of the main characters are in racing uniforms.
- The title "Go" links with the go-kart; the font of the word "Go" is stripy, giving the feeling of racing or rushing along.
- Or anything else deemed logical by the markers.

**Most candidates described appropriate audiences and generally referred to supporting elements from the texts to justify their choices.**

- (c) What does the poster suggest might happen in this film? (3 marks)

The two main characters might help each other in constructing a go-kart to win a go-kart race (1); they are standing next to each other and one is holding his arm around the other. (1)

- There is a young confident-looking girl in a racing jacket standing next to the two young men. She might also be important in helping the boys and/or be romantically involved with one of them.
- The sentences at the top suggests that the people participating are important in helping each other to achieve their goal. The word "ride" suggests that it is not a smooth journey and there might be some trials to overcome.
- The third man is standing in the background with his back to the younger characters; he is much older and could be a mentor or he could be a competitor.

**Stronger candidates linked each potential plot point to a supporting text element. Full marks could not be awarded if no reference to elements of the text were made, regardless of how lengthy or interesting the plot predictions were.**

- (d) In your opinion would this poster achieve its purpose of persuading the target audiences(s) you identified in (b) to view this film? Explain why your target audience(s) would or would not be persuaded. (4 marks)

Yes, because:

- go-kart fans would find the picture of the go-kart in the foreground attractive and would want to find out more about what happens in the movie
- teenagers would be curious about the relationship between the two boys and the girl, who are standing very confidently in the middle.
- the 3<sup>rd</sup> man is in the background and this creates intrigue and fans of go-kart racing might want to find out about this
- the characters at the front are all sitting on, or leaning against, old tyres; this suggests that the setting of this movie is going to be on or around racetracks, which would further attract racing movie fans

- the big red title “Go!” using a lined font would attract racing fans as it gives the viewer the feeling that the movie is about racing
- the 4 main characters dressed in colourful racing outfits would also attract viewers of racing movies
- the fans of the actors would be attracted as they are the focal point of the poster.
- the names of the actors are written in large font across the top, further attracting fans of these actors.

No, because:

- the setting on the poster looks old-fashioned/not very modern; this might not attract contemporary viewers
- the main characters' looks are “dated” would not attract current racing fans.

This question was generally the most challenging to address well, with repetition of previous response elements often appearing rather than a deeper analysis of the text for new evidence or ideas.

## Question 7 Bushfire Emergency Webpage

- (a) Tick the correct answer. This webpage wants: (1 mark)

the viewer to donate to the organisation’s fund.

This question was generally correctly answered.

- (b) Who is/are the target audience(s) for this webpage? Give reasons for your answer. (3 marks)

anyone who cares about the Australian wildlife and environment  
or anyone who cares about wildlife in general, or any Australian who cares about their country and has the money to donate, people who worry about bush fires

- the picture shows a lonely koala in a burnt-out forest, which would make a viewer, who cares about wildlife, feel shocked and sorry for the animal
- the capitalised words say “Bushfire Emergency” which would attract people who want to save the environment and the animals in it
- the ad says “help us save wildlife” which would attract people who care about animals

Most candidates described appropriate audiences and generally referred to supporting elements from the texts.

- (c) How do the images and the colour in this webpage appeal to the audience(s) you identified in question (b)? (4 marks)

- The picture shows a sad and scared looking koala in a devastated environment, which would attract any viewer who cares about animals.
- The picture is dark and shows a burnt-out forest with some flames; people who care about the environment would feel devastated and want to help.
- The tabs for “adopt an animal” and “Make a donation” are in orange, which makes them stand out and link back to the fire. This would attract the viewers’ gaze and give them a sense of urgency.
- The words “Bushfire emergency” are in white and stand out against the dark background, drawing the viewer’s gaze to it and further underlining the sense of urgency to help save the forest and animals.
- The two tabs at the bottom of the picture are also in orange, linking in with the ones at the top and the bushfire, further encouraging viewers to donate.
- The white and black logo of the panda in the top left corner links with the koala and would attract viewers who care about animals.

Some candidates would describe layout or linguistic elements in this response, suggesting the question had not been carefully read, or that the following question had not been read in advance. Candidates needed to link the elements discussed back to the identified target audience in order to gain full marks.

- (d) In your opinion, would the layout and the written words in this webpage successfully persuade the viewer to support the cause? Why or why not? *(4 marks)*

Yes, they have:

- in the center of the website is a big picture of a koala in a burnt-out forest. This would draw the viewers' eyes and make them feel devastated/ sorry for the animal so that they would want to help.
- the words "Bushfire emergency" are capitalized; they are in the middle of the page and stand out, drawing the viewers' gaze and creating the effect of urgency
- along the top are tabs that the viewer can easily see and access to get further information
- underneath the written words are small blue social media icons that stand out and can be accessed by viewers to get more information on how to help
- the words "Help us save wildlife" are a direct address to the reader, telling them what to do
- the phrase at the bottom of the picture "Donate to..." is also a direct address to the reader, encouraging them to help
- right above that phrase are two tabs that say, "Donate once", "Donate monthly", which gives the viewer the choice of how often they want to donate.

Or no, they have not been used successfully because:

- the writing runs across the picture and you cannot see the koala clearly
- from the title in the middle it is not clear what the ad wants the viewer to do. You have to read the whole text first, which can be confusing
- the sentence that tells the viewer that they should donate is placed at the bottom of the ad, which is not directly in the gaze of the viewer.

Many candidates failed to explicitly refer to examples of persuasive language in the text in response to this question, often making generalised summary comments without the direct link (e.g.: the emotive and distressing power of words like 'emergency, lost, bushfire, burnt'; or the positive directive language like 'help, restore, save, adopt, give, donate'). Given how rich the text was with this kind of language, it was surprising that more students wrote about the layout element of the question.

## PART 4 WRITING IN ENGLISH (CRITERION 5)

Below are some statistics regarding the Writing section for 2020

### Question

Percentage of all candidates who did this question Results in percentages per question

**a) Imaginative** 18.5%

A range 6.5%  
B range 46.5%  
C range 13.5%  
t range 33.5%

**b) Interpretive** 8.5%

A range 28.5%  
B range 57%  
C range 14%  
t range 0%

**c) Analytical** 45.5%

A range 11%  
B range 27%  
C range 46%  
t range 13.5%

**d) Persuasive** 27%

A range 4.5%  
B range 36.5%  
C range 50%  
t range 9%

### General Comments

#### Imaginative

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

*Exhausted, I turned the key in the lock. My mum came running to the door and exclaimed: "I'm so glad you're back! We've been so worried about you!"*

In the Imaginative text type, it is difficult to display a high level of skill and sophistication as it does not lend itself to academic language. As a result, the students who do well in this task tend to be skilled story tellers with a strong control of imaginative and emotive language. They describe well and create tension, keeping the reader interested. The narrative must have a beginning middle and an end and show development of plot. Weaker responses were simple recounts of an event. Candidates must also take care where in the narrative they have been told to include the supplied phrase. This question had the highest failure rate.

## Interpretive

*Your college wants its students to become more environmentally aware. As part of the student leadership group you have been asked to write an article for the school magazine, explaining how everyone can help reduce waste, pollution and energy use, and how it will contribute to a more sustainable environment.*

Few students chose this topic this year. Candidates who did well addressed all aspects of the question – referring to reduction of waste, pollution and energy use and how these will contribute to a more sustainable environment. These candidates also considered their audience, writing in a style to suit a school magazine. Candidates who made practical suggestions also generally performed well.

## Analytical

*Write an essay outlining the advantages and disadvantages of students having their mobile phones in the classroom.*

This question was by far the most popular this year. Many candidates obviously felt they knew a lot about the topic. Stronger responses referred to a range of practical ways in which mobile phones are used positively in the classroom and also the drawbacks of devices in classrooms. Candidates who displayed some sophisticated vocabulary, a range of grammar structures, use of idiom etc. with accuracy performed particularly well.

## Persuasive

*You have received an email from a friend who is thinking of coming to learn English in Australia in the future. You would like him/her to join you in Tasmania. Write an email to try to persuade your friend to come here and that he/she would benefit from studying in Tasmania.*

This was the second most popular question this year. Many candidates were able to write persuasively to convince a friend. There were a large number in the C range and these candidates tended to just list the positive aspects of living in Tasmania (the weather, good schools, fewer distractions etc.) and did not explain how studying in Tasmania would directly benefit their friend. As this was an email, many students chose a relatively informal register in which to write, but this then limited their use of a wide range of sophisticated vocabulary.