Tasmanian Certificate of Education

ENGLISH as an ADDITIONAL LANGUAGE or DIALECT

Senior Secondary

Subject Code: EAL315115

External Assessment

2015

Part 1 – Listening and Responding

Time: Approximately 45 minutes

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

Criterion 1 Listen and respond to oral English texts.
CANDIDATE INSTRUCTIONS

You **MUST** make sure that your responses to the questions in this examination paper will show your achievement in the criteria being assessed.

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.

**All** answers must be written in the spaces provided on the examination paper.

You must answer **ALL** questions in **ENGLISH**.

You may start writing your answers from the moment the first reading begins.
SPOKEN TEXT 1

Listen to the following interview with Constable Brendan Collins and use it to answer, in ENGLISH, the following questions.

You may answer in note form.

**Question 1**

(a) Why is this radio interview being held?  
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(b) What work did Constable Collins do before he joined the police force, and for how long did he do that work?  
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(c) What does Constable Collins say about his training to become a police officer?  
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(d) What are two things he likes about his job?  
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**Question 1 continues.**
Question 1 (continued)

(e) What does he not like about his job and why?  
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(f) What does he do on his shift when morning comes?  
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(g) What two qualities does he say are necessary to be a successful police officer?  
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(h) Outline the happy experience which Constable Collins talks about in the interview.  
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Question 1 continues.
Question 1 (continued)

(i) Does Constable Collins seem satisfied with his career? How do you know?  
(2 marks)
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(j) What are Constable Collins’ future plans?  
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SPOKEN TEXT 2

Listen to the following text about Fireworks Night and use it to answer, in **ENGLISH**, the following questions.

You may answer in note form.

**Question 2**

(a) In which year did Fireworks Night begin, and on which date is it celebrated each year?  
(2 marks)

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(b) In the past what was especially significant for school children about this celebration?  
(1 mark)

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(c) What did people take with them to Fireworks Night to be more comfortable?  
(2 marks)

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(d) How did the children react to the fireworks?  
(2 marks)

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(e) Why did some adults stay at the bonfire after the children had left?  
(1 mark)

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Question 2 continues.
Question 2 (continued)

(f) How has the celebration of Fireworks Night changed in recent times and why? (4 marks)

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(g) (i) What did the manager of the wildlife park complain about? (1 mark)

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(ii) Why was the manager worried? (3 marks)

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(h) What was changed as a result of the manager's complaint? (2 marks)

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(i) How have attitudes changed over time in regard to the availability of fireworks? (2 marks)

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Tasmanian Certificate of Education

ENGLISH as an ADDITIONAL LANGUAGE or DIALECT

Senior Secondary

Subject Code: EAL315115

External Assessment

2015

Part 1 – Listening and Responding – Transcript

FOR EXAMINERS ONLY
Spoken Text 1 – Interview with a Police Officer

Interviewer: Good afternoon, listeners. As part of our service to young school leavers who are about to make career choices, I’m interviewing Constable Brendan Collins, a police officer who works with the Tasmanian Police Force. Constable Collins is taking part in this interview to help us all to understand more about the role of police officers in our city.

Good afternoon, Constable Collins. Thank you for coming in to talk to us. Tell me, how long have you been a police officer?

Constable: I’ve been a police officer for two years.

Interviewer: And what type of training did you have to do to become a police officer?

Constable: I started out working as a 000 operator, answering emergency calls and interacting with police officers on the job. The job in emergency lasted about six years. I also obtained an Associate Degree in Criminology from the University before I actually signed up to train as an officer. Of course, to become an officer, everyone has to go through the Police Academy. That was an amazing experience, and also a difficult one too. I learned a lot about the job - it was like going to an army training camp! You have to be very fit.

Interviewer: What do you like best about your job?

Constable: I like the fact that it’s something different every day. There’s also a certain amount of freedom being on your own and not having someone watching over you all day while you work. I wouldn’t want to be stuck in an office with people telling me what to do all day long.

Interviewer: Is there anything you don’t like about your job?

Constable: I currently don’t enjoy night shift, as I find I am not getting enough sleep. Unfortunately, that’s a role for new officers, and I’ll have to put in my time until a better shift is allocated to me. As you will appreciate, law enforcement has to operate 24/7.

Interviewer: Can you describe for us a typical day in the life of a police officer?

Constable: If there isn’t anything urgent going on, I typically do patrols of my areas at night. I find there are a lot of problems we are called to at night: break-ins, or people driving cars in a suspicious way, as well as people driving under the influence of alcohol or drugs.

Once the sun starts coming up, I go around and double check my areas and make sure nothing has changed overnight.

Interviewer: What personal qualities do you feel are necessary to be successful as a police officer?
Constable: Most of all you have to be honest and diligent. Police officers also have to be on their toes and prepared for anything. This line of work is not easy and you never know what could happen in the course of your shift. I think that you must also have your emotions in check, because at some point you will have to deal, for example, with bad traffic accidents and people who are under severe emotional stress.

Interviewer: Are there ever any happy experiences for police officers?

Constable: Oh certainly. I was recently called out to a shopping centre where an elderly couple had come across a lost child. They were kindly getting him something to eat and drink at the café. The child was five years old and had lost his father in the shopping centre. He couldn’t remember his address or telephone number, but he knew how to get to his home, which was quite some distance away in another suburb. So I drove him home, with him telling me when to turn and when to go straight ahead. That situation ended very well, and everyone was happy.

Interviewer: Would you recommend this career to someone else?

Constable: I think law enforcement is a great job for young people who want to serve their community, as it can be very rewarding on a personal level. It’s also a fantastic job, because you never feel bored. Every day is different and you never know what you are going to come across.

Interviewer: What do you think you’ll do in the future as a police officer?

Constable: I would like to continue as a constable for a while and then I’ll see if I can get a promotion to sergeant, or perhaps work for Traffic Management. In the long term I would be very interested in detective work.

Interviewer: Well thank you very much, Constable Collins, for coming in and sharing some aspects of your work as a police officer in our city.

If any listeners are interested in getting more information about this type of work, please ring the station and our operator will give you a number to call where you can have your questions answered.
Spoken Text 2 – Fireworks Night

Fireworks Night in Australia began in 1901, and is celebrated each year on 24 May. In the past, Australian school children were given half a day off school to prepare for the festivities. Everyone – adults and children, families and communities – would gather together at big bonfires to set off fireworks. The bonfires in backyards were built up with all types of combustible materials that had been saved for burning. There was great excitement as everyone gathered together just before dark, with blankets and hot drinks in a thermos.

As the fireworks were lit, bright colourful balls exploded in the sky and the spinning wheels sprayed out sparkling patterns. The children would squeal with delight as the fireworks jumped around making little popping noises. By 9 pm the fireworks were all gone, the bonfire burnt down to glowing embers, and families would drift back to their houses. A group of adults usually stayed to watch the fire to make sure it went out.

Everyone thought it was tremendous fun. However, accidents began to happen and various people of all ages were injured, some quite severely. Therefore, the practice of celebrating Fireworks Night became much more controlled. It was no longer possible to have a bonfire with fireworks in one’s back yard. Permission had to be gained, and only those who were competent with fireworks were issued with such permits. Nowadays it is also considered a problem for animals who might be frightened by the noise.

Last May the manager of a Tasmanian wildlife park complained that permits had been issued to nearby neighbours. He was afraid that the loud noise would cause the Tasmanian devils to eject their young from their pouches and would cause the kangaroos to die of fright. As a result, fireworks permits near the wildlife park were cancelled following fears over animal welfare. It was decided that there would be no fireworks within two kilometres of the park.

The Government released a statement about the decision. The statement gave the following information. “WorkSafe Tasmania has been made aware of concerns regarding firework displays close to the Wildlife Park and has withdrawn a number of permits as a consequence of new information that has been provided within the last 24 hours about the real risk of harm to native animals, including to protected species that are pregnant or have very recently given birth.”

A government spokesman said the firework permit regulations needed to be reviewed, so that this situation would not occur again. Fireworks Night continues, but it is not as popular or as widespread as it used to be.
Tasmanian Certificate of Education

ENGLISH as an ADDITIONAL LANGUAGE or DIALECT

Senior Secondary

Subject Code: EAL315115

External Assessment

2015

Part 2 – Reading and Responding

Time: Approximately 45 minutes

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

Criterion 3 Read and respond to written English texts.
CANDIDATE INSTRUCTIONS

You **MUST** make sure that your responses to the questions in this examination paper will show your achievement in the criteria being assessed.

You must answer **BOTH** questions.

Answer **all** questions in **ENGLISH** (in your own words).

**All** answers must be written in the spaces provided on the examination paper.

You may answer in note form.
Question 3

Read the passage below and use it to answer, in ENGLISH, the questions that follow it.

Mobile phones – a solution for the poor?

A mobile phone revolution has been sweeping across developing countries, providing far more than the obvious benefit. As late as the 1990s, it was estimated that over half the world’s population had never made a telephone call. Telephones did not exist anywhere near them, they were too expensive or did not work.

Today, mobile phones are providing many people with the benefits of modern communication – a connection to the outside world for the very first time. Some 80% of people in developing countries are now covered by mobile phone networks, which are much cheaper to build than fixed landline systems.

Bangladesh, one of the world’s poorest countries, blazed the trail. In 1997, it was the first of the very poor countries to become a major user of mobile telephones. There are now some 15 million telephone users in Bangladesh, of which 14 million are mobile phone subscribers and a little over a million are fixed landline phone users. In many other countries, growth has been phenomenal. Between 1995 and 2003, for example, mobile phone use increased from zero to 30% in Paraguay, 21% in China and 9% in India.

However, Africa is the fastest growing mobile market in the world. According to mobile phone company Vodafone, there are more mobile phone users on the African continent than fixed-line subscribers. Over a third of Africans now use a mobile, despite the fact that half of Africa remains out of range of mobile phone networks. Mobile phones are often available for less than $30. But the very poorest people with little money, do not necessarily have to buy and own a phone. Mobiles can be shared. The number of mobile users is much higher than the actual number of phones.

The poor are now putting mobiles to uses that the rich hardly dreamt of. Mobiles can facilitate financial transactions, spread information and empower the poor. They allow farmers and fishermen to find market prices and not be cheated by middlemen. There is evidence that mobiles are reducing the variations in prices between markets in developing countries. Again mobiles can enable small businesses to shop around for the best supplies. Text messages are being used to pay bills, removing the need for small traders to hold large amounts of cash. In this way, mobiles are a kind of electronic wallet.

In Kenya and Tanzania, mobile phones are improving healthcare provision, with doctors using them to diagnose patients living in remote communities. Overall, mobile phones appear to be giving an important boost to the development process, with a positive impact on livelihoods and economic growth. For the African continent, often beset by bad economic news, mobile phones seem much needed good news.

(Source: Adapted from: ‘Madeley, J 2007, ‘Mobile phones: a way out of poverty?’ Appropriate Technology, vol. 34, no. 1.)

Question 3 continues.
Question 3 (continued)

(a) What does the ‘obvious benefit’ in the first sentence refer to?  (1 mark)
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(b) How does the author compare the costs of building mobile phone networks and fixed landline networks?  (1 mark)
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(c) (i) Rewrite the bolded section of the following statement in your own words:

‘Bangladesh, one of the world’s poorest countries, blazed the trail.’ (1 mark)
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(ii) In what way did Bangladesh blaze the trail?  (1 mark)
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(d) Explain why the author says that in Africa ‘the number of mobile users is much higher than the actual number of phones’?  (2 marks)
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(e) In paragraph five, what comparison is made between rich people and poor people in their use of mobile phones?  (2 marks)
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Question 3 continues.
Question 3 (continued)

(f) How have mobile phones changed the influence of ‘middlemen’? (2 marks)
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(g) What does the author mean by ‘mobiles are a kind of electronic wallet’? (2 marks)
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(h) How are mobile phones being used to improve health outcomes in Kenya and Tanzania? (2 marks)
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(i) Do you think the final two sentences are an effective way to end this article? Why or why not? (4 marks)
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Question 4

Read the passage below and use it to answer, in **ENGLISH**, the questions that follow it.

**Bridges adorned with ‘Love Locks’**

Started sometime in the 1990s, the tradition of locking engraved padlocks has spread widely around Europe to the point that it has become a serious form of vandalism in certain cities. The symbolic act often sees a couple mark their names on a padlock and affix it to a piece of public infrastructure (usually a bridge) and then throw the key away (often into the water under the bridge). The unlockable symbol is now free to represent the couple’s love for as long as the public site remains (or until the city sends workers out to cut the locks off). The ritual is not dissimilar from carving initials into a tree, but when there aren’t very many trees, a historic bridge will have to do.

In Paris, tourists from all over the world flock to the bridges spanning the River Seine to attach a lock representing their eternal love, before throwing the key into the river below. However, these bridges are now buckling under the weight of such devotion, and authorities are desperate to stop the craze. Last year police hurriedly ushered tourists off one of these bridges when a section of the footbridge collapsed under the weight of the locks covering the 155 metre long bridge. In Paris nearly one million padlocks, or 45 tonnes, need to be removed, as the weight of the locks is beginning to damage the bridges.

It is unclear where the idea of using the lock ritual to symbolise love originated, but the padlocks bearing lovers’ initials have spread from European capitals, and as far as Marrakech and China. The craze has also spread to Australia. Thousands of padlocks which were fixed to a city footbridge by lovers as a sign of their long-lasting commitment have been removed by Melbourne City Council contractors. Around 20 000 locks were clipped to the railings along the bridge at Southbank, causing cables to sag.

Melbourne Lord Mayor Robert Doyle said the council intended to keep the bridge free of new locks in the future. When journalists asked the mayor if removing the locks was a good thing, Mr Doyle laughed and replied ‘Really? Do I think it’s a good thing? Look I announced earlier this week that because of safety concerns, those wires are now getting very stretched, there are 20 000 locks on that bridge and all good things come to an end.’ Mr Doyle continued, ‘They’ve been up there for three years now; in Paris they’ve been removed, in New York they give you about three minutes before they cut them off, so we think three years is a pretty good run.’

Tamara Bryant and her boyfriend attached a lock to the Southbank bridge in 2012. Ms Bryant says while it was sad to see the locks removed, she understood the council’s reasons. ‘Obviously the bridge wasn’t actually built to have so many locks attached,’ she said. ‘So it’s sad, but that’s what has to happen.’


**Question 4 continues.**
Question 4 (continued)

(a) Explain the tradition outlined in this text. (3 marks)

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(b) What other tradition from the past is this tradition compared to? (1 mark)

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(c) In your own words explain the particular problem that occurred in Paris last year. (3 marks)

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(d) What have Melbourne City Council workers done at Southbank and why? (3 marks)

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Question 4 continues.
Question 4 (continued)

(e) What reasons does the Lord Mayor of Melbourne give to journalists to justify the decision to remove the locks?  
(4 marks)

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(f) Why is Tamara Bryant mentioned in this article?  
(3 marks)

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(g) After reading this article, do you think this tradition should be stopped? Why or why not?  
(3 marks)

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Tasmanian Certificate of Education

ENGLISH as an ADDITIONAL LANGUAGE or DIALECT

Senior Secondary

Subject Code: EAL315115

External Assessment

2015

Part 3 – Texts

Time: Approximately 45 minutes

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

**Criterion 2**  View and respond to multimodal texts.
CANDIDATE INSTRUCTIONS

You MUST make sure that your responses to the questions in this examination paper will show your achievement in the criteria being assessed.

You must answer the questions on any TWO of the texts. ALL answers must be in English.

All answers must be written in the spaces provided on the examination paper.

You may answer in note form.
Question 5

Examine the film poster below and then answer the questions that follow it.
Question 5 (continued)

(a) Who is probably the target audience for this film poster? Give reasons to support your answer. (3 marks)

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

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Question 5 (continued)

(c) In your opinion, would this poster achieve its purpose of persuading the target audience you identified in (a) to view this film? Why or why not? (5 marks)

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Question 6

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

To Enter: Take and submit one digital photograph. It could be a photo of anything to do with nature e.g. the weather, plants, animals, colours in nature, the sun, moon and stars.

The photographs the children send in will be displayed in the Town Hall foyer.

Photographs are to be emailed to: education@education.tas.gov.au

Closing date: Friday 4 December

(a) Who is this competition aimed at? Give reasons. (2 marks)

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Question 6 continues.
Question 6 (continued)

(b) Comment on the visual appeal of this advertisement. (5 marks)

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(c) In your opinion, would this advertisement achieve its purpose of attracting competitors to take part in this competition? Use evidence to support your answer. (5 marks)

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Question 7
Examine the website advertisement below and then answer the questions that follow it.

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

Superwatches.hk
Luxury Designer Replica Watches

Call Us now: (850)254-7244
Monday to Saturday: 6:00AM — Midnight (EST)
Cart (0 items) | Checkout

Select Language Search entire store here | Search

20% OFF OUR HUBLOT COLLECTION
That's What We Call A Nice Surprise!

The largest selection of designer Replica Watches & High Quality fake watches online

Super Watches is an online store that creates and sells quality replica watches at reasonable and affordable prices. Whether you’re looking for Rolex or Tag Heuer replicas, you can have them all at the touch of a button. Also, we create imitation watches of all famous fashion brands like Rolex, Tag Heuer, Cartier, Bvlgari, Omega, Breitling, Montblanc, and a variety of other designers. The main objective of SW is to help ordinary people afford the same designer looks at less than half the price of the original— that’s it! Enjoy the high quality of our fake watches. Just because it’s a fake watch, doesn’t mean it has to be a cheaply made one.

ROLEX
At Super Watches we have put together a comprehensive selection of the finest replica Rolex watches from the infamous Submariner to the classic Yachtmaster. So why not enjoy the admiration that comes with owning a Rolex with one of our lavish imitations.

BREITLING
We have the most sought after Breitling replica designs impeccably imitated in this collection. You will find all your favorite models and the sleekest Breitling designs here at your finger tips. Your only problem will be to choose which ones you don’t want to buy!

Question 7 continues.
**Question 7 (continued)**

(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? (6 marks)

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Question 8
Examine the advertisement below and then answer the questions that follow it.

(a) What is this poster advertising? (3 marks)
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Question 8 continues.
Question 8 (continued)

(b) Based on the training given, what might a successful applicant be expected to do in this job?  
(3 marks)

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(c) Would the layout and colour appeal to the target audience? Refer closely to the advertisement in your answer.  
(3 marks)

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(d) Overall would this advertisement be successful? Why or why not?  
(3 marks)

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Tasmanian Certificate of Education

ENGLISH as an ADDITIONAL LANGUAGE or DIALECT

Senior Secondary

Subject Code: EAL315115

External Assessment

2015

Part 4 – Writing in English

Time: Approximately 45 minutes

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

Criterion 4 Create a range of written texts for different purposes and audiences.
You MUST make sure that your responses to the questions in this examination paper will show your achievement in the criteria being assessed.

You must answer Question 9, the only question in this section.

Write approximately 250 words in ENGLISH.

The answer must be written in the space provided on the examination paper.
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) **Narrative**

The doorbell rang. She opened the door and exclaimed, ‘I haven’t seen you for such a long time! ……’ Continue the story.

OR

(b) **Descriptive**

Describe a tourist attraction you have visited in Tasmania.

OR

(c) **Reflective**

What advice would you give to a friend who was facing an important decision about his/her accommodation?

OR

(d) **Comparative**

What are the advantages and disadvantages of owning the latest technology?

OR

(e) **Discussion**

Pets can make wonderful companions. Discuss.
(Please identify which topic you are answering in the box above).