English as an Additional Language or Dialect
Course Code: EAL315115

Oral Exam

Speaking in English (Criterion 4)

The candidates were polite, friendly, willing to engage and mostly well prepared for their oral exam.

We were impressed by the more able candidates who were fluent and articulate, able to converse about a range of topics/issues, including their negotiated reports. They were at ease and comfortable speakers with near native competency, having been in Australia for a number of years.

Some of the more natural speakers used the word ‘like’ far too often. For example, “It was like two years ago.” This colloquial use was very distracting and negatively impacted on the candidates result.

Some students had the title Analytical Report on the front cover, rather than the correct title, Negotiated Report. Examiners referred to the report as a ‘negotiated report’ and will continue to do so in the future.

Some of the reports were on topics, such as basketball, Australian animals and heavy metal music, which seemed to be personal interest topics, rather than personal issues topics. As in past years, it was found that students who chose an issue to research and report on performed better in the oral exam. Topics that have some controversy or perhaps some divided opinions allow for a deeper and more thoughtful discussion and consequently allow candidates more opportunities to express themselves with a wider range of vocabulary and greater sophistication of expression.

Students could produce a large amount of English language when on familiar ground such as themselves, family and cultural festivals. In order to maintain a strong level of language production, students should be very familiar with the content of their negotiated report so they can produce a broad range of vocabulary, topic specific vocabulary and use more complex sentences. Those who did not know the content very well found themselves repeating generalised answers that restricted conversation.

There were only a few who fared poorly, unable to express ideas or respond appropriately to questions posed by examiners. Clearly they did not possess adequate vocabulary, nor did they have sufficient control of language structures for EAL level 3.

There were several candidates who did not turn up and a small number who arrived well after the appointed time. This is unacceptable and the examiners have been advised by TASC that late arrival means those candidates CANNOT be assessed.

Candidates also need to bring their pink confirmation of enrolment form. If they forget it, they must be able to produce some form of identification to confirm their identity.

There was only one who came without his research report. Candidates should be aware that it is not possible to pass the oral exam without producing their negotiated report for discussion.
Written Examination Paper

Part I - Listening and Responding (Criterion 1)

It appears that the second listening text was far more difficult for the candidates to understand and respond to than the first. Almost without exception, candidates performed better on the first, with no students managing to earn full marks on the second text.

The markers felt the first, a conversation between a male and female was well paced and reflective of a natural conversation. The second text, a monologue may have given students less time to process the information given, and some reported that it was a little more difficult to understand because of the speed of delivery and accent of the speaker.

Both texts had quite long sections on which no questions were based – this may have confused some candidates as they thought they had missed some information. In a number of cases, it was clear that students had added extra information (heard during one of these long sections) to other answers as they felt the information really should be used.

In addition, several candidates wrote down what they had heard, without necessarily responding to the question given.

There were quite a few instances where the answers to various questions were completely mixed. This may indicate that the candidate was rushed and did not read and focus on the question carefully enough. Some candidates missed out on marks because their expression was so poor that their answers were not comprehensible.

Certain words consistently had spelling mistakes (e.g. diligent). However, as long as it was obvious which word was intended, the answer was still accepted.

Spoken text 1 Question 1

a) Why is this radio interview being held? (2 marks)
   To help school leavers make career choices (1)
   To help people understand the role of police officers in the city (1)

b) What work did Constable Collins do before he joined the police force, and for how long did he do that work? (2 marks)
   Was a 000 (emergency) operator (1)
   6 years (1)

c) What does Constable Collins say about his training to become a police officer? (2 marks)
   Any two of:
   Everyone must go through Police Academy
   You need to be fit
   It was amazing (½) and difficult (½)
   It was like being on an army training camp

d) What are two things he likes about his job? (2 marks)
   There’s something different every day
   There’s a certain amount of freedom or you can be on your own without having someone looking over you

e) What does he not like about his job and why? (2 marks)
   The night shifts
   Because he does not get enough sleep

f) What does he do on his shift when morning comes? (2 marks)
   Goes around to double-check the areas
To make sure nothing has changed overnight
The unused “chunk” of text preceding this question proved to be distracting for candidates.

g) What two qualities does he say are necessary to be a successful police officer? (2 marks)
Any two of:
Honest
Diligent
“be on your toes” - ready for anything
Must be able to control your emotions
This item was awarded 2 marks

h) Outline the happy experience which Constable Collins talks about in the interview.
(3 marks) (six main elements in bold – ½ mark each)
He was called to a shopping centre where an elderly couple had found a 5 year old boy who had lost his father. The boy did not know his phone number or address, however knew how to get home. With the boy giving him directions Constable Collins was able to drive the boy home.

i) Does Constable Collins seem satisfied with his career? How do you know? (2 marks)
Yes he does. You know this because he recommends the job by saying, any of the following:
He says that it is a great job for young people
He says “it’s a fantastic job”
He says “you never feel bored”
He believes that it is rewarding on a personal level

j) What are Constable Collins’ future plans? (3 marks)
Any 3 of:
Continue as Constable then
Try to get a promotion (as Sergeant)
Or work for traffic management
Later on – detective work

Spoken text 2 (Question 2)

a) In which year did Fireworks Night begin, and on which date is it celebrated each year? (2 marks)
1901/24th May
Many candidates had difficulty with the date “1901”. The examiners believe that it may be because the number 0 was pronounced as the letter “o” and candidates may not have come across this usage before.

b) In the past what was especially significant for school children about this celebration? (1 mark)
Students given ½ day off school

c) What did people take with them to Fireworks Night to be more comfortable? (2 marks)
Blankets/Hot drinks or thermos

d) How did the children react to the fireworks? (2 marks)
Squeal /with delight
This question caused difficulties as many candidates thought that “the children jumped around making popping noises”, rather than the fireworks.

e) Why did some adults stay at the bonfire after the children had left? (1 mark)
To make sure that the fire had gone out

f) How has the celebration of Fireworks Night changed in recent times and why? (4 marks)
Any 4 of the following:
More controlled
No longer able to have bonfire with fireworks in your backyard
Permission needed to be gained
Only competent people given a permit
Accidents began to happen
People got injured
Animals were frightened by the noise

(i) What did the manager of the wildlife park complain about? (1 mark)
Permits were given to neighbours around the park

(ii) Why was the manager worried? (3 marks)
That the loud noise/
Would cause the Tasmanian devils to eject their young from the pouch/
And cause the kangaroos to die of fright

What was changed as a result of the manager’s complaint? (2 marks)
Permits near the park were cancelled/No fireworks within 2 km of the park

How have attitudes changed over time in regard to the availability of fireworks? (2 marks)
It’s not as popular/or widespread as it used to be

Total mark /20

Part 2 – Reading and Responding (Criterion 3)

Question 3

a) access to mobile phones- ease of communication (1 mark)
This question was not handled well. Many candidates copied an incorrect section from the passage rather than infer the answer.

b) mobile phone network is cheaper to build or to show mobile phone networks are cheaper and therefore are being invested in in poor countries (1 mark)
As the question word “how” was changed to “why” during the exam, markers decided to accept an answer to either question.

c) (i) was one of the first or started the trend or made it easier for other countries (1 mark)
Very few candidates answered this correctly.

(ii) was the first of the poor countries to become a major user of mobile phones (1 mark)

d) (even though they are cheap) people don’t have to buy their own/ phones can be shared
Or to show the difference in usage (2 marks)

e) poor people are using mobile phones differently from the rich/ financial transactions or spread information or to empower the poor or rich to shop around for the best supplies (2 marks)

f) they reduce the influence of middlemen (won’t be cheated by middlemen)/farmers and fishermen can find market prices (2 marks)

g) mobile phones are used to pay bills/so it is not necessary to carry large amounts of cash or is small and can be kept in the pocket (2 marks)

h) doctors using them to diagnose patients (.5)/living in isolated areas(.5) (1 mark)
Markers reduced this question to 1 mark.

Yes – any 4 of: (4 marks)
answers the question of the title
gives an overview of the positive effects of mobiles
highlights there are still concerns in Africa
is a clear conclusion
gives brief examples of positive effects
   No - only refers to Africa
Many candidates struggled to give 4 reasons here, particularly if they decided to answer no.
17 marks in total

**Question 4**

a) a couple engraves their names/on a lock/lock it to a bridge (or well-known place)/throw away the key - all .5 mark each
   as a symbol of their unbreakable love (3 marks)
   Many students did not explain why couples follow this tradition.

b) carving initials in a tree (1 mark)
   This question was not well answered.

c) a footbridge collapsed (was damaged)/people were evacuated/because of the weight of the locks (3 marks)
   Many candidates failed to say that people were evacuated.

d) removed locks/from the railings on a bridge at Southbank/locks had caused cables to sag (3 marks)
   Very few candidates gave all 3 required details here.

e) Any 4 of: (4 marks)
   safety concerns
   cables sagging
   20,000 locks
   locks been there 3 years
   Paris have removed them
   New York removes them after 3 minutes
   Have been there long enough (have had a good run)

g) She and her boyfriend attached a lock in 2012/it has been removed/she is sad but accepts they need to be removed or to show how a couple who are personally involved feel/ to help the reader better understand the issue (3 marks)

h) Any 3 of (3 marks)
   Yes – they cause structural damage
   safety concerns
   bridges not built for this purpose
   is a form of vandalism
   creates pollution in rivers
   it is a waste of time and resources
   there are different ways to make memories, such as photos
   No - love is important
   It is a sign of self-expression
   Tradition is important and should be respected

20 marks in total
Part 3 – Texts (Criterion 2)

There were four choices this year and while the majority of candidates followed the instructions of answering questions on any two of the texts, there were a few who answered three or all four. In this situation, unless indicated by the student, only the first two texts are marked by the examiners.

It was evident that those who fared well had a sound understanding of how texts are constructed and could articulate their ideas clearly.

As in the past, those who fared poorly misinterpreted the texts and/or did not possess the necessary vocabulary and linguistic skills to respond to the questions.

Some commonly encountered errors:

- post/posture for poster
- price/present/gift for prize
- catch people’s eyes/attract people’s eyes/grabbing eyes
- aimed for

Use of ‘cool’ instead of an appropriate adjective.

Spelling/homophone/vocabulary errors: quite/quiet, writing, shating, impression/expression, fancy/fantastic for fantasy, generic ET for alien, alo/a lat, robert/robort, allians/alliance

Students should use dot points (to match mark scheme) to present their answers. This should ensure more succinct answers, rather than the sometimes rambling answers that did not get to the point.

Students should be familiar with the specific persuasive techniques used in advertising and the media. Candidates should not write in pencil.

Question 5

a) Target audience might be children/young people/fans of Star Wars series/sci-fi fans/ George Lucas fans.

Reasons might be:
- PG rating linked to children
- Weapons and explosions and serious expressions on actors’ faces suggest action, young people often like this genre/ some of the characters appear young, so a teenaged audience might relate to them/ contrasting black-masked character and white-robed characters suggest conflict between good and evil, often needed in an action film
- Name of film links to the series for people who are fans/ director’s name prominent, appeal to Lucas fans
- Robots, non-human creatures, space setting, futuristic weapons and spacecraft suggest science fiction for sci-fi fans

For the full three marks, markers looked for either:
- one identified target audience and two reasons to justify it
- two possible target audiences and at least one justification

Most candidates could correctly identify the target audience and provide reasons.

b) Markers looked for mention of key elements from the text, such as:
- Conflict between humans/aliens/robots, in an outer space and possibly futuristic setting
- Suggestions of who might conquer or how the narrative might play out.

Simple recitation of elements from the text was not sufficient. The response required stating of possible sequences of events.

Instead of offering suggestions about the plot, many candidates commented on features in the poster.

c) Markers looked for reference to the target audience that candidates had identified in (a), and also to elements from the text such as:
- The appeal of action scenes (weapons, explosions, space-ships, serious expressions)
o Names of actors and director
o Bold title, with visual ink to the space setting
o The level of detail in the text promising excitement and interest
o Presence of aliens and robots appealing to sci-fi fans, adding intrigue (5 marks)

Markers did not assign a mark for simply saying ‘yes’ or ‘no’. Marks were assigned for valid references to persuasive elements from the text.

Generally well handled with sufficient evidence. 12 marks in total

Question 6
a) Juniors or children/ who enjoy photography or nature or science or the outdoors (2 marks)
To earn 2 marks candidates needed to be more specific than just ‘juniors’.

b) Candidates needed to refer to visual elements of the text such as:
o Font/ background in tones of green, relating to nature
o Red font of ‘competition’ and ‘juniors’ and red around flower linking the key ideas together
o The shiny camera lens supporting the offer of winning a digital camera
o The flowers and leaves around the camera, linking the idea of photos and nature
o The images of nature in the film roll, inspiring potential competitors
o The clean, large font of ‘The Great Outdoors’ being easy to read and eye-catching
(5 marks)

There was some overlap in answers for (b) and (c) with many candidates failing to focus on the visual appeal of the text in (b)

c) Candidates needed to justify a yes/no response with reference to elements from the text, such as:
o The appeal of the prize and public display of photos
o The simplicity of the competition (one photo only, anything to do with nature)
o Clear, easy to read entry instructions and contact details
o Inspiring sample images in the film roll, to give competitors ideas
(5 marks)

Fairly well done with valid justifications. 12 marks in total

Question 7
a) People who like luxury or fancy or expensive or designer or high-end or good quality watches/who don’t want to pay too much or like a bargain or can’t afford the real thing/ and who are happy to have a fake or replica or imitation version of the real thing (3 marks)

Markers could not give full marks without reference to the fact that the watches were fakes.
Some candidates were unable to identify that the watches were imitations or fake and hence were unable to correctly identify the target audience.

b) Candidates needed to refer to visual elements from the text, such as:
o Photos of the watches (gold or silver, diamond-encrusted, expensive-looking) linking to descriptions of high quality replica watches which look like the original
o Logos of the high-end brands, linking quality to the replica watches
o Website logo of a crown suggesting quality or luxury
o Reflective shimmers suggesting polished products
(3 marks)

This question proved most challenging with many candidates unable to explain the link between the visuals and the written text.

c) Candidates needed to refer to persuasive elements from the text, such as:
o Font colour (blue) of ‘replica watches’ and brand names – linking the two ideas of low-cost and high-quality
o ‘20% off’ and ‘reasonable and affordable’ appeal to people who like a bargain/don’t have much to spend
‘afford the same designer looks at less than half the cost’ appeals to people who aspire to look wealthy

‘you can have them all at the touch of a button’, plus the language button and the store search button appeal to people who like online shopping because of its convenience

Linking the brands with the replicas through the watch photos and logos (6 marks)

Markers did not assign a mark for simply saying ‘yes’ or ‘no’. Marks were assigned for valid references to persuasive elements from the text.

Very few candidates were able to identify the persuasive techniques employed; however, they were not penalized and marks were awarded for discussion of the effectiveness/appeal of the text.

12 marks in total

Question 8

a) A summer job/with training/and free accommodation and or a meal package (3 marks)

Some candidates did not earn 3 points as their answer was simply ‘a summer job’

b) Candidates needed to refer to the training points in the text, but rephrase them to show understanding, such as:

- Dealing with customers
- Helping guests with whatever they need or making guests feel comfortable
- Serving food and drinks
- Dealing with emergency situations
- Working in the kitchen or dining areas

(3 marks)

Simple copying of the dot points did not attract marks.

Some candidates merely listed verbatim what the training entailed, instead of stating what applicants would be expected to do.

c) Candidates needed to justify a yes or no answer with reference to layout and colour elements of the text, such as:

- The orange and yellow colours suggest summer, gives reader a feeling of being relaxed and having fun
- Layout is easy to read, big bold heading is eye-catching, and it’s easy to see all the relevant information
- Green background contrasts strongly with the yellow text, making it easy to read, and also suggest nature, with its connotations of relaxation
- Beams of sunlight and blue sky relate to summer
- The benefits of the job are in larger font (free accommodation, meal package, hourly rate)

(3 marks)

This question was well handled.

d) Candidates needed to justify a yes or no answer with reference to elements of the text, such as:

- Layout, colour, font (as above) make job seem easy, fun, worth applying for
- Contact details (email, phone number, website) makes it easy to apply
- Benefits of the position would be appealing (free accommodations, meal package, training)

(3 marks)

12 marks in total
Writing in English (Criterion 5)

Question 9

There was a relatively even spread amongst the five choices of writing topics this year. The least popular topic was the reflective essay – giving advice to a friend in regards to his/her accommodation and the most common was the narrative.

Examiners looked for accuracy and variety in grammar usage and expression, a wide range of vocabulary appropriate and specific to the topic and some evidence of deeper thought.

Candidates are reminded that they should write in pen, not pencil and should take care to write at least 250 words, but there is no advantage in writing considerably more.

Candidates should clearly, but neatly cross out any parts of their writing that they do not want the examiners to mark.

(a) Narrative – This was a popular choice. This year candidates were not required to begin their writing with the prescribed phrase and so had flexibility to include anywhere in the narrative. Candidates should take great care to copy the phrase accurately and should not deliberately change it. The most successful narratives told an engaging story with an orientation, complication and an effective resolution.

(b) Descriptive – Most students handled this question well, choosing a single tourist attraction to describe. Some, however, chose a number of places in Tasmania they had visited or referred more generally to experiences rather than an attraction and one even referred to places outside of Tasmania. Markers were lenient, but candidates were lightly penalised if they did not answer the question. Higher marks were awarded to those candidates who displayed control over descriptive language, good use of adjectives, adverbs and similes.

(c) Reflective – Some candidates approached this topic in the form of a letter which worked effectively. The most successful candidates gave well considered and specific advice based directly on the topic of accommodation, while other weaker responses focussed on the pros and cons of making decisions in general, without referring to accommodation at all.

(d) Comparative – This was the second most popular topic. All students who answered this question discussed both the advantages and disadvantages of technology. Better responses included a good range of technology specific vocabulary and displayed the ability to develop a detailed argument.

(e) Discussion – This was an accessible question, but many answers were overly simplistic with a list of sentences saying what people can do with their pets. Better responses used complex language features, including a good range of connectives and gave an analysis of the pros and cons of animal ownership. There was frequent confusion between owning and owning.