

STUDENT NUMBER           Letter

# ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

## Aural and written examination

Tuesday 28 May 2019

Reading time: 10.00 am to 10.15 am (15 minutes)

Writing time: 10.15 am to 1.15 pm (3 hours)

### QUESTION AND ANSWER BOOK

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Percentage of total marks</i>
A – Listening to texts	2	2	20
B – Analytical interpretation of a text	4	1	40
C – Argument and persuasive language	2	2	40
			Total 100

- Students are to write in blue or black pen.
- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners, rulers and an English and/or bilingual printed dictionary.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or correction fluid/tape.
- No calculator is allowed in this examination.

#### Materials supplied

- Question and answer book of 23 pages, including **assessment criteria** on page 23
- Task book of 8 pages

#### Instructions

- Write your **student number** in the space provided above on this page.
- All written responses must be in English.

#### At the end of the examination

- You may keep the task book.

**Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.**

**SECTION A – Listening to texts****Instructions for Section A**

You will hear two texts. Each text will be played twice. There will be a short break between the first and second playings of each text. You may make notes at any time.

Listen carefully to each text and then answer the following questions.

Section A is worth 20 per cent of the total marks for the examination.

**TEXT 1****Background information**

Anna and Renee are sisters. They are discussing a big decision that Renee's daughter, Jessica, has made. They also talk about Anna's son, Harry. Anna refers to millennials<sup>1</sup>.

<sup>1</sup>**millennials** – people born between 1980 and 2000

**Question 1 (10 marks)**

a. i. What is Jessica's big decision?

1 mark

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ii. Provide **one** reason that Renee gives to explain Jessica's big decision.

1 mark

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b. Identify **two** reasons why Renee thinks that Jessica's big decision is a good one.

2 marks

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c. Harry's attitude differs from Jessica's. Describe his attitude and provide an example from the text to support your answer.

2 marks

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You may make notes in this space.

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- d.** Renee says, ‘That’s just so Harry!’ Give **one** word or phrase that explains what she means. 1 mark

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- e. i.** Give **one** word or phrase that best describes the interaction between Anna and Renee. 1 mark

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- ii.** Provide an example of delivery and an example of language use to support your answer to **part e.i.** 2 marks

Delivery \_\_\_\_\_

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Language use \_\_\_\_\_

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You may make notes  
in this space.

**TEXT 2****Background information**

Eva Walsh is a volunteer at West Gully District Hospital. She visits the hospital's patients and keeps them company. Eva is being interviewed by Mark Jones on Radio West Gully, a local radio station.

**Question 2** (10 marks)

You may make notes  
in this space.

- a. i. Why does Mark extend a special welcome to senior listeners of the radio program? 1 mark

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- ii. Give **one** word or phrase from the text that shows Mark's respect for senior members of the community. 1 mark

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- b. i. Why did Eva first volunteer at the hospital? 1 mark

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- ii. After one year of volunteering, how has Eva's view of volunteering changed? 1 mark

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- c. Eva says that what patients most want is a 'listening ear'. What does she mean? 1 mark

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- d. Eva agrees with Mark that people fear old age. How does she use language and delivery to describe this fear? 2 marks

Language \_\_\_\_\_

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Delivery \_\_\_\_\_

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e. Eva has heard advice about ageing well. Provide **two** examples of the language she uses to present this advice. 2 marks

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f. Why does Eva not answer Mark’s final question? 1 mark

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**SECTION B – Analytical interpretation of a text****Instructions for Section B**

Section B requires students to write an analytical interpretation of a selected text in response to **one** topic (either **i.** or **ii.**) on **one** text. The topics can be found on page 3 of the task book.

Your response should be supported by close reference to the selected text.

If your selected text is a collection of poetry or short stories, you may write on several poems or stories, or on **at least two** in close detail.

Indicate which text you have chosen to write on and whether you have chosen to answer **i.** or **ii.** by shading the appropriate boxes.

Your response will be assessed according to the assessment criteria set out on page 23 of this book.

Section B is worth 40 per cent of the total marks for the examination.

Shade the box next to your selected text.

- Black Diggers* ..... Tom Wright
- Joyful Strains: Making Australia Home* ..... Kent MacCarter and Ali Lemer (eds)
- Medea* ..... Euripides
- Rear Window*..... directed by Alfred Hitchcock

















**SECTION C – Argument and persuasive language****Instructions for Section C**

Section C consists of **two** questions.

Read the background information on page 5 and the material on pages 6 and 7 of the task book, and then complete **both** Questions 1 and 2.

For the purposes of this task, the term ‘language’ refers to written, spoken and visual language.

Your response to Question 2 will be assessed according to the assessment criteria set out on page 23 of this book.

Section C is worth 40 per cent of the total marks for the examination.

Questions 1 and 2 are equally weighted.

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**Question 1** (10 marks)

**a.** Imogen O’Mara thinks that the truck industry should support the introduction of more bike lanes on roads. Give two of her reasons, based on information in the **first two** paragraphs. 2 marks

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**b.** What does Imogen O’Mara mean when she says, ‘It is a win-win situation’? Use **at least one** example from the text to support your response. 2 marks

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**c.** According to Imogen O’Mara, what are two ways in which bike lanes improve the safety of cyclists? 2 marks

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**d.** Imogen O’Mara claims that ‘Compared with cars, bicycles are cheaper to buy, maintain and run’. How does she explain that this benefits the truck industry? 2 marks

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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- e. What does the final paragraph suggest is Imogen O’Mara’s main purpose and call to action? 2 marks

Main purpose \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Call to action \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**Assessment criteria**

Section B will be assessed against the following criteria:

- knowledge and understanding of the text, and the ideas and issues it explores, demonstrated appropriately in response to the topic
- development of a coherent analysis in response to the topic
- control of expressive and effective language, as appropriate to the task

Question 2 of Section C will be assessed against the following criteria:

- analysis of the use of argument and language to try to persuade
- control of the mechanics of the English language to convey meaning

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**Victorian Certificate of Education  
2019**

**ENGLISH AS AN ADDITIONAL LANGUAGE  
(EAL)**

**Aural and written examination**

**Tuesday 28 May 2019**

**Reading time: 10.00 am to 10.15 am (15 minutes)**

**Writing time: 10.15 am to 1.15 pm (3 hours)**

**TASK BOOK**

**Instructions**

A question and answer book is provided with this task book.  
Refer to instructions on the front cover of the question and answer book.  
You may keep this task book.

**Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.**

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**SECTION B – Analytical interpretation of a text*****Black Diggers* by Tom Wright**

- i. To what extent was the service of the ‘black diggers’ valued by their society?

**OR**

- ii. How does the play show the impact of the soldiers’ experience of war on their lives?

***Joyful Strains: Making Australia Home* by Kent MacCarter and Ali Lemer (eds)**

- i. ‘A new country is not always a new beginning.’

To what extent is this reflected in the stories in *Joyful Strains: Making Australia Home*?

**OR**

- ii. What do the stories in *Joyful Strains: Making Australia Home* suggest about the impact of migration on identity?

***Medea* by Euripides**

- i. ‘Jason is to blame for the events of the play.’

Do you agree?

**OR**

- ii. ‘Euripides warns his audience of the dangers of ambition.’

Discuss.

***Rear Window* directed by Alfred Hitchcock**

- i. ‘The women in the film are more admirable than the men.’

Do you agree?

**OR**

- ii. ‘Hitchcock creates a world in which there is no privacy.’

Discuss.

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## **SECTION C – Argument and persuasive language**

### **Background information**

*Delivering Down Under* is a monthly electronic newsletter for leaders of the Australian truck industry. Each edition features an opinion piece written by an industry manager. In this edition, Imogen O'Mara, a director of a national transport company, argues for bike lanes.

# Improving Road Travel for Everyone

By Imogen O'Mara

Think about some of the biggest issues facing our nation: road congestion, health and safety, increased costs, and pollution. Now think about your current business priorities that put more, and bigger, vehicles on our roads. It is not hard to see the contradiction between our priorities and these issues. Perhaps it is time to put the brakes on the profit-before-people thinking that increases our bank balances at a cost to people today and to future generations. As an industry, we could do something positive to balance the negative effects of our vehicles on the roads.

As captains of industry, we have a responsibility to be leaders not only of our businesses but also of the wider community in which we work. People should be our focus – whether they are employees or customers – and people need quicker, safer and cheaper ways of getting from place to place. People need bike lanes and they need lots of them. By bike lanes I mean separate, bike-only lanes on main roads alongside cars, not lanes shared with parked cars or paths shared with joggers.



So, what do bike lanes have to do with the road transport industry? Why should we care? Our need to put more vehicles on the roads is adding to already frustrating congestion. Our vehicles are getting stuck in traffic jams caused by people travelling short distances from home to school, to work or to the shops. For people who travel short distances, using a bike on safe, protected lanes would be more convenient and comfortable. Over time, the amount of congestion on the roads would reduce and this would make it easier for our drivers, too, to get to their destinations on time.

Given that we are responsible for most of the large vehicles on the road, we should play a role in minimising other non-essential road travel. We could start by encouraging our own employees to ride their bicycles to work. What better way to fit in 30 minutes of daily exercise, which is recommended for good health, than by riding to work? Having healthier employees would also mean fewer sick days and, therefore, less time away from work. It is a win-win situation. However, without bike lanes, we would be putting our staff at risk.

Currently, only the bravest of cyclists have the nerve to swerve around parked cars and to compete for road space with other vehicles. Our truck drivers frequently complain about their nerves being affected by cyclists who can be difficult to see and seem to appear from nowhere. However, forcing cyclists onto footpaths is illegal and puts pedestrians at risk. Surely we need to give the green light to bike lanes so that all road users can feel safe.

Bike lanes also have financial advantages. If you think rationally for a moment, you will realise how riders could benefit. Compared with cars, bicycles are cheaper to buy, maintain and run. According to the Queensland Government, the cost of buying and maintaining a bicycle is about one per cent of the cost of buying and maintaining a car. So people who switch from driving a car to riding a bicycle could avoid costly car registration, insurance and fuel. They would then have more money available to buy the goods we provide with our trucks – this would boost the economy!

Furthermore, bike lanes decrease the demand for petrol, an expensive resource. Bike lanes are better for the environment as they promote a pollution-free transport option that uses minimal fossil fuels. This is exactly what we need to improve the quality of the air that we all breathe. And that's good for our health too. This is something we must all work towards.

And finally, the Australian Government would also benefit financially from bike lanes. Currently, the government spends an average of \$27 million each working day to maintain and improve our transport network. Vehicles cause more damage to roads than bicycles do, so having people switch from cars to bicycles could result in less money needed to maintain roads and, therefore, more money to build new bike lanes. The government could also save money on health services as bike lanes result in fewer injuries for cyclists and fewer collisions for motorists when they swerve to pass a cyclist.

So, the next time you discuss the needs of our industry with representatives of the government, remember the needs of all road users. In the end, and most importantly, it is our industry that benefits economically from bike lanes.

**Sources**

Data (pp. 6 and 7): 'Cycling benefits', <[www.tmr.qld.gov.au/Travel-and-transport/Cycling/Benefits.aspx](http://www.tmr.qld.gov.au/Travel-and-transport/Cycling/Benefits.aspx)>;  
© The State of Queensland (Department of Transport and Main Roads) 2010–2018

Image (p. 6): City of Sydney, 'Cycling strategy and action plan: For a more sustainable Sydney, 2018–2030', draft, p. 9