

STUDENT NUMBER Letter

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Aural and written examination

Tuesday 25 May 2021

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	2	1	40
C – Argument and persuasive language	2	2	40
			Total 100

- 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**

'I'm so hungry' is a podcast presented by Chef Tony. In this week's episode, Chef Tony teaches his listeners how to make a type of pizza called margherita. The word 'dough' has two meanings in this text. It refers to the uncooked, bread-like base of a pizza and it can also refer to money.

Question 1 (10 marks)

- a. Why does Chef Tony decide to make a margherita pizza? Give two reasons.

2 marks

1. _____

2. _____

- b. Give two reasons to support Chef Tony's claim that making pizza dough is a 'hands-on' experience.

2 marks

1. _____

2. _____

- c. Why does Chef Tony leave the pizza dough in 'the sunniest spot in the kitchen'? Give two reasons.

2 marks

1. _____

2. _____

You may make notes in this space.

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- d. Why does Chef Tony tell his listeners to be careful not to use too much tomato sauce? 1 mark

- e. i. What is Chef Tony's attitude to cooking? 1 mark

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

Language use _____

Delivery _____

You may make notes
in this space.

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TEXT 2**Background information**

Pete and Lucy are talking about their friend Tom, who is moving to Canberra to study.

Question 2 (10 marks)

- a. Pete and Lucy have different reactions to Tom moving to Canberra. Describe their different reactions. 2 marks

Pete _____

Lucy _____

- b. Give an example of language use and an example of delivery that show Lucy's feelings about Tom moving to Canberra. 2 marks

Language use _____

Delivery _____

- c. Why does Pete suggest that he and Lucy could do something to support Tom with his 'big step'? Give two reasons. 2 marks

Reason 1 _____

Reason 2 _____

You may make notes
in this space.

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- d. Give two examples of the language Lucy uses to persuade Pete that she should organise the party. 2 marks

Example 1 _____

Example 2 _____

- e. Pete and Lucy know each other very well. According to Pete, what are two of Lucy's characteristics? 2 marks

Characteristic 1 _____

Characteristic 2 _____

You may make notes
in this space.

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**END OF SECTION A
TURN OVER**

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.

- Rear Window*..... directed by Alfred Hitchcock
- The 7 Stages of Grieving*..... Wesley Enoch and Deborah Mailman

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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. In your own words, explain the mixed feelings of executives and managers, which Manne writes about in the first paragraph. 2 marks

- b. Why does Manne think the phrase ‘work–leisure balance’ would be more accurate than the phrase ‘work–life balance’? 2 marks

- c. Why does Manne write that ‘work–leisure balance’ is especially a problem for executives and managers? Give two reasons. 2 marks

Reason 1 _____

Reason 2 _____

- d. What strategies to achieve work–life balance does Manne suggest for individuals and businesses? Identify one strategy for individuals and one strategy for businesses. 2 marks

Strategy for individuals _____

Strategy for businesses _____

- e. Manne claims that changes in work culture would bring many benefits. Identify one benefit for individuals and one benefit for businesses.

2 marks

Benefit for individuals _____

Benefit for businesses _____

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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
2021**

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

- i. ‘Thorwald is the only character in *Rear Window* whose actions are wrong.’
Do you agree?

OR

- ii. ‘In *Rear Window*, Jeff’s assumptions about women are challenged.’
Discuss.

***The 7 Stages of Grieving* by Wesley Enoch and Deborah Mailman**

- i. “We’re not fighting, we’re grieving.”
‘The characters in *The 7 Stages of Grieving* respond to grief in different ways.’
Discuss.

OR

- ii. To what extent are the characters in *The 7 Stages of Grieving* affected by injustices of the past?

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SECTION C – Argument and persuasive language

Background information

The following is an article written by Arlo Manne, a lifestyle coach. As a lifestyle coach, he helps his clients to improve their day-to-day lives. His article was published in *Business for the Future*, a magazine about the culture of work in society. Arlo Manne also works as a university lecturer in human resources management.

WHERE IS THE BALANCE?

by Arlo Manne



For many years, as a lifestyle coach and now also as a university lecturer in human resources management, I have seen how modern management culture and practices affect people. The many important executives and managers whom I have coached seem to be successful, but they tell me that they feel trapped by long work hours and increasing workloads and expectations. In our conversations, many say that although they are successful in business, they have a strong sense of failure.

Why this sense of failure? This question is the focus of my research and I have some answers. For too long, too many national and multinational companies have encouraged working long hours. I have heard executives and managers proudly claim that the secret of their success is working 70 to 80 hours a week. It is like a competition about which executive or manager works the most hours. Unfortunately, as a society, we have convinced ourselves to think that if someone works longer hours, it means that they are more successful, more powerful and more productive.

I have worked with people who feel overworked by their employer. They work many hours outside the normal working week – all unpaid. They sleep with their phone within easy reach. They respond to emails at all hours of the night.

Is this the work culture that we want in our society? Is this a healthy way to live?

It is time to think again about our work culture. In the 21st century, success lies not in working longer hours but in providing time and encouragement for workers to find the work–life balance that suits them. I define work–life balance as how we divide our time between work, family and leisure activities. In fact, a more accurate description of work–life balance would be ‘work–leisure balance’. We all need time for leisure in our lives. While my coaching work demonstrates that this is especially true for executives and managers, we must all seek to balance our work time and our leisure time.

This is not about how much energy and thought we put into our work. It is okay to be passionate about work. My job is an important part of my life, but life is not just about the job we do. It is important that we have more than only work in our lives. It is important to find those things that energise us and give us something to look forward to other than work. It could be a hobby: playing a musical instrument, joining a theatre group, flying a model plane or learning a language. It could be something we do together as a family or with friends, or even something we do alone.



Needing time in our lives for leisure activities is not a sign of weakness or of failure. It is all about balance. This is not just my opinion. My research, and that of others, is clear. Many experts have identified the advantages of leisure activities for psychological wellbeing and health. Scientists have found that when people are engaged in leisure they experience a more positive mood, an increased interest in things around them, a decrease in stress and a lower heart rate. Many studies have shown that taking time for leisure even helps people to organise their time more efficiently and to get more tasks done!

Some progressive, forward-thinking businesses now have policies that encourage this healthier, more balanced work life. They use strategies such as flexible work hours, paid time for learning in non-work-related areas and options for longer holidays. Some companies are even moving to a shorter working week because they recognise the positives for their workers' wellbeing.

Companies in Finland, New Zealand, Sweden, Japan and the United Kingdom have already successfully trialled and implemented a shorter working week and have experienced increased efficiency and fewer sick days.

Balance is important. Finding the balance between work and leisure is not always easy. If, as individuals, as businesses and as a society, we can find this balance, then the benefits will richly reward us.

Sources: Andrey_Popov/Shutterstock.com (p. 6); Elnur/Shutterstock.com (p. 7)

END OF TASK BOOK