

STUDENT NUMBER Letter

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Aural and written examination

Wednesday 26 October 2022

Reading time: 9.00 am to 9.15 am (15 minutes)

Writing time: 9.15 am to 12.15 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	28	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 24 pages, including **assessment criteria** on page 24
- Task book of 12 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**

Jay and Mina work together in a large company. They are taking a break from their work and discussing the upcoming ‘Bring Your Pet to Work Day’.

Question 1 (10 marks)

- a. How does Jay feel about the upcoming ‘Bring Your Pet to Work Day’?
Give an example of language use to support your answer. 2 marks

How Jay feels _____

Language use _____

- b. What evidence does Mina give to show that she does love animals? 1 mark

You may make notes
in this space.

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- c. Complete the table to compare Jay's and Mina's attitudes to pets and give one reason for their attitude.

4 marks

	Attitude to pets	Reason
Jay		
Mina		

You may make notes
in this space.

- d. Why does Mina say that she will just wave at Muffin from behind her desk?

1 mark

- e. Give two examples from the text that show that Jay and Mina have a friendly relationship.

2 marks

1. _____

2. _____

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SECTION A – continued
TURN OVER

TEXT 2

Background information

Kevin is learning to drive and Cindy is his instructor. They meet for the first time for Kevin’s first driving lesson.

Question 2 (10 marks)

You may make notes
in this space.

- a. At the beginning of the lesson, Cindy tells Kevin that he does not need to be nervous. Give two reasons why she says this. 2 marks

1. _____

2. _____

- b. What reason does Kevin give for being concerned about the practical driving test? 1 mark

- c. What evidence does Cindy give to show Kevin that she is an expert driving teacher? 1 mark

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d. i. Describe how Kevin’s feelings change **during** the driving lesson. 2 marks

ii. Give two examples of Kevin’s language use that show his change of feelings. 2 marks

Language before change of feelings _____

Language showing changed feelings _____

e. Why does Cindy become concerned after Kevin pulls out from the kerb and what advice does she give him? 2 marks

Reason for concern _____

Advice _____

You may make notes in this space.

**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 pages 3–8 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 24 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.

- After Darkness* Christine Piper
- All the Light We Cannot See* Anthony Doerr
- Extinction* Hannie Rayson
- False Claims of Colonial Thieves* Charmaine Papertalk Green and John Kinsella
- Flames* Robbie Arnott
- Go, Went, Gone* Jenny Erpenbeck
- I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban* Malala Yousafzai with Christina Lamb
- In Cold Blood* Truman Capote
- Like a House on Fire* Cate Kennedy
- Much Ado About Nothing* William Shakespeare
- Nine Days* Toni Jordan
- Persepolis: The Story of a Childhood* Marjane Satrapi
- Photograph 51* Anna Ziegler
- Pride and Prejudice* Jane Austen
- Rear Window* directed by Alfred Hitchcock
- Reckoning* Magda Szubanski

- Runaway*Alice Munro
- Station Eleven* Emily St John Mandel
- Stories We Tell*.....directed by Sarah Polley
- The 7 Stages of Grieving*..... Wesley Enoch and Deborah Mailman
- The Crucible*Arthur Miller
- The Erratics*Vicki Laveau-Harvie
- The Hate Race*..... Maxine Beneba Clarke
- The Queen*..... directed by Stephen Frears
- The Women of Troy*Euripides
- Things Fall Apart*.....Chinua Achebe
- Things We Didn't See Coming*..... Steven Amsterdam
- William Wordsworth: Poems Selected by Seamus Heaney*William Wordsworth

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SECTION B – continued
TURN OVER

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

Section C consists of **two** questions.

Read the background information on page 9 and the material on pages 10 and 11 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 24 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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**SECTION C – continued
TURN OVER**

Question 1 (10 marks)

a. In your own words, explain Janelle Tanley’s view about the best way to behave in the wetlands. 2 marks

b. Explain why Tanley thinks that Nature+Adventure Group is treating ‘the community like fools’. 2 marks

c. Identify three problems that Tanley thinks will happen if the development is constructed. 3 marks

1. _____

2. _____

3. _____

d. What is Tanley’s attitude towards Nature+Adventure Group’s claim that they are being environmentally responsible? 1 mark

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- e. Give two reasons why Tanley thinks that Nature+Adventure Group's arguments are 'just a selfish attempt to justify their money-making scheme'.

2 marks

1. _____

2. _____

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SECTION C – continued
TURN OVER

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SECTION C – Question 2 – continued
TURN OVER

Assessment criteria

Section B will be assessed against the following criteria:

- knowledge and understanding of the text, and the ideas and values 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

END OF QUESTION AND ANSWER BOOK



**Victorian Certificate of Education
2022**

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Writing time: 9.15 am to 12.15 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

After Darkness by Christine Piper

- i. ‘Dr Ibaraki’s inability to acknowledge his feelings increases the difficulties he faces.’
Discuss.

OR

- ii. To what extent does a sense of duty guide characters’ decisions in *After Darkness*?

All the Light We Cannot See by Anthony Doerr

- i. ‘In *All the Light We Cannot See*, love of learning affects characters’ lives in powerful ways.’
Do you agree?

OR

- ii. ‘In times of conflict, the characters in *All the Light We Cannot See* demonstrate both the best and the worst of human behaviour.’
Discuss.

Extinction by Hannie Rayson

- i. ‘*Extinction* highlights that loss is inevitable.’
Discuss.

OR

- ii. ‘In *Extinction*, characters must compromise their values in order to make change possible.’
Do you agree?

False Claims of Colonial Thieves by Charmaine Papertalk Green and John Kinsella

- i. ‘Respect for the land is central to the poems of both Papertalk Green and Kinsella.’
Do you agree?

OR

- ii. How does *False Claims of Colonial Thieves* convey the power of storytelling?

Flames by Robbie Arnott

- i. ‘In *Flames*, it is Levi’s attempt to save his sister that connects all the characters.’
Do you agree?

OR

- ii. ‘The humans in the narrative are shown to be heavily influenced by natural forces.’
Discuss.

Go, Went, Gone by Jenny Erpenbeck

- i. 'Richard's actions are influenced by the personal stories of others.'
Do you agree?

OR

- ii. 'Go, Went, Gone reflects the "mayhem of war".'
Discuss.

I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban by Malala Yousafzai with Christina Lamb

- i. In this text, to what extent do individuals who challenge social expectations suffer negative consequences?

OR

- ii. 'It took more than extraordinary courage for Malala to stand up to the Taliban.'
Discuss.

In Cold Blood by Truman Capote

- i. 'Dick believes that Perry is "a natural killer".'
To what extent is Dick's opinion justified?

OR

- ii. 'Revenge motivates the characters in this text.'
Do you agree?

Like a House on Fire by Cate Kennedy

- i. 'In the stories in *Like a House on Fire*, the characters are always aware of their own and others' limitations.'
Discuss.

OR

- ii. To what extent are Kennedy's characters disappointed with their lives?

Much Ado About Nothing by William Shakespeare

- i. 'Shakespeare presents marriage as desirable for social acceptance.'
Do you agree?

OR

- ii. 'Don Pedro manipulates the lives of other characters to their disadvantage.'
Discuss.

***Nine Days* by Toni Jordan**

- i. ‘The characters in *Nine Days* learn a great deal about how to treat others.’
Discuss.

OR

- ii. ‘*Nine Days* is about understanding past experiences rather than about living in the moment.’
Do you agree?

***Persepolis: The Story of a Childhood* by Marjane Satrapi**

- i. How does *Persepolis: The Story of a Childhood* explore the importance of education for individuals and their society?

OR

- ii. ‘*Persepolis: The Story of a Childhood* challenges the reader’s understanding of what it means to be a hero.’
Discuss.

***Photograph 51* by Anna Ziegler**

- i. ‘In *Photograph 51*, it is ambition that motivates all the characters.’
Do you agree?

OR

- ii. ‘Rosalind challenges her colleagues’ attempts to silence her.’
Discuss.

***Pride and Prejudice* by Jane Austen**

- i. “But we are none of us consistent ...”
‘*Pride and Prejudice* is a study of human behaviour.’
Discuss.

OR

- ii. ‘In *Pride and Prejudice*, affection and marriage have little to do with each other.’
Do you agree?

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

- i. How does Hitchcock present a world in which people are lonely despite being surrounded by others?

OR

- ii. ‘Jeff does not trust anyone in his world, not even himself.’
Discuss.

Reckoning by Magda Szubanski

- i. ‘Szubanski suggests that growth often occurs through difficult experiences.’
Discuss.

OR

- ii. ‘In *Reckoning*, differences in expectations between older and younger generations are never resolved.’
Do you agree?

Runaway by Alice Munro

- i. To what extent do the women in Munro’s stories resolve the challenges in their lives?

OR

- ii. ‘Munro’s stories focus more on disappointment than happiness.’
Do you agree?

Station Eleven by Emily St John Mandel

- i. ‘Life for the characters in *Station Eleven* is a constant struggle.’
Do you agree?

OR

- ii. ‘Although Arthur dies in the first chapter of the novel, his actions are a vital part of the story in *Station Eleven*.’
Discuss.

Stories We Tell directed by Sarah Polley

- i. “I can’t figure out why I’m exposing us all in this way.”
What drives the characters to tell their stories in this documentary?

OR

- ii. ‘*Stories We Tell* explores Polley’s view that memories are faulty.’
Discuss.

The 7 Stages of Grieving by Wesley Enoch and Deborah Mailman

- i. “I will never have to live through what my dad has been through.”
How does *The 7 Stages of Grieving* explore the impact of racism on many generations?

OR

- ii. “Everything has its time ... Everything has its time ...”
To what extent does *The 7 Stages of Grieving* suggest that positive change is achievable?

***The Crucible* by Arthur Miller**

- i. 'In *The Crucible*, many of the characters are motivated by a desire for power.'
Discuss.

OR

- ii. 'The lack of generosity in Salem causes trouble for all the characters.'
Do you agree?

***The Erratics* by Vicki Laveau-Harvie**

- i. "MMA. Mad as a meat-axe."
'In her memoir, Laveau-Harvie uses humour to protect herself from her mother's words and actions.'
Discuss.

OR

- ii. "It dominates the landscape, roped off and isolated ..."
How does Laveau-Harvie use setting to reflect the experiences of her family?

***The Hate Race* by Maxine Beneba Clarke**

- i. 'In *The Hate Race*, the characters who challenge community perceptions pay a significant price.'
Discuss.

OR

- ii. To what extent does Clarke overcome being treated as an outsider?

***The Queen* directed by Stephen Frears**

- i. 'In *The Queen*, the purpose of traditional customs is often questioned.'
Discuss.

OR

- ii. "And in the end, you showed great personal strength ... courage ... and humility."
'Both the Queen and Tony Blair find it necessary to act with humility.'
Do you agree?

***The Women of Troy* by Euripides**

- i. 'There is no heroism in this play.'
Do you agree?

OR

- ii. "Anyone
Born mortal ..., who thinks
Himself prosperous and secure, is a fool."
'*The Women of Troy* suggests that characters have little control over their lives.'
Discuss.

***Things Fall Apart* by Chinua Achebe**

- i. 'The women in the village have little influence on what happens to the clan.'
Discuss.

OR

- ii. In what ways does Achebe criticise colonial values in his novel?

***Things We Didn't See Coming* by Steven Amsterdam**

- i. How does *Things We Didn't See Coming* explore the importance of compassion?

OR

- ii. 'For the characters in *Things We Didn't See Coming*, survival depends on knowing who to trust.'
Discuss.

***William Wordsworth: Poems Selected by Seamus Heaney* by William Wordsworth**

- i. 'There is joy to be found in Wordsworth's poetry.'
Do you agree?

OR

- ii. 'Moral lessons are at the heart of Wordsworth's poems.'
Discuss.

SECTION C – Argument and persuasive language

Background information

Janelle Tanley is a lifelong resident of the town of Hapsey and she hosts *Hapsey Happenings*, a podcast about local events and environmental issues. In this episode, she discusses a proposed development of the Hapsey Wetlands by Nature+Adventure Group. They organise commercial adventure activities in natural areas such as forests, mountains and wetlands. The following text is a transcript of the episode, with images provided by Tanley.

www.hapseyhappenings.com x +
 www.hapseyhappenings.com/podcasts/transcripts/episode32

Hapsey Happenings – Transcript of podcast, episode 32



Hello and welcome to another episode of *Hapsey Happenings*. I'm your host, Janelle. I'm sure you've heard about the proposed development of the Hapsey Wetlands, one of the very last protected wetlands in our local area. The plan from Nature+Adventure Group includes cafes, boating activities and the construction of walking and cycling paths. The local newspaper and my social media are being flooded with letters, emails and messages from people who are for and against the proposal.

Let's consider our wetlands. They are some distance from the town, so they are mainly visited by nature lovers and people like me and my friends, who meet there to relax and talk quietly, without disturbing the peaceful atmosphere. The walking tracks are narrow and uneven; walkers need to take care. This means that the native plants are taken care of and that the native animals are not disturbed. The wetlands are not a suitable place for adventures!


I'm going to be honest, listeners. This proposal for our wetlands seems to be just another example of Hapsey under the threat of destruction. I was born in Hapsey and I have lived here my whole life, so I have seen many plans for development that pretend to be for protection. To suggest that this development is going to protect the environment and keep our wonderful wetlands safe for future generations is to treat the community like fools. In fact, destroying the home of over 40 different species of grasses to create money-making businesses – like cafes etc. – only benefits humans, not the animals and plants in the wetlands.

As locals, we are responsible for this area. Many of us have worked tirelessly to protect our plants and animals from all kinds of danger, including from humans! Now Nature+Adventure Group plan to send in digging machines and destroy the home of fragile species. First, they'll build walking and cycling paths ... and then the tourists will flood in. One careless tourist will almost certainly stomp on a delicate fern to look at a frog and destroy an entire species that is unique to our wetlands. How are we going to protect these plants, flowers, insects and other animals if digging machines ruin their home?

These walking and cycling paths will only be the start. Signs, seats and cyclists will lead to further development in the wetlands because more people will be visiting. Nature+Adventure Group will then build car parks and facilities such as toilets and gift shops. If we allow this proposal, more developers will certainly follow. Suddenly, our Hapsey Wetlands will be all concrete and steel, and will become the Hapsey Wetlands Shopping Centre!

www.hapseyhappenings.com x +
www.hapseyhappenings.com/podcasts/transcripts/episode32

If people need more opportunities for outdoor adventures in the Hapsey area, there are plenty of other scenic and tranquil places for walking and cycling paths. Then, the delicate balance of nature in the Hapsey Wetlands would not be destroyed.



Nature+Adventure Group claim in their proposal that they have an ‘excellent record of environmental responsibility’. They claim that cycling and boating are activities that help protect the environment because these activities use no fossil fuels. Then, they say that they are ‘working towards’ reducing the air pollution that they cause by transporting their bikes and boats. Can we believe that? They even want us to believe their statement that ‘above all, we acknowledge that environmental concerns are our number one priority in the development of our business’. Can we believe them?

I realise that Nature+Adventure Group feel that they are offering an excellent opportunity to the Hapsey community. They claim that they will protect precious plants and animals in the wetlands because they share the goal of preserving this beautiful place. But how will a growing number of visitors protect the wetlands? How will an increase in visitors, all holding disposable coffee cups, demonstrate that Nature+Adventure Group share the Hapsey community’s wish to look after the wetlands? Is the wetlands’ survival helped by people falling off bikes and out of boats? Aren’t these arguments just a selfish attempt to justify their money-making scheme?

We must consider what is best for our wonderful wetlands. I would love to hear from you, listeners of *Hapsey Happenings* – how do you feel about this? Leave your comments on my website and social media. Don’t forget to follow this podcast to receive updates about the proposal for the wetlands.

Sources: GoodStudio/Shutterstock.com (p. 10); Wildpix 645/Shutterstock.com (p. 11)

END OF TASK BOOK