

STUDENT NUMBER Letter

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Aural and written examination

Tuesday 24 October 2023

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**

Sarah and Tim are colleagues who work together at a podcast company. The new podcast they are making is called *Apartments Stack Up* and this is the start of the first episode.

Question 1 (10 marks)

- a. Identify **one** problem that Tim mentions that people have when they live in apartments.

1 mark

- b. List one positive feature about living in an apartment identified by the speakers and explain how this feature benefits residents.

2 marks

Feature _____

Benefit for residents _____

- c. Has Tim been parking in Sarah's carpark? Support your response with **one** piece of evidence from the text.

2 marks

You may make notes in this space.

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- d. What reason does Tim give for having difficulty sleeping in his first apartment? 1 mark

- e. Sarah says that her attitude to her neighbours changed when she lived in an apartment near the beach.
- i. Describe Sarah's initial attitude to her neighbours. 1 mark

- ii. Provide a quote that demonstrates the change in Sarah's attitude. 1 mark

- f. What does Tim mean when he says, 'That's not how I thought the story was going to end'? 2 marks

You may make notes
in this space.

SECTION A – continued
TURN OVER

TEXT 2**Background information**

Min is an experienced hairdresser and has been working with his customer Kate for several years. Kate has just arrived for her appointment.

Question 2 (10 marks)

You may make notes
in this space.

- a. Identify how Kate feels about Min going on his recent holiday. Support your response with **one** piece of evidence from the text. 2 marks

- b. What is Kate implying when she says, 'Of course you've heard of us.'? 1 mark

- c. Min disagrees with Kate's plan for her hair.
Provide one example of his language and one example of his delivery that demonstrates that he disagrees with her plan. 2 marks

Language _____

Delivery _____

- d. Kate and Min compromise and agree on a plan for Kate's hair.
What is **one** thing they agree to do to her hair? 1 mark

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- e. Complete the table by providing **one word** to describe Kate's attitude when she first tells Min what she wants him to do to her hair, and **one word** describing her attitude after they agree on a plan.

Provide a quote demonstrating each attitude.

4 marks

	Attitude	Quote demonstrating this attitude
When Kate first tells Min what she wants him to do to her hair		
After they agree on a plan		

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 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.

- All the Light We Cannot See* Anthony Doerr
- Bad Dreams and Other Stories* Tessa Hadley
- Born a Crime* Trevor Noah
- False Claims of Colonial Thieves* Charmaine Papertalk Green and John Kinsella
- Flames* Robbie Arnott
- Go, Went, Gone* Jenny Erpenbeck
- High Ground* directed by Stephen Johnson
- I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban* Malala Yousafzai with Christina Lamb
- Much Ado About Nothing* William Shakespeare
- Nine Days* Toni Jordan
- Photograph 51* Anna Ziegler
- Pride and Prejudice* Jane Austen
- Rainbow's End* Jane Harrison
- Reckoning* Magda Szubanski
- Requiem for a Beast* Matt Ottley
- Runaway* Alice Munro

- Station Eleven* Emily St. John Mandel
- Sunset Boulevard* directed by Billy Wilder
- 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
- We Have Always Lived in the Castle*..... Shirley Jackson
- 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. Provide **one** reason the students give for wanting a music festival. 1 mark

- b. Provide **one** piece of evidence the students give to support their belief that the current garden festival is not successful. 1 mark

- c. What is the intended effect of describing the Gorgeous Gardens organising committee's past efforts as 'remarkable'? 2 marks

- d. Identify one potential problem the students suggest that the new festival could have and the solution they provide for this problem. 2 marks

Potential problem _____

Solution _____

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- e. Identify two positive impacts that the students say the new festival would have for the Narrow Valley community as a whole.

2 marks

Positive impact 1 _____

Positive impact 2 _____

- f. Explain the two possible meanings of the statement ‘Visitors, residents and local businesses will all be much richer ...’

2 marks

Meaning 1 _____

Meaning 2 _____

DO NOT WRITE IN THIS AREA

SECTION C – 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
2023**

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Tuesday 24 October 2023

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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

All the Light We Cannot See by Anthony Doerr

- i. ‘*All The Light We Cannot See* demonstrates that it is not possible to avoid evil.’
Discuss.

OR

- ii. “Doing nothing is as good as collaborating.”
How does *All the Light We Cannot See* show the damage individuals can do when they choose to remain silent?

Bad Dreams and Other Stories by Tessa Hadley

- i. ‘Hadley’s stories suggest that life is never predictable.’
To what extent do you agree?

OR

- ii. ‘The stories in Hadley’s collection demonstrate that new knowledge can either empower or endanger.’
Discuss.

Born a Crime by Trevor Noah

- i. “... language, even more than color, defines who you are to people.”
To what extent does Trevor Noah show this to be true?

OR

- ii. ‘*Born a Crime* is a story of overcoming limitations.’
Do you agree?

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

- i. “How can over 50,000 yrs mean nothing?”
How does *False Claims of Colonial Thieves* challenge non-Indigenous views of history?

OR

- ii. ‘The poems of Papertalk Green and Kinsella offer hope for contemporary Australia.’
To what extent do you agree?

Flames by Robbie Arnott

- i. ‘The women in *Flames* have the most power.’
To what extent do you agree?

OR

- ii. “A man couldn’t hunt it alone, and neither could a seal, but together they could kill a beast twice as heavy as the two of them combined.”
‘*Flames* suggests that for humans to succeed, they must cooperate with nature.’
Discuss.

***Go, Went, Gone* by Jenny Erpenbeck**

- i. “The refugees ... are trying to gain admittance to this world that appears to them convincingly idyllic.”
‘There is nothing ideal about the places where the refugees in *Go, Went, Gone* seek to live.’
Do you agree?

OR

- ii. ‘*Go, Went, Gone* highlights every individual’s responsibility to care for others.’
Discuss.

***High Ground* directed by Stephen Johnson**

- i. “Travis has no sense of duty, no sense of loyalty.”
‘The characters in *High Ground* have different understandings of loyalty.’
Discuss.

OR

- ii. ‘In *High Ground*, it is impossible for individuals to escape their past.’
To what extent do you agree?

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

- i. ‘*I Am Malala* demonstrates that freedom always requires sacrifice.’
Discuss.

OR

- ii. ‘Yousafzai suggests that the wellbeing of the community is more important than the wellbeing of individuals.’
Do you agree?

***Much Ado About Nothing* by William Shakespeare**

- i. ‘In *Much Ado About Nothing*, accusations and rumours harm not only the individuals targeted, but also society as a whole.’
Discuss.

OR

- ii. ‘The women in the play have little influence over what happens to them.’
To what extent do you agree?

***Nine Days* by Toni Jordan**

- i. To what extent do the characters in *Nine Days* remain optimistic?

OR

- ii. “Like so many things that shape us, it’s the smallest actions that add up to leave the deepest marks.”
To what extent does *Nine Days* show this to be true?

Photograph 51 by Anna Ziegler

- i. ‘*Photograph 51* highlights the destructive nature of prejudice on both individuals and society.’
Discuss.

OR

- ii. ‘*Photograph 51* demonstrates the challenges of pursuing personal and professional success.’
Do you agree?

Pride and Prejudice by Jane Austen

- i. ‘Austen depicts marriage as both necessary and restrictive.’
Discuss.

OR

- ii. ‘Ultimately, the decisions of all the characters in *Pride and Prejudice* are motivated by greed.’
To what extent do you agree?

Rainbow’s End by Jane Harrison

- i. ‘In *Rainbow’s End*, the characters’ optimism is justified.’
To what extent do you agree?

OR

- ii. “We demand the right to control our own destiny.”
‘*Rainbow’s End* suggests that vulnerable people can control their own futures.’
Discuss.

Reckoning by Magda Szubanski

- i. ‘Szubanski portrays migration as a complex experience.’
Discuss.

OR

- ii. How does Szubanski demonstrate that there are many ways people show and experience love?

Requiem for a Beast by Matt Ottley

- i. ‘It is only through facing the past that the characters in *Requiem for a Beast* can heal.’
Discuss.

OR

- ii. “We all have to stand in the rain, however long it lasts.”
To what extent are the characters in *Requiem for a Beast* able to shape their own lives?

Runaway by Alice Munro

- i. ‘All of the characters in Munro’s collection *Runaway* seek independence and freedom.’
Discuss.

OR

- ii. ‘In Munro’s stories, refusal to conform always leads to loneliness.’
Do you agree?

Station Eleven by Emily St. John Mandel

- i. “I want to do something that matters ...”
‘The characters in *Station Eleven* create positive change.’
Do you agree?

OR

- ii. How does Mandel emphasise regret in *Station Eleven*?

Sunset Boulevard directed by Billy Wilder

- i. “Look at this street. All cardboard, all hollow, all phoney, all done with mirrors. You know, I like it better than any street in the world.”
How does Wilder depict Hollywood as both shallow and appealing?

OR

- ii. ‘*Sunset Boulevard* shows that seeking fame is dangerous.’
Discuss.

The 7 Stages of Grieving by Wesley Enoch and Deborah Mailman

- i. How does *The 7 Stages of Grieving* highlight the importance of family?

OR

- ii. ‘Enoch and Mailman depict many ways in which disempowered people can reclaim their power.’
Discuss.

The Crucible by Arthur Miller

- i. How does *The Crucible* explore the effects of love and hate?

OR

- ii. To what extent is justice achieved in *The Crucible*?

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

- i. ‘Despite all the sadness and trauma in her life, the narrator is able to forgive.’
Discuss.

OR

- ii. “She has her truth and I have mine ...”
To what extent do the characters lie to themselves in order to cope?

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

- i. ‘People must understand their culture in order to understand themselves.’
Discuss.

OR

- ii. ‘In *The Hate Race*, the impact of unintentional racism is as great as the impact of intentional racism.’
Do you agree?

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

- i. ‘In *The Queen*, Frear suggests that leaders must demonstrate courage in order to be effective.’
Discuss.

OR

- ii. “If that’s your decision, ma’am, of course, the government will support it. Let’s keep in touch.”
In what ways do individuals in *The Queen* understand the importance of respect?

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

- i. ‘In *The Women of Troy*, acting impulsively leads to disaster.’
Discuss.

OR

- ii. “There is no happiness. The lucky ones are dead.”
Is the audience and/or reader of *The Women of Troy* left without hope?

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

- i. ‘Achebe suggests that in Okonkwo’s world, it is pride that ultimately leads to downfall.’
Discuss.

OR

- ii. ‘In the end, *Things Fall Apart* shows that this traditional society is forced to accept change.’
Discuss.

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

- i. '*Things We Didn't See Coming* suggests that compromise is often easier than resistance.'
Discuss.

OR

- ii. 'Amsterdam suggests it is necessary to rely on others to survive.'
To what extent do you agree?

***We Have Always Lived in the Castle* by Shirley Jackson**

- i. 'The Blackwood home both traps and protects its residents.'
Discuss.

OR

- ii. To what extent do the characters in *We Have Always Lived in the Castle* find power, despite attempts to make them powerless?

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

- i. "The world is too much with us; late and soon, / Getting and spending, we lay waste our powers: ..."
'Wordsworth's poetry shows that he is frustrated with the world.'
Discuss.

OR

- ii. 'Wordsworth's poetry suggests that humans can never conquer the natural world.'
To what extent do you agree?

SECTION C – Argument and persuasive language

Background information

The Narrow Valley region contains several towns, but no large cities. A group of young musicians who live in Narrow Valley has decided they want more opportunities to perform in their area. The group has written a letter to the Narrow Valley community, which has been published on social media and in the local newspaper, with printed copies displayed in schools and businesses. A copy of the letter with the images that the young musicians included is on page 10 and 11 of this task book.

A letter to all residents of Narrow Valley, young and old, who wish to see our region rejuvenated ...

Please allow us to introduce ourselves!

We are a growing group of high-school music students, teachers and mentors from the five secondary colleges in Narrow Valley. We are eager to bring some long-overdue change to our region through an inclusive, youth-driven, energetic music festival. Our passion, talents and musical abilities enable us to experiment with, explore and master many types of music – all played by our own highly diverse orchestras, bands and solo artists.

We already have thousands of followers on social media viewing our performances, and now it's time for them to see us live and loud for the first time. What Narrow Valley needs now is a funky festival to connect musicians from different schools, ages and backgrounds, bringing them together with a new audience.



You might be wondering why we need a music festival in Narrow Valley. Some might say that a music festival will be so loud that it will smash all our windows, drive our dogs and cats wild and attract the types of people we don't want in our region. And *another* festival? We already have *the* Gorgeous Gardens Festival!

Speaking of the garden festival, who doesn't love a garden?

Like music, gardens never fail to nourish the heart and mind. However, our garden festival is tired. The number of visitors is dwindling – fast. Council data shows that the visitor numbers have dropped by 50 per cent over the past five years and it can only be expected that this withering trend will continue if we don't add fertiliser to bring new growth.

With the attendance numbers crashing so low, the income from the festival is falling dangerously, too. Soon it must run out of money altogether. It's time for a change in tempo and style! For generations, the Gorgeous Gardens organising committee has done a remarkable job of planning and hosting this event, but we will need to sow something new to keep the garden festival blooming.

Our music festival will provide a space for all budding musicians, regardless of age and abilities, tastes and styles, to come together and enjoy music. Consider our proposed festival to be the fertiliser, causing new interest in Narrow Valley so we can blossom before the garden festival dies off completely and we end up in the compost bin. This will also be a way for local musicians who may otherwise never get opportunities to show their talents.

Yes, music festivals can be noisy, but we have found suitable locations far away from houses. It would be expensive to start a new festival, too. So, why not combine a music festival with the garden festival? We could have a festival celebrating both gardening and music. Combining our flowers with our jazz in stunning public gardens will appeal to even the most sceptical person!

We understand that the Narrow Valley region has seen some tough times lately. We believe that our festival could help build relationships between local regional businesses, connecting farmers with cafes, artists with shop owners. Our schools have so many talented musicians, but we also have media students, technology experts and writers. We are confident that we can entice visitors, tourists and music lovers from far and wide to stay, eat and explore when they might not have even heard of Gorgeous Gardens before. We can see only *increased* prosperity for our region.

Due to copyright restrictions,
this material is not supplied.

Imagine, too, how a visitor to our festival will see new musicians, not on some television talent show but showcased in our stunning local gardens. They might buy a coffee, learn how to grow vegetables and dance and shake along with a fresh new band – all in one day – at our festival. Tourists will eat locally grown produce made into delicious meals and support our unbeatable hotels and restaurants. Visitors, residents and local businesses will all be much richer, and not just financially.

We are the youth of our region. Younger voices need to be heard so that our communities can find new energy, new purpose and new perspectives. It is time for generational change. We have talents that deserve to be seen and appreciated and nurtured – not just on social media. Let's share our triumphs. Let's share our aspirations. Let's provide opportunities for *all*.

We invite you, the residents of the Narrow Valley region, to our initial meeting, next Tuesday, in the Narrow Valley Botanical Gardens. It will be followed by a performance from Narrow Valley North College band. Please bring your ideas, your energy, and even any concerns, so that we can begin our shared journey towards a new, prosperous future through our exciting music festival.

Yours, in harmony,

The Student Music Leadership Group, Narrow Valley

Sources: Rawpixel.com/Shutterstock.com (p. 10)

END OF TASK BOOK

