

STUDENT NUMBER

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Letter

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ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Aural and written examination

Wednesday 1 November 2017

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 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 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**

A new book, *Tea Drinking in Australia*, has just been released and the author, Emma Smith, is being interviewed on a national radio program that reviews newly published books of general interest. The interviewer is Stefan Lee.

Question 1 (10 marks)

- a. Stefan says, 'You are listening to the New Books program ...' Who is Stefan referring to when he says 'You'?

1 mark

- b. What does Stefan mean when he says he is a committed coffee drinker?

1 mark

- c. Provide **two** examples from Emma's childhood that explain why she is interested in tea.

2 marks

- d. Tick (✓) the correct box.

Emma says the story of tea in Australia is 'largely an untold tale'.

The words 'untold tale' mean that the story of tea in Australia

1 mark

- is a story of fiction.
- has not been documented.
- is only relevant to the past.
- is not interesting enough to tell.

You may make notes
in this space.

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- e. Emma expresses her view of history. Give an example of a phrase that shows her view. 1 mark

- f. List **two** reasons Emma gives for why young people might be interested in her book. 2 marks

- g. Suggest **two** words to describe the interaction between Stefan and Emma at the end of the interview. 2 marks

You may make notes
in this space.

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SECTION A – continued
TURN OVER

TEXT 2

Background information

George and Leonie are a retired couple who have recently returned from a trip by cruise ship to Antarctica. Their friend Maria visits to hear about their trip.

Question 2 (10 marks)

You may make notes in this space.

- a. George and Leonie have different roles in planning their holidays. What does each do? 2 marks

George _____

Leonie _____

- b. Leonie thinks Antarctica has three ‘awesome’ characteristics. List two of them. 2 marks

• _____

• _____

- c. According to George, what is **one** interesting feature of the Arctic tern? 1 mark

- d. George and Leonie left the cruise ship to visit Campbell Island and the Balleny Islands. Name one attraction of each. 2 marks

	Campbell Island	Balleny Islands
Attraction		

- e. How does Leonie show her disappointment? Support your answer with an example of her choice of language and delivery. 3 marks

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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 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.

- All About Eve* directed by Joseph L Mankiewicz
- Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity* Katherine Boo
- Black Diggers* Tom Wright
- Bombshells* Joanna Murray-Smith
- Burial Rites* Hannah Kent
- Cloudstreet* Tim Winton
- Frankenstein* Mary Shelley
- I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban* Malala Yousafzai with Christina Lamb
- I for Isobel* Amy Witting
- Invictus* directed by Clint Eastwood
- Island: Collected Stories* Alistair MacLeod
- Joyful Strains: Making Australia Home* Kent MacCarter and Ali Lemer (eds)
- Mabo* directed by Rachel Perkins
- Measure for Measure* William Shakespeare
- Medea* Euripides
- No Sugar* Jack Davis

- Old/New World: New & Selected Poems* Peter Skrzynecki
- Selected Poems* John Donne
- Stasiland* Anna Funder
- The Complete Maus* Art Spiegelman
- The Crucible* Arthur Miller
- The Golden Age* Joan London
- The Left Hand of Darkness* Ursula Le Guin
- The Lieutenant* Kate Grenville
- The Thing Around Your Neck* Chimamanda Ngozi Adichie
- The White Tiger* Aravind Adiga
- This Boy's Life* Tobias Wolff
- Tracks* Robyn Davidson

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SECTION B – continued
TURN OVER

Shade the box next to your selected topic.

i. or ii.

Lined area for writing or shading responses.

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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 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 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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**SECTION C – continued
TURN OVER**

Question 1 (10 marks)

a. The Principal, Denise Walker, wants to get rid of unnecessary packaging at the school. Name **one** environmental benefit she expects from this new idea. 1 mark

b. Identify **one** change the Principal would like made by the 2 marks

- parents and their children

- staff.

c. Louise and the Principal have different views about takeaway food. Identify their views. 2 marks

The Principal _____

Louise _____

d. Give three reasons why Louise asks the Principal to reconsider her request. Do **not** include their views about takeaway food. 3 marks

- _____

- _____

- _____

e. Why does the Principal say, ‘I know reducing packaging will be a challenge?’ Support your answer with evidence from the text. 2 marks

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Lined writing area with multiple horizontal lines for text entry.

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
2017**

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(EAL)**

Aural and written examination

Wednesday 1 November 2017

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

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.

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SECTION B – Analytical interpretation of a text

All About Eve directed by Joseph L Mankiewicz

- i. ‘In *All About Eve*, the world of the theatre is presented as a place of intense competition and intense relationships.’
Discuss.

OR

- ii. How does the structure of the film influence the audience’s response to Eve?

Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity by Katherine Boo

- i. ‘In *Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity*, there is life and death but no hope.’
To what extent do you agree?

OR

- ii. ‘In *Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity*, corruption presents an opportunity for some people and a problem for others.’
Discuss.

Black Diggers by Tom Wright

- i. “... I wish to point out the gross injustice ...”
‘None of the diggers received justice after the war.’
Discuss.

OR

- ii. To what extent did the diggers’ war experience create a sense of belonging?

Bombshells by Joanna Murray-Smith

- i. How are the characters in *Bombshells* influenced by their views of other women?

OR

- ii. ‘In *Bombshells*, individuals struggle to find their own solutions to life’s challenges.’
Discuss.

Burial Rites by Hannah Kent

- i. ‘The people Agnes interacts with are like the landscapes in this text – cold and hostile.’
Do you agree?

OR

- ii. ‘Whatever their social position, the characters in *Burial Rites* feel powerless.’
Do you agree?

***Cloudstreet* by Tim Winton**

- i. Sam tells Lester: "I've had a lot of bad luck."
'The characters in *Cloudstreet* make their own luck, good or bad.'
Discuss.

OR

- ii. '*Cloudstreet* is about the search to find meaning in life through connections.'
Discuss.

***Frankenstein* by Mary Shelley**

- i. 'The novel *Frankenstein* demonstrates that people must have compassion to be human.'
Do you agree?

OR

- ii. 'Shelley presents a natural world full of beauty but a society full of ugliness.'
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, the lives of women are improved through the commitment of both men and women.'
Discuss.

OR

- ii. 'Malala demonstrates that there is power in unity and persistence.'
Discuss.

***I for Isobel* by Amy Witting**

- i. Why does Isobel struggle to accept and love herself?

OR

- ii. 'Isobel's imagination compensates for the loneliness of her life.'
Do you agree?

***Invictus* directed by Clint Eastwood**

- i. '*Invictus* demonstrates that forgiveness is more powerful than revenge.'
Discuss.

OR

- ii. In *Invictus*, how does Mandela lead the people of South Africa to accept change?

***Island: Collected Stories* by Alistair MacLeod**

- i. 'There is no place for sentimentality in the lives of the characters in Alistair MacLeod's stories.'
Do you agree?

OR

- ii. To what extent does the harsh environment contribute to the difficulties experienced by the people living in Cape Breton?

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

- i. 'This text suggests that some people never feel completely at home in a new country.'
Discuss.

OR

- ii. 'For many migrant families, the desires and experiences of previous generations will shape their own.'
To what extent is this true for the people in this text?

***Mabo* directed by Rachel Perkins**

- i. 'Without Bonita's loyalty, Eddie would feel lost.'
Discuss.

OR

- ii. 'This film shows what qualities are needed to be a leader.'
Discuss.

***Measure for Measure* by William Shakespeare**

- i. 'The Duke achieves justice through disguise and manipulation.'
Discuss.

OR

- ii. '*Measure for Measure* presents a society in which women are denied power.'
Discuss.

***Medea* by Euripides**

- i. 'In the play *Medea*, the most important conflict is between reason and passion.'
Discuss.

OR

- ii. 'Euripides's character Medea is a desperate woman who is badly treated by a despicable man.'
Do you agree?

***No Sugar* by Jack Davis**

- i. 'There is nothing civilised about how the Munday/Millimurra family is treated by society.'
Discuss.

OR

- ii. Joe says to Mary: "It'll never be over!"
'*No Sugar* shows the importance of fighting back in the face of persecution.'
Discuss.

***Old/New World: New & Selected Poems* by Peter Skrzynecki**

- i. "You create new memories / as you travel / but old ones follow you"
'Skrzynecki's poems are about looking forward and looking back.'
Discuss.

OR

- ii. 'Skrzynecki's poems reveal meaning and beauty in life's ordinary moments.'
Discuss.

***Selected Poems* by John Donne**

- i. 'Donne's poetry presents life as full of temptation.'
Discuss.

OR

- ii. 'Donne's poetry describes the world in its grandeur and its detail.'
Discuss.

***Stasiland* by Anna Funder**

- i. "People were crazy with pain and secrets."
How do secrets affect the characters in *Stasiland*?

OR

- ii. 'To keep their power, the powerful in *Stasiland* rewrite history.'
Discuss.

***The Complete Maus* by Art Spiegelman**

- i. How does the movement between the present and the past affect Art Spiegelman's telling of Vladék's story?

OR

- ii. 'It is Art Spiegelman's broken relationship with his father that is the main focus of this story.'
Discuss.

***The Crucible* by Arthur Miller**

- i. 'Fear motivates the behaviour of all the characters in *The Crucible*.'
Discuss.

OR

- ii. 'In *The Crucible*, ordinary people sometimes make extraordinary sacrifices on behalf of others.'
Discuss.

***The Golden Age* by Joan London**

- i. "Years later, when you think you have recovered, it comes back."
'Characters in *The Golden Age* cannot escape their past.'
Discuss.

OR

- ii. '*The Golden Age* is about trying to live with change and uncertainty.'
Discuss.

***The Left Hand of Darkness* by Ursula Le Guin**

- i. "The story is not all mine, nor told by me alone."
How do the different views in Genly Ai's report affect the reader's understanding of Gethen?

OR

- ii. 'In *The Left Hand of Darkness*, Le Guin questions the importance of gender roles in relationships.'
Discuss.

***The Lieutenant* by Kate Grenville**

- i. How do Rooke's conversations with Tagaran change his view of the world and his place in it?

OR

- ii. '*The Lieutenant* explores the choices made by characters when they are confronted with circumstances that are unfamiliar.'
Discuss.

***The Thing Around Your Neck* by Chimamanda Ngozi Adichie**

- i. 'The characters in Adichie's stories are sustained more by perseverance than by hope.'
Do you agree?

OR

- ii. 'Adichie's stories explore the inequalities that exist in the relationships between men and women.'
Discuss.

***The White Tiger* by Aravind Adiga**

- i. How does Balram attempt to convince the reader to accept his actions?

OR

- ii. 'In *The White Tiger*, the caste system is the greatest obstacle to progress.'
Do you agree?

***This Boy's Life* by Tobias Wolff**

- i. 'There is no love or respect in the relationships in *This Boy's Life*.'
Do you agree?

OR

- ii. 'In *This Boy's Life*, Wolff presents characters who have little opportunity to improve their lives.'
Discuss.

***Tracks* by Robyn Davidson**

- i. '*Tracks* is about discovering what really matters in life.'
Discuss.

OR

- ii. 'In *Tracks*, Robyn Davidson discovers that the natural environment is both welcoming and hostile.'
Discuss.

SECTION C – Argument and persuasive language

Background information

The Principal of Spire Primary School writes a weekly message for the school's website. She invites comments, favourable or unfavourable, to be posted after her message appears. The Principal has been concerned about the amount of packaging waste she has seen around the school. Her message about this concern and a response from one parent are on pages 10 and 11.

Spire Primary School


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Newsletter > Principal's Message

Last updated 11:48 AM on 8 July 2017

Dear parents,

I write to you this week to introduce a new idea for us all to think about. 'Oh, no!' I hear you say, 'She's got another idea!' It is true that I often suggest new ideas, especially in areas that affect your children's future, such as the preservation of our planet. We are the only local school that has a 'Walk or Pedal to School Day' once a week, rather than once a month or even once a term! We have four different bins for our waste products, not just three! Our vegetable garden is fertilised by pet chickens that scratch and wander freely! But I think we at Spire can do more. We are responsible for the future of our world.



I have become increasingly concerned about the amount of unnecessary packaging in our everyday lives. The newspaper wrapped in plastic, hamburgers in boxes, individual packets of tissues, little packages of rice crackers and chips. Even if this packaging is made from biodegradable or recyclable material, it still fills up our bins and eventually, our world. If we don't do something about this now, the damage to the environment will be enormous.

Last week I walked around the grounds at recess time, talking as I often do with any student who wanted to chat – many did, I am glad to say. I kept seeing your children holding little plastic packets with a few biscuits in one side and some cheese spread in the other. When the children had eaten, the little packets became waste material! I found myself wondering why those biscuits could not have been spread with cheese at home and brought to school in a re-usable container. Other children were drinking juice from cardboard boxes. Why not a washable plastic bottle? At our canteen I saw a child buy a sushi roll and apply soy sauce from a cute little plastic fish. That fish ended up on the ground until I asked the student to put it in

the bin – more rubbish! Why not use a large bottle from which the sauce could be shared? (For that matter, how awful are those little tomato sauce containers given with meat pies – very dangerous if flicked into your eye!)

I am asking (and, in the case of the canteen, insisting) that we get rid of this unnecessary packaging. I want the canteen to sell products that have no need for such packaging. I hope to influence the staff to replace the coffee pod machine – those multiplying little pods – with a machine that filters the coffee straight into a jug. I might even ask our teachers to bring out our old staff teapot and stop using the pretty teabags!

I know how busy your lives are but you and I need to give children the same message about unnecessary packaging. How many nights a week do you eat takeaway? Plastic boxes of beef in black bean sauce, plastic bags of lettuce with the paper bag of spring rolls, little plastic containers of sauces. All these things increase the amount of waste. I am told you can buy carrots that are already peeled, washed and sliced – in another plastic bag – but why not prepare your own vegetables for the lunch boxes?

I know reducing packaging will be a challenge at school and at home but it is one we must confront. I will be introducing a curriculum unit to teach about sustainability.

As usual, your comments are welcome.

Denise Walker, Principal

Comments (1)

Denise, you need to reconsider. It is a great pity if we don't enjoy the benefits of 21st century living because of a vague idea about what's good for the environment.

My partner and I have always supported your green ideas about the environment. Our kids walk to school every day! They put their rubbish in the correct bins. They love the chickens and the garden. But mornings are already chaotic in our house. How much worse would it be if we had to spread cheese on biscuits (and won't they go soft)? You wouldn't believe how many plastic bottles we have lost during our time at the school. And filling them – another task taking time in the morning. Both of us parents have to get to work as well.

The soy sauce from a bottle – what a mess little kids will make serving themselves, and how often will the large bottle fall on the floor? As for the coffee pod machine, I recall the Parents and Friends donated it for the staff. Now you want to throw it out. And isn't it a bit old-fashioned to expect everyone to use the same pot of tea?

Finally, why shouldn't parents have the occasional night without cooking? Takeaway food is often a great help to busy people.

Louise

Source: Lightspring/Shutterstock.com (p. 10)

END OF TASK BOOK

