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English as an Additional Language (EAL) Task Book

VCE (NHT) Examination – Monday 18 May 2026

- Reading time is **15 minutes**: 2.00 pm to 2.15 pm
- Writing time is **3 hours**: 2.15 pm to 5.15 pm

Approved materials

- An English and/or bilingual printed dictionary

Materials supplied

- Task Book of 16 pages
- Answer Book

Instructions

- Write your responses in English.
- Follow all instructions on your Answer Book.
- You may keep this Task Book.

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

Contents	pages
Section A (1 question, 20 marks)	3–4
Section B (1 question, 20 marks)	5–9
Section C (1 question, 20 marks)	11–13
Assessment criteria	14

Examination questions start on the next page.

Section A – Analytical response to a text

Instructions

- You must write an analytical response to a selected text on **one** of the topics (either **i** or **ii**) provided for that text.
 - Your response should engage with the ideas, concerns and values raised by the topic and be supported by close reference to the 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.
 - In the Answer Book, indicate which text you have chosen to write on and whether you have chosen to answer **i** or **ii**.
 - Refer to the assessment criteria on page 14.
 - Section A is worth one-third of the total marks for the examination.
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Text list

1. **Born a Crime**
by Trevor Noah
2. **Rainbow's End**
by Jane Harrison
3. **Sunset Boulevard**
directed by Billy Wilder

1. Born a Crime by Trevor Noah

- i. '... a knowledgeable man is a free man, or at least a man who longs for freedom.'

Born a Crime suggests that continual learning is essential for growth.

Discuss.

OR

- ii. How is masculinity explored in *Born a Crime*?

2. Rainbow's End by Jane Harrison

- i. How does *Rainbow's End* demonstrate that the past affects the present?

OR

- ii. 'DOLLY: Nan...why don't we have a normal life?

NAN DEAR: This is normal—'

Rainbow's End highlights different attitudes towards what is considered to be normal.

Discuss.

3. Sunset Boulevard directed by Billy Wilder

- i. *Sunset Boulevard* demonstrates that exploitation is unavoidable in Hollywood.

Do you agree?

OR

- ii. How does Wilder show that becoming unimportant is frightening in *Sunset Boulevard*?

Section B – Creating a text

Instructions

- In this section, you must create **one** written text (**not** including song, poetry or verse).
 - In your text, you must include meaningful connections with ideas drawn from:
 - **one** of the Frameworks of Ideas
 - the title provided for your selected Framework of Ideas
 - **at least one** piece of stimulus material provided for your selected Framework of Ideas.
 - You must develop your text with a clear purpose, incorporating **at least one** of the following: to explain, to express, to reflect, to argue.
 - You must write an effective and cohesive text that demonstrates control of the conventions of the English language through your selection of vocabulary, text structure(s) and language features.
 - Refer to the assessment criteria on page 14.
 - Section B is worth one-third of the total marks for the examination.
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Framework 1: Writing about country

- Write a text that explores ideas about country.
- You must use the title provided.
- You must use **at least one** of the following stimuli.

Title: 'I Belong'

Stimulus 1

'Home is where there are stories to tell and stories to hear.'

Stimulus 2**Stimulus 3**

'I [...]
the land ...'

Due to copyright restrictions,
this material is not supplied.

Framework 2: Writing about protest

- Write a text that explores ideas about protest.
- You must use the title provided.
- You must use **at least one** of the following stimuli.

Title: 'We Are Stronger Together'

Stimulus 1

'I just want to help, I want to be part of something good ...'

Stimulus 2**Stimulus 3**

'I tried to share my thoughts.

"Your opinion does not matter," they called.

So I tried again with a crowd behind me.

"You can't ignore me now," I shouted.'

Framework 3: Writing about personal journeys

- Write a text that explores ideas about personal journeys.
- You must use the title provided.
- You must use **at least one** of the following stimuli.

Title: 'Lost and Found'

Stimulus 1

'You can't find yourself if you're not willing to go searching.'

Stimulus 2**Stimulus 3**

'How did I end up here?

This isn't where I thought I was heading.

My dream was so clear,

But now I'm standing in the middle of nowhere.'

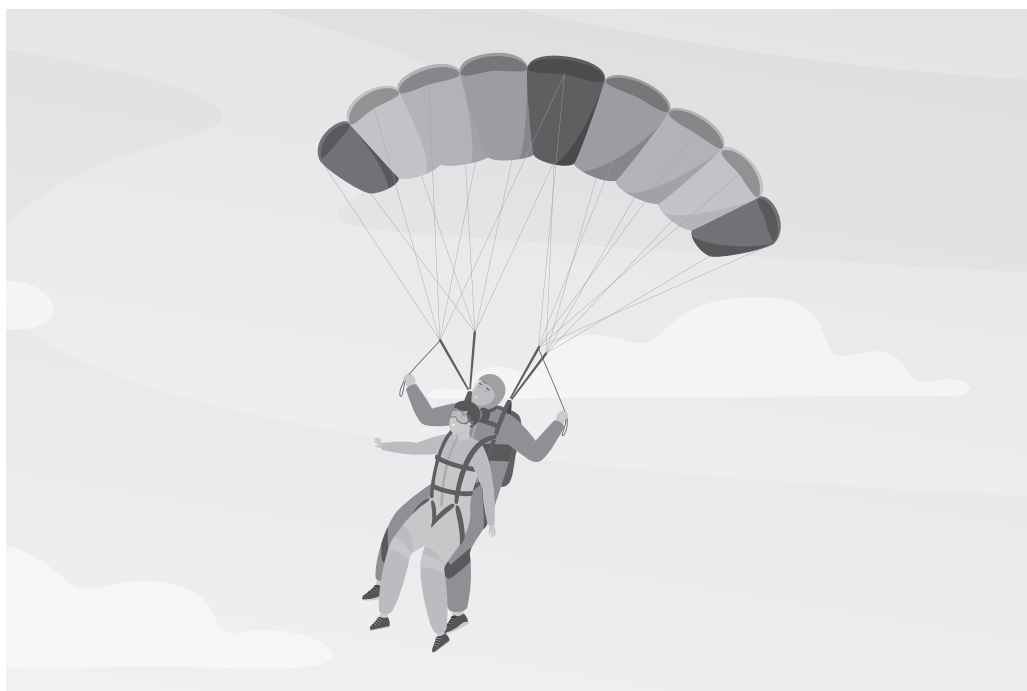
Framework 4: Writing about play

- Write a text that explores ideas about play.
- You must use the title provided.
- You must use **at least one** of the following stimuli.

Title: 'Where Exciting Things Happen'

Stimulus 1

'I have no idea what I'm doing, but it's great fun.'

Stimulus 2**Stimulus 3**

'... a child can be whatever they wish,
and have whatever they like ...
once their imagination is free.'

Examination questions continue on the next page.

Section C – Analysis of argument and language

Instructions

- In this section, you are required to analyse the use of argument(s) and language to persuade an intended audience to share the point of view expressed in a persuasive text.
 - Read the background information on this page and the material on pages 12 and 13, and write an analytical response to the task below.
 - For the purposes of this task, the term 'language' refers to written and spoken language, and 'visuals' refers to images and graphics.
 - Refer to the assessment criteria on page 14.
 - Section C is worth one-third of the total marks for the examination.
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Task

Write an analysis of the ways in which arguments, written and spoken language, and visuals are used in the material on pages 12 and 13 to try to persuade the intended audience to share the point of view presented.

Background information

Oak Street is a quiet street with houses and a small park. The local council allows residents to have chickens in their backyards, although there are rules.

Anne, a resident of Oak Street, has chickens on her property. Recently, a neighbour complained about Anne's rooster¹ making too much noise. This led to a local council employee warning Anne about breaking the rules. Anne wrote the following letter and sent a copy to each of her neighbours.

¹**rooster** – male chicken

Dear fellow residents of Oak Street,

Since our family moved into this street 15 years ago, we have enjoyed the beautiful gardens, quiet environment and friendly faces. Oak Street is our home and we love sharing it with all of you.

However, I've recently been made aware that after my family leaves early in the morning to drop the kids off at swimming training and get to work, one resident of Oak Street has been disturbing this peace and waking many of you up.

You can imagine my embarrassment when a council employee came to my house a few days ago to inform me that our beloved rooster, Stuart, was making a noisy nuisance of himself! We have never heard him crow loudly. It seems he saves his loud noises for when we are not home. What a naughty boy!

We decided to buy chickens for our backyard last year after hearing about a local council program to improve sustainability in our area. The council was encouraging local residents to raise backyard chickens by offering a free chicken coop¹. There are many ways chickens contribute positively to the environment. They love eating pests like insects and weeds, and they greatly improve the soil quality through constant scratching, pecking and digging – which is very entertaining to watch!

Convinced, we picked out four healthy hens² and a rooster. Since we brought Stuart and his hen friends home, they have brought us so much joy.



This is our son meeting Stuart for the first time as we welcomed him into our family.

However, we had no idea that our attempt to enhance the local environment would in fact cause a disturbance in the community.

We've all accidentally woken our neighbours up from time to time. My sleep sometimes gets interrupted by building work, a loud car, a crying baby, a barking dog – these are all normal parts of living in a community. But we all have busy lives and need our rest, so we do understand why some of you complained to the council about Stuart's noise. For this reason, we have accepted that Stuart will have to move to my sister's farm. Our family is sad about farewelling our feathery friend, but living in harmony with our neighbours is important to us.

¹**chicken coop** – chicken house

²**hen** – female chicken

While it was understandable to make a complaint to the council, it was disappointing that none of you had the courtesy to contact us about our cheeky pet first. I believe that when neighbours talk to each other, we can solve our problems easily without bringing in outsiders.

Our hens would like to prove that they are good residents of Oak Street. They just love to eat kitchen scraps! The amount of food waste that goes into our bin has significantly reduced since having our helpful, hungry hens to feed every day. Instead of filling up your bins with veggie peels and leftover rice, we invite you all to drop them off at our house for our chickens to take care of.

Our hens are also very happy to share their eggs with you. Our daughter has been delivering fresh eggs to Oak Street's beloved Mrs Morgan regularly since our hens arrived a few months ago.

Below is a picture of them using these eggs to make Mrs Morgan's famous lemon cake, a delicacy many of us on Oak Street have enjoyed over the years. Just yesterday, Mrs Morgan told me that ever since she started using our hens' fresh eggs, the cake is the most delicious it has ever been.



When the council employee visited us, she mentioned that 150 free chicken coops have been given out in our area – many more than they expected. If you would appreciate your very own fresh, free-range eggs, along with all the other benefits these cute little creatures bring, I highly recommend getting some chickens for yourselves. We would be more than happy to come and help you set up your coop.

Oak Street is a beautiful neighbourhood. But just think how much more beautiful it could be if every backyard was filled with the soft sounds of contented chickens.

We also look forward to many friendly neighbourhood chats over a slice of lemon cake – made with the freshest possible eggs, of course.

Chat soon,
Anne

Assessment criteria

Section A will be assessed against the following criteria:

- knowledge and understanding of the text, its structure, and the ideas, concerns and values it explores
- development of a clear analysis in response to the topic
- use of evidence from the text to support the analysis
- control of the conventions of the English language to convey meaning

Section B will be assessed against the following criteria:

- use of relevant idea(s) drawn from one Framework of Ideas, the title provided and at least one piece of stimulus material
- creation of a cohesive text that connects to a clear purpose(s)
- use of suitable text structure(s) and language features to create a text
- control of the conventions of the English language to convey meaning

Section C will be assessed against the following criteria:

- understanding of contention, argument(s), and point of view
 - analysis of the ways in which written and spoken language and visuals are used to present argument(s) and to persuade an intended audience
 - use of evidence from the text to support the analysis
 - control of the conventions of the English language to convey meaning
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Sources

- p. 6: Stimulus 1, Cynthia Rylant and Katie Harnett (illustrator), *Home Is Where the Birds Sing* (Simon & Schuster, 2022, pp. 15–16); Stimulus 2, Adapted from AnnaStills/Shutterstock.com; Stimulus 3, Flora Chol, 'A Poem for South Sudan' (*Salt*, 16 May 2017) <www.saltmagazine.org/poem-south-sudan/>
- p. 7: Stimulus 1, Kon Karapanagiotidis, *The Power of Hope* (HarperCollins, 2018, p. 136); Stimulus 2, PeopleImages/Shutterstock.com
- p. 8: Stimulus 2, Sergio Photone/Shutterstock.com
- p. 9: Stimulus 2, IGORdeyka/Shutterstock.com; Stimulus 3, Adapted from Sidonie Matsner Gruenberg, *Your Child: Today and Tomorrow* (Collier & Nast, 1912, republished as ebook by Project Gutenberg, 2006) <www.gutenberg.org/cache/epub/9917/pg9917.html>
- p. 12: photograph, Iryna Inshyna/Shutterstock.com
- p. 13: photograph, Halfpoint/Shutterstock.com

