

2019 VCE English as an Additional Language examination report

General comments

The 2019 English as an Additional Language (EAL) examination consisted of three sections: Section A required short-answer responses to two aural texts; Section B required an extended response to one text; and Section C required the completion of two tasks in response to unseen material.

Assessment of extended responses in Sections B and C was holistic, using the published assessment criteria. Assessors related student performance directly to these criteria, and their judgments were assisted by the use of a set of descriptors. Teachers and students should be aware of the assessment criteria, the descriptors and the sample examination, all of which are published on the VCAA website. Assessment of short-answer responses in Sections A and C is discussed later in this report.

Specific information

Note: Student responses reproduced in this report have not been corrected for grammar, spelling or factual information.

This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

The statistics in this report may be subject to rounding resulting in a total more or less than 100 per cent.

Section A – Listening to texts

Students were required to respond to short-answer questions based on their comprehension of two unfamiliar spoken texts. For each text students were supplied with brief written background information. The first text was a discussion between two secondary school students about a fancy-dress party. The second was a radio conversation between the presenter of *Sue's Local Stories* and a new local resident about garage sales. The topics were accessible, with a good contrast between the text types, and were delivered with appropriate pacing and emphasis. There was a mix of question types, and students made effective use of the note-taking space provided beside the questions on the examination.

Most questions were attempted and responses showed familiarity with most question types. Responses reflected the teaching of key knowledge and skills as well as exposure to appropriate practice material. The most challenging questions were those around delivery and those that required understanding of the subtleties of language, such as humour.

The questions covered a variety of aspects of listening skills, including explicit meaning, indirect language and strategies speakers use to convey meaning and connect with each other. Students

need to develop their critical listening skills both within and outside of the classroom. They are encouraged to listen to anything in English that interests them – current affairs, news, documentaries and podcasts can all be useful. Students should listen for the added effects of emphasis, pauses, sighs, hesitations, and so on. Students are expected to be familiar with the terminology used in the key knowledge and skills for this task. Lower-scoring responses showed difficulty responding to the non-verbal aspects of communication.

Students are encouraged to use the key words in the questions as a focus for their listening. They should read carefully for words in the question that draw attention to a specific part of the text. Short-answer questions require concise and precise answers. Responses that demonstrated understanding provided what was asked for without including extraneous information. Expression skills need to be sufficiently controlled to convey meaning accurately.

Text 1

Question 1a.

Marks	0	1	2	Average
%	3	16	81	1.8

Any two of the following reasons:

- it was childish or just for kids
- she hates all that silly stuff
- she has a family dinner that night or always has a family dinner on Thursdays.

Question 1b.

Marks	0	1	2	Average
%	7	59	34	1.3

Any two of the following reasons:

- he wanted to be a fireman when he was a child or any reference to dressing as a fireman as a child
- he'd seen a fantastic fireman costume or was attracted to the fireman costume he'd seen
- the fireman costume was cheap, or was at half price.

The most common incorrect answers gave details of his childhood but no other reason.

Question 1c.

Marks	0	1	2	Average
%	44	45	11	1

Any two of the following were relevant examples:

- wearing a fireman's helmet
- using a water hose to spray everyone and everything
- rescuing toys from his room with a ladder
- rescuing the dog
- dropping the dog
- giving hints about his costume.

Question 1d.

Marks	0	1	2	Average
%	12	42	46	1.4

Relevant responses that reflected Tina's feelings were:

- it wasn't fair
- she didn't have as much fun
- she didn't enjoy it as much
- she didn't like the change of rules.

Any one of the following was evidence of her feelings:

- she liked being the boss or liked telling her father what to do
- 'He had more fun than I did'
- 'It wasn't about *me* anymore'.

This task had two components: identifying Tina's feelings and the evidence from the text that supported this. The most common incorrect responses just explained her feelings twice.

Question 1e.

Marks	0	1	2	Average
%	19	21	60	1.4

Relevant examples of language use were:

- 'maybe ...'
- 'It might be fun'
- 'I'll have to think about it!'
- 'I'm not sure'
- she says she needs time as she's unsure.

Relevant examples of delivery were:

- changing her speaking pace
- pausing
- intonation (Oh ...)
- emphasis on words reflecting uncertainty
- hesitant tone.

Responses were expected to demonstrate an understanding of the difference between language and delivery.

Text 2**Question 2a.**

Marks	0	1	2	Average
%	21	26	54	1.4

Any two of the following were relevant purposes:

- to inform everyone about local events
- to inform everyone about what people are doing
- to help people enjoy the town.

Responses that referred to garage sales were incorrect.

Question 2b.

Marks	0	1	2	Average
%	22	29	49	1.3

Any two of the following were relevant reasons:

- he can't fit all his furniture into his new apartment
- to meet new people or neighbours
- to make some money or recoup costs because moving is expensive.

Incorrect answers included those that missed the point that John had already moved and taken all his furniture from his old house to his new apartment, and those that said he was planning to move.

Question 2c.

Marks	0	1	2	3	Average
%	9	18	22	51	2.2

This response required two parts.

One mark was granted for the following explanation:

- she was annoyed when someone didn't want to pay the set price or when customers wanted to bargain.

Any two of the following were correct for the second part:

- being better organised at her next garage sale
- planning ahead
- anticipating problems before they happened.

Incorrect responses referred to the advice Sue gave John for the future rather than what she'd done herself to prepare for her second garage sale.

Question 2d.

Marks	0	1	Average
%	21	79	0.8

The correct response was:

- they get destroyed by wind, rain or other people
- they get destroyed by the weather.

Responses needed to include one of the ways destruction could occur.

Question 2e.

Marks	0	1	2	Average
%	20	17	63	1.4

One mark for the following relevant piece of advice:

- to have fun, make sure you enjoy it

The text says 'above all', which points to this as the correct response to 'the most important piece of advice'.

One mark for any one of the following examples of delivery:

- emphasis / stress
- tone – excited / dynamic / happy and joyful
- increased volume / loud voice.

Section B – Analytical interpretation of a text

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	2	1	1	6	16	23	23	16	8	4	1	5.6

Students were required to write an analytical interpretation of one text. There were two topics for each of the 28 prescribed texts. The descriptors used for assessment related to knowledge of the text, including consideration of its concepts and construction, the structure and relevance of the response and the writing skills as demonstrated in control of the conventions of written English.

The highest-scoring responses demonstrated an in-depth understanding of the questions and the texts by crafting an analytical interpretation of the text with relevant discussion in direct response to the chosen question. In these responses knowledge of the text was skilfully interwoven with analysis of the question. These responses established relevance in the introduction with a sharp focus on the key words and maintained this by selective and considered use of the text.

Students generally showed a good understanding and knowledge of the texts and were familiar with the main ideas raised in the questions. There were few very short or incomprehensible responses. Low-scoring responses tended to be more descriptive and dominated by a detailed retelling of the text's content rather than selective use of the text. In planning, students need to brainstorm all the key words in the question, paying particular attention to modifying words and comparatives. A well-planned response is less likely to slip into retelling the story or adapting a previously written response to fit the question.

Seventy-five per cent of the responses were to the seven most popular texts: *Extinction*, *Black Diggers*, *Rear Window*, *Invictus*, *The Crucible*, *The Golden Age* and *I am Malala*. These figures indicate that films and plays were the most popular choice of text types for EAL students. The seven most popular texts included one novel and one work of non-fiction. All topics provided clear opportunities to consider the construction of the texts.

Text	% of students	Average score
<i>Extinction</i>	4.6	11
<i>Black Diggers</i>	20.8	11
<i>Rear Window</i>	12.9	11
<i>Invictus</i>	15.6	11
<i>The Crucible</i>	5.8	12
<i>The Golden Age</i>	5.9	12
<i>I am Malala</i>	9.1	10

Both topics on *Black Diggers* provided opportunities for deep analysis and a supported interpretation of the text. The second topic was handled more confidently with strong responses delving into the differences within Australian society and exploring the ideas of change around ideology, racism, prejudice and discrimination. High-scoring responses were able to see that individual white Australians represented broader social attitudes. Lower-scoring responses tended to just list the ways in which society did or did not change. Many responses to the first topic ignored the 'conflicting' part of the question and only responded with reference to 'loyalty'.

Both topics on *The Golden Age* produced a range of responses. The second topic allowed students entry at several levels. 'Love' was defined as not just romantic love but the love of vocation and love of family. Lower-scoring responses wrote about love in a basic way, with higher-scoring responses writing about the different types of love and deciding if a character was saved by love alone or if there were other factors. This topic allowed for a wide scope of discussion about a range of characters through which students could demonstrate a detailed understanding of the text.

There were some detailed responses to *Extinction*, but a common problem with responses to topic one was a failure to define what the problems of each character actually were in order to decide the degree to which they were resolved. Higher-scoring responses challenged the premise and provided good reasons why resolutions were hard to find even though some characters were able to rise above their problems and find hope. The second topic required students to find areas in which the natural world and the human world were at odds, then explain why and how it caused tensions in order to evaluate the problem of living together. Strong responses to this topic used the word 'struggle' well to develop excellent analytical discussion around key themes and authorial choice. Lower-scoring responses showed difficulty with the concept of 'harmony' and did not address this, only discussing the human world versus the environment.

Many responses to the topics on *I am Malala* overlooked key words in the questions. Responses to the first topic discussed how people 'suffered' but few related this suffering to 'their principles' or defined what their 'principles' were. Average responses for the second topic described the people who supported Malala, including many examples of how her parents supported her, but often ignored the 'in difficult times' part of the question.

The topics on *Invictus* were generally managed well despite a tendency to default to storytelling. Higher-scoring responses to the first topic defined what 'traditional roles' were and how they were challenged in order to judge the extent to which this led to 'positive outcomes'. Some thoughtful responses included a paragraph that contended the importance of trust could be demonstrated by a breakdown in trust, with Mandela's difficult relationship with his family being cited as the evidence.

The first topic for *Rear Window* gave a clear entry for organisation of a response around the couples and the nature of their relationships, then assessing whether the view offered by the film was negative. The second topic required some defining of 'hero' in order to decide whether the term applied to Lisa. When a hero is not defined it is hard to develop arguments and present an analytical interpretation. Some responses listed the things Lisa did that students thought were 'good' but didn't explore the idea of being a 'hero'.

As part of their preparation, students need to consider the ways authors and/or directors build the world of the text by examining the choices made in the construction of texts. Students need to explore different interpretations of texts, synthesise ideas and develop an interpretation of their own. A thorough knowledge of the events, themes and characters in the text is required to achieve this. It is also important to be familiar with the language used for analysis. The focus of analytical writing is on the relationships between pieces of information rather than a description of them. Students need to develop writing skills that will enable them to incorporate knowledge of the text into their analysis. Writing that simply describes or tells what a character did rather than exploring

why and how, and the effect of the behaviour relevant to the set topic, is a limited response. Students also need to be familiar with the variety of ways in which topics can be worded and understand the requirements of different task words and phrases, such as ‘discuss’, ‘do you agree?’, ‘to what extent’, etc. Thoughtful planning is needed to craft a response that directly addresses the set question. This includes an awareness of modifying words in a question and how they might shape a response, for example, ‘the characters find **no** resolutions’, ‘the **most important** support for Malala’, ‘he can rely **only** on himself’, ‘to what extent’ and ‘Victor **never** understands’. An introduction that addresses the key terms in the question rather than giving general background material about the setting of the text is a feature of all strong responses.

The following high-scoring response to *Black Diggers* demonstrates an understanding of the implications of the topic and uses the text selectively to support discussion in a structured response. It generally sustains good control of language despite some weaknesses in expression as these do not detract from the meaning. The brief introduction directly addresses the question.

The play Black Diggers by Tom Wright, set in 1910s, explore the idea of change. Specifically, Wright argues that although change is difficult, the soldiers’ experiences show that society is capable of change. Wright examines that change is hard because lot the people around the Indigenous soldiers held prejudiced ideas. The play also demonstrates the difficulty of change as the difficulty of changing country as a whole. However, even though change is hard, there are some people who can be changed which means that society is able to change.

Wright examines the change of society is hard due to the deep rooted racist idea in white people’s mind. Using multi-narrative perspectives, the widespread scientific racism which suggests Indigenous people are biologically inferior to white people at that point in history is depicted by Wright. Through the soldiers’ experiences, the racism within one’s mind which is hard to eliminate is illustrated. Before the war, Bertie’s mum disagrees with Bertie who is willing to enlist and questions him with “Do you think the door will open for you?” Comparing the war to “the Narranda Show” which seem like “a big, fancy circuit” but eventually there is “nothing, nobody.” Bertie’s mum reminds Bertie about the cruel truth that the war is not able to bring back hope for Indigenous people. Wright suggests that because of all those racist unfair treatment suffered by Indigenous people, old generations have a clear mind that enlistment can hardly change the society. Through a vignette, the experience of Nigel also demonstrates the hardness of change. During the war, when Nigel loses his way and find a new camp of soldiers, they are with “surprised silence” when they first see him. It highlights that Indigenous soldiers are seldom allowed to forget they are seen as their ethnicity first and as soldiers second. Their race is a reminder that there are never fully accepted. Using this unconcious reaction, Wright questions the probaility of change as a society as many of white people cannot even realise their behaviours are racist. Furthermore, after the war, in respond to Archie’s hope that something will change after the way, the old hand says “The only things changed here is you.” White Archie’s hope represents most of the Indigenous soldiers’ hope which is war can bring them a change – a change to receive justice, a change to be respected, a chance to change the society. Wright uses the attitude of the old hand to express the difficulty of change as the widespread and deep rooted racism within most of the white people’s mind. The change of society is not easy because of individual level of racism.

Wright also argues that the difficulty of changing country as a whole as the difficulty of overcoming the institutional racism. As a symbol of fairness and justice, a country’s institutions should protect basic human rights, citizenship rights and enlistment rights. However, institutional racism corrodes the nature of this system and creates a harder environment for Indigenous soldiers to achieve change. Wright reveals this through the experiences of soldiers’ enlistment. On the Recruiting Hall, Ern is refused by a Recruiting CRL out of the reasons “not a citizen,” “deficient physique.” Along with other reasons like “no white parentage”, “strongly Aboriginal appearance”, these reasons emphasises that institutions are unable to treat Indigenous soldiers equally. As a repersentitive of a country, institutions don’t value their courage means their devotion to Australia can hardly accepted. Thus, the difficulty of change as a society is highlighted. After the war, when the soldiers come back from the battlefield, their rights are still

deprived and their families are further oppressed. The Public Servant insists on acquiring land from Indigenous people under “The Discharged Soldiers Settlement Act of 1917” and emphasises with “It’s a compulsory acquisition”, “The decision has been made.” Although the land is allocated to returned soldiers, there is not settlement given to Aboriginal ex-servicemen. As long as the authority is permeated with racism, it also becomes a part of country, a part of society which is too powerful to escape or overcome. As the existence of institutional racism, the capability of change is doubted as the change as a whole doesn’t seem practical.

However, although the change is hard, there are people who can be change which suggests that society is capable of change. There are white people who see Indigenous soldiers courage and devotion to Australia start to show respect and treat them as their equals. As a part of society, these people proves that society is able to change. Using vignette, the soldiers’ experiences are depicted by Wright.; On the Recruiting Hall, a Recruiting CRL expresses his opinions towards Indigenous soldiers as if they are able to “get off their backside” and “show a bit of pluck”, they are “white enough” for him. Although in this CRL’s eyes, Indigenous soldiers are still below white people and a good Indigenous soldier should be white enough, his words is a signal of acceptance. This acceptance is the door of change which slightly opens for Indigenous people and offers them hope that change as a society is not absolute impossible. After the war, when Norm depicts his experience during the war, he says that three years “No one said about my bloody skin”, “when I spoke I was heard.” “When they called me mate, They meant it.” The experience of the war – having equal change of encountering death, sharing life and death together gives them a taste of fairness. Wrights illustrates that in the battlefield, for the most part, Indigenous soldiers gain equality. This special period of time also allows white people to have a better understanding of individuals and reflects on their own attitude toward Indigenous people. As these part of people change, society changes slightly which shows that society is capable of change.

Wright examine the difficulty of change but also highlights that society is able to be changed f through the soldiers’ experiences. The play demonstrates the individual and institution level of racism as the reason of difficulty. However, society is capable of change is also shown by the soldiers’ experiences before, during and after the war.

Section C – Argument and persuasive language

The task material consisted of two pieces of writing about a grocery store’s decision to become cashless. The first was an advertorial in a local newspaper from the store manager explaining what being cashless would mean for customers. It was accompanied by a visual of the store’s interior. The second was a letter in response from a member of the public. The accompanying visual drew attention to a problem associated with the move to being a cashless store. This material offered opportunities for students at all levels to demonstrate their skills. Both pieces expressed strong views with detailed reasons.

Question 1

This question assessed comprehension of the task material, and answers needed to be precise to demonstrate comprehension. Most responses showed that students had understood the questions; however, some responses were incomplete or unclear.

Question 1a.

Marks	0	1	2	Average
%	20	41	39	1.2

This question had two parts. Correct responses were expected to show understanding of the difference between ‘reason’ and ‘example’.

Correct responses identified one of the following reasons:

- because we listen
- because we always put our customers first.

Correct responses identified one of the following examples:

- providing ready-to-eat meals
- having specials.

Question 1b.

Marks	0	1	2	Average
%	3	37	61	1.6

Correct responses identified two of the following:

- it's **easier** or more convenient to use digital devices (e.g. not hunting for coins)
- it's **safer** or more secure with minimal risks
- it's **faster**, with less time spent shopping or at the checkouts, it saves time.

Question 1c.

Marks	0	1	2	Average
%	8	6	86	1.8

This question had two parts.

Any one of the following was a correct response to the problem

- they prefer cash
- they prefer not to change
- they don't feel comfortable using credit or debit cards
- they don't have a mobile phone or smart watch.

Any one of the following was a correct response to the solution:

- for the first three months two checkouts will accept cash
- give people time to adjust
- implies they may go to other supermarkets that still take cash.

Responses such as 'still accept cash' were incorrect.

Question 1d.

Marks	0	1	2	Average
%	15	56	30	1.2

Correct responses contained the following ideas:

- Hailey gives the impression that cash is old-fashioned or not used much in the supermarket and other transactions, **but** a third of spending is still in cash.
- Hailey says customers will benefit or the store is doing it for customers **but** actually customers will spend more. This could be expressed as:
 - the supermarket will make more money
 - research says they'll spend more
 - it is harder for customers to track their spending.

Correct responses identified how Samuel’s evidence undermined Hailey’s claims.

Question 1e.

Marks	0	1	2	Average
%	13	32	56	1.5

This question had two parts.

Any one of the following was a correct response to ‘relevant people’:

- the elderly (such as his mother)
- people who can’t or won’t deal with technology.

The answer ‘mother’ alone was incorrect as the mother is given as an example of a group.

Any one of the following was a relevant example:

- they won’t be able to shop at Hailey’s
- the loss of choice about using cash, or where to shop
- they may feel they are not in control of their money.

Correct responses demonstrated how rather than why some people will be disadvantaged.

Question 2

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	2	1	4	9	17	26	19	13	6	2	0.5	5.1

Most responses demonstrated an understanding of the context and of both the possibilities and problems of the store’s decision to be cashless. High-scoring responses used a wide variety of language for analysis and saw the development of the writers’ points of view through anecdote, analogy and strong language. Most commented on the in-store photograph as a direct attempt to win the audience (the shoppers). Relatively few responses tried to balance an analysis of argument with an analysis of language. The highest-scoring responses analysed argument use and language in an integrated way. They also picked up the irony around the ‘out of service’ EFTPOS machine and the store’s claim to be service-focused.

The material was generally well understood and the vast majority of students understood the contentions of the pieces and commented on the way the writer of the advertorial built credibility. Most students attempted to comment on the intended effect, showing understanding of how language is used to position audiences. Low-scoring responses described, rather than analysed, the arguments and the language.

Almost all students wrote about one or both visuals, but there was wide variation in how much detail students devoted to them. Both images were successful stimuli for student writing. The photo of the two people shaking hands was understood and discussed in relation to the arguments about customers coming first and the presentation of the shop. Lower-scoring responses dealt with the visuals in a dismissive way, ignoring their persuasiveness and just describing them.

High-scoring responses were well written and demonstrated a strong understanding of the ways in which written and visual language and the use of argument were used through effective analysis of the material. Features of high-scoring responses included:

- a clear understanding of the context of the writing and the opinions expressed in the task material
- ability to integrate analysis of language and argument

- exploration of the implications of specific language choices, for example, ‘valued customers’, ‘not your average grocery store’, ‘to serve you better’, ‘we’ve noticed’, ‘happily accepted’, ‘much easier and safer’, ‘old-fashioned way to pay’, ‘more time to serve you’, ‘less customer-centred shops’, ‘who really benefits’ and ‘so-called better shopping experience’
- analysis expressed with a range of precise vocabulary
- clear explanations linking the visuals and the words, and exploring how the writers’ choices position the reader.

Mid-scoring responses showed awareness of the task but some moved between explaining the material and an attempt to analyse it. Limitations of these responses included:

- difficulty describing tone accurately
- generalised descriptions of persuasive techniques without accurate connection to the task material
- little or no reference to the visuals or reference not linked to the text.

The following high-scoring response demonstrates a strong understanding of the task and the texts by examining a range of ways in which words, visuals and the use of argument can position an audience. It is a coherent response that includes attempts to integrate discussion from both pieces of task material. Despite the occasional lapses in fluency the language is effective and precise.

An advertorial, entitled ‘A better, faster shopping experience’, written by a manager of local grocery store, Hailey Astaire, targets local customers and contends cashless payment is easier and faster in a passionate tone. The visual accompaniment highlights how both customer and the staff will be happy about the decision to go cashless. In response, Samuel Morricone, a local resident publishes a letter to the editor in the local newspaper to rebut Hailey’s arguments, suggesting cashless payment is not beneficial for customers.

The writer commences by introducing her store. The title suggests her shop will provide customers with ‘better, faster shopping experiences’, implying the change she will be adopting is a positive change which favours customers shopping experience. This would encourage readers to be interested in his suggestion and looking forward to have a try. Passionate in tone, she also wants to sway the reader to share her excited mood towards the cashless payment. After that, she moves on to address ‘valued customers’ and commend her store as ‘not average grocery store’ and ‘always put our customers first’ in attempting to build a friendly rapport with the local customers by presenting herself as a manager who truly cares about all customer’s opinions. Audiences are positioned to be grateful of Astaire’s suggestion as the store is customer centered for their needs. To advance the argument, the photo is a medium shot of both the customer and the staff, highlighting their both delighted facial expression. This illustrates how both parties are satisfying with the decision of going cashless, evoking audience’s urge to experience the convenient way of paying. The photo also presents the characters shaking hands, implying their mutual agreement of going cashless and suggestion the store’s decision is not only for self benefit, but also has considered customers’ welfare. This positions readers to feel a sense of inclusion as they can see their opinion is valuable to the store.

Then the piece moves on to explore the benefit of paying without cash. The analogy likens paying ‘bills electronically’ to cashless payments in grocery store. Astaire insinuates how is an electronic era when everything is paid by card and paying for food should take the same way as well, because it is ‘easier and safer.’ This appeals to readers’ common sense, making them to be excited about cashless payments as it will make life easier for them. Furthermore, Astaire argues cash is becoming ‘an old-fashioned way to pay’, projecting anyone who does not want to go cashless is out-dated, in the effort to create a sense of insecurity in those audience who are in favour of paying cash, alluding the idea that they are excluded by the mainstream community. At last, she targets older generation who ‘don’t feel comfortable usingcards’, offering an adjustment period of ‘three months’. Such solution is to include the target audience and realise their anger of being left out, setting the store as a reasonable and ‘customer-centered’ store, which would take care every customers.

In response, Morricone attacks Astaire's arguments. The cartoon directly suggests paying by cards is sometime not 'easier and faster', as the pos machine might be 'out of service'. The portrayal aims to make audience feel familiar and thereby sharing his annoyed attitude towards using car to pay. The writer continues to arouse readers' sympathy towards the older generation by using an anecdote, which projects how they will feel 'they don't matter and they are not in control of their money', depicting it is not socially responsible to left out the vulnerable group of the society. Finally, the author denigrates Astaire, criticising her dishonesty as the true reason behind going cashless is to make customers 'find it harder to have a clear idea of their spending', while Astaire claims it is to be beneficial for customers. Morricone instils a sense of anger in readers mind and provokes the reader to share a dismissive attitude towards Astaire's argument as she is a hypocrite.

The background information given on the examination provides the context for the task material. It is important that students read and understand this information before attempting the task. In using language to persuade, writers have an 'audience focus' and the analysis needed to reflect this. Most responses showed awareness that the audience for the advertorial was customers. The Community Voice response was also appealing to customers to hear another view.

Introductions should be limited to showing an awareness of the audience, context and overall contention of the piece, as demonstrated in the student example above.

Students needed to be able to distinguish between argument as a structural feature, the support for the argument and emotional pressure or appeals. Students' analysis should have included these distinctions. Students should look for linguistic cues to the reasoning of the author. The writer of the advertorial used 'evidence' of her store's superior service in her attempt to win customer support for the change. Throughout the piece she focuses on normalising the change with lots of examples. Positive language with a reassuring focus (e.g. 'safe', 'hope and trust', 'we don't want to leave anyone out') makes an emotional appeal to the customers. By contrast, the writer of Community Voice picks up on the points that have been omitted or glossed over in the advertorial (e.g. 'who really benefits', 'so-called better shopping experience').

Students should avoid explanations of the persuasive techniques, for example, the use of inclusive language includes everyone. Students should aim to integrate analysis of argument use, language use and the visuals. Students should expect to find connections between the written task material and any accompanying visuals. In the 2019 task the depiction of an EFTPOS machine displaying the message 'ERROR out of service' directly supported the opinion of Community Voice that those who wish to use cash should be able to do so and cashless does not equal better service. It could also be seen as rebutting Hailey's claims about the quality of her store's customer service.

In the time available in the examination it is not possible to analyse everything in the material, so students need to choose the most significant features. They should focus on what the writer is saying, how they are saying it and why. As part of developing skills in analysis students need the functional – not descriptive – vocabulary used to analyse argument, language and visuals.