

VCE English as an Additional Language (EAL) 2018

Aural and written examination – May/June

Examination specifications

Overall conditions

The examination will be sat at a time and date to be set annually by the Victorian Curriculum and Assessment Authority (VCAA). VCAA examination rules will apply. Details of these rules are published annually in the *VCE and VCAL Administrative Handbook*.

There will be 15 minutes reading time and 3 hours writing time.

The examination will be marked by a panel appointed by the VCAA.

The examination will contribute 50 per cent to the study score.

Content

The *VCE English and English as an Additional Language Study Design 2017–2020* (Units 3 and 4) is the document for the development of the examination. Outcomes 1, 2 and 3 in Unit 3 and Outcome 2 in Unit 4 will be examined.

All of the key knowledge and key skills that underpin Outcomes 1, 2 and 3 in Unit 3, and Outcome 2 in Unit 4 are examinable.

Format

The examination will be in the form of a question and answer book with a separate task book. Students will write their responses in the question and answer book.

The examination will consist of three sections.

Section A – Listening to texts

Students will be required to respond to short-answer questions based on their comprehension of two to three unfamiliar spoken texts. Each text will be played twice. An announcement will be made at the start of the first playing of each text and a sound will alert students to the start of the second playing of each text. There will be a short break between the first and second playings of each text. Students may make notes at any time.

The questions will address the key knowledge and key skills as identified in Unit 3, Outcome 3 of the study design. Section A will be worth 20 per cent of the total marks available for the examination.

Section B – Analytical interpretation of a text

Students will be required to write an analytical interpretation of **one** text from the VCE English and English as an Additional Language (EAL) Text List modified for the Northern Hemisphere Timetable (NHT) for the year in question. There will be two topics for the text in List 1 and two topics for the text designated as 'EAL' in List 2, giving a total of two texts. Students will be required to write a response to **one** topic on **one** text.

Student responses should be supported by close reference to the text. The response will be assessed according to the assessment criteria specified below. Section B will be worth 40 per cent of the total marks available for the examination.

Section C – Argument and persuasive language

Students will be required to analyse how argument and language are used in an unseen text(s) to persuade others to share the point(s) of view expressed. For the purposes of this task, 'language' refers to written, spoken and visual language. Students will not be required to evaluate the relative merits of arguments or the effectiveness of the use of persuasive language in any text(s).

There will be **two questions** in Section C:

- Question 1 will require students to demonstrate their understanding of the text(s) by responding to short-answer questions.
- Question 2 will require students to analyse how argument and language have been used to attempt to persuade others to share the point(s) of view expressed. The response for Question 2 will be assessed according to the assessment criteria specified below.

Section C will be worth 40 per cent of the total marks available for the examination. Questions 1 and 2 will be equally weighted.

The total marks for the examination will be 100.

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

Approved materials and equipment

- Normal stationery requirements (pens, pencils, highlighters, erasers, sharpeners and rulers)
- A printed English and/or bilingual dictionary

Relevant references

The following publications should be referred to in relation to the VCE English as an Additional Language (EAL) (NHT) examination:

- *VCE English and English as an Additional Language Study Design 2017–2020* (Units 3 and 4)
- *VCE English and English as an Additional Language – Advice for teachers 2017–2020* (includes assessment advice)
- VCE English and English as an Additional Language (EAL) Text List modified for NHT (published annually)
- *Assessment criteria and expected qualities*
- *VCAA Bulletin*

Advice

The examination for VCE English as an Additional Language (EAL) (NHT) will be prepared according to the examination specifications above. The examination will conform to these specifications and will test a representative sample of the key knowledge and key skills from Outcomes 1, 2 and 3 in Unit 3 and Outcome 2 in Unit 4.

Students should use command/task words, other instructional information within questions and corresponding mark allocations to guide their responses.

A sample examination is published to demonstrate the format of the examination.

The VCAA does not provide answers to sample examinations.

Victorian Certificate of Education
Year

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER Letter

ENGLISH AS AN ADDITIONAL LANGUAGE
(EAL)

Aural and written examination

Day Date

Reading time: *.* to *.* (15 minutes)

Writing time: *.* to *.* (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	2	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 8 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**

Mai Lee presents a regular podcast in which she interviews Dr Alex Pappas, a science expert, on a range of interesting topics. The topic of this interview is bilingual people¹ and bilingualism, and it includes a discussion of research undertaken by Canadian scientist Dr Ellen Bialystock. In her research, Dr Bialystock investigated multitasking and the effect of Alzheimer's disease² on bilinguals.

¹**bilingual people** – people who are able to use two languages with high levels of competency and with nearly equal fluency

²**Alzheimer's disease** – a disease that causes problems with memory and/or doing simple daily tasks

Question 1 (10 marks)

a. Tick (✓) the correct box.

What does Dr Pappas have in common with Mai?

1 mark

- He is also bilingual.
- He also had to speak English at home.
- His parents also wanted him to speak only English.
- He was also disadvantaged by speaking another language.

b. Identify **two** benefits of being bilingual.

2 marks

c. What does Dr Pappas say about research into patients with Alzheimer's disease and people who are bilingual?

1 mark

You may make notes
in this space.

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d. Mai asks if bilinguals are better at multitasking. Dr Pappas indicates that the answer to this question is not yet clear. Identify **two** words or phrases that Dr Pappas uses to show his uncertainty. 2 marks

e. How does Mai show interest in what Dr Pappas has to say? Support your answer with examples of her choice of language and delivery. 3 marks

f. Suggest **two** words that could be used to describe the interaction between Dr Pappas and Mai in the interview. 1 mark

You may make notes in this space.

TEXT 2

Background information

Emma Denby, a presenter from a local community radio station, visits a cafe where cyclists meet on the weekend. She interviews two cyclists, Jing and Mario, as they enjoy a coffee after a ride.

Question 2 (10 marks)

You may make notes in this space.

- a. Mario names three things that he has bought to help him with his riding. List **two** of these things. 2 marks

- b. Mario and Jing have different attitudes to cycling. In the table below, identify these differences. Give one example from the text for each person, showing their different attitudes. 4 marks

	Mario	Jing
Attitude		
Example		

- c. Give a phrase from the text that best describes Jing’s view about riding in rough weather. 1 mark

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d. Describe Jing and Mario’s relationship as shown by their choice of language and delivery as they interact in the interview.

3 marks

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 page 3 of the task book.

Your response should be supported by close reference to the selected text.

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

Black Diggers Tom Wright

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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 5 and the material on pages 6 and 7 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 speaker is concerned that not enough action has been taken to maintain biodiversity. List **three** reasons that she gives for her concern. 3 marks

b. Why does the speaker say that she feels both ‘great pleasure’ and ‘some sadness’? 2 marks

c. Who does the speaker believe will suffer most if biodiversity is not preserved? 1 mark

d. According to the speaker, how does the loss of biodiversity affect community wellbeing? In your response, give **two** ways. 2 marks

e. What actions does the speaker call for? In your response, give **two** actions. 2 marks

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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
Year

ENGLISH AS AN ADDITIONAL LANGUAGE
(EAL)

Aural and written examination

Day Date

Reading time: *.*.* to *.*.* (15 minutes)

Writing time: *.*.* to *.*.* (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 About Eve* directed by Joseph L Mankiewicz**

- i. ‘In *All About Eve*, Margo ultimately triumphs over Eve.’
To what extent do you agree?

OR

- ii. ‘*All About Eve* is all about appearances.’
Discuss.

***Black Diggers* by Tom Wright**

- i. “That’s the thing, the bits left behind, they’ll come out, they must.”
How does the text show that memory is inescapable?

OR

- ii. ‘No amount of loyalty will guarantee respect.’
Do you agree?

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SECTION C – Argument and persuasive language

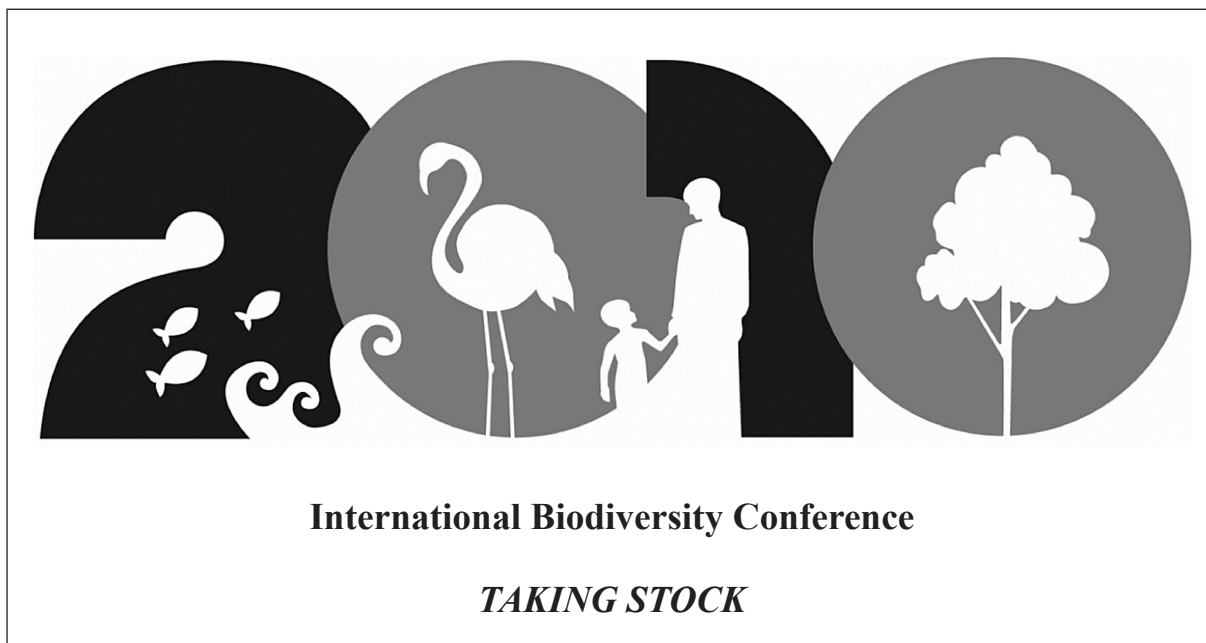
Background information

The transcript of the keynote speech given by Professor Chris Lee at the International Biodiversity Conference 2010, held in Nagoya, Japan, from 25 to 27 October, is reproduced on pages 6 and 7.

At a conference in 2000, countries made a commitment to achieve ‘a significant reduction in the rate of biodiversity loss’ by 2010. Reducing the rate of biodiversity loss would help to reduce poverty and benefit all life on Earth.

Biodiversity is the term used to describe life on Earth – the variety of living things, the places they inhabit and the interactions between them.

The purpose of this Nagoya conference was to review the progress made towards achieving this commitment and to set goals for the next 10 years.



Opening slide of the speaker's presentation

Ladies and gentlemen,

This is a year of great importance to our world. 2010 has been declared the International Year of Biodiversity. A leading scientist stated: 'It is a celebration of life on Earth and of the value of biodiversity in our lives. The world is invited to take action in 2010 to preserve the variety of life on Earth: biodiversity.'

Has this been a year of celebration of life on Earth? Has this, in fact, been a year of action?

Ten years ago – in April 2000 – many of our countries made a commitment to achieve a significant reduction in the rate of biodiversity loss. Over the next two days we will be reviewing our progress in this area. Honestly, how well have we done? What meaningful projects have we put in place since then?

It is with great pleasure – though with some sadness – that I address you on this occasion and work with you to re-establish, indeed to strengthen, our goals for the next ten years.

It is fair to ask: how much have we really done to achieve a significant reduction in the rate of biodiversity loss? This goal was perhaps idealistic, but this is *exactly* what we set out to do.

Sadly, over the last one hundred years, we have lost 35% of mangroves, 40% of forests and 50% of wetlands. Because of our own thoughtless actions, plants and animals are becoming extinct at a rate that is estimated to be up to 100 times the natural rate of extinction. I cannot help but worry, is it too late for the noble tiger, the athletic cheetah or the human-like orangutan? Will they too become extinct?

In truth, for the first time since the dinosaurs disappeared, animals and plants are being driven towards extinction faster than new species can evolve. We are in the grip of a species extinction being driven by the destruction of natural habitats, hunting, the spread of alien predators,

disease and climate change. Reversing this negative trend is not only possible, but essential to human wellbeing.

Everyone in this lecture theatre knows this. We are, in truth, the most educated generation that has ever lived. Why haven't we done more? What example are we giving the next generation and what sort of world will they inherit from us? Clearly it is our lack of genuine commitment to change that has led us to this serious situation. Wonderful words, glossy brochures, inspiring documentaries are no substitute for real action. We must do more than talk about the problem in our comfortable, air-conditioned conference hall. We must act. What have WE – what have YOU and YOUR country – ACTUALLY done since 2000 to help achieve our goals?

I don't need to remind you why biodiversity is so important. As we all know, our failure to preserve biodiversity has caused environmental damage and fast-spreading illnesses. This failure has also caused increasing poverty and greater inequality of wealth on a global scale. Poor communities depend on biodiversity for health, nutrition and crop development. City-dwellers everywhere depend on forests and wetlands to provide clean water. Healthy ecosystems are vital to control the global climate. Poor people are in the worst position because they depend on biodiversity for their very survival, yet they are not able to do anything about it.

Plant and animal diversity affect the quantity and quality of food supply for humans. Everyone depends on biodiversity for survival, but especially the 1.1 billion people who live in extreme poverty. It is our responsibility to act to reduce poverty. We must admit that the lifestyle we have in richer countries is damaging the fragile ecosystems of our planet. We must change our lifestyle before it is too late.

Is all this new information? Of course not. WE are the leaders in the area of biodiversity. WE know what damage our lifestyle is doing to our world. The time for talk is over: now is the time for serious action. We must give this message strongly to those in power – to the politicians, to business leaders and even to the everyday householder. Together we can preserve our world by protecting our biodiversity.

Thank you.



Closing slide of the speaker's presentation

**END OF SECTION C
TURN OVER**

Sources: International Union for Conservation of Nature, www.iucn.org/content/new-logo-2010-international-year-biodiversity (p. 6), Dmitry Melnikov/Shutterstock.com (p. 7)

END OF TASK BOOK