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English as an Additional Language (EAL)

Task Book

VCE (NHT) Examination – Monday 19 May 2025

- 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

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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. In *Born a Crime*, how does Noah show that being adaptable is essential for success?

OR

- ii. 'You separate people into groups and make them hate one another so you can run them all.'

In *Born a Crime*, Noah demonstrates that there are no genuine divisions between people.

To what extent do you agree?

2. Rainbow's End by Jane Harrison

- i. How is the perseverance of Aboriginal peoples explored in *Rainbow's End*?

OR

- ii. 'The two women move to stand by Dolly's side, in unity.'

The importance of family is celebrated in *Rainbow's End*.

Discuss.

3. Sunset Boulevard directed by Billy Wilder

- i. 'It's not your career, it's mine.'

All relationships in *Sunset Boulevard* are motivated by self-interest.

Do you agree?

OR

- ii. How does *Sunset Boulevard* highlight the cost of stardom?

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: 'This Land'

Stimulus 1

'There is no place like home.'

Stimulus 2



Stimulus 3

'I had to go away from my place to discover it again.
I had to miss being there,
In order to find that I could not be happy anywhere else.'

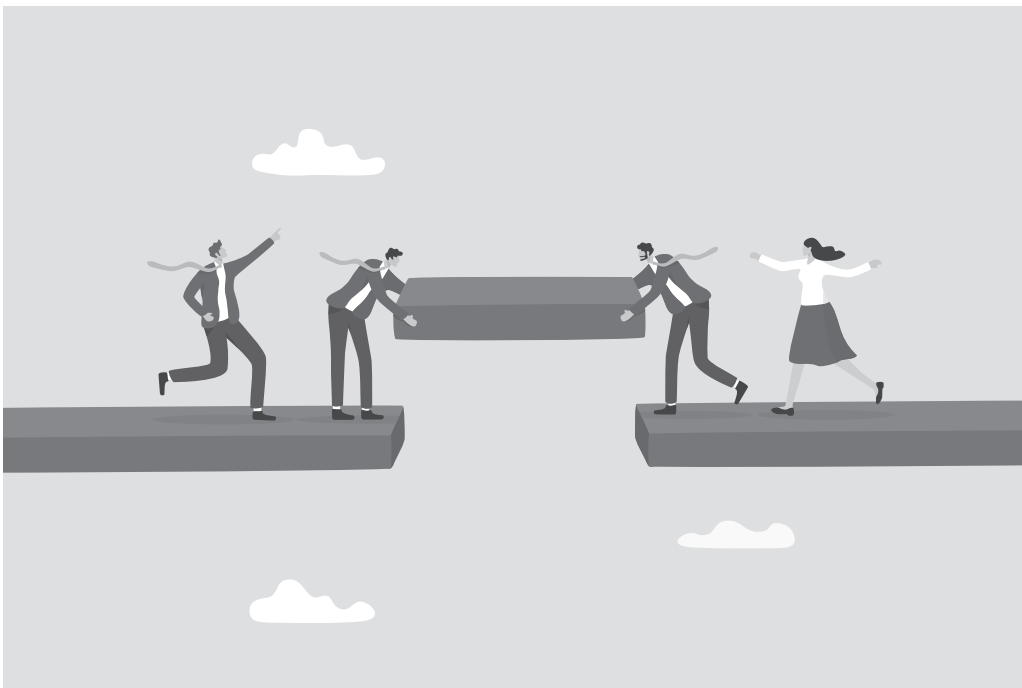
Framework 2: Writing about protest

- 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: 'Make a Difference'

Stimulus 1

'If it is not right, do not do it; if it is not true, do not say it.'

Stimulus 2**Stimulus 3**

'Stand tall when others don't,
Speak out, even when they won't.
In darkness, silence takes its hold
But resistance shines bright and bold.'

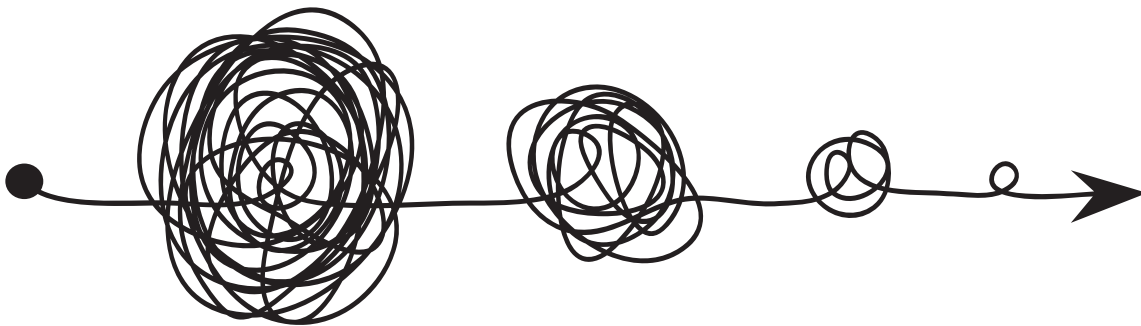
Framework 3: Writing about personal journeys

- 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: 'The Path is Unclear'

Stimulus 1

'I'm not afraid of storms, for I'm learning how to sail my ship.'

Stimulus 2**Stimulus 3**

'Not I, nor anyone else can travel that road for you,
You must travel it for yourself.
It is not far, it is within reach ...'

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: 'What if We Tried Something New?'

Stimulus 1

'When we play, we make the rules.'

Stimulus 2**Stimulus 3**

'We laugh. It's warm and unexpected.
For a moment, we forget to be serious.
With a little imagination,
The everyday becomes a playground of wonders,
And the day brightens, just a little.'

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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.

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

In Victoria, city and rural local government areas are managed by councils. Every year, the leaders of all the councils, who are called mayors, hold a conference to discuss significant issues and projects.

Terry Gee is the Mayor of Western Lakes, a rural council. At the 2025 Councils Conference in Melbourne, Gee delivered a speech to the other mayors to propose a Victoria-wide change to infrastructure*, where cars are banned from major city centres. Gee's speech was accompanied by two slides with images.

***infrastructure**: the basic facilities and resources that a community needs, such as roads, buildings and trains

Hello everyone! I see many familiar faces in the audience today, as well as some new faces – congratulations on being elected mayor in your council.

In our councils over the years, we've made numerous exciting changes – many of which were first discussed at these conferences. This is now my third conference, and I always feel so privileged to share ideas and innovations with you all. I know you will all listen closely and consider what I have to say, so that these innovative ideas can become reality, enriching our diverse communities. Just some of the positive changes that have been made are improvements to parks, safety, child care and infrastructure.

In fact, it is infrastructure that I wish to focus on today.

In recent years, a number of rural councils have made innovative and unexpected changes to our town centres and how they are used, and we feel it's time for city councils to join us! At first, it seemed impossible to change the way the people of Western Lakes used their cars in our town centre, but now it seems that we couldn't live without these improvements.



However, first let me share my experience of arriving in Melbourne yesterday.

Whenever I go to the city, the 'big smoke' as it's sometimes called, I always like to travel by train. This time, the 'big smoke' wasn't just a metaphor – it turned out, with all of the car fumes and exhaust, it was literally the big smoke.

My arrival time was 4 pm, so I thought it would be the perfect time to get some shopping done, walk to my hotel and then meet a friend for dinner. The minute I stepped off the train, I knew that something was very wrong. I could taste the air!

I walked out of the station and was confronted by chaos. Four cars had crashed. Emergency vehicles flashed their red and blue lights, sirens were wailing, trams and cars were stuck. Horns were sounding, red-faced drivers were shouting, all while pedestrians were trying, unsuccessfully, to get through. And then, to make everything worse, a storm hit, and heavy rain poured down. It took me hours to reach my hotel! No shopping. No dinner with my friend. And all my clothes were wet.

And to think that all of this could be avoided!

The solution? Ban cars and buses from the city centre. That would solve the problem. Walking and cycling only. There are many good reasons for doing this, and so many cities have already made the change. Famous European cities such as Venice, Barcelona and Heidelberg, to name just a few. Now this list includes Victorian towns such as Western Lakes and Eastville. Let's add Melbourne and all the other Victorian town centres to the list.



All of the city could be enjoyed like Melbourne's famous Southbank.

The solution is easy, and I know I'm not the first to say something needs to be done. So, why has nothing changed?

Is there too much fear? Fear of upsetting locals? Victoria could lead the way for Australia! **You** could lead the way!

In Western Lakes, we have banned cars from entering our city centre. We have extended public transport timetables. We have built new walkways, bike paths and bicycle storage points. We built it and the locals love it!

I can hear your objections already: 'Western Lakes is just a tiny town! Our city is much bigger.' Well, that might be true, but our population is currently 30 000 and growing fast since these changes. Western Lakes is such a great place to live now.

You might be worried about the cost. I say that it is our duty to spend money for the benefit of all residents. The advantages are so many; the cost concerns shouldn't really matter.

The air in Western Lakes is breathable! Glorious sunny days with blue skies are very frequent now. Our hospital is seeing 25% fewer patients with breathing difficulties. Fewer road accidents and more exercise are also having positive impacts on our health.

Plus, it's so much safer to get around without crossing busy roads.

Western Lakes' town centre has thousands of new plants and many more smiles, as we enjoy a more beautiful place. A group of local women meet for coffee every week in the lush park, which used to be a grey carpark. Now you can sip on a juice at a cafe and chat with friends without sitting next to a truck waiting for the traffic lights.

Let's make this idea work. Let's start now.

Picture this: arriving at the train station, walking safely through the city, breathing the fresh air, spending some time shopping, admiring some art and connecting with old friends for dinner. A perfect day out!

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: Trevor Noah, *Born a Crime*; Jane Harrison, *Rainbow's End*; Billy Wilder (director), *Sunset Boulevard* (p. 4);
LF Baum, *The Wizard of Oz*; Yuri_Yarema/Shutterstock.com; AG Gardiner, 'On Coming Home' (p. 6);
Marcus Aurelius (trans. G Long), *Thoughts of Marcus Aurelius*; eamesBot/Shutterstock.com (p. 7);
LM Alcott, *Little Women*; Dadan Andriyana/Shutterstock.com; adapted from W Whitman 'Leaves of Grass' (p. 8);
Prostock-studio/Shutterstock.com (p. 9);
adapted from Julia XOOXOO/Shutterstock.com (p. 12);
Adam Calaitzis/Shutterstock.com (p. 13)

