

Victorian Certificate of Education
Year

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

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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

Section	Number of questions	Number of questions to be answered	Percentage of total marks
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

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.

DO NOT WRITE IN THIS AREA

- 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)

- 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

You may make notes in this space.

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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 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.

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

SECTION B – continued

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- ☐ *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

SECTION B – continued
TURN OVER

Shade the box next to your selected topic.

☐ i. or ☐ ii.

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SECTION B – continued
TURN OVER

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SECTION B – continued
TURN OVER

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SECTION B – continued
TURN OVER

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END OF SECTION B

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**

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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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Question 2 (10 marks)

Analyse the ways in which the speaker uses argument and written and visual language to try to persuade others to share her point of view.

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SECTION C – Question 2 – continued
TURN OVER

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SECTION C – Question 2 – continued
TURN OVER

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SECTION C – Question 2 – continued
TURN OVER

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END OF SECTION C

Assessment criteria

Section B will be assessed against the following criteria:

- knowledge and understanding of the text, and the ideas and values 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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**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.

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

- i. ‘The characters in this text share similar experiences, but do not see things the same way.’
To what extent do you agree?

OR

- ii. ‘Abdul learns that to survive it is important to understand the unwritten rules of his society.’
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?

***Bombshells* by Joanna Murray-Smith**

- i. ‘The women in *Bombshells* seek to take control of their lives.’
Discuss.

OR

- ii. ‘The characters in these stories must learn to balance their personal needs with society’s expectations.’
Discuss.

***Burial Rites* by Hannah Kent**

- i. ‘*Burial Rites* is about death, but it is also about life.’
Discuss.

OR

- ii. “I am determined to close myself to the world ...”
‘Although Agnes is imprisoned at the farm, she keeps her internal freedom.’
Discuss.

***Cloudstreet* by Tim Winton**

- i. ‘Number One Cloud Street is more than just a house.’
Discuss.

OR

- ii. ‘It is their acceptance of whatever life brings that helps the characters in *Cloudstreet* to go on living and growing.’
Do you agree?

***Frankenstein* by Mary Shelley**

- i. ‘Both Victor and his creature are motivated by revenge.’
Do you agree?

OR

- ii. ‘The characters in this novel discover that human creativity can be dangerous if there are no controls.’
Discuss.

***I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*
by Malala Yousafzai with Christina Lamb**

- i. ‘Malala is not the only person who shows courage in this text.’
Do you agree?

OR

- ii. ‘Malala discovers the power of having a voice when she stands up for justice.’
Discuss.

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

- i. ‘*I for Isobel* depicts a world in which women and girls are unhappy.’
Discuss.

OR

- ii. Isobel says: “I want to be one of the crowd.”
‘Isobel feels a strong need to belong, but does not know how to achieve this.’
Discuss.

***Invictus* directed by Clint Eastwood**

- i. ‘Despite the fears of others, Mandela’s vision for something new achieves great change.’
Discuss.

OR

- ii. ‘*Invictus* demonstrates that revenge will not help wrongs to be made right.’
Discuss.

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

- i. 'In these stories, MacLeod explores how people are affected by the loss of a way of life.'
Discuss.

OR

- ii. 'Family ties dominate the lives of the characters in these stories.'
Discuss.

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

- i. 'These stories show how migration to a new country brings gains and losses.'
Discuss.

OR

- ii. "Overwhelmingly, my desire was to melt in; not to disappear but just to feel ... less obvious."
'Adapting to a new culture has many challenges.'
Discuss.

***Mabo* directed by Rachel Perkins**

- i. 'Eddie Mabo is not the only hero of this film.'
Do you agree?

OR

- ii. 'In the film *Mabo*, the land plays such an important role that it is like a character.'
Discuss.

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

- i. 'Angelo is an honourable man who gives in to temptation.'
Do you agree?

OR

- ii. '*Measure for Measure* is a play that affirms life over laws.'
Discuss.

***Medea* by Euripides**

- i. '*Medea* is about extremes of human emotion.'
Discuss.

OR

- ii. Is Medea an innocent victim?

No Sugar by Jack Davis

- i. ‘In *No Sugar*, the bonds of family and community are necessary for survival.’
Discuss.

OR

- ii. ‘*No Sugar* is about the misuse of power.’
Discuss.

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

- i. ‘Skrzynecki’s poems explain how we come to belong.’
Discuss.

OR

- ii. ‘Barriers and boundaries are central to Skrzynecki’s poems.’
Discuss.

Selected Poems by John Donne

- i. ‘Love in its many forms is explored in Donne’s poems.’
Discuss.

OR

- ii. ‘It is Donne’s imagery that gives his poetry its power.’
Discuss.

Stasiland by Anna Funder

- i. “This society, it was built on lies ...”
‘In this society, it is impossible to know whom to trust.’
Discuss.

OR

- ii. ‘In *Stasiland*, Funder exposes a world where the threat of punishment is used to control individuals.’
Discuss.

The Complete Maus by Art Spiegelman

- i. ‘Spiegelman’s graphic novel offers deep insight into the horror of what Vladek and others suffered.’
Discuss.

OR

- ii. ‘For the character Art, creating this text is his way of understanding his father’s experience.’
Discuss.

***The Crucible* by Arthur Miller**

- i. ‘John Proctor is the only courageous character in *The Crucible*.’
Do you agree?

OR

- ii. ‘*The Crucible* explores how the characters’ behaviour in a crisis is driven by fear.’
Discuss.

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

- i. Sullivan tells Frank: “In the end we are all orphans.”
‘In this text, children learn that they are alone, even within their families.’
Discuss.

OR

- ii. ‘The characters in *The Golden Age* maintain hope despite their physical limitations.’
Discuss.

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

- i. How does Genly Ai change during his time as an envoy on Gethen?

OR

- ii. ‘*The Left Hand of Darkness* is about loyalty and betrayal.’
Discuss.

***The Lieutenant* by Kate Grenville**

- i. “Sir, your orders were a most gravely wrong thing, I regret beyond words my part in the business.”
‘Rooke’s crisis of conscience forces him into conflict with the governor.’
Discuss.

OR

- ii. How is Rooke’s sense of identity changed by his experiences in New South Wales?

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

- i. ‘The characters in these stories have a strong desire for their lives to be transformed.’
Discuss.

OR

- ii. ‘In these stories, people struggle to overcome the effects of violence and loss.’
Discuss.

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

- i. ‘Although Balram becomes increasingly corrupt, the reader does not lose sympathy for him.’
Discuss.

OR

- ii. “... India is two countries in one ...”
How is this concept explored in *The White Tiger*?

***This Boy’s Life* by Tobias Wolff**

- i. ‘Other characters betray Toby, but he also betrays himself.’
Do you agree?

OR

- ii. ‘*This Boy’s Life* is not only about hardship; it is also about determination to succeed.’
Discuss.

***Tracks* by Robyn Davidson**

- i. ‘Davidson discovers that the environment can be both comforting and threatening.’
Discuss.

OR

- ii. ‘The biggest challenge for Davidson is the unpredictable nature of her journey.’
Do you agree?

SECTION C – Argument and persuasive language

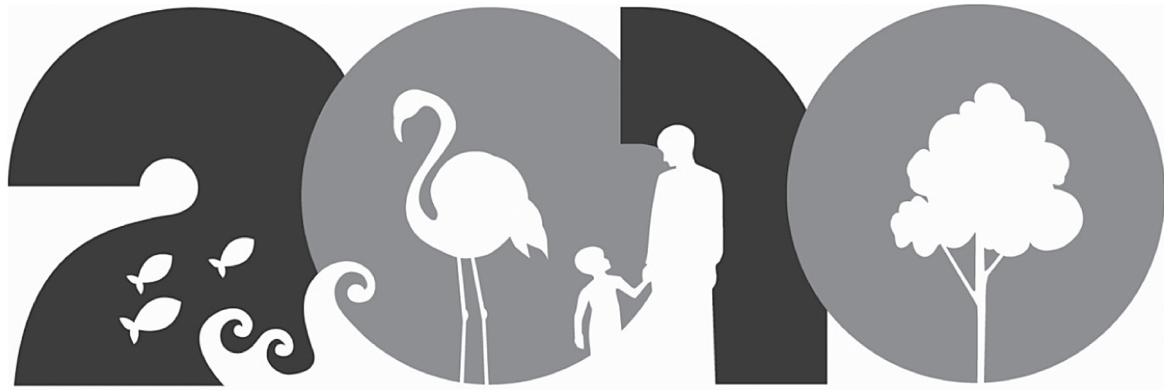
Background information

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 10 and 11.

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.



International Biodiversity Conference

TAKING STOCK

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

Sources: International Union for Conservation of Nature, www.iucn.org/content/new-logo-2010-international-year-biodiversity (p. 12), Dmitry Melnikov/Shutterstock.com (p. 13)

END OF TASK BOOK

