

**Victorian Certificate of Education
2022**

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

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Letter

**ENGLISH AS AN ADDITIONAL LANGUAGE
(EAL)**

Aural and written examination

Tuesday 24 May 2022

Reading time: 10.00 am to 10.15 am (15 minutes)

Writing time: 10.15 am to 1.15 pm (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 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**

Bill and Jen's class have collected money to buy a present for their teacher, who is going to have a baby. Bill and Jen have offered to go to the shops and choose the present.

Question 1 (10 marks)

- a.** Give two reasons why, at the start of the conversation, Bill says that he does not want to buy a present for the baby. 2 marks

1. _____

2. _____

- b.** What two reasons does Jen give to explain the custom of buying presents for a baby? 2 marks

1. _____

2. _____

- c.** Give an example of Jen's language use and an example of her delivery that show her opinion of their teacher. 2 marks

Language use _____

Delivery _____

You may make notes
in this space.

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- d. When Bill and Jen are in the shop, what is the first thing that Bill suggests they buy?

1 mark

- e. Why is it so important to Bill that their teacher receives a present? Give two reasons.

2 marks

1.

2.

- f. Why does Bill think that a book will be the perfect present for the baby?

1 mark

You may make notes
in this space.

TEXT 2**Background information**

Sue Waterly is the new Director of the Museum of Agriculture in Waveford, a regional city in Victoria. Sue is 28 years old and the youngest person to have held this job. In a podcast on the museum's website, Sue introduces herself to the community and talks about how she sees her new role.

Question 2 (10 marks)

You may make notes
in this space.

- a.** What does Sue imply about the displays when she says, 'I'm more excited by the opportunity to, ah, modernise how we display the items'?
- 1 mark

- b.** How did Sue's grandfather encourage her interest in history?
- 1 mark

- c.** Give two reasons why Sue thinks museums are important.
- 2 marks

1.

2.

- d.** Sue's grandfather and grandmother had different opinions about museums. What were their different opinions?
- 2 marks

Grandfather's opinion

Grandmother's opinion

- e. What does Sue say will be the main aim of her work? Give a specific example of how she plans to achieve this aim.

2 marks

Main aim _____

Specific example _____

- f. How does Sue feel about working at the Museum of Agriculture? Give an example of her language use that shows her feeling.

2 marks

Sue's feeling _____

Language use _____

You may make notes
in this space.

**END OF SECTION A
TURN OVER**

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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.

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.

☐ *Rear Window*..... directed by Alfred Hitchcock

☐ *The 7 Stages of Grieving*..... Wesley Enoch and Deborah Mailman

☐ i. or ☐ ii.

[illegible]

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SECTION B – continued
TURN OVER

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

SECTION B – continued
TURN OVER

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**END OF SECTION B
TURN OVER**

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 assessment 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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Question 1 (10 marks)

- a. How did most people view the feeding of wild birds when Daphne was a child? Give two specific examples to support your response. 3 marks

Most people's view _____

Example 1 _____

Example 2 _____

- b. In your own words, explain what Daphne means by 'mutually beneficial'. 2 marks

- c. Give two reasons why the feeding of wild birds is a problem. 2 marks

1. _____

2. _____

- d. i.** Daphne believes that people need help to change their thinking about feeding wild birds. What help does Daphne suggest they need? 1 mark

- ii.** What practical action about feeding wild birds does Daphne provide? 1 mark

- e.** Daphne writes: ‘So, with a deep breath for courage and all the factual information in my head, I started a conversation ...’. How did Daphne most likely feel about starting the conversation? 1 mark

Analyse the ways in which the writer uses argument and written and visual language to try to persuade others to share her point of view. In your response, use the material on pages 6 and 7 of the task book.

[illegible]

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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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(EAL)****Aural and written examination****Tuesday 24 May 2022****Reading time: 10.00 am to 10.15 am (15 minutes)****Writing time: 10.15 am to 1.15 pm (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***Rear Window* directed by Alfred Hitchcock**

- i. ‘In *Rear Window*, couples seem trapped in their relationships.’
To what extent do you agree?

OR

- ii. How does Hitchcock suggest that the characters have limited ideas about their world?

***The 7 Stages of Grieving* by Wesley Enoch and Deborah Mailman**

- i. ‘*The 7 Stages of Grieving* suggests that forgiveness is the most important step towards healing.’
Do you agree?

OR

- ii. ‘In *The 7 Stages of Grieving*, there are many reasons for the sadness that characters feel.’
Discuss.

**END OF SECTION B
TURN OVER**

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SECTION C – Argument and persuasive language

Background information

The website *Strapleton Community Voice* has a social media page for residents of the Strapleton area to share information and raise issues. As a member of the community, Daphne Lower created the following post for the *Strapleton Community Voice*.

www.strapletoncommunityvoice.org x +

www.strapletoncommunityvoice.org/socialmedia

Strapleton Community Voice

Public group 11 727 followers



Daphne Lower – 2 October at 11.35



I want to share with you an issue I had this morning, when I was taking my usual walk around our beautiful park and lake. I noticed a new sign near the water, saying: DO NOT FEED THE BIRDS. Metres from the new sign stood a man and two children who were busy feeding bread to the wild ducks and totally ignoring the very clear message on the sign. What should I do? Should I do anything? This is what went through my mind ...

When I was growing up, we often fed wild birds. My mum had a little wooden bird feeder hanging from a tree in our garden. Every morning, my mum would lower the bird feeder, place a sprinkling of seed inside and then put the bird feeder back up into the tree. That bird feeder attracted all sorts of colourful parrots and we loved watching them. On family trips to the beach, we'd all eat hot chips and we'd throw some to the seagulls. We'd laugh as they argued over the chips. Occasionally, when we went to the city, we'd see people giving some of their lunch to pigeons and other birds. Everybody everywhere fed wild birds back then; it was part of everyday life. Today, millions of Australians continue to feed wild birds.

It's easy to see why we like to feed wild birds. It seems to be mutually beneficial: we help the birds survive and, in return, we feel pleasure from connecting with the natural world around us. Taking time to appreciate nature is a great way to improve psychological wellbeing. In our increasingly technological world, it's healthy for us to find ways to log off and recharge. The duck-feeding dad from this morning probably had to work hard to convince his kids to leave the TV and go outdoors to enjoy nature.

Unfortunately, despite the many health benefits that humans gain from feeding birds, the same is not true for the birds! Yes, in some climates, some species of birds would not survive long, cold winters without help from humans. But I wish more people understood that when they feed birds, it is artificial feeding and, although it might feel like an act of kindness, it's often doing birds harm. Giving wildlife any food in the wrong amount can be extremely dangerous.

www.strapletoncommunityvoice.org x +

www.strapletoncommunityvoice.org/socialmedia

I've read that wildlife experts think that artificial feeding creates an imbalance in nature. It can increase the population of some species while decreasing the population of other species. For example, the colourful rainbow lorikeets are very popular so, with artificial feeding, their numbers have soared. But the number of the less colourful scaly-breasted lorikeets has fallen dramatically. So, without anyone intending to do so, artificial feeding has upset the balance in nature. Also, uneaten seeds and bread can rot, grow mould and cause diseases in birds. Rotting food also attracts pests such as rats, mice and cockroaches, and the more food these pests get, the more they breed. Another imbalance!

Artificial feeding is not necessary. Native birds will be healthy and happy if left to eat only their normal diet of insects, nectar, seeds or fruits. Most people don't realise that bread – the most popular choice of food to give to wild birds – is actually one of the worst foods for birds as it contains high quantities of salt and even sugar.

So, should feeding ducks in Strapleton be banned altogether? People can easily ignore a small sign. Perhaps harm to the birds could be minimised if people received more education about feeding birds. If you must feed the birds in our neighbourhood, then seeds, a few oats or a small handful of peas or corn are perfect for our birds. And remember: you are providing a snack, not a meal!

As I watched those kids and their dad throwing endless carbs¹ into our beautiful, clean lake, wild ducks fighting each other for the smallest crumb, I felt troubled and couldn't make up my mind. Should I say something to the dad and the kids? I didn't want to accuse them of deliberately harming the wild birds and nature. I wanted to explain politely how better choices would mean better care for our feathered friends. So, with a deep breath for courage and all the factual information in my head, I started a conversation ...

What action would you have taken? Let's have a community conversation.



¹**carbs** – carbohydrates, found in many foods, such as bread, rice and potatoes

Sources: travellifestyle/Shutterstock.com (p. 6); Werner Weip-Olsen/CartoonStock.com (p. 7)

END OF TASK BOOK

