

2021 ASSESSMENT REPORT

EALD315120 - ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

Part A

Communicate in Spoken English - Criterion 4

Positively, all but one student brought their negotiated report with them to the oral exams. As it has been stated in previous years, students who do not present a task for discussion generally do not perform as well as those who do, in the speaking skills section of the exam, as there are fewer opportunities for the students to display their English skills on more sophisticated topics. The discussion of the negotiated report topic allows for a more in-depth discussion.

Students should only bring a copy of the negotiated task that was approved and marked by their teacher. One student presented a very long version of the negotiated task, rather than the much shorter one that was assessed by the teacher and another brought along prints of a power-point summary of the negotiated task as well as the actual task. For equity and time constraints, only the actual task should be presented to the oral examiners.

Some of the interesting negotiated report topics included discussions on fast fashion, the pursuit of happiness, social media usage, surrogacy, space exploration, animal testing, the political situation in certain countries, gender equity and the casualisation of the workforce.

Oral examiners reported the following. Successful students:

- understood that they needed to expand on their responses to the examiners' questions, giving more than just a basic answer.
- were able to do at least some self-correction.
- were able to bring some humour into the conversation.
- used appropriate register.
- spoke with confidence and fluency.
- maintained eye contact and a personal engagement.
- understood the examiners' questions.
- recognised and responded to nuance.
- were generally very comfortable in the space, even those who were evidently rather shy by nature.
- had written negotiated reports which were well substantiated with evidence.
- were able to give extended and detailed answers to questions relating to their negotiated report.
- showed genuine interest in their negotiated report topic.

- used sophisticated/technical language whilst talking about issues relating to their negotiated task.
- presented well prepared reports – most with headings.

Suggested Improvements

Candidates:

- should ensure they thoroughly understand what they have written in their negotiated report.
- should practise speaking about their task prior to the exam.
- should be prepared to speak about themselves and be willing to share their ideas and opinions.
- should be reassured that the examiners are there to help them show what they are capable of and are not trying to trick them or make the conversation difficult.
- Should try to avoid slang such as: 'like, ... I feel like Yeah'

General Comments about the Negotiated Reports for teachers

- At some locations there was a limited variety of negotiated report topics and the reports were rather generic.
- Some environmental issues reports were almost too broad and covered many environmental issues rather than just one or two issues being looked at in more depth. This seemed to hinder deeper understanding and therefore discussion with some students.
- Teachers should also be mindful of the guidance provided in the syllabus as to the types of topics which are suitable for the negotiated task. In the syllabus it is stated, "While not prescribed, the topic will be one that engages the learner in research, analysis and critical reflection. An issue-based topic is more appropriate than one that is purely descriptive in nature." This year a number of negotiated reports were autobiographical texts about the students' life experiences, including family photos. These essays were not academic in nature and there was little analysis. Therefore, discussions with the students about their reports became a continuation of the initial part of the oral exam which focuses on the life of the students. These students were not able to fully demonstrate the extent of their vocabulary or ability to use complex sentence structures.
- While it was refreshing to note that the teacher had not intervened in most cases to 'polish' work, the students still should be encouraged to have their work proof-read.

Spoken Text Question 1 - Tasmanian Devil

a) How is Tasmania described by the narrator? /2

- A remote island
- A wildlife stronghold

The first point was well handled, but 'wildlife stronghold' was not.

b) What did early scientist first call the Tassie Devil – and why? /2

Bear devils (1); they look like a bear crossed with a dog (1)

This question was generally well handled.

c) Why don't Tasmanian Devils live on the mainland of Australia anymore? /2

Humans hunted devils (0.5); Dingoes hunted devils (0.5) Humans/dingoes hunted out their prey (0.5) so they became extinct (0.5)

Most students were able to answer humans, but many missed dingoes (and there was a lot of creative spelling for dingoes). Not many noted that their prey was also hunted out, so not many received full marks for this question.

d) Why are these creatures now referred to as "devils"? /2

- At night they howled/Europeans heard them/their noise at night (1)
- (Europeans) thought they must be killing machines/killers (1).

Half marks were awarded if mention of howl or noise was heard, many omitted 'at night'. A well-handled question by stronger candidates, but not by weaker ones.

e) What do Tasmanian Devils eat? /1

Entire animals/all the animal/animals/meat bones

Any one of these was accepted.

f) What two world records does the Tasmanian Devil hold? /3

- Largest carnivorous marsupials (1.5)
- strongest bite/jaw (1) relative to/in relation to body size (0.5).

This question was not handled well.

- g) What time of day are Tasmanian Devils active? /1
At night/when the sun goes down/evening
Any one of these was accepted. This question was generally handled well.
-
- h) Approximately how many devils might share one meal? /1
Between five and twelve devils/5 – 12/5 to 12
Range had to be shown here. This question was generally handled well.
-
- i) Why does the narrator describe the devils as “kind” at one point? /2
Their howls (1) ‘invite’ other animals to share/join the meal (1)
This question was generally handled well.
-
- j) List three (3) reasons Tassie Devils go into water. /3
- i. When they need to cross rivers
 - ii. Cooling off / cool off/ cool down
 - iii. Hanging out/hang out in the water/having fun/have fun in the water / play/playing in the water
- This question was generally handled well.

Total / 19

Spoken Text - Question 2

- a) Dave Hughes grew up in the regional city of Warrnambool. In which state of Australia is this city? /1
Victoria
This question was handled well
-
- b) Explain why it is difficult for Hughes to “knock back” work? /2
Dave’s parents didn’t have much money when he was growing up (1) so he feels he needs to take whatever work he can get (1)
Inference was needed for the 2nd mark. This question was not handled well.
-
- c) At what age did Hughes realise he might be funny enough to be on stage? /1
13 or 14 (1)

This question was handled well

d) Explain the term “thin-skinned” /3

Any 3 of the following:

To be sensitive / insecure / easily criticised / not tough / to need reassurance / compliments / applause / to be hurt easily / cries easily (emotional)

Marks WERE NOT given twice for cries easily AND emotional. Generally handled well, but not many students received all 3 marks. Many put the answer for (e) here.

e) What makes Hughes cry internally? /2

If another comedian (in the same room as him) receives a compliment (1) and he doesn't (1)

f) What emotion does Hughes believe he ought to experience more than he does? /1

Happiness/a happier emotion (1)

Half marks were given for 'happy' because it showed students had understood what was being asked. Students either understood or not. If not the word 'insecure' was used a lot. The term 'ought to' proved problematic for some students.

g) How many children do Dave Hughes and his wife have? /1

Three/3 (children)

h) What is Hughes doing to make sure his children do not become bullies? Has he succeeded? Give details. /3

- Dave and his wife teach their children to be gentle/(gentlemen) and kind (1)
- He is successful because his son can't imagine (1) why anyone would want to be mean (1).

Marks WERE NOT awarded if a student said yes, he was successful without giving further details

i) What does Zemiro say is a “big lesson to learn”? /3

Any 3:

- teaching children that bullying is harmful/hurtful/wrong
- some reference to bullying on social media/cyber bullying
- coping with bullying
- understanding why people might want to be mean and bully others

- learning to be gentle and kind

This question was not handled well by all students. The challenge seemed to be the amount of information needed to answer the question and some inference was required too.

j) **According to Hughes, what is the secret to life?** /1
Being able to laugh at yourself.

Why did Hughes give up drinking alcohol at age twenty-one? /2

- He was drinking too much and it made him stupid/silly/an idiot (1)
- it could harm his future career/plans/ambitions. (1)

This question was generally handled well.

k) **Why did Hughes move to Perth as a young man?** /2

- He needed to practise his routine on people he didn't know (1)
- so that he wouldn't care so much if he failed (1).

This question was well handled, but many students missed the second point about doing this so that he wouldn't care if he failed.

l) **What does Julia Zemiro believe is important for all young people to do?** /1
To decide for themselves who they want to be

Total /23
Overall Listening Mark /42

Part 2 Reading and Responding - Criterion 3

Question 3

a) **Why was Alda chosen to speak to graduating doctors, even though he is an actor?** /1
He played the character of a doctor in a popular television series

b) **How long had Alan Alda been writing the character of Hawkeye Pierce?** /1
Seven years (1)

c) **On whom was the character of Hawkeye based?** /2
Several real doctors (1); during the Korean War (1).

d) Describe the personality of the character of Hawkeye Pierce. /3

Any 3:

- Sense of humour yet serious
- human enough to make mistakes
- hates death so he pushes himself to save lives
- sometimes angry
- sometimes cynical
- sometimes a little nuts

e) What does Alda suggest should come first in a list of values? /1

People

f) “Where will your family come on your list? How many days and nights, weeks and months will you separate yourself from them, buried in your work, before you realize that you’ve removed yourself from an important part of your life?”

Providing two (2) dot points, summarise the above sentences from Alda’s speech into statements of advice: /3

- Always remember your family is important, so don’t forget them (1.5)
- Work hard but not so hard that you lose what is most important (1.5)

Students found this difficult. Many summarised but did not use a statement of advice.

g) Why does Alda say to the class of graduates “that’s my prescription” /3

- prescriptions are what doctors give and the class is graduating doctors
- prescriptions are for medicine to help people get better and Alda wants people to remember what will make the people in this class better doctors
- it’s a joke because Alda is not a doctor, but an actor who played a doctor

Students found this question difficult and very few identified that it was a joke or a play on words.

- h) In your own words explain what Alda means in the very last sentence of his speech /3
all the knowledge about the body/anatomy is in the brain/head
feeling/caring for people comes from the heart so don't just treat the body with
your medical knowledge; treat the *whole* person, with your heart as well

A small number of students were able to achieve full marks for this question.
Some students re-stated the sentence. No mark was given for this.

Total /17

Question 4

- a) How does Michelle describe her relationship with her parents when she was a child? /2

Any 2:

- her voice was heard with respect, valued
- her parents thought she was brilliant and funny
- they sat around the dinner table and told stories

Most students answered this correctly.

- b) What did Michelle's parents think was necessary in order to empower people? /2

Children must be given room to be themselves
when they are young

- c) How do we know Michelle's family was a large one? /3

- She mentions grandparents, aunts, uncles, cousins, second cousins
- She calls it a "big family"
- She says she had to use her voice to get a word in as everyone was talking

Most students achieved at least one point but only a few were able to get full marks because they needed to write "she said" or "she mentioned".

- d) What does Michelle mean by the importance of trying on "different hats"? /2

- They should try different things to find out who they are
- It is important to do internships, talk to people who do interesting things

Most students managed the first part of the answer with fewer quoting the text for the second point.

- e) Why did Michelle Obama entitle her book *Becoming*? /2

- Life is long, we can have many lives within a life

- We are always evolving/changing

Handled well

f) In your own words, describe how Michelle's background differed from her husband's? /3

- Barack travelled internationally with his mother when he was growing up while Michelle was based in the USA
- Michelle grew up with both parents and a large family while Barack didn't know his father and was an only child
- Michelle had traditional family stability with a working father and mother at home, while Barack's was not conventional

Most handled the first 2 points well but did not address the "stability" or "conventional" aspect

g) Why didn't Michelle think Barack would win the presidency? /1

He was a black man in America

Handled well

h) Why did Michelle Obama think it was important to invite children to the White House? /3

Any 3:

- Michelle remembered that as a poor child she had believed the important public buildings were not for people like her to enter
- she wanted to change this perception
- she wants socially disadvantaged children to know that the White House (and all public buildings) belong to them too
- she wanted poor children to know they are just as important as anyone else
- she wanted poor children to know that they are included and to feel special so that all their lives they will feel part of their country
- she wanted to give the children a special memory they would never forget

Students found this difficult, but most were able to express the idea that she was a poor child and believed it was important for these children to visit public places.

i) In your own words, explain what Michelle means by encouraging her daughters not to take what they have "for granted". /3

Any 3:

- Michelle's daughters have privileged lives
- which many others do not have

- they should never forget how fortunate they are
- they could help others less fortunate

Difficult for most to score full marks. Most were able to write about being grateful and some could express privilege but generally it was not handled well.

Total /21
Reading Total /38

Part 3 Texts - Criterion 2

Question 5 Divisions of Local Councils

a) What groups of people might have a use for this map? /2

Any 2:

- tourists
- locals
- students
- people newly settled in an area.
- people who want more information on the role of their local council

Most students identified two audiences

b) i. What do the tiny dots on the map of Australia represent? /1

local council areas around Australia

ii. Why do you think there may be more dots in some places than in others? /1

Any 1:

- there are more local councils there
- there are more people there so therefore there are more councils

c) What do you think the icon (or symbol) of the bicycle shows? /1

Any 1:

- shows where there are bike paths
- bike hire or riding bikes is acceptable

d) Draw lines joining the four (4) icons from the map with their particular purposes in the town. /2

- book – F. Library
- teddy bear – D. Childcare centre

- paw print – A. Dogs off-leash
- recycling icon – B. Recycling depot

100% of students correctly answered this question

e) Geographically, what kind of town does the map tell you this is? Give evidence. /3

Any 3, but had to include coastal/seaside town to earn 3 marks:

- coastal/seaside town
- it shows a beach to the right of the map
- yellow sand and blue water mean beach
- a small town as all of the key areas are in close proximity/only one each of them

f) Describe the position of the sportsground in relation to the map as a whole. /2

Any 2:

- on the bottom of the map
- to the right of the centre.
- diagonally opposite the library etc or similar description

g) What is the significance of the green areas on this map? /2

Any 2:

- grass
- parks/playgrounds
- trees
- sportsgrounds
- green areas are important to people's mental health

h) In the larger of the two car parks, why might the car with the label A not be in a straight line? /2

- it may be moving in
- or out of the carpark.
- to create a sense of motion/ realism /dynamism (2 as more sophisticated)

Some students suggested a car accident may have occurred. This answer was not accepted.

i) How many intersections have roundabouts in this town? /1

Three

Many students found this question confusing

-
- j) Why might a town planner decide to place another pedestrian crossing closer to the top at Position B? /2

Any 2:

- for access to the beach
- the other pedestrian crossing is a long way away so people need another one
- it is a busy road

-
- k) If I wished to add another room to my house, which division of the council would I approach? /1

Building approvals and inspection.

A number of students did not understand this question and so a variety of answers were given.

Total /20

Question 6 Pool Rules

- a) i. Why do some activities have a red circle with a diagonal line? /1
banned/prohibited/not allowed
- ii. What is the significance of the colour red in this context? /1
signifies danger/warning

-
- b) i. What is the general purpose of this sign? /1

Any 1:

- to show what can and cannot be done at the pool
- pool safety

- ii. Do you think the sign would achieve its purpose? Give reasons. /2

Any two:

- Yes – sign is clearly set out and organised
- images are simplistic so easily understood
- colour is deliberately simple to ensure message is clear
- use of written text is short and simple – so all people can understand it

- c) Change “NO RUNNING” to a positive instruction expressing what we should do /2
Walk slowly/carefully

Any appropriate verb plus an adverb were required for 2 marks. Many students did not change the instruction to a positive statement. No marks were given in this case.

- d) Which of the rules advises people to be at the pool with another person? /1
Either:

- Don't swim alone
- Watch your children

Both answers were accepted as correct

- e) i. Describe the difference between the left and right restroom icons. /1
left is female (wearing a skirt) right is male (in pants)

There was some confusion with left and right

- ii. Why do you think there is a vertical line between these two (2) icons? /1
Any 1:

- to show the male/female toilets are separate
- only go into the restroom/toilet/changeroom that applies to you
- shows the toilets are unisex

- f) Why is the “Use Restrooms” rule necessary at the pool? /2
Either:

- so people don't urinate in the water as it is unhygienic
- so people don't get changed by the pool for privacy reasons

- g) Why do you think an exclamation mark is placed at the end of each rule? /2
- to give more strength to the message
 - to show people that it is important

- h) What do you think is meant by “rough play”? /2
- any two examples of rough play e.g., jumping in/fighting/wrestling etc
- OR
- any actions that could hurt someone else

- i) Why do you think the three rules on the right side of the sign are written in capitals? /2

Any two:

- gives more strength to the message
- used for emphasis
- as if shouting the message
- right side actions are more dangerous, so the message is more important

- j) The heading of this sign is quite direct. Can you suggest an alternative title for this sign and give reason(s) for your change? /2

Any 1:

- Yes:
 - Do's and Don't's of the pool – clearly tells people there are things you can and can't do
 - Safety Rules – the sign refers to the safety of users
 - Let's all be safe at the pool - is more inclusive and less punishing/rude/confronting in tone
- No:
 - The sign is already easy to understand and clearly shows users what they can and can't do at the pool.

Total /20

Question 7 No Worries

- a) Name some target audiences for this advertisement. Give evidence for your answer. /2

- International visitors – it is emphasising Australia as a travel destination
- Australian tourists – it is emphasising Australia as a travel destination
- People who want to live in Australia – says “Come Live”

- b) Who produced this advertisement? /1

Any one of:

- Australian government
- South Australian government
- Kangaroo Island government
- Australian travel company

The answer was not in this text, so any of the above answers were accepted.

c) Describe the emotions of the person in the foreground of the photograph. /1
Happy/relaxed etc

d) Describe the physical setting of the photograph. /2

- rocks
- ocean

e) What image of Australia are the advertisers promoting? Give reasons for your answer. /3

- Carefree/relaxed
 - “no worries”
 - Suggests all Australians like this “Philosophy”
 - Image of people looking happy and relaxed
- Australia is a beautiful natural location where you can relax

One image and two reasons or two images and one reason were accepted. Many students did not understand the nuance of ‘image’ in this question and simply explained what they could see in the picture. No marks were awarded in this case.

f) Explain the differences and similarities in the way the two (2) people are dressed. /3

- (Foreground)– blue top and jeans
- (Background) – orange top and red skirt

One mark for each outfit and any use of an adjective describing them was accepted.

g) What is the weather like in this advertisement? /1

Any one of:

- Warm
- Sunny
- Slightly cloudy
- Windy

h) How does the text in the main slogan (No Worries) attempt to persuade the audience(s) you identified in Question 7 a)? /2

Australia is shown to be a relaxed country so encourages stressed international visitors/local people/those who want to move here to holiday/live in Australia and relax.

- i) Why do you think Philosophy is spelled Philausophy in this advertisement? /3
- Aus is short for Australia
 - Philosophy is a way of thinking
 - It suggests there is unique Australian way of thinking – not to take things too seriously/relaxed.

Many students struggled to give three ideas here.

- j) How does the logo in the bottom right corner link with the message of this advertisement? /2
- The kangaroo and the sun are well known images of Australia
 - They are unique to Australia as is the suggestion of the unique way of thinking in Australia
 - The logo repeats the colours in the main image to enhance the message

This question was not well handled – a number of students mistook the kangaroo for a bird – if the answer made sense this was accepted by the markers due to its small size.

Total /20

Part 4 Writing in English - Criterion 5

Question 8

Students should note that the word limit is approximately 250 words for this task. While the entire response will be marked and assessed, students should be aware that any response less than 220 words generally does not fully address the question and does not allow the student to sufficiently show their English skills. Similarly, a much longer response often does not give the student any advantage as the task requires a succinct answer and often students make more mistakes in long responses.

- a) Imaginative
Continue a story that starts with these words:
Everything changed the moment she...

The imaginative question proved to be less popular than in previous years. Only students who are strong creative writers should consider tackling the imaginative question, as it is quite difficult to effectively develop and resolve a narrative with an orientation, complication, rising tension to a climax and a resolution in approximately 250 words. Students who used flashbacks or preceding events to the stimulus moment had more successful narratives which engaged the reader with a sense of suspense. Use of dialogue to advance the story or embellish characters made for more effective narratives and some

kind of twist at the end added interest. Less successful responses simply described sequences of events without conflict or tension.

b) **Analytical**

Discuss the cultural similarities and differences you have noticed between Australia and your own country of origin.

This was the most popular question this year with 38% of students attempting it. Less successful responses compared physical environments rather than addressing the cultural similarities and differences, showing a lack of understanding of the concept of 'culture'. More successful responses chose a specific cultural aspect and compared a variety of aspects of it in detail, whereas less successful responses described many, sometimes unrelated, cultural features or practices with little detail. Stronger responses attempted analysis and attempted to explain the similarities and differences, while the weaker responses simply listed them.

c) **Interpretive**

Many non-Australians think Australians have a “no worries” approach to life. Do you think this is true? Explain.

This question was attempted by just 3 students. Those who did address it gave some thoughtful responses about aspects of Australian culture and life that could contribute to that supposed 'no worries' stereotype, and how it contrasts with people's realities.

d) **Persuasive**

Your friend wants to be a professional athlete, but his parents want him to become a doctor. Write what you would say to try and persuade your friend one way or the other.

This question also proved popular with 36% of students choosing it but there was some confusion about which format to use in the response. Some students wrote in letter form, others essay format. Either was acceptable to markers, and marks were given based on the range and quality of the arguments and supporting evidence, as well as quality of writing in any student's chosen mode. Many students did not make a clear persuasive argument for one idea, rather they described pros and cons. Stronger responses gave deep consideration to what they knew of professional sport and medicine as career pathways and argued for or against with thoughtful ideas. Weaker responses fell back on ideas like 'go with your heart' or 'always listen to your parents', and thus did not fully address all of the stimulus.

Below are some statistics about the Writing section for 2021.

Percentage of all students who did this question. Results in percentages per question.

a) Imaginative	19%
A range	10%
B range	16%
C range	53%
t range	21%

b)	Analytical	33%
	A range	12%
	B range	21%
	C range	46%
	t range	21%
c)	Interpretive	3%
	A range	0%
	B range	100%
	C range	0%
	t range	0%
d)	Persuasive	31%
	A range	6%
	B range	39%
	C range	39%
	t range	16%