

2022 ASSESSMENT REPORT

EALD315120 - ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

Oral Examination

Communicate in Spoken English - Criterion 4

What was done well

More successful students:

- could use academic vocabulary, including specialised vocabulary from their negotiated report
- directly answered questions and stayed 'on topic'
- were able to converse about themselves and their negotiated report confidently, providing detail in their responses
- knew their negotiated report topic and information and were able to answer both specific questions about the content, as well as unexpected questions about broader applications/implications
- often showed higher degree of vocabulary and complexity when discussing their negotiated report, evidencing a good degree of practice and preparation
- offered extended and thoughtful responses which evidenced higher levels of language skill
- asked clarifying questions effectively which enabled the student to then respond appropriately
- were able to self-correct and consistently use an appropriate register
- were able to apply what they had learnt through their negotiated report research to wider scenarios
- were also able to expand their answers and speak with passion about their chosen topics
- felt strongly about the topic of their negotiated task and were able to justify their reasons for choosing it
- understood that their negotiated report comprised a significant part of their speaking test and therefore were fully invested in it.

Suggested Improvements

In order to improve their results, students should:

- take care not to overuse words such as 'stuff' and 'like' in their responses
- not need to read through the hard copy of their negotiated report to answer some examiner questions that were based directly or generally on the negotiated report

during the oral exam. Generally, students who did this did not then offer an effective response, but rather read from the negotiated report or were unable to find anything useful to help them

- be able to explain terminology used in their negotiated report and be able to connect what they had learnt to a broader context
- not have prepared ‘speeches’ where the dialogue turned into a monologue and did not allow enough time for markers to ask related questions
- make sure they fully understand the specialised vocabulary from their negotiated report and clearly answer questions based on these words
- be encouraged to find topics that they are passionate about, as some students admitted they were not completely interested in their chosen topic
- choose a negotiated report topic based on issues affecting Australian youth. Some students did not do this, and this resulted in some students talking about their own country/situation, but demonstrated little knowledge about the situation in Australia.

Section A Listening and Responding

Spoken Text Question 1

- a) **Why is the interviewer happy to meet the author?** /1
Because he enjoyed reading her book
Several students wrote enjoyed reading the book, not her book.
- b) **What decade did the two places from the book ‘come together’ for the author?** /1
1970s
Some students misunderstood this question.
- c) **When did the author start living in Newtown?** /1
After university
- d) **How long did she live in Newtown?** /1
A couple of years.
- e) **What language would she have heard a lot, in her neighbourhood? Why?** /2
Greek. Many Greeks lived there.
A number of students confused Greek with Greece and were penalised.

f) **What was the author referring to when she used the phrase ‘from top to toe’?** /1

The grandmother’s clothes

g) **Tick the box that best describes the grandmother, as depicted in the text?** /1

Lonely

Well-handled

h) **Why didn’t the author speak to the grandmother?** /1

She was too shy

Well-handled

i) **What did the author notice about the old ladies in Greece that was different from the grandmother in Newtown?** /1

They were full of life

Many were able to provide a good comparison.

j) **Where was the author when she thought of the story for the book?** /1

At a restaurant

Some students wrote in Greece for this answer with no mention of a restaurant.

k) **Write the numbers from one (1) to three (3) next to the following statements, in order of the author’s thoughts for helping the grandmother in the book.** /1.5

2 Find her suitable employment

1 Imagine she was the grandmother’s relative

3 Buy her an animal

The majority of students found this item straightforward.

l) **Complete the following chart about the writing and publishing of the book.** /3

| Time Taken | Event |
|---------------------|--------------------------------|
| Two minutes | Think of the idea for the book |
| Three months | Write the book |
| Five years | Become published |

- m) **To what did the author compare getting her first book published?** /1.5
Getting your first job.
- n) **Write in your own words how the publishers reacted to the book.** /2
All publishers in Australia/ rejected it / didn't like it/want it / didn't publish it.
Many students were able to think of another way to express 'knock back', but some still copied from the text. If copied, no marks were allocated. Stronger responses identified it was every publisher in Australia.
- o) **In what two (2) ways did writing the film help the writer?** /2
Made her better at dialogue, she learnt to be faster.
There were some interesting spellings of 'dialogue', but the answers were accepted if they were understandable.
- p) **What year was the book published?** /1
1982
- q) **What happened to the book after that?** /2
It became a television series/some years later
Stronger answers were able to identify some years later.

Total / 24

Adapted from: <https://www.youtube.com/watch?v=BuFrnm3RytA>

Spoken Text - Question 2

- a) **What image is used to explain how the atmosphere is getting wetter, warmer and more energetic??** /2
Heating water in a pan
Any explanation of the process was accepted.
- b) **How many degrees warmer does the atmosphere need to be, for an increase of 7% moisture?** /1
1 (degree)
- c) **List two (2) ways that flooding affects the community? (1 for each correct)** /2
Mental health Physical health Local economy

Local infrastructure

Spelling of physical and infrastructure proved difficult for many, but were not penalised.

- d) **According to the text, what is the effect on mental health from repeated exposure to extreme events, like flooding and bushfires?**

decreased mental well being /.5

loss of (sense of) identity and place /1

Stronger responses identified both pieces of information.

- e) **According to the text, what effect does flooding have on native animals?** /1

Lose their habitat

- f) **What increases, as a result of water contamination?** /1

Mosquito-borne diseases

Not well-handled.

- g) **What was a “heartbreaking” effect of the 2022 floods?** /2

Homes damaged or flooded / people had to rebuild from beginning

Students needed to identify ‘homes’ were affected and people had to start again or from the beginning to get full marks.

- h) **What two knock-on-effects are mentioned as a result of damage to power transmission?** /2

No Internet or Refrigeration

- i) **Write the order, from causing the most, to the least economic damage, three (3) extreme weather events TROPICAL CYCLONES, DROUGHT, FLOODS** /3

MOST



Flood

Tropical cyclones

Droughts

LEAST

This item was difficult for the majority. Many received just one mark – for having floods in the correct place.

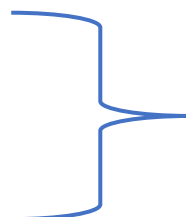
- j) **How much could flooding cost the Australian economy per year, by 2060?** /1

40 billion /dollars

Dollars was missed by many.

k) **Name two (2) immediate impact of floods mentioned in the text.** /2

- Property damage
- Destruction of crops (and livestock)
- Clean-up costs
- Emergency response.



Any two (2) of these

Well-handled.

l) **Explain why this passage could not be described as a self-help article for people who have experienced floods?**

- Because it only gives facts on the impact/causes of floods, /1
- Not how people can help themselves. /1
- does not give advice .5

Many students could have added more. Some wrote about how the article informed about the impact of the floods, but did not go on to say what was lacking for it to be regarded as a self-help article (e.g., giving of advice).

Adapted from [Everything you need to know about floods and climate change](https://www.climatecouncil.org.au/resources/climate-change-floods/#:~:text=Climate%20change%20is%20affecting%20our,a%20greater%20risk%20of%20floods.)

<https://www.climatecouncil.org.au/resources/climate-change-floods/#:~:text=Climate%20change%20is%20affecting%20our,a%20greater%20risk%20of%20floods.>

Total /21

Section B Reading and Responding

Question 3

a) **What was Daniel Nour studying in London?** /1

Medicine / Medical Degree

This item was handled well by students.

b) **In your own words, explain the phrase “turning point”, referring to the situation mentioned in paragraph two.**

explanation of turning point (1) / medical services for homeless people were lacking or not good (1) / he realised/decided he could make a change / decided to act (1)

Students who copied straight from text were not awarded full marks because they had not put it into their own words. Many missed the point that medical services were lacking for homeless people. However, this was handled well in the stronger responses.

- c) **From where had Daniel come to London?** /1
Australia
- d) **What words from the text tell us that Street Side Medics is not a business with employees?** /2
Volunteer / not-for-profit.
'not-for-profit' was well picked up on, but only some students picked out the word 'volunteer'. Many students wrote 'vulnerable' or 'mobile medical service' or copied the entire sentence from the passage: '...a not-for-profit GP-led mobile medical service for vulnerable people...' (students were only awarded 1 mark if they did this).
- e) **Name the four medical conditions given as examples of those that Daniel's team have dealt with?** /2
Cancer, HIV, Diabetes, Heart Disease
This item was handled very well by all students.
- f) **“What two qualities were mentioned by the awards panel, in regard to Daniel's character?”** /2
Leadership and Social Conscious
This item was handled very well by all students.
- g) **What aspect of Daniel's life makes it especially impressive, that he donates his afternoons to organisation, Street-Side Medics?**
He works full time (0.5) / as a doctor (1) / at a hospital (0.5)
No students mentioned he was a doctor.
- h) **In what Australian state and city is Street Side Medics based?** /1
Sydney/NSW
- i) **Why are the people described by Danielle Roche OAM, as “vulnerable”?**
- Because they are Homeless /1
 - Any explanation of how this makes them vulnerable /1

Most students were able to state the idea of homelessness, but only stronger responses were able to give an explanation that linked this to the idea of vulnerability.

Markers did not accept 'because they were falling through the cracks' as an answer.

j) **The stories of Peter and Neil are given as examples of (choose one)** /1

- A person who "suffers in silence"
- The typical Australian
- A volunteer from Daniel's team
- A person with a social conscience.

k) **How does the name of the organisation, Street Side Medics, relate to its purpose?** /3

Medical professionals/doctors helps/treat people who are living on the (side of) streets (with illness or injury).

Students needed to show understanding of the mobile nature of the service to receive a full 3 marks.

l) **In your own words, explain what Daniel believes is "our responsibility" as Australians.** /3

Even if we don't think we can help someone

who is unable to seek help themselves

we should try to help them anyway

This item was generally handled well. However, students who did not explain in their own words, were awarded part marks if they had tried to use at least some of their own words.

Total /23

Question 4

a) **From the first paragraph, how do you know that the construction work done on the Concert Hall of the Sydney Opera House, was large** /2

Any 2:

It says it took two years and that the works were 'extensive'

This item was handled very well by all students.

b) **How was the opening celebrated?** /5

- With a grand performance /5
- by the Sydney Symphony Orchestra /5

Orchestra had to be mentioned to receive full marks for this item.

c) **How many years has the Opera's House's total renewal taken?** /1
Ten years.

d) **What significant milestone will the Opera House reach next year?** /1
50th Anniversary

e) **What international recognition does the Opera House have as a building?** /1

World Heritage listing

Many students wrote: 'iconic World Heritage Listed masterpiece'. This was accepted because the idea of World Heritage Listing was mentioned.

f) **Describe in detail, in your own words, what upgrades were made to the Concert Hall, mentioned in paragraph three (3).**

- Change/update/improve /1.5
- modern technology or equipment / up-to-date technology or equipment/ new technology or equipment /1.5

This item was not handled well. Many students copied straight from the text. If some attempt had been made to put the technical terms into their own words, then part marks were awarded. However, some students were successful with this item.

g) **Name four (4) groups of people mentioned as benefitting from the upgrades.** /2

Artists, people with mobility issues, staff behind the scenes, audiences

h) **What do you think is meant by the quote, "The Concert Hall is the beating heart of the opera house", in paragraph five (5)??**

Any 3:

- It is the most important space/part of the Opera House/the centre of the Opera House /1.5
- Centre/core of life, like the human heart keeps the Opera House ticking, like our heart keeps us alive /1

The link to heart needed to be made, in order to gain full marks for this item.

i) **Summarise, in your own words, why the NSW government is proud of its support in the renewal of the Opera House.**

- preserved/made safe/saved /1
- Australia's most important landmark/building/place/cultural symbol /1
- for future/for many years into the future/ongoing into the future /1

Many students simply copied from the text and did not use their own words so were awarded no marks.

- j) Tick the word that best completes sentence (a) in paragraph six (6). /1
good preferable **better** great
- k) Name two (2) things that the shape of the acoustic reflectors were compared to. /1
Donuts and petals
- l) Tick three (3) effects of the renewal, mentioned in paragraph eight (8): /1.5
- The stage is more visually appealing
 - The stage is higher than it used to be
 - **The audio between classical performers is better**
 - **The quality of amplified sound has improved**
 - **The capacity for extensive performances has increased**
 - Seating is closer to the stage
- Not many students were able to choose all three statements. Most were able to get at least two correct.
- m) What part of the Opera House were some people unable to enter before the renovations? /1
Northern Foyer OR all levels of the concert hall
Simply writing 'concert hall' was not accepted by markers.
- n) Write the two (2) places where people can sit, mentioned in paragraph nine (9). /1
Stalls and boxes
- o) Tick one (1) of the following statements that best describes the tone of the article: /1
- The article is neutral
 - The article is critical
 - **The article is positive**

Total /22

Section C Texts

Question 5 - Anaconda

a) **What is in the background, in the top image?** /1

- Grass
- A cloudy sky
- A green tent
- A woman and a man

Most students handled this item well.

b) **At whom is this advertisement targeted? Give reasons to support your answer.** /4

People who are thinking to go camping or who enjoy outdoor activities

Anaconda club members or people who might be open to becoming club members

People who love a bargain

The image is of a couple, in the outdoors with a tent. The items pictured for sale are all items for outdoor activities/camping.

The difference between the club price and regular price is highlighted in many places on the advertisement and includes words such as 'club exclusive'

Many students identified appropriate audiences and gave supporting reasons. Whole marks were allocated for each audience and each supporting reason (four audiences only without any supporting reasons could not get higher than 3 marks).

c) **How would the words and images in the advertisement appeal to the target audience(s) you identified in question (b)? Refer closely to the advertisement in your answer.** /4

- I. The couple are happy so it makes the audience want to buy them and use them and be happy with the product or know the product is good, making for a happy camper.
- II. The grass is green and the weather is good, making the audience want to try the pleasant-looking experience for themselves.
- III. The products on sale are all related to camping so they encourage the audience to buy camping related items they may not have thought of.
- IV. The slogan 'play more, pay less' is a catchy play on words and is next to the words, 10% price beat guarantee. This makes the audience feel like they are getting the best price, making them want to buy (more).
- V. The different activities that the audience could do with their products are written near the top of the page, under the orange banner (camping, hiking, bike, fishing, kayak, 4wd), encouraging the audience to go to the store and buy goods for those activities.

- VI. Famous outdoor brands are shown in the right of the ad, near the top. This makes the audience feel like the store and products can be trusted.
- VII. The difference between the sale price (club price) and the regular price makes the buyer want to buy the products to save money if they are a club member, or become a club member to get the discount, thus more likely to shop again at that store.

Many students did not give sufficient and explicit reference to elements of the text and accompanying explanation for full marks in this item, or did not refer their examples to their stated audiences. Those who did refer to the stated audiences often repeated examples already used to respond to (b), which could not garner marks due to already being used.

Whole marks were allocated for each example and explanation as one idea.

d) What is the main purpose of the advertisement? /1

To sell products from Anaconda

Full marks were only allocated if 'Anaconda' was identified as the supplier of the products for sale. Many students did not make this link. Variations on 'selling products/promoting sale, etc' were allocated half marks if missing the store name.

e) Describe how the layout, font and colour support the purpose you identified in (d). /3

- I. The overall background is white, making the written text and images stand out, grabbing the audience's attention.
- II. The colours used are few (orange, blue, white, dark grey, making the design uncluttered and easier to find information. They also match the store's logo-orange colour and the blue of shirt, making them stand out.
- III. The use of colour and size of font used for the amount saved for each item, it's club price and regular price, is consistent and makes it easy for the audience to follow the pattern and get the information, encouraging them to buy the products.
- IV. The store's name is written in the largest font, in white on an orange background, at the top of the page making it stand out and become easily recognised and remembered.

Many students did not give sufficient and explicit reference to elements of the text and accompanying explanation for full marks in this question or did not refer their examples to their stated purpose. Stronger responses supplied a clear dot point example and explanation for each of the three requested features (layout, font and colour).

f) What comes free with a Shimano fishing rod? /1

A hat

Most students supplied correct information.

- g) **When does the sale end?** /1
 May 8th (2022)
 Most students supplied correct information.
- h) **Name 4 of the brands Anaconda sells at their store.** /2
 Columbia, The Northface, Shimano, Mountain Designs, Cederberg, Gondwana, Abu Garcia, Jarvis Walker, Penn, Hi-Tech, Dune 4wd, Companion, Spinifex (0.5 for each correct answer)
 Most students supplied correct information.
- i) **What are the height and weight of the tent in the main image?** /2
 1 metre, 16KG.
 Most students supplied correct information.
- j) **If I am a club member, how much would you pay for the Hi-Tec shoes?** /1
 \$89
 Most students supplied correct information.
- k) **What service is provided by ANACONDA that only Club Members can access?** /1
 Filling a gas bottle for only \$19.99 / cheap/discount gas bottle refills.
 Full marks were only given if reference was made to the concept of 'only \$19.99' (being good value). Many students did not include this information. Half mark only was given for 'filling a gas bottle'.
- l) **What words in the text tell the viewer that the tent would be suitable for use in wet weather?** /1
 Fully waterproof.
 Most students supplied correct information.
- m) **What percent do you save, on the Columbia shirts?** /0.5
 40%.
 Most students supplied correct information.

Total /22.5

Question 6 - The Last Duel

a) **What date was the film shown?** /1
15th of October

b) **What is in the background, in the top left corner of the poster?** /1
smoke/ dark cloud / ash

Some students referred to the text placed over the background of the dark cloud. If students referred only to the text 0 marks were awarded. If they mentioned the text and the smoke/dark cloud background .5 mark was awarded.

c) **Who would be the likely target audience(s) for this film? Give reasons to support your answer.** /6

- People who like movies based on true stories - it says it is based on a true story
- People who like the actors shown on the poster - they are clear, in the middle and clearly named on the top left of the poster.
- People who like dramatic, medieval or epic movies. The clothes are medieval and there is a fighting scene. It uses the words 'made history'
- People who are older than 15. It looks like there is fighting and killing in the movie, with a picture of a sword and two men fighting and the movie has an 'MA' rating which means restricted audience, 15 or over
- Fans of films with strong female characters – we are told of a woman who defied a nation and made history.

Most students were able to identify three different audiences and give a relevant reason for each audience.

d) **In your opinion, would this poster achieve its purpose of persuading the target audience(s) you identified in (c) to view this film? Explain why your target audience(s) would or would not be persuaded.** /4

Yes, because the type of movie is clear - it says based on a true story and the costumes of the actors look authentic.

Yes, because the faces of the actors are clear and could be easily recognised. Also, their names are in large font, in black writing on a white background, making the names stand out.

Yes, because it uses dramatic words; 'a woman who defied a nation' and uses monotone colours which give a dramatic feel to the movie.

Yes, because the actors are dressed in period (historical) clothing, and it uses the words; a woman who...made history) so it would attract people who like films based in history.

Yes, the monotone colours used, the fighting scene, the serious faces of the actors, and the words: 'defied a nation' make the movie sound epic and would attract people who like that type of movie.

Yes, the sword with blood on it, the age of the actors and the fighting scene would appeal more to people over the age of 15.

Many students were unable to provide further reasons which they had not already mentioned in c) and so were not awarded further marks. Others gave answers that did not refer to the audience(s) they identified in c), so did not receive marks.

- e) **What action is asked of the viewer to ensure they are able to see the movie?** /1

Buy/book their tickets before they sell out

- f) **Who, do you think is the main character in the film? Give reasons to support your answer.** /3

The woman (number 4) because she is in the front centre of the poster and the writing says: a woman who defied a nation and made history, which means that is what the story is about.

Generally well-handled.

- g) **Describe the layout and font of the names of the actors in the film.** /3

Top, right-hand corner. Each name is under the next (vertical)/ font is dark on white, last names are larger than first names, names are in capitals

Any three accepted. Many students tried to give reasons for the layout and font, but in doing so did not describe three aspects and so did not receive 3 marks.

- h) **At what type of venue can we see the movie? Use language from the text to support your answer.** /1

Theatre

- i) **Comment on how the idea of 'good and evil' have been shown in the poster.** /2

Use of black (evil) and white(good) swords, scar and sneer on face of the character in the top centre of poster might show he is evil, dark-haired characters look evil while light-haired characters look as if they are good, evil characters looking to the side, while good character is looking out to the audience – suggesting honesty

Any two ideas and reasons were accepted.

- j) **What does the title suggest might happen in the film?** /0.5

A hero is born

A baby is born

A battle is fought

A friendship is formed

Total /22.5

Question 7 - BOFA Film Festival

- a) **List two (2) ways the films can be seen?** /2

Online/ in Launceston/ at the venue, in person

At the venue or in person without a mention of Launceston received .5 mark

- b) **What is the purpose of this website?** /1

To promote/encourage people to participate in a Film Festival

- c) **Describe how the layout, colour and images used, support the purpose of the website, identified in question (b).** /4

- I. BOFA logo and images use or are in the shapes of windows, giving a view or scene, like a movie. This attracts the audience's attention and relates to the purpose of the festival.
- II. The images show a movie scene, people enjoying watching a movie and a winery, making the viewer want to have fun, too and know more about the films to be shown and events.
- III. The windows are clearly labelled A, B, C making it easier for the viewer to orient themselves on the page and clearly understand the options,
- IV. The two colourful sections of the webpage 'booked' the blue and white section, making it stand out and easier to know where to find detailed information. The font is white, on a blue background, making it easy to read. The bright colours are used to draw the viewers' attention and suggest a good time.
- V. There are many C.A.T (call to action) buttons, such as under the three main images, and at the bottom of the black section in the centre. These help the view to find more information, such as a map, schedule and booking for the online or Launceston events
- VI. There are social media icons in the top right corner, allowing us to find or share information easily through social media platforms
- VII. There is acknowledgement to country, which is Tasmania focussed, supporting the fact that the festival is in Tasmania, Australia
- VIII. The festival dates are written in two places: top left corner, next to the logo, and in the description in the centre. This allows the audience to easily know this information
- IX. The images show what can enjoyed and support the text in the blue section

Any four of the above or any other relevant answers were accepted.

Most students were able to link their response to the purpose of the text identified in b), but any answers that did not refer to layout, colour and images were disregarded.

- d) **Name one target audience for this website. Give a reason to support your answer.** /2

Visitors to Launceston – the event is held in Launceston

People who like films – it is a film festival
People who cannot make it to Launceston – it is also on-line
People who like good food and wine – it states the restaurants are world class
You/Families. It says, “We’ve chosen...for you...”/ “...with friends, family or solo...”
Any of the above or any other relevant answer was accepted.

- e) **What is the date range for the Launceston event?** /2
From April 29th until May 8th
- f) **In what two (2) things has Launceston excelled, recently earning awards for both?** /2
Gastronomy (food and wine) and tourism
UNESCO city of gastronomy and Wotif's best town to visit in Australia
Full marks were awarded for identifying gastronomy (food and wine) and tourism. Half marks were given for the award names.
All students who responded identified only the awards.
- g) **What event will take place in direct relation to one (1) of the awards?** /2
A half day conference (on the opportunities...award)
Very few students identified the required information.
- h) **What type of clothes would you be expected to wear to the parties mentioned in the text?** /1
Formal/fancy clothes
Generally, well-handled.
- i) **Name two (2) venues from the text where you can see films which are not about food or wine?** /2
Mansions, Art Precincts, Star and Majestic Theatres
- j) **At which event can you get something for free?** /1
Tamar river cruise
- k) **What are people who attend the film festival asked to do, to support the event?** /1
(Consider) Give A Donation
The common single word answer of ‘donation’ was awarded half marks.
- l) **According to the website, what does “lutruwita” mean?** /1
Tasmania

m) **What words tell you that the Harvest Market is worth visiting?** /1

Award-winning

World class was not accepted as it refers to the restaurants.

n) **What is the purpose of the icon below, and where is it located on the website?** /1.5



Where you purchase tickets (1)/ top right-hand corner (.5)

Total /22.5

Section D Writing in English

Question 8

GENERAL COMMENTS:

- All students made a good attempt at their chosen text, and only a small number were apparently unable to complete their text (clear lack of conclusion).
- Only a few students did not meet the required word count minimum (225 words).
- Some students used their own names in their texts, which is inadvisable.
- Pleasingly, most students made use of paragraphs to structure their chosen texts.

a) Imaginative

- Some students tended to write in a 'stream of consciousness' or a listing of day-to-day events as their narrative form. Lack of planning was generally apparent in these students' texts, as there was rarely a conclusion that warranted the topic's stimulus of 'a day they would remember for the rest of their lives'.
- Stronger responses employed novel ideas beyond daily experiences, and ensured the events were clear and led to a conclusion that engaged the reader.
- It was pleasing to see that dialogue was used by many students, but only the stronger responses used it to advance the narrative, show character development or otherwise supply contextual information to engage and inform the reader.

b) Analytical

- This topic (screen time among Australian youth) was chosen by many students.
- Many students were able to describe and explain the phenomenon and some of its effects, with examples.
- Stronger responses utilised a sophisticated degree of vocabulary, less common examples to discuss the topic (e.g., the prevalence of required device use at

school, the paperless benefits for the environment) and varied sentence structures and phrasing.

- Weaker responses referred to limited examples and used simpler language and structures.

c) Interpretive

- Many students who chose this topic (discussion of voting age change in Australia) referred to appropriate examples (emotional maturity, trend following) to discuss their points of view.
- Many students wrote more in a persuasive manner but were not penalised for this.

d) Persuasive

- Students who chose this topic (to persuade friend to join beach clean-up group to improve English) often referred to various health and fitness and environmental benefits rather than opportunities to improve English.
- Stronger responses explicitly linked their points (even with reference to fitness or environment) to the various opportunities those aspects offered to improve English. Informal language was often employed, appropriate to the text type (email to a friend), and stronger responses ensured idiom and varied phrasing and sentence structures were used to still show a sophisticated use of language.

Below are some statistics about the Writing section for 2022.

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

| | |
|----------------|-------|
| a) Imaginative | 22.5% |
| A range | 0% |
| B range | 11% |
| C range | 55% |
| t range | 33% |

| | |
|-----------------|-----|
| c) Interpretive | 25% |
| A range | 15% |
| B range | 25% |
| C range | 40% |
| t range | 20% |

| | |
|---------------|-------|
| b) Analytical | 32.5% |
| A range | 7% |
| B range | 38% |
| C range | 38% |
| t range | 15% |

| | |
|---------------|-----|
| d) Persuasive | 31% |
| A range | 6% |
| B range | 43% |
| C range | 37% |
| t range | 12% |