

2023 ASSESSMENT REPORT

EAL315120 ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

Oral Examination

Communicate in Spoken English - Criterion 4

There was a wide variety of topics for the Negotiated Report. Topics included: environmental issues, drug, alcohol and vaping issues, cost of living, nuclear energy, multiculturalism, racism, asylum seekers, role of social media, the rise of AI, dementia, domestic violence, humanitarian support of developing countries and transgender women in sport. Students were generally well prepared and keen to share information about themselves and their chosen focus for the Negotiated Report. Pleasingly, the vast majority remembered to bring their Negotiated Report to discuss with the examiners and arrived punctually.

More successful candidates:

- had a well-structured Negotiated Report and understood content well enough to feel comfortable to discuss related topics
- adapted easily to changes in conversational topic
- knew the content of their Negotiated Report well, from overview to specifics and implications
- expressed opinions, both in personal conversation and related to the Negotiated Report topic
- effectively self-corrected
- made use of opportunities to use sophisticated vocabulary
- gave extended responses with detail and examples to support ideas/opinions
- did not lecture, but rather created conversation points
- were able to converse passionately and at length about their Negotiate Report, even initiating the discussion at times
- drew on specific examples from their Negotiated Report and applied what they had learnt to a broader context
- used correct register, maintaining a more formal register throughout the exam
- had chosen topics which were not simply information based, but allowed students to expand, express opinion and discuss the nuances of the topic
- spoke about their personal world with confidence and were able to give extended answers.

Less successful candidates:

- were unfamiliar with their Negotiated Report

- couldn't explain specific ideas or terms when questioned
- made generalised statements which showed no real link to specifics of their Negotiated Report
- needed questions rephrased for clarity
- gave limited responses which necessitated further examiner questioning
- communicated mainly using simple phrases or partial sentences
- responded using more rehearsed answers
- had difficulty drawing on specific examples from their Negotiated Report and tended to be more general and repetitive in their approach to answering questions.
- used limited vocabulary which lead to the inability to communicate effectively about the details of their chosen topic.
- lacked nuanced language.

Section A – Listening and Responding Criterion I

Question I Brisbane Olympics

Part	Solution	Marks	Marker's Comments
a)	21 July 2021	1	Majority wrote the full date required.
b)	strict precise – either order	1 1	Majority were able to gain a mark for strict; the word precise proved to be more difficult for some.
c)	i) a proposal (submission) showing (the reasons) why their city should be chosen ii) (the proposal/submission) takes time/lengthy and money/expense.	1 1 0.5 0.5	'Proposal' was not always accurate but understanding was overall good regarding reason for the proposal/submission, as well as the fact that it took time and money.
d)	can save time and money withdraw their application	1 1 1	More able students picked up on the idea that the preferred candidate status gave an opportunity/chance for an applicant to withdraw their proposal. The word 'withdraw' was not understood and /or written correctly by some students, although most were able to catch on to the idea of the preferred candidate status saving time and money.
e)	a passionate application sports-loving nation/country people Australia has competed in all modern OGS Australia has competed in most Winter	1 1 1	This 4-mark question was challenging, even for better students. Many were able to capture the passion driven offer component and also Australia being a sports loving nation/ place but only a very few were able to cover the points about Australia sending athletes to all modern

Part	Solution	Marks	Marker's Comments
	OGs/Paralympics		Olympics and competing in many Winter OG's/ Paralympics.
f)	because they already have 84% of the stadiums they don't need to spend a lot/an excessive amount of money on new facilities	 	Many were able to present two reasons, connecting the fact that because there were existing facilities, a lot of money was not required to be spent. The word stadium was tricky for some.
g)	Brisbane is unique/special/different sustainability smaller but successful in comparison to mega cities that have hosted in the past	 	Majority of candidates picked up nicely on the three reasons.
h)	i) something (structures) especially made for an event left over after the event / not used after the event ii) Brisbane cricket ground	 	'Legacy of white elephants' was a rather difficult question – some left this question unanswered. About half the students were able to provide the example of the Brisbane Cricket Ground.
i)	Any TWO of the following: <ul style="list-style-type: none"> boost increase in tourist numbers / tourism events will be held in many different parts of Queensland (over 30 venues) athletes village that can be used for (public) housing in future 	 	Increased tourism/ boost to tourist numbers was provided by many but not all wrote a second valid reason.

Question 2 Stop Motion Animation

Part	Solution	Marks	Marker's Comments
a)	Logan (city)	0.5	Logan City was well handled. (Spelling was mostly correct, but was not required to be awarded the mark.)
b)	still a student doesn't have much money rent is expensive	0.5 0.5 0.5	Well handled. Majority were able to provide three reasons.
c)	Any FOUR of: <ul style="list-style-type: none"> he was studying part-time often working and studying at home had time to research he was interested in stop-motion animation did some research (about the films) 	 	Another 4-mark question but the information to absorb for this one was not as dense as 1e. A pleasing number of candidates were able to provide at least three valid reasons. Point most missed was that Lachlan had time to research.
d)	Any TWO of the following: <ul style="list-style-type: none"> folding table modelling clay glue 	0.5 0.5 0.5	Well handled. Many were able to include folding for the table and modelling for the clay.
e)	THREE general ideas for ONE mark each: <ul style="list-style-type: none"> he had to make the little figures/puppets by hand position them / change the details such as their faces / move the figures by a tiny amount take a photo of each position 	 	This question presented a challenge in that it seemed difficult for students to explain clearly all the elements needed (e.g., the repositioning). Students needed to identify the three steps of making, positioning and taking a photo. Some missed the 'by hand' component and the fact that the puppets were tiny. The word 'puppet' proved difficult for some to spell.
f)	one/a month		Some students wrote per month instead of one month.
g)	when he successfully made 5 seconds of usable film in the space of one day	 	A challenging question that many seemed to struggle with. Many picked up on the 5 seconds of film but not the five seconds of usable film. Also, the idea of the usable film being made on any one day was not well understood.

Part	Solution	Marks	Marker's Comments
h)	i) entered his film in (Melbourne) film festival	0.5	Melbourne Film Festival was picked up by many but in the response for ii) a fair number of students wrote that the film won the Oscars, not qualified for entry to the Oscar Awards.
	ii) it won best short film qualified to be entered in the Academy Awards	0.5 	
i)	the title was very long but the film itself was really short	 	Well answered overall. Many understood the need for a contrasting word to be used in their answer.
j)	Any TWO of the following: <ul style="list-style-type: none"> • mates • family/parents • Screen Australia • Uni(versity) 	 	A very straightforward question – 2 marks for a vast majority.
k)	Any THREE of the following ideas: <ul style="list-style-type: none"> • anything is possible (if you try) • money and backing are not always necessary • you need (some) imagination • you need some (self-) confidence • you have to believe in your story and believe in yourself. 	 	Well handled - most students found three ideas.

Section B – Reading and Responding

Question 3 – Reach for the Stars

a) In paragraph one (1), which phrase tells you that it was very difficult for Katherine to achieve her goal?

- 'none of it has come easily' /1

NO other answers were accepted.

NO part marks were awarded.

b) Explain, in your own words, the information we are given to show us how the process to become an astronaut was extremely competitive.

- the idea that there were many (22,000) /Huge number of candidates/potential astronauts/applicants /1
- a very long/year and a half process /1
- had to do 6 lots of tests /1

Any attempt at rewording 'stages' was accepted e.g., a lot of / many / a number of / several

- had to be in the last 17 to be chosen /1

NOTE: this point was needed for full marks to be awarded for this question, many candidates left this point out of their answer.

NOTE: half marks were awarded if no or little paraphrasing used.

c) What did Katherine mean when she said “put the dream in a box on the shelf and move on”?

The idea of:

- moving on/ getting on with life/ finding something else to do or focus on/ move on to do other things /1.5
and
- putting the dream aside/ forget about her dreams/ forget about her failure/ keep the dream to yourself /1.5

Both points were needed for full marks.

d) How long had Katherine been dreaming of becoming an astronaut?

- since / from / when /1.5
- child / girl / childhood /1.5

Also accepted: most of her life.

e) Explain, in your own words, what the text tells us about why Katherine may have gone away with her family.

Any **THREE** ideas:

- she wanted to spend time with her family /1
- she needed time to get over her rejection/not getting chosen to be an astronaut/her dream /1
- she needed time to feel normal again /to get back to reality /1

- because the stars were so bright, they made her feel better / It made her feel closer to the stars she loved /1
(attempt to explain what the stars meant to her)

NOTE: only 1 mark overall was awarded if copied directly from text.

Did NOT accept 'recover' as this word needed to be paraphrased.

Many candidates struggled with this question to put these ideas into their own words. Stronger candidates did very well with this question.

f) What job did Katherine take on to maintain her connection with space after she had been rejected for training as an astronaut?

- Director of Space Technology /1
- at the Australian Space Agency /1

NOTE: many candidates included 'she helped Aus to build its Space Agency' as they copied directly from the text. Points were not deducted if they did this, but it was not necessary information to include for the answer.

g) How did Katherine come to train to be an astronaut after all?

ONE mark for each idea **PLUS** needed the final point for full marks:

- both Europe and Australia wanted an Australian to train to be an astronaut /1
- KB-Ps performance had been so good throughout the process /1
- so, they created a new category (for Australian applicants)(for her) /1
- she applied using her Australian passport instead of her British one /1
(needed this contrast for full mark).

NOTE: this question was well handled; however, only stronger students were able to make the contrast between British passport and Australian passport application to be awarded full marks. Many students left this point out completely.

h) 'Reach for the stars': with reference to the passage, give two (2) different ways the title could be explained.

- **Literal meaning:**
 - To train to be an astronaut / travel to space / learn about (study) astronomy (about the stars) / become an astronaut /1
Needed reference to the text, such as: this is because... /1
- **Metaphorical meaning:**
 - To aim high / to try to do your best / try to be successful / follow their dreams / have high expectations of yourself /1
Needed reference to the text, such as: this is because... /1

Overall this question was well-handled.

**i) The last paragraph is most likely intended to:
(tick the one (1) correct answer)**

- Encourage young women to follow their dreams. /2

This was a well-handled question.

Total /22

Question 4 – Tasmania Lights the Way

a) Which idiom in paragraph one (1) means that the state is considered to be a leader in renewable energy?

- ‘front and centre’ /1

NO other answers were accepted.

NO part marks were awarded.

b) The author describes the wild beauty of Tasmania to:
(tick the one (1) correct answer)

- emphasise that nature helps us in many ways /2

c) Which man-made constructions, used to create electricity from water, are mentioned in the text?

- dams /1
- power stations /1

Accepted ‘Duck Reach Power Station’, if stated in full – did not accept ‘Duck Reach’.

d) Name two (2) unique features which made Duck Reach Power Station suitable to be a museum.

- first publicly owned hydro-electric power station /.5
- in Australia /.5
- one of the earliest hydro-electric power stations /.5
- in the world /.5
- Also accepted (but not many students wrote this): first city in the world (.5) to have electric lights (.5)

e) When did the Tasmanian Government buy its first power station?

- 1914 /1

f) When did the Government build its own first power station?

- 1916 / 2 years later /1

g) What happened that stopped further construction of dams and power stations in Tasmania?

Any TWO of the following:

- flooding for power stations (Lake Pedder) (caused environmental impact) made people angry /1
 - people started to protest about the damage to the environment /1
 - fought to have some areas of wilderness protected /1
- PLUS needed this point for full marks:
- some wilderness protected by (UNESCO) world heritage listing /1

Weaker candidates simply copied whole chunk of text – if they did this the wording didn’t actually answer the question being asked, so they were not awarded full marks. Stronger candidates were able to change the wording

enough to actually answer the question being asked and so examiners felt they should be rewarded with the full marks for this question.

h) Why was it an environmental advantage for southwest Tasmania to be World Heritage listed?

- the bush (wilderness / it) was protected //
- from further development //

i) What does the phrase “dot the landscape” tell us about wind farms in Tasmania?

- there are a lot of them/they are numerous //
- they are spread / scattered over a wide area (of countryside) //

Most candidates understood the concept of many, but only the stronger ones were able to explain the idea of spread / scattered.

j) Why are the majority of wind farms on the north, northwest and west coasts of Tasmania?

- the most powerful winds come from the West //
- the placement of the wind farms means they catch the most powerful winds //

k) The vast majority of power generated in Tasmania comes from water. Which statement in the last paragraph tells you this?

- “Just under 90% of the electricity generated in the state came from hydro-electric systems.”//

This answer was right or wrong. No half marks awarded. Must include ‘just under’.

l) “Today Tasmania can use 100% renewable energy, making us the envy of the nation.” Explain, in your own words, what the phrase “the envy of the nation” means.

- Envy = jealous of what Tasmania (we have) (of the renewable energy we have) //
- Nation = rest of Australia / other states / rest of the country //

Some candidates had difficulty putting ‘nation’ into their own words.

m) What is the meaning of the title “Tasmania Lights the Way” in relation to the passage?

TWO meanings:

- **Literal – production of electricity:** electricity to light homes and towns in Tasmania so we can see. / lights that help us see in front of us //
- **Figurative – leadership in the field of renewable energy:** Tasmania shows other states how to produce renewable energy / a nation leading way //

Total /23

Section C – Texts

General comments

There was no clear favourite amongst the advertisements this year, but there were a fair number of students who completed all three advertisements instead of the required two. In those cases, only the first two completed texts were marked.

Question 5 – Tasmanian Symphony Orchestra

Solutions

- a) Tasmanian Symphony Orchestra /1

Correct spelling was required for full marks.

- b) Events that will be happening/appearing/performing /.5
soon/in the near future /.5

- c) Chief/1

The word 'Chief' needed to be given by itself for full marks.

- d) The TSO has existed for 75 years/ a long time or has an important anniversary /1
and these concerts will celebrate that milestone (or similar) /1

For full marks students needed to refer to both of these ideas.

- e) Deadline to Showtime /.5

Any TWO

- family concert /.5
 - for ages 6 and up /.5
 - it starts early (6 pm) more suitable for children /.5
 - mentions storytelling /.5

De Borah Plays Beethoven /.5

Any TWO

- A sensational pianist is playing /.5
- shows a piano in the picture /.5
- a dazzling piano concerto by Beethoven /.5

Tarkine/Takyana/.5

- inspired by the beauty of Tasmania's north-west. /1

Only one reason could be found from the description and therefore the above one was awarded 1 mark.

Polar Opposites /.5

Any TWO

- music inspired by the coldest places on Earth /.5
- mentions Antarctic /.5
- and Arctic /.5
- shows a mountain/iceberg/water in the picture /.5

More Music from the Movies /.5

Any TWO

- it says music from epic films /.5
- lists well-known movies such as Babe and Jurassic Park /.5
- mentions 'madcap adventures' /.5

For full marks students had to give the correct concert title and two reasons. Many candidates chose Polar Opposites as the concert for the environmentalist and Tarkine/Takayna for the person who likes to travel. This was accepted as a reasonable choice. In rare instances, where students' answers were referring to movies, indicating that they had not understood that these were concerts, marks were reduced.

f)

Background:

/1

Any ONE

- the background colour is an off-white/pale/unremarkable/ faded looking, allowing all information to stand out.
- it looks like a newspaper background/old-fashioned/classical looking to go with the anniversary vibe/underlining how long the TSO has been around.

Layout:

Any ONE

/1

- coming up at the TSO is written in large font across the top to draw the reader's eye and to ensure the viewer knows that these concerts are happening soon.
- the concerts and descriptions are displayed in column form, running left to right as you would read. It is easy to see and make a decision.
- the family concert is off-set, suggesting it is for a different audience.

Fonts:

/1

Any ONE

- title font is strong and clear, which draws the reader's attention; font is leaning forward, indicating that these concerts are coming up
- the clear and bold font used for the concert names and the dates/times makes it easy to read.

Students needed to comment on all three details and indicate a purpose to get full marks. Not many students commented on all three aspects and some candidates did not indicate a purpose, therefore could not be awarded full marks.

g) Any TWO:

/2

- they used a dull colour as they want the viewer to focus on the description of the concerts
- the colour fits with the traditional look of the ad
- small images leave more room for the heading and concert details
- small images were used so they can fit all the concerts and descriptions on the page
- or other explanations, with plausible reasons.

Candidates had to refer to both size and colour to be awarded full marks.

h) Any THREE /3

- the concerts are placed in order, from earliest date to latest, running from left to right
- the concerts are all in autumn from April to June
- all concerts are in the evening, either on a Friday or Thursday
- most concerts start at 7.30pm except for the Family concert and the Tarkine/Takayna one, which are at 6 pm
- dates and times are all in the same format/bold font, written underneath the name of the concert
- the concerts are placed in order, from earliest date to latest, running from left to right.

Any comments that made a reasonable observation about any similarities or differences in regards to the dates and times were accepted. However, very general statements such as ‘they are not on the same date’ were not awarded any marks.

i) Nipaluna, Hobart /1

Well handled.

j) By checking the website (tso.com.au) or phoning (1800 001 190) /1

Well handled.

Question 6 – The Power of One

a) huts /1.5

b) (A picture of) Bryce Courtney’s book *The Power of One*. /1

It is significant because it is the book the movie is based on. /1

Handled well by stronger candidates. However, a fair number of students did not make the link or thought that the book was written to go with the movie.

c) the boy shown in the foreground/young man in the group of people at the top /1

- Reason: The description reads: from his schoolmates he learned from within himself he learned the power of one. /1
- Other plausible reasons were accepted.

Handled well by stronger candidates.

d) ‘the people’ could refer to the adults in the photo /1

- Perhaps they taught him things about caring for animals/the environment or others /1

OR

The poster shows an African background and the group of people at the top of the poster are from different races /1

- Perhaps he learned to protest against racism/discrimination or racial inequalities /1

OR

The poster shows some African animals and the boy stands in front of an elephant /1

- Perhaps he learnt to protect the animals/or their environment. /1

Not handled very well. Few candidates got the full 2 marks. Any suggestion needed to be followed by a plausible reason/explanation referring to the poster.

- e) No 2/the boy /1
and any reason such as: because he is in the foreground / larger than everyone else /looking straight at you. /1

Generally handled well.

- f) Any TWO: /2
- people who like Bryce Courtney
 - people who have read/ like the book
 - people who enjoy inspiring stories about strong/powerful characters
 - people who like the actors shown
 - people who like movies set in Africa
 - people who like African animals etc.

Generally handled well. However, the answer 'adults and teenagers' without further details was only awarded half a mark each.

- g) Yes, Any relevant four distinct ideas which matched the audience from (f) were accepted: /4
- because it mentions Bryce Courtney's name in capital letters at the top of the poster
 - it shows a picture of his book, so fans of the author would be attracted by that
 - seeing a boy standing in front of an elephant would attract people who like inspiring movies with a strong character and they would be curious to find out what happened
 - the title *The Power of One* implies that the hero will achieve something extraordinary and fans of strong/inspirational characters would like to find out what it is
 - fans of the actors would be attracted as the poster shows their faces across the top and also lists their names along the bottom
 - people who like movies set in Africa would be attracted by the landscape shown, the elephant/giraffes and the red/orange colours of the poster.

Not many candidates were awarded the full 4 marks. Students had to give 2 reasons per target audience they had mentioned under f; the reasons had to match their chosen target audiences.

- h) Any THREE:
- the title *The Power of One* is in black/dark blue and stands out against the yellow and orange background /1
 - the font used is thick and uneven, giving a feeling of 'wilderness' or 'irregularity' etc. /1
 - the title is placed in the middle of the poster between the little boy standing in front of the elephant and the young main actor at the top, linking them together /1
 - the title is in the middle of the poster, standing out against the background and drawing the reader's eye. /1

Not handled well. Many candidates didn't read the question carefully and referred to the layout, colour and font of the whole poster instead of just the title.

- i) Any THREE ideas: /3
- it shows fearlessness/courage/bravery
 - that the boy has a connection with the elephant/connection between man and nature
 - that we have to face difficulties/be strong and that there is power in one
 - it links to the title 'the power of one' and shows that we can face scary situations and be strong.

This was challenging and not many candidates managed to come up with three ideas.

- j)
- in cinemas /1
 - from July 15 /1

Some candidates wrote 'on' July 15, which was only awarded half a mark. Generally handled well.

Question 7 – Sustainable Living Tasmania

- a) Any two: /2
- trees
 - the forest
 - nature
 - sky.

Where students mentioned 2 ideas plus the pink circle, half a mark was deducted.

- b) 2 days /.5

Handled well.

- c) Sustainable Living Tasmania /1

- d)
- there are many activities, stalls and exhibitions /1
 - it is held over 2 days /1

For the full 2 marks the idea of lots of events and that is held on both days/ over two days needed to be clearly mentioned.

- e) Free/no charge /1

f) **Layout:**

- activities listed clearly/presented as a list
- circular pattern at the top of the flyer draws your eye to it
- circle in the upper part of the poster contains the main information and is placed in the centre of a tree canopy.

Font:

- the heading is in in big bold font/capital letters, and so is other important information, such as 'free entry' etc
- The font is clear, consistent and simple.

Colour:

- the dominant colour is bright pink and the writing is in white and orange
- the white and orange writing is alternated
- the background at the top with the forest is green and blue, contrasting with the bright pink etc.

Very general comments, such as 'the layout is neat and clear', without further details or reference to a particular part of the advertisement, were only awarded part marks.

g) **Layout:**

- the list set-up makes it easy to read and find out what activities there are
- the information placed in the top pink circle stands out from the green background and grabs the reader's attention etc.

Font:

- the big bold font of the title grabs the reader's attention
- 'free entry' and other important information is written in capital letters, which stands out and attract readers etc.

Colour:

- the bright pink colour stands out and will attract the viewer
- the pink circle in the tree canopy makes it look like a splash of colour in nature, indicating that the event is linked to the environment
- the white and orange writing is unusual and will grab the viewers' attention etc.

These two questions were marked together (a total of 6 marks), as some students gave explanations under f) which should have gone under g), but this was accepted. Candidates had to comment on each aspect (layout, font, colour) and give a good explanation on the effectiveness of each to get full marks. Stronger candidates were able to achieve this.

h)

People	Suitable Activity
A chef	entertainment and food ('demonstrations' was also accepted)
A mother with 2 small children	Kids' activities ('nature walks and talks' was also accepted)
A couple planning to buy a new car	electric vehicles
A painter	Waste 2 Art Exhibition ('exhibits' was also accepted)
A keen reader	(Clothing) Book swap

i)

- website (www.slt.org.au) /1
- Facebook and Instagram (or social media) /1

Generally handled well.

j) it is a sponsor/supporter of the events /1

Generally handled well.

k)

- because it is produced sustainably with recycled paper /1
- and as the event is about sustainable living, it shows that the organisers take sustainability seriously. /1

To get full marks students had to comment on the sustainability of using recycled paper and refer to the idea that as the event is about sustainable living, it shows that the organisers act on their beliefs/values.

Section D Writing – Criterion 5

General comments:

Students are reminded to carefully read the question and ensure they respond to all aspects of the question.

Students are reminded to keep to the word count with + or – 10% of the limit of 250 words considered acceptable.

Question 8 Imaginative

Once again it proved difficult for students to perform to a very high standard in this question. It is challenging to write a well organised imaginative piece under the short time and word limits. Students generally were able to include all of the required elements into their stories in a logical way. Students who choose this topic in the future should be sure to create opportunities for themselves to include high level vocabulary and sophisticated expression to fully display what they are capable of producing in written English.

Question 9 Persuasive

This question was generally well handled. The stronger responses made mention of other activities they could do while in Melbourne and offered inducements to further persuade their friend to agree to accompany them. Stronger responses handled email etiquette well and used appropriate register for an email to a friend.

Question 10 Interpretive

This question proved popular. Stronger responses were able to discuss the benefits or negative aspects of E-scooters in detail and provided examples to further illustrate their points.

Question 11 Analytical

This question was well-handled with many students effectively analysing the advantages and disadvantages of a technology free day.

Below are some statistics about the Writing section for 2023.

Percentage of all students who did this question:	Imaginative 28%	Persuasive 31%
Results in percentages per question.	A 0% B 33% C 39% t 28%	A 0% B 25% C 60% t 15%
Percentage of all students who did this question:	Interpretive 20%	Analytical 21%
Results in percentages per question.	A 15% B 23% C 46% t 15%	A 25% B 37.5% C 37.5% t 0%