

2024 ASSESSMENT REPORT

EAL315120 ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

Oral Component

Communicate in Spoken English – Criterion 4

There was a wide variety of topics for the Negotiated Report. Topics included: environmental issues, vaping issues, issues faced by women in society, multiculturalism, racism, asylum seekers, role of social media, the role of AI, domestic violence, etc. Students were generally well prepared and keen to share information about themselves and their chosen focus for the Negotiated Task. All but three students remembered to bring their Negotiated Task to discuss with the examiners and most arrived punctually. Students should be reminded to bring their Negotiated Tasks with them as the interview is more successful when the topic can be discussed in greater detail.

More successful candidates:

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

Action for future candidates:

- ensure they bring their Negotiated Task to the examination
- make sure they are very familiar with the content of their Negotiated Task
- be able to explain specific ideas or terms when questioned
- draw on specific examples from their Negotiated Task
- refer to specifics about the content of their report
- use full sentences and a wide range of vocabulary
- self-correct, if errors are made
- practise pronunciation of more challenging vocabulary.

Written Component

Section A – Listening and Responding

Spoken Text 1 – Question 1

- a) from two (2) American universities. /1
- b) /2
- i. results quickly improve/test scores improve by an average of 6%. /2
- ii. they were more attentive in class. /1
- If students missed the idea of quick improvement, 0.5 mark was deducted.*
- c) they are the students most addicted to their phones. /1
- Some students missed 'addicted'.*
- d) those in poverty/who attend learning support classes/who have lower than average grades. /3
- A variety of spellings of poverty was accepted.*
- e) equal to adding an extra hour of classes a week/led to a general reduction in screen time. /2
- Second point 'led to general reduction of screentime' was often left out.*
- f) about six (6) hours per day. /1
- Need idea of 'about' for full marks.*
- g) students' eyes and minds. /1
- h) schools can ban phones/students can be prevented from using social media during the day/ (parents can try to police/control/monitor use at home). /3
- This question was not handled well. Many students missed the idea of 'during school day'/'at home'.*
- i) it is impossible for the teacher to see what the students are saying/communicating to each other on the phone/it is silent. /2
- General idea handled well. Stronger students were able to explain idea of 'silent communication' clearly.*
- j) students would need to have their phone on/ this means they would be distracted by non-emergency messages/they would be checking it constantly for something important. /3
- k) parents can phone the school office/school can tell the student/and look after the student if needed. /3
- Most students attempted to put into own words. The final point about students being supported was missed by some.*

TOTAL /23

Spoken Text 2 – Question 2

a) 281.	/1
b) extra set of eyes keeping you safe (there are people watching those swimming). <i>No points awarded for 'make sure you swim with someone else'.</i>	/2
c) (says all water is dangerous but) sea is in a league of its own. <i>Well-handled by stronger students. 'Leak' not accepted.</i>	/2
d) strong and narrow (currents of) water/run at right angles to the beach. <i>'Run at right angles' awarded 0.5 marks. Needed in relation to beach for full mark.</i>	/2
e) even strong swimmers can be dragged out/that's how people get into trouble/they can be "deadly"/inexperienced swimmers "wouldn't even stand a chance" (any 2). <i>Must have idea of dragged/pulled out to sea for 1 mark.</i>	/2
f) waves look strangely flat as they recede/a patch of sand being carried out/deep dark patches of water past the waves. (any 2). <i>'As they recede' and 'past the waves' often left out.</i>	/2
g) even Olympic swimmers aren't strong enough to swim out of a rip/you will just get tired.	/2
h) lifesaver/bystander.	/2
i) storms and changes in wind direction. <i>Idea of change in direction not well handled. 0.5 marks were given if just stated 'storm/wind direction'.</i>	/1
j) don't go to the beach on your own. If you can't swim, don't go in the ocean. <i>Did not accept 'if you can't swim, don't go TO the beach. Needed to be 'if you can't swim, don't go IN the ocean/water. Idea of TO versus IN was not handled well.</i>	/2
k) learn to swim.	/1
TOTAL	/19

Section B – Reading and Responding

Question 3

a) hits the sweet spot/people lined up are streaming around the block/lining up since 5am/hearts racing (any 3). /3

b) has become very popular/not only in Brisbane, but also internationally/huge numbers of interested people. /3

This question proved more challenging. 3 main ideas required (1 mark each) – obsessed, international, fans/following. Most students were rewarded at least part marks. Some students struggled to write in their own words. Answers copied from the text were awarded no marks.

c) travelling the world as a (solo) (female) travel blogger. /1

Some students answered, “she learned how to make them”, which was awarded no marks as it demonstrates a lack of understanding in regards to the way the question was posed. Many of the answers failed to include that she was traveling around the world.

d) signed up to cooking classes in (places like) Paris/online videos. /2

e) Launceston/Tasmania. /1

f) instant hit. /1

Both words/entire phrase needed for 1 mark, more or less was rewarded 0 marks. Some students included the crowds here and were awarded no marks even if they included “instant hit” as the question asks for two words only.

g) opportunities for growth were bigger/city small enough to not feel overwhelmed. /2

All students were able to identify that the opportunities for growth were bigger, but some students didn't include that the city would still be small enough to not feel overwhelmed.

h) obscure location/not enough foot traffic/no family and friends to generate word of mouth. /3

Generally well-handled. Some students made an effort to use their own words which was not necessary. Some students failed to include “obscure location”.

i) only just breaking even. /1

Some students took answers from other paragraphs and were awarded no marks. A few answers read “only just breaking event” and were penalised 0.5 mark.

j) Multiple choice question (MCQ): she started to doubt she had made the right decision. /2

Most students got this question right. 0 marks if more than one answer ticked.

k) her only staff member was off sick for three weeks. /1

l) a nice voice so her clips are attractive like her desserts. /2

required – voice linked to sweetness linked to desserts linked to her videos - 0.5 mark for each idea. Majority of students were awarded part marks on this question. Copying was awarded 0 marks.

m) the success of the business has increased a lot/this is completely due to the effect of social media/it took about half a year to improve. /3

3 main ideas required – power of social media, early days vs now, significant increase in money. Majority of students were awarded some marks for this question, a few 0 and a few full marks. Some students misinterpreted the fact that the business made hundreds of dollars some days in the beginning as “doing well” and were penalised for this. Some students still used numbers so were penalised for this.

TOTAL /25

Question 4

- a) critically endangered. /1
Needed both 'critically' and 'endangered' – no half marks awarded for one or the other. This question proved challenging for many. Many students misunderstood what a phrase is and included more of the sentence in their answer, for example “emphasise the plight of the critically endangered Swift Parrot to the world” and were awarded no marks.
- b) people commit to/looking after/the areas that are left where the Swift Parrots live and raise their families. /3
Most students were awarded some marks, but full marks proved difficult. Copying from the text was awarded no marks.
- c) the message went viral/17000 likes in the first two (2) hours. /2
- d) MCQ: caring for the planet. /2
- e) one. /1
Not handled very well. Many students answered 750 and were awarded no marks.
- f) stop logging/near the nesting sites of the critically endangered Swift Parrot/end to native forest logging in Tasmania and mainland. /3
This question proved difficult. Many students included in their answer that Leo wanted to visit Tasmania. Many also answered that Leo wanted people to join Re:wild. Most students received at least partial marks, having included at least part of one of these 3 ideas in their answer. Answers needed to include Tasmania in order to receive full marks.
- g)
- i. has made Tasmania internationally well-known. /2
Ideas required – “on the map” (1 mark) and “big time” (1 mark). Most students demonstrated that they understood the expression, however some answers would have benefited from more detail, such as answers which did not include the idea of “big time”.
- ii. people around the world will definitely understand the problem facing the Swift Parrot. /3
Three main ideas required – plight (1 mark), well and truly (1 mark) and global (1 mark). Proved very difficult to receive full marks. Some students took this sentence to mean that the parrots’ situation was all better now. Some answers used some version of global/globally/globe and would have benefitted from paraphrasing further. Copying was awarded 0 marks.
- h) migratory. /1
Generally very well-handled. Some students wrote more than one word and were penalised for this as the question specifically asks for ‘word’.
- i) MCQ: a warning. /2
- TOTAL /20**

Section C – Texts

General Comments

Candidates must always quote (language) or clearly describe (visual elements) all examples from the texts. Some candidates simply stated 'as it shows/says in the text' which did not attract marks.

Most candidates chose the first two texts (community service announcement and apple advert).

Some candidates answered all three texts – in these cases, only the first two were marked.

Overall, the apple advert was the best handled.

Question 5

- a) MCQ: a community service announcement. /1

Many mistakenly chose the first option (health warning).

- b) arm with/a band-aid/blue T shirt/upper body/orange background (any 2). /2

Many candidates mentioned vaccination, which did not attract marks (as it was not explicitly a visual element, rather it was inferred) but marks were not lost for this.

- c) Adults – particularly those over 65. /3

- says: free vaccines for those over 65.
- refers to: older adults.

Those who have low immunity.

- says: boost your immunity.

Those concerned about COVID.

- mentions: COVID19.

Those who like to be well-prepared.

- says: Prepare.

Those concerned about catching winter illnesses.

- refers to: winter and boosting immunity.

Tasmanians.

- Tasmanian Government logo.

Those who don't have much money.

- says: free.

Candidates needed to identify two audiences and at least one piece of supporting evidence, or one audience and two pieces of supporting evidence. Most were able to do this.

Yes

- Adults
 - Free vaccine for over 65's – everybody likes free things
 - Vaccine available for 'older adults'
 - Threat of 'severe' illness
 - Published in a newspaper – older people read newspapers.
- Winter
 - warns of colder weather coming and with it, illnesses
 - use of "best defence"
 - illnesses are named – gives authority, makes it sound serious
 - winter wellness – short snappy and encourages action.
- Concerned about health/like to be prepared
 - Prepare with tick encourages action
 - Repetition of ticks Prepare, Plan, Protect – tells you it is the right thing to do
 - Assonance – repetition of P – easily remembered, simple actions to take
 - Tasmanian government emblem – gives reassurance and trust
 - Website for more information – easily available
 - Ways to get further advice in bold – further help and easy to see
 - Today – encourages quick action.

No

- Adults
 - print is too small to easily read
 - too much information for old people to read
 - depressing colour – doesn't catch your attention
 - "prepare" is not a clear heading – what is it about? Prepare for what?
 - Image is not very helpful for people who can't read well.

Many students lost a number of marks here as they did not explicitly link their response to the audience(s) they identified in c). General comments on the persuasiveness of the text were not awarded marks.

TOTAL /12

Question 6

a) Apple blossom/flowers/branches/trees/grass (any one)

/1

Many students identified 'cherry' blossoms. This was not accepted.

b)

/3

- Families – father and daughter shown
- Young people – daughter introduced
- People who like apples – holding apples
- People who like Tasmanian things – Tasmania is referred to
- People who like fresh food – fresh apples are at the centre of the ad.

One target audience and two reasons or two target audiences and one reason were awarded three marks. Three target audiences and no reasons were awarded a maximum of two marks.

Some candidates misread this as 'what is the aim of the text?' and therefore gave purpose instead of audience. No marks could be given for these responses.

c)

/5

- father and daughter in centre – focus, draws attention
- apple centre and focus of lower image and held obviously in main central image
- Tasmania is referred to and shown in main image
- map of Tasmania is clear in lower image
- colour red reflects colour of apple and is repeated throughout.
- red in circle and on man's hat draws attention to name brand of the apple
- blue repeated in clothes and logo – contrasts with clean white, may represent blue sky – open air/fresh air = healthy
- white of apple suggests quality, purity, freshness, deliciousness
- green of Tasmanian map – draws attention, stands out to emphasise Tasmanian grown – green suggests clean and natural
- all information is placed together at the bottom of page – makes it easier to access.

Common errors were giving language examples or only describing elements of layout and colour without explaining the appeal.

d) Yes:

/3

- use of capitals for emphasis
- use of different fonts for contrast and interest
- people appear happy – therefore like apples
- words tell us benefits of product – exclusively, ultimate, best, beautiful, etc
- "heaven" suggests apples are perfect
- since 1948 – is a long time so can be trusted
- 3 generations of family ownership – trust reliability, exclusive
- name of apple "Envy" suggests it is something to be jealous of – desirability
- quote from girl personalises the ad, as does the picture of the growers.

No:

- just an apple – no reason why this one is different
- doesn't describe the characteristics of the apples
- doesn't say why the apples are "the best"
- doesn't say how much for the apples
- it looks like it's mostly about the people, not the apples
- no action in the image (e.g. biting into the apple)
- needs close reading to understand.

Any example that was repeated here from Question C did not attract marks. Students need to identify and explain new examples.

TOTAL /12

Question 7

General Comments

Very few students chose to answer this question.

a) MCQ: a school /1

b) People who like international/foreign or German films /3

- tells us it is a German film
- German film awards named.

People who like thrillers

- says it is a thriller.

People who like quality films

- says it is award-winning film
- names film festivals and shows trophies from them.

Teachers

- called: teachers' lounge.

Fans of actress

- she is named and pictured.

People over 13

- PG13+ rating is provided.

c) /3

- all the information is on the left-hand side – puts focus on the woman, staring
- all the information is in line – we read left to right
- film festival awards are all grouped together – keeps ad neat and easy to read, ensures the reader doesn't miss important information
- title is at the bottom – makes us read through the info to see it. Layout adds suspense
- effective large picture showing one eye of person gains the reader's attention
- no distraction caused by background
- position and focus of the one eye draws the reader/viewer in.

Many candidates struggled to provide sufficient descriptions and explanations of layout elements only. Full marks required 3 examples with each one's effect explained. Some candidates described font, which is not a layout element.

German/international films

- German film awards
- bear related to Berlin
- “international” is mentioned.

Thrillers

- is described as “tense”
- uses words like “gripping”, “(mounting) tension”
- woman looks concerned or worried
- use of dull colours suggests it is tense/serious.

Quality films

- multi award winning
- image of golden statue
- lists awards received
- mentions it won an Academy Award.

Teachers

- title of film refers to teachers
- woman looks boring like a teacher
- looks like a “thinking” film for intellectuals, there is no sign of “action”.

Fans of the actress

- clearly pictured
- states she won an award for the role.

People over 13

- rating is given
- age of actress/subject matter and use of subdued colours suggest it is a more adult film.

Again, students lost a number of marks here as they did not explicitly link their response to the audience(s) they identified in item c). General comments on the persuasiveness of the text were not awarded marks.

TOTAL /12

Section D – Writing

General Comments

The majority of students chose the interpretive stimulus or the analytical stimulus, and in general, these two topics were handled with a reasonable degree of success. A number of students misinterpreted the interpretive text as being a judgement on people's fashion choices, rather than a comment about the disposability and environmental impact of fast fashion, however, this did not greatly impact a student's overall rating.

There were very few students who were not able to reach the minimum word count of 225 words. A common error that kept some students out of the C range was the combined lack of punctuation, paragraphing, and complex vocabulary and language features.

Below are some statistics about the Writing section for 2024.

Percentage of all students who did this question.	Q 8. Imaginative 17%	Q 9. Persuasive 13%
Results in percentages per question.	A 0% B 40% C 20% t 40%	A 0% B 43% C 29% t 28%
Percentage of all students who did this question.	Q 10. Interpretive 37%	Q 11. Analytical 33%
Results in percentages per question.	A 4% B 41% C 23% t 32%	A 21% B 42% C 22% t 15%