

2025 ASSESSMENT REPORT

EAL315120 ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

General Comments

The 2025 exam allowed candidates the opportunity to show their English abilities and be rewarded for their skills and knowledge. The majority of candidates were well prepared and completed the exam allowing appropriate time for each section. Nearly all candidates followed instructions in sections where there is a choice of questions by selecting two texts in Section C and one writing response in Section D. Strong candidates displayed a well-developed vocabulary and a strong control of oral and written expression. In order to improve, candidates should practise exam technique and work to extend their vocabulary comprehension and use.

Oral Component

Communicate in Spoken English – Criterion 4

A broad range of topics were selected for the Negotiated Task this year, including environmental concerns, vaping, issues associated with multiculturalism, the role of social media, the role of AI, over-consumerism, energy options, conservatism amongst youth and tall poppy syndrome. Overall, students were well prepared and eager and able to discuss both their own perspectives on their personal world and the chosen focus of their Negotiated Task. This year, all candidates brought their tasks with them and consequently all were able to engage in a detailed discussion. Teachers should note that it is suggested in the syllabus that the report should be an analysis of an issue that is of interest to young people and the “topic will be one that engages the learner in research, analysis and critical reflection. An issue-based topic is more appropriate”.

More successful candidates:

- Discussed aspects of their personal world with confidence and offered detailed, extended answers.
- Presented a well-structured Negotiated Task and demonstrated a strong grasp of the content, enabling discussion of related ideas.
- Shifted smoothly between conversational topics.
- Showed thorough knowledge of their Negotiated Task, from a general overview to specific details and broader implications.
- Expressed opinions confidently, both in personal conversation and in relation to their chosen topic.
- Self-corrected effectively when needed.
- Took advantage of opportunities to use more sophisticated vocabulary.
- Provided extended responses with relevant details and examples to support their ideas and opinions.

- Displayed a genuine interest in their topic and spoke passionately and in-depth about their topic.
- Referred to specific examples from their research and applied their learning to wider contexts.
- Maintained an appropriately formal register throughout the exam.
- Selected topics that went beyond simple information-sharing, allowing for expansion, opinion-giving and nuanced discussion.

Action for future candidates:

- Ensure they have a thorough understanding of the content of their Negotiated Task.
- Be prepared to explain particular ideas or terms when asked.
- Refer to specific examples from their Negotiated Task.
- Incorporate precise details from their report.
- Speak in full sentences and use a broad range of vocabulary.
- Self-correct when necessary.
- Practise the pronunciation of more challenging words.
- Avoid the use of overly casual language.

Written Component

Section A – Listening and Responding – Criterion 1

General Comments

In multiple-choice questions where more than one option was ticked, candidates lost a mark for the additional, incorrect option.

Spoken Text 1 – Question 1

Accepted Responses

Total Marks: 19

- | | |
|---|------------------|
| a. Hot dry (1) summers (1)
OR
Lightning (1) during summer thunderstorms (1) | (2 marks) |
| b. Volunteer(s) | (1 mark) |
| c. Built-up areas/cities/towns | (1 mark) |
| d. C | (2 marks) |
| e. 'Everyday/normal jobs' for 1 mark
Any TWO of: butchers, accountants, teachers, farmers, dentists, hairdressers
(any one or more for 1 mark total) | (2 marks) |
| f. (Willing to) risk (½) their own safety/lives (½) / fighting fires (½) dangerous (½) | (2 marks) |

- g.
- i. **Any TWO of:** administration / communications / fundraising / publicity / equipment maintenance (2 marks)
 - ii. Leaves them free (½) to tackle emergencies (½), using (½) their (highly developed) skills and knowledge (½) (2 marks)
- h. people's lives (½) and properties (½) (1 mark)
- i. **Any TWO of:**
- focal point (½) for the community (½)
 - a place where members (regularly) come together (1) OR
 - provides friendship and support (1) (2 marks)
- j. Far-flung (1 mark deducted if 'corners' was included; no marks for 'isolated and lonely', which referred to the people, not places) (2 marks)

Marker Comments

- e. Most candidates were able to identify the types of occupations and were awarded 1 mark. Stronger candidates included the idea of "normal jobs" in their answer.
- f. Most candidates were able to identify "risk" and "their own safety/lives". Stronger candidates included "fighting fires" and the strongest included the idea of dangerous. Many students included "passionately care for their community" in their answer, which was not accepted because that is not how the firefighters **show** they want to look after the town
- g.
- i. Most students were able to identify at least two tasks, albeit with a variety of spelling. Misspelled answers were accepted.
 - ii. "Using (highly developed) skills and knowledge" on its own was awarded 0 marks as it alone does not demonstrate understanding. This question proved difficult for many. Some candidates misinterpreted and thought that the support members' highly developed skills and knowledge help the firefighters. Unclear in some answers whether the candidate was referring to the support members or the firefighters.
- h. Some candidates found "properties" difficult.
- i. Accepted misspellings of the word "focal".
Some candidates wrote "vocal" which was not accepted since it has a different meaning.
- j. This question proved difficult for most candidates.

Spoken Text 2 – Question 2

Accepted Responses

Total Marks: 23

- a. Passionate (1 mark)
- b. Unusual (hobby) (1 mark)

- c. Northwest/NW coast (1) / (of) Tasmania/TAS (1)
Western Australia/WA (1)
New South Wales/NSW (1) **(4 marks)**
- d. (In) Year 11 / In her first year at college (1)
In college (½) **(1 mark)**
- e. Her home/place was next to the airport / She lived beside/close to/near
the airport. **(1 mark)**
- f.
- i. Contacted a local (½) flying school (½) / to book a trial flight/try flying (1) **(2 marks)**
- ii. **Any ONE of:** (*only complete dates accepted*)
- 17 December 2017
 - 17 Dec 2017
 - 17.12.2017. **(1 mark)**
- g. Australian women/female pilots **(1 mark)**
(½ mark lost for missing 'Australian')
Australian Women Pilots Association (½)
- h. **Any THREE of:**
- Fly different planes
 - (Over) different courses
 - In outback Australia
 - Using (your) piloting skills
 - Using (your) navigation skills. **(3 marks)**
- i. Raise/collect (½) money (½) / for a charity (½) called Angel Flight (½) **(2 marks)**
- j. Because of/due to (½) enormous distances (½) **(1 mark)**
- k. Flying (½) a small plane (½) to detect/look for (½) bushfires (½) for the Parks &
Wildlife department (½) **(3 marks)**
- l. C **(2 marks)**

Marker Comments

- a. "Passionate pilot" was awarded ½ mark.
"Passionable" or other similar varieties of the word passionate were not accepted.
- b. The word "pastime" proved difficult for many candidates, who most likely had not used their dictionaries or were unable to find the definition.
- d. "When she was year 11" was not accepted, as this could read as 11 years old. Some students answered "When she was little, year 11" which was not accepted either.
- i. Most variations of the name of the charity were awarded marks, such as Angle Flight or Angel Fly.
- j. Accepted a very wide range of different spellings of "enormous".
- l. Majority of candidates answered correctly, but some answered B and were awarded no marks.

Section B – Reading and Responding – Criterion 3

Question 3

Accepted Responses

Total Marks: 23

- a. C (2 marks)
- b. D (2 marks)
- c. His parents (1 mark)
(*Not accepted: 'family'; ½ mark lost for just 'parents'*)
- d. A unique blend (1.5) / of folk, country and blues (0.5) (2 marks)
- e. **Any TWO of:** Festivals (1) / concerts (1) / live music venues (1) (2 marks)
- f. **Any TWO of:** Brisbane, New South Wales/NSW, Victoria/VIC (1 mark)
- g. **OWN WORDS FOR** these three ideas:
 - chose not to go to university/uni (higher education/tertiary study, etc.) did not really suit him
 - instead worked hard to become a musician (rewording of 'heart and soul' idea)
 - doing what he is passionate about/really loves (idea of 'true to passions').(3 marks)
- h. Musical theatre (1 mark)
- i. Started writing / wrote his own songs (1) (1 mark)
Note: 'Writing his own songs' (½ mark only)
- j. **OWN WORDS FOR:**
Inspiration (½) from his upbringing (½) and connection (½) with landscape (½). (2 marks)
- k. **OWN WORDS FOR** the following ideas:
 1. keep booking shows
 2. touring as much as he can
 3. keep writing songs
 4. work hard or give it my all(4 marks)
- Not accepted:*
- 'wants to have a long and successful career' (this suggests hope, not intention)
 - 'full-time musician' (this is current, not a future plan)
 - doesn't want to miss out on (1) opportunities (1), or similar...
 - flexibility (1) to accept opportunities (1)
 - his plans are not too inflexible (1), so he can change (1).
- l. Doesn't want to miss out on (1) opportunities (1), or similar...
 - flexibility (1) to accept opportunities (1)
 - his plans are not too inflexible (1), so he can change (1).(2 marks)

Marker Comments

- d. Mark reduced if wrote MORE than the phrase required.
- g. Students found it difficult to re-word the idea of 'university'.
- l. The idea of flexibility was not explained well.

Question 4

Accepted Responses

Total Marks: 22

- a. Long-awaited (1 mark)
- b. B (2 marks)
- c. Nominated (1 mark)
- d. (Choose) to donate money (1) to a charity/sporting club (1) (2 marks)
Not accepted: 'get a receipt'
- e. Reduce (the amount of) plastic pollution OR increase recycling rates (1 mark)
- f. Some consumers are critical (1 mark)
Note: ½ mark lost for following with the remainder of the sentence
- g. Companies selling the beverages (1 mark)
- h. **IN OWN WORDS:** Concept of a significant difference between the two amounts is needed. (3 marks)
 - the companies selling will be paying an extra 21.43 cents per bottle or can,
 - the maximum people can only get back is 10c.
 - Makes people frustrated/angry.
- i. Increased prices / 22 cents added (1) / put notices at checkouts (½) to explain (½) (price increases) (2 marks)
Note: ½ mark only for 'Made drinks more expensive'
- j. **Any TWO of:** (must include idea of costs/money spent) (2 marks)
 - cost of transport of containers across Bass Strait /
 - Lack of economies of scale / (lack of access to lower average costs from larger production volumes).
- k. **IN OWN WORDS (any FOUR of):** (4 marks)
 - successful implementation in other state (e.g. worked well on the mainland/other parts of Australia)
 - positive environmental outcomes (e.g. good for the environment)
 - litter reduction (e.g. reduces waste/rubbish)
 - positive recycling outcomes (e.g. more rubbish recycled/more people recycle waste).
- l. A (2 marks)

Marker Comments

- j. The idea of 'cost' was missed frequently.

This question was handled well by stronger candidates and not so well by weaker ones.

Section C – Texts – Criterion 2

General Comments

- In multiple-choice questions where more than one option was ticked, candidates lost a mark for the additional, incorrect option.
- Candidates must clearly identify the persuasive elements in the texts, then comment on the effect on the audience of each identified element in order to receive marks.
- Responses that are repeated in different questions are not allocated marks when reused.

Question 5 – Australia by Train

Accepted Responses

Total Marks: 12

- a. B (2 marks)
- b. **Any TWO of:** bird (eagle) / camel / kangaroo (wallaby). (2 marks)
(*Not accepted:* Indian Pacific / The Ghan / Great Southern.)
- c. **EITHER:** TWO target audiences and one reason **OR** ONE target audience and TWO reasons. (3 marks)
Possible answers include:
- People who like train travel / who can't or don't like to drive or fly (picture of train, people in desert, picture of train in middle ground and also one in background, the word "train" included in heading).
 - People who like adventures (described as an "(epic) adventure", can see the desert, poster says "Journey beyond" suggesting it is something out of the ordinary).
 - People who are interested in outback Australia (scenes of outback, desert, person wearing a hat makes it look hot and sunny).
 - Tourists in Australia (picture of the Australian desert, the words 'Australia by train' in the centre, implies you can see the whole 'big, beautiful country').
 - People who like to see lots of places on one trip = 'ever-changing landscapes, culture and places'.
 - People with disposable income = 'from \$2490 per person) [*some candidates may not see this amount as 'low budget'*].
- d. Poster appeals directly to the reader/viewer because:
- lady is central, foregrounded, looking straight at viewer with very positive, happy, engaging smile = suggests friendly staff/locals or happy traveller, adds emotional appeal
 - the word "Australia is clear, large and central, in contrasting colours to catch attention

- inclusion of words that appeal, such as “on sale” / “journey beyond” – makes it sound adventurous and as though you’re doing something no one else is doing
- the product is easy to access through inclusion of web address, telephone number = easy to book and go
- there is a price included “*from \$2490 per person*” suggesting this is a bargain holiday
- ‘on sale’ = could be discount / call to action
- ‘whistles by’ = links to trains, speed (excitement)
- big beautiful / while the world whistles by = alliteration, sticks in your mind
- ‘all-inclusive’ = once you pay and are on board, everything is provided for/taken care of = easy and relaxing, no hidden costs
- ‘Australia is ...beautiful’ = people like beauty
- three train names (Indian Pacific, Ghan, Great Southern) = multiple options to suit lots of people.

(5 marks)

Note: five persuasive elements and their persuasive effects are needed for full marks.

Question 6 – Hobart Twilight Market

Accepted Responses

Total Marks: 12

- a. ONE of: Harcourts / Triple MMM / Tassal / Tasports / Mood Food.

(1 mark)

Not accepted: ‘hobarttwilightmarket.com.au’.

b.

- Families (the market starts late afternoon, so small children can go / the poster says “family-friendly” market, the timing of the market “twilight” means children can get home before it gets too late / before it gets dark).
- People who own dogs (the market is at the beach and people often take their dogs to the beach, the poster says “Friday Night Dog ...friendly market, shows a photo of a dog).
- People who like interesting food and drinks (the poster advertises “eats, drinks...” some of the sponsors produce good food such as Tassal, Mood Food.
- People who like summer evening activities = runs from Nov to March.
- People who like local food/products, etc. = food, eats, design.

(4 marks)

- c. **At least ONE each of layout, font and colour must be described and explained for full marks.**

FONT:

- The heading uses a very casual font = shows it is friendly and fun, and people can relax there.
- Location words are larger font = easy to know locations and decide to go.
- Font is in different sizes = maintain interest and keep you reading.

LAYOUT:

- The most important word “market” is the biggest on the poster, at the top = draws the eye.
- All the information is centred = it draws your attention to it.
- Placement of the QR code large and bottom right = increases accessibility.
- Row of photos along bottom = visual reinforcement of market elements after the words have been read, easy to picture yourself there.
- Balance of icons along bottom (socials, QR code, sponsors) = visually appealing.

COLOUR:

- White colour for years = easy for people to gather information.
- Orange colour for dates = they are easy to read against contrasting dark blue background.
- Blue, referencing water = both venues are near water, reinforces the pleasing locations.
- Dark blue background like the sky colour at twilight = reinforces the idea of the event in the evening.

(5 marks)

d. Note:

1. Evidence needed to differ from that provided in previous answers. No repeated answers were given marks.
2. Cannot argue both YES and NO. Marks allocated for the first response (YES / NO) and sufficient reasons.

YES:

- Clear simple poster with colour-grouped information = easy to read.
- Friendly pictures encourage viewer’s interest.
- Helpful contact details (QR code, website, socials), address = people know where to go.
- Helpful advice (about checking the website for latest information).

NO:

- Blue lettering on blue background might be hard to read.
- Pictures should be bigger and clearer to be more helpful.
- Sounds like the market is often cancelled (check website for accurate dates) = discouraging.
- Unclear what else to do apart from buy food and drink. What does “design” mean? Will the viewer design something, or will artists be designing things? Or will artists be selling their designs?

(2 marks)

Question 7 – Flow

Accepted Responses

Total Marks: 12

- a. Fish (light/seaweed)
- b. COLOUR:

(1 mark)

- Dark colour of the cat is striking against the pale blue background = draws the eye.

- The dark colour at the bottom might suggest something bad is going to happen e.g. scary creatures from the deep / suggesting mystery, which inspires audience curiosity.
- Title is striking in white against the background = draws the eye.

LAYOUT:

- All the prizes are grouped close together at the bottom to try to emphasise how successful the film is.
- The cat is placed in the middle foreground and is dark against a light background – gets attention, to focus on that character.
- Reviews at the top and prizes at the bottom ‘sandwich’ the film between great feedback = emphasises quality of the film.

(3 marks)

c.

- People who like cartoons or anime – the images show the film is a cartoon in anime style.
- Children – the cartoon cat and fish look like the kind of fun children like. The font is child-like.
- Fans of international films = ‘Academy award nomination ... best international film’.
- Cat lovers = cat pictured large and central in foreground.

(3 marks)

d.

- The animal is looking directly at the viewer – invites them to find out more / see the film.
- Inclusion of lots of awards – emphasises how good/successful the film is so the implication is that we should see it because it is so good – FOMO.
- Recognition from famous sources (e.g. Rolling Stone) gives credibility.
- Inclusion of lots of words of praise (e.g. wondrous triumph, simply stunning) – emphasises how good/successful the film is so the implication is that we should see it because it is so good. Any of the vocab in reviews containing high praise (wondrous triumph, stunning, joy to experience).
- Absence of storyline details – might make it seem mysterious and make people want to go and find out what it is about.
- Simply stunning = alliteration (sticks in the mind).
- Joyful experience = emotional appeal.
- MadMan logo = might appeal to fans of this company.
- Cat looks surprised, a domestic cat floating among tropical fish is an unexpected scenario = makes us curious to find out more.
- Winner, top right, in bold = draws further attention.
- Flow font suggests movement = links to idea of water.

(5 marks)

Marker Comments

- a. Some confusion about the notion of ‘background’.
- b. Answers that did not explicitly refer to and explain colour and layout were not given marks.

- d. Some candidates misunderstood the question and provided additional colour and layout ideas, rather than different persuasive features.

Section D – Writing – Criterion 5

General Comments

- Students should be encouraged to create a writing plan, not only to have a structure to follow but also to identify if they have sufficient ideas to properly address a topic.
- Students should pay close attention to correctly spelling words taken from the question – misspellings are penalised.

Statistics

Below are some statistics about the Writing section for 2025.

Percentage of all students who did this question.	Q 8. Imaginative 28%	Q 9. Persuasive 18%
Results in percentages per question.	A 4.5% B 9% C 45% t 40%	A 7% B 35% C 35% t 21%
Percentage of all students who did this question.	Q 10. Interpretive 13%	Q 11. Analytical 39%
Results in percentages per question.	A 40% B 6% C 30% t 20%	A 16% B 40% C 33% t 10%

Question 8 – Imaginative

Imaginative Responses

Students should be discouraged from resolving the imaginative text as a dream.

Stronger candidates:

- Included a twist or surprise at the conclusion.
- Used descriptive or emotive language and attempted dialogue.
- Used paragraphs.
- Followed the basic narrative conventions (orientation/complication/climax/resolution).
- Had a clear endpoint in mind.

Question 9 – Persuasive

Persuasive Responses

Some candidates misunderstood the prompt and wrote about the benefits to students of studying in Tasmania.

Stronger candidates:

- Used the correct tone and register for the audience and context.
- Addressed all aspects of the question and referred to several benefits.

Question 10 – Interpretive

Interpretive Responses

Stronger candidates:

- Showed evidence of a broad understanding of the topic (art).

Question 11 – Analytical

Analytical Responses

Stronger candidates:

- Paraphrased the information from the prompt into their article.
- Created an article title as per the mode.
- Addressed their audience with the register appropriate to the context and audience.
- Addressed both aspects of the question: identifying problems and suggesting solutions.
- Referred to health issues using appropriate vocabulary.