

External Assessment 2024

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

EAL315120

Section **A** Listening and Responding

Pages: 12

Questions: 2

Preparation time for this exam: 15 minutes

Suggested working time: 45 minutes

Instructions:

- You will hear **two (2)** spoken texts, and each will be played **three (3)** times. There will be a short break between the first and second playing, with a longer break after the third and final playing.
- Answer **all** questions and **all** items within each question.
- Write your answers in the spaces provided in this exam paper. You are not required to answer in full sentences.
- The exam is **three (3) hours** in length. The suggested working time for this section is **approximately 45 minutes**.
- All answers must be written in **English**.
- You **must** make sure your answers address the listed criterion.

Marker use	
C1	/ 42

Blank Page

Guide to Exam Structure

	Questions available	Questions to answer	Suggested working time	Marks available
Section A	2	2	45 minutes	42 marks
Section B	2	2	45 minutes	45 marks
Section C	3	2	45 minutes	24 marks
Section D	4	1	45 minutes	Extended ratings of A+ to z
Totals	11	7	180 minutes (3 hours)	111 marks and A+ to z rating

Criterion

You **must** make sure your answers address:

- Criterion 1 listen and respond to oral English texts.

Spoken Text - Question 1

Marker use

Listen to the spoken text and answer the questions in **English**, giving as much detail as possible.

a) How do we know the new research data in this report is reliable?

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/1

b)
i. What happened when the schools banned mobile phones from the classroom?

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/2

ii. Why did this happen?

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/1

c) Why were these findings most relevant for students in their last few years of school?

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/1

Question 1 continues

Question 1 continued

Marker use

d) Who is defined as “at risk” in this report? Name the **three (3)** groups.

/3

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e) What **two (2)** benefits did the phone ban have for “at risk” students?

/2

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f) Outside of school, how long do most teenagers have contact with screens?

/1

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g) What are scientists hoping to protect by recommending a ban on mobile phones in the classroom?

/1

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h) According to the text, there are **two (2)** ways to reduce cyberbullying. What are they?

/3

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Question 1 continues

Question 1 continued

Marker use

i) Why is cyberbullying a problem if students have mobile phones in the classroom?

/2

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j) Explain why the report thinks it is not helpful for a student to have a mobile phone just in class in case a parent wants to contact them.

/3

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k) The report suggests a solution for how parents can contact their young people in emergencies. Explain the solution in your own words.

/3

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**Total
Q1**

/23

Spoken Text - Question 2

Marker use

Listen to the spoken text and answer the questions in **English**, giving as much detail as possible.

a) How many people lost their lives on Australian beaches last year?

/1

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b) Shaun* Faulkner's advice is to "swim between the flags". Explain why Shaun* thinks this is the best idea for staying safe.

/2

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c) How do we know Shaun* thinks the ocean can be the most dangerous place to swim?

/2

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d) What is special about the way a rip flows at the beach?

/2

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Question 2 continues

Question 2 continued

Marker use

e) How do we know that rips can cause people to drown?

/2

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f) Describe **two (2)** signs that tell you how to recognise a rip.

/2

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g) Why does Shaun* say you should stop swimming if you get caught in a rip?

/2

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h) According to the text, who could come to your aid if you are caught in a rip?

/2

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i) What does Shaun* advise us to check in the weather forecast?

/1

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Question 2 continues

Question 2 continued

Marker use

j) According to Shaun*, what are **two (2)** ways that a person can make sure they are safe at the beach?

/2

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k) What is Shaun's* advice for the best way to enjoy spending time at the beach?

/1

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*Spelling of name changed for increased accessibility.

**Total
Q2
/19**

End of Section A

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External Assessment 2024

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

EAL315120

Section **A** Listening and Responding

Pages: 8

Spoken Texts: 2

**TRANSCRIPT
FOR MARKERS ONLY**

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Spoken Text 1 - Question 1 (male or female)

Why we should ban smartphones from school

It is common knowledge that it's hard to separate teenagers from their phones, but research now shows it might be good for them – particularly during the school day.

Firstly, phone bans lead to an improvement in academic performance. According to researchers at two American universities, when schools forbid students to bring their smartphones into the classroom, their results quickly improve. The research found that, because students were subsequently more attentive in class, their test scores increased by an average of 6 percent. The difference was particularly significant for students over the age of 16, as research shows they are the teenagers most addicted to their phones.

Secondly, phone bans are particularly beneficial for “at-risk” students. Students who live in poverty, attend learning support classes, or have lower-than-average grades benefited approximately twice as much as their peers when their schools banned phones. Removing their phones from the classroom was the equivalent of adding an extra hour of class per week.

Another reason is that phone bans lead to a general reduction in screen time. Scientists continue to warn about the dangers of young people spending so much time in front of a screen. It is normal for youngsters to spend about six hours per day in front of a screen – be it a computer, phone or television – and that is not even including any screen time that occurs at school. One way to ensure that students' eyes and minds receive a break from so much screen exposure is to minimise the amount that occurs at school. That starts with stopping smartphones from entering the classroom.

Phone bans can also help to reduce cyberbullying. Teenagers can be very savage with their online messages. While parents can try to police that sort of negative behaviour at home, it can also be reduced by preventing students from using social media platforms during the school day. While physical bullying is easier for teachers to see, and subsequently do something about it, it is impossible to tell what students are communicating to each other silently on their phones.

Spoken Text 1 – Question 1 continued

The main reason that parents advocate for their young people having phones in the classroom is that they want to be able to reach them in case of an emergency. But for this to work, they would have to not only leave their phones on, but also check them constantly. Most likely, they would be looking at a lot of distracting, non-emergency messages throughout the school day in case they receive something important. A better alternative is for parents to contact the school's office staff, so that they can pass on any urgent messages and ensure the student is appropriately supported at the same time.

Original article adapted from: https://www.healthed.com.au/from_the_web/5-reasons-to-ban-smartphones-in-school/

This text adapted from: <http://teal.global2.vic.edu.au/annotated-units-of-work/unit-8-mobile-phones-years-9-and-10-c2-and-c3/> (Vic Education)

Spoken Text 2 - Question 2 (male and female)

Safety at the Beach

Over the summer holidays many young Australians spend some time swimming and relaxing at the beach. But while swimming is fun, the ocean can also be a dangerous place. Last year there were 6,000 rescues made along the Australian coastline and 281 people died.

Today we're talking with Shaun* Faulkner, Surf Lifesaving and Emergency Operations Manager.

Interviewer: So, Shaun*, how can we all stay safe at the beach?

Shaun*: Well, my biggest tip is to swim between the flags because that's where we've got extra sets of eyes keeping you safe. Make sure you swim with someone else. While any sort of water can be dangerous, the ocean is in a league of its own.

Interviewer: What should we all be looking out for?

Shaun*: The biggest thing we're really worried about is an event called a rip, because they can be deadly. Rips are very strong and narrow currents of water that run at right angles to the beach. They quickly pull swimmers away from the shore and out to sea. Even the strongest swimmers can be dragged out. If you are just an inexperienced swimmer, you often wouldn't even stand a chance.

Interviewer: What should we look out for?

Shaun*: Rips are really hard to spot but the biggest indication is often that the waves look strangely flat as they recede and sometimes you'll see a patch of sand being carried out through the wave. Look out for deep, dark patches of water out past the waves.

Interviewer: So, what should you do if you get caught in a rip?

Shaun*: The most important thing to remember is to stay calm and stop swimming. You should never try to swim against a rip. Even Olympic swimmers aren't strong enough for that, so you would probably just wear yourself out. That's how people get into trouble.

Interviewer: What should you do instead?

Shaun*: Just flip onto your back and float with the rip. Put your hand up to wave for assistance. If you're at a patrolled beach, a lifesaver will come out and help. Or maybe a bystander will help you.

Interviewer: Well, we've covered rips, what else should we be aware of at the beach?

Spoken Text 2 – Question 2 continues

Spoken Text 2 – Question 2 continued

Shaun*: Always respect the power of the ocean. Check the weather forecast before you go to the beach and especially check for any storms coming through, changes in the wind direction and so on.

Most importantly, know your own capacity. If you can't swim, don't go in the ocean. Don't go to the beach on your own. Of course, it goes without saying that you should make sure you learn to swim, so you can enjoy the beach.

Interviewer: Well, thank you very much for your advice, Shaun*, and I hope everyone can enjoy the beach safely!

Based on: BTN Broadcast 6 Feb 2024

<https://www.abc.net.au/btn/classroom/beach-safety/103413246>

*Spelling of name changed for increased accessibility.

End of Transcript
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External Assessment 2024

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

EAL315120

Section **B** Reading and Responding

Pages: 12

Questions: 2

Suggested working time: 45 minutes

Instructions:

- Answer **all** questions and **all** items within each question.
- Write your answers in the spaces provided in this exam paper. You are not required to answer in full sentences.
- The exam is **three (3) hours** in length. The suggested working time for this section is **approximately 45 minutes**.
- All answers must be written in **English**.
- You **must** make sure your answers address the listed criterion.

Marker use	
C3	/ 45

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Guide to Exam Structure

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Section D	4	1	45 minutes	Extended ratings of A+ to z
Totals	11	7	180 minutes (3 hours)	111 marks and A+ to z rating

Criterion

You **must** make sure your answers address:

- Criterion 3 read and respond to written English texts.

Question 3

Read the text and answer the following questions in **English**, using the information from the text. Give as much detail as possible.

Brooke's baking hits the sweet spot

It's just about to strike eight on a Saturday morning, and in a small side street in inner-city Brisbane, there's a queue of people streaming around the block – some have been lined up since five am. However, it's not a Taylor Swift concert or a new fashion outlet that has their hearts racing – it's a bakery.

The Tasmanian born and bred business *Brooki Bakehouse* has become a cult phenomenon – catching not only the attention of locals, but also the world. The tiny cookie and cake shop has amassed a whopping, almost three million followers on social media, with fans from as far away as the Netherlands, Singapore and the UK all obsessed with the store.

Behind the brand is 32-year old Brooke Saward, who first learnt to bake while jetsetting around the world as a solo female travel blogger. Obsessed with the sweets she found on her trips, she decided to learn how to make them, signing up to cooking classes in places like Paris and teaching herself how to bake from online videos.

In 2016, Saward returned to her childhood hometown of Launceston and transformed her passion for baking into a sweets café called *Charlie's Dessert House*. The business was an instant hit. Because there was nothing else like it in the region, it immediately drew crowds every night for a taste of its macarons, cupcakes, cookies, coffee and shakes. But Saward and her boyfriend dreamed of more and in late 2021 they decided to move to Brisbane, where they believed the opportunities for growth would be bigger, but the city would still be small enough for them not to feel overwhelmed.

In May 2022, Saward attempted to recreate the success she had had in Tasmania. But with an obscure location that lacked significant foot traffic and no family and friends in Queensland to help generate word of mouth, the business was only just breaking even.

“There would be days when I would really only just cover the wage of one other person – I wasn't paying myself anything,” says Saward who funded the store and its \$250,000 build with the profit from having sold her Launceston home.

“I definitely went home and cried some nights and said to my boyfriend, ‘What have I done? This is so hard.’”

Question 3 continues

Question 3 continued

She knew she had to change because just doing the same thing she had done in Launceston simply wasn't working. So when her only staff member was off work on sick leave for three weeks, Seward decided to set up a social media account and record a video of herself working in the bakery. With her long auburn hair pulled into a bun and chef's whites on, she labelled the video 'A day in the life of a bakery owner', narrating her daily activities with her voice that's as sweet as her desserts.

The first video attracted a few thousand views, the next more and the next even more, until suddenly she had millions watching her daily activities. "We have people come in from all over Australia and literally all over the world to visit the bakery. It's wild", says Seward who now sells 1000 cookies in the store alone each day, plus thousands more online.

"In the beginning, some days we would do hundreds of dollars in sales and now every day it's thousands of dollars. It's a completely different business from what it was in the first six to eight months and that can be attributed 100% to the power of social media."

Source: Tas Weekend (Mercury Newspaper) March 16-17 2024. Pp. 11-12

a) What information in paragraph 1 suggests that this article is about a success story?

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/3

b) Using your own words, explain why Brooki Bakehouse is described as a "cult phenomenon" in paragraph 2.

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/3

Question 3 continues

Question 3 continued

Marker use

c) What was Brooke Saward doing when she first discovered the joys of cakes and biscuits?

/1

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d) How did she learn to bake?

/2

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e) Where was Brooke Saward born?

/1

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f) Which **two (2)** words in paragraph 4 tell us that Charlie's Dessert House was an immediate success?

/1

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g) What did Saward see as the benefits of moving her baking business to Brisbane?

/2

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h) What challenges did Saward face when she opened her business in 2022 in Brisbane?

/3

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Question 3 continues

Question 3 continued

Marker use

i) Saward was not making a profit when she first opened in 2022. Which phrase in paragraph 5 tells you this?

/1

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j) "What have I done? This is so hard." When Saward said this to her boyfriend, she really meant:

/2

[Tick the **one (1)** correct answer ✓]

- She was going to give up on her baking project.
- She started to doubt she had made the right decision.
- She didn't want to work so hard anymore.
- She wished she had never started her baking project.

k) When did Saward decide to make her first social media video?

/1

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l) "...with her voice that's as sweet as her desserts." What does this phrase suggest about Saward's video clips?

/2

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m) The last paragraph uses a lot of numbers and statistics to convey a message. Summarise the information in the last paragraph by **using words instead of numbers** to convey the information.

/3

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Total
Q3
/25

Question 4

Marker use

Read the text and answer the following questions in **English**, using the information from the text. Give as much detail as possible.

Star power for Tassie's bird plight

Well-known American film star Leonardo DiCaprio has turned to social media to emphasise the plight of the critically endangered Swift Parrot to the world. To grab attention and get his message across, DiCaprio shared a photo of the brightly coloured bird. His call to action for people to promise their support to protect the remaining breeding habitat of Swift Parrots in Tasmania worked because the message quickly went viral, with 17k likes in the first two hours alone.

DiCaprio encouraged people to join the environmental conservation charity Re:wild and help save the birds.

“Australian conservationists have won a legal decision to temporarily stop logging near the Tasmanian nesting sites of the critically endangered Swift Parrot,” the post said.

Only an estimated 750 Swift Parrots remain in existence, yet forest destruction has continued in their sole breeding site in eastern Tasmania.

Environmentalists from the Bob Brown Foundation celebrated the release of DiCaprio's post, which also called for an end to native forest logging in Tasmania and on the mainland. The organisation has invited DiCaprio to visit Tasmania, so he can see its forests and wildlife for himself.

“Leonardo DiCaprio has put Tasmania on the map big time, and the plight of the Swift Parrot is now well and truly global,” a spokesperson said.

The Swift Parrot is a migratory bird species that spends its summers nesting in forests scattered across the island state of Tasmania depending on where blue gums and black gums, its main food sources, are flowering.

An online CSIRO-published guide in 2021 estimated the population had slumped to about 750, down from 2,000 a decade ago. Peer-reviewed studies have found it could be extinct in ten years if no action is taken to improve protection of the species. Recent research by scientists at the Australian National University found the rate of decline was accelerating and without drastic conservation action there could be an average population of just 58 birds by 2031. Conservationists are encouraging the Australian Government to uphold their zero extinction commitment.

Source: Mercury Feb 10 2024. P.08 <https://www.theguardian.com/australia-news/2024/feb/09/leonardo-dicaprio-swift-parrot-endangered-save-protection-logging>

Question 4 continues

Question 4 continued

Marker use

a) From information in paragraph 1, which phrase tells us that Swift Parrots are in a very difficult situation and may die out soon?

/1

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b) Using your own words, explain what Leonardo DiCaprio wanted people to do when he posted the photo of the bird online.

/3

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c) How do we know his message was successful?

/2

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d) The organisation Re:wild is involved in:

/2

[Tick the **one (1)** correct answer ✓]

- ecotourism
- documentary film making
- caring for the planet
- social media platforms.

e) How many nesting sites are there in eastern Tasmania?

/1

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Question 4 continues

Question 4 continued

Marker use

f) According to his social media post, what else did Leonardo DiCaprio want to happen?

/3

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g) With reference to this article, explain in your own words what the following expressions mean:

/2

i. "Put Tasmania on the map big time".

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ii. "The plight of the Swift Parrot is now well and truly global".

/3

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h) Which word tells you that the Swift Parrot flies between different locations depending on the time of year?

/1

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Question 4 continues

Question 4 continued

Marker use

i) The last paragraph is intended to provide the reader with:

[Tick the **one (1)** correct answer ✓]

- an advertisement
- an explanation
- a warning
- a threat.

/2

End of Section B

Total
Q4
/20



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External Assessment 2024

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

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Section **C** Texts

Pages: 16

Questions: 3

Suggested working time: 45 minutes

Instructions:

- Answer any **two (2)** out of the **three (3)** texts.
- Write your answers in the spaces provided in this exam paper. You are not required to answer in full sentences.
- The exam is **three (3) hours** in length. The suggested working time for this section is **approximately 45 minutes**.
- All answers must be written in **English**.
- You **must** make sure your answers address the listed criterion.

Marker use	
C2	/ 24

Blank Page

Guide to Exam Structure

	Questions available	Questions to answer	Suggested working time	Marks available
Section A	2	2	45 minutes	42 marks
Section B	2	2	45 minutes	45 marks
Section C	3	2	45 minutes	24 marks
Section D	4	1	45 minutes	Extended ratings of A+ to z
Totals	11	7	180 minutes (3 hours)	111 marks and A+ to z rating

Criterion

You **must** make sure your answers address:

- Criterion 2 view and respond to multimodal texts.

Question 5

Examine this newspaper advertisement below and answer the following questions in **English**.

Boost your immunity this winter

Find out more at health.tas.gov.au/winter-wellness

✓ Prepare ✓ Plan ✓ Protect

Prepare

The cooler weather means it's time to prepare for colds and flu-like illnesses caused by COVID-19, influenza and other acute respiratory infections.

Boost your immunity and make sure you are up to date with your vaccinations, as it's the best defence against serious illness.

A free **flu vaccine** is available for some groups, including those aged 65 years and older, and **COVID-19 boosters** remain free for those who are due. A vaccine is also now available for older adults to protect against severe illness from **Respiratory Syncytial Virus**.

To find out more and to get up to date with your vaccinations, talk to your GP, pharmacist or health care provider today.

Winter wellness

Tasmanian Government

91682-36

Source: Mercury newspaper 20 April 2024

Question 5 continues

Question 5 continued

Marker use

a) This text is:

[Tick the **one (1)** correct answer ✓]

- a health warning
- a sales announcement
- a community service announcement
- an announcement for a fitness program.

/1

b) What can you see in the top right-hand corner of this text?

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/2

c) Who is probably the target audience for this text? Use details from the text to justify your response.

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/3

Question 5 continues

Question 5 continued

Marker use

d) In your opinion, would this announcement achieve its purpose of persuading **the target audience(s) you identified in c)** to follow the advice? Refer closely to the text in your answer.

/6

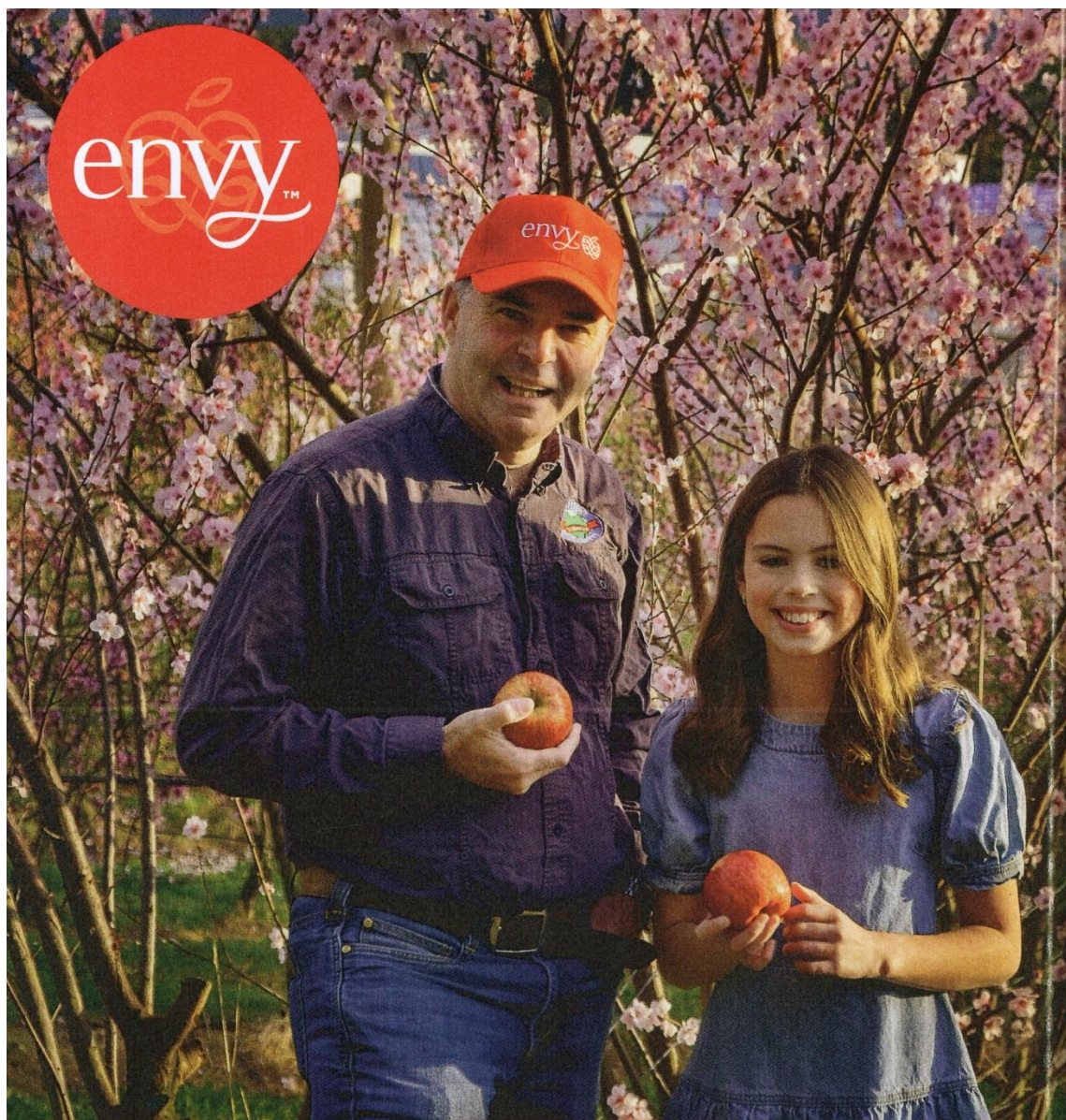
Total
Q5
/12

Exam continues over the page

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Question 6

Examine the magazine advertisement below and answer the following questions in **English**.



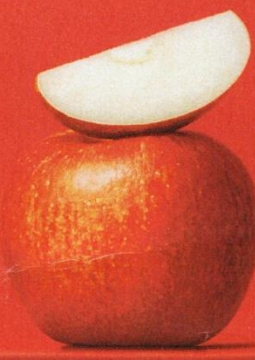
The advertisement features a photograph of a man and a young girl standing in an orchard with pink blossoms. The man is wearing a purple shirt and a red cap with the 'envy' logo, holding an apple. The girl is wearing a blue dress and also holding an apple. In the top left corner, there is a red circular logo with the word 'envy' in white script. The bottom section of the advertisement has a red background with white text and logos.

**THE ULTIMATE
APPLE EXPERIENCE**

"My Dad grows the best envy™ apples!"

Meet Skye.
Daughter of Howard Hansen,
growing up on Hansen Orchards.

Envy™ is locally grown in beautiful
Tasmanian regions with rich soil, high
rainfall & summer sunshine, making the
Huon Valley Orchards a match made in
envy™ growing heaven.



**HANSEN
Tasmanian
ORCHARDS**

EXCLUSIVELY BROUGHT TO YOU BY:
MONTAGUE
SINCE 1948
THIRD GENERATION FAMILY OWNED

Source: Woolworths magazine

Question 6 continues

Question 6 continued

Marker use

a) What can be seen in the background of the text?

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b) Who is this text aimed at? Give reasons to support your answer.

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c) How does the layout and colour appeal? Refer closely to the text in your answer.

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d) Do you consider this text to be successful? Why or why not?

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Total
Q6
/12

Question 7

Examine the film poster below and answer the following questions in **English**.



Source: https://www.rottentomatoes.com/m/the_teachers_lounge

Question 7 continues

Question 7 continued

Marker use

a) Look at this text and choose the most suitable answer:

The setting for the story is:

[Tick the **one (1)** correct answer ✓]

- a school
- a home
- a prison
- a gymnasium.

/1

b) Who is probably the target audience for this text? Give reasons to support your answer.

/3

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c) Comment on the layout of this text and explain its effects.

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Question 7 continues

Question 7 continued

Marker use

- d) In your opinion, would this text achieve its purpose of persuading **the target audience(s) you identified in b)** to view this film?

/5

Explain why your target audience(s) **would or would not** be persuaded.

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**Total
Q7
/12**

End of Section C
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Section **D** Writing

Pages: 8

Questions: 4

Suggested working time: 45 minutes

Instructions:

- Answer only **one (1)** question in this section. Write **approximately 250 words** in **English**.
- Write your answers in the spaces provided in this exam paper. You are not required to answer in full sentences.
- The exam is **three (3) hours** in length. The suggested working time for this section is **approximately 45 minutes**.
- All answers must be written in **English**.
- You **must** make sure your answers address the listed criterion.

Marker use	
C5	/ Alpha

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Criterion

You **must** make sure your answer addresses:

- Criterion 5 create a range of written texts for different purposes and audiences.

- Choose **one (1)** question to answer from this section.
 - Write **approximately 250 words** in **English** on **one (1)** of the following topics.
-

Question 8 – Imaginative

You were recently part of a panel of young people who met a well-known pop star or stars while they were on a tour of Australia. Write an email to your friend about the meeting. Describe the experience. Outline what you talked about with the pop star and explain what you would do if you could meet them again.

OR

Question 9 – Persuasive

You are very keen on sport and are looking for some inspiration for some of your classmates.

Write a letter to the Tasmania JackJumpers basketball team to try to persuade them to come and do a fitness training session with students at your school.

OR

Question 10 – Interpretive

“Today’s fashion is tomorrow’s garbage.”

Write an essay saying if you do or don’t agree with this statement. Give reasons for your opinions.

OR

Question 11 – Analytical

The Tasmanian Government has released data indicating that as many as 20% of young Tasmanians have vaped at some stage in their life.

Write an article for your school website outlining why you think so many young people vape, the potential risks to young people’s health and wellbeing if they vape, and what you think could be done about the problem.

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