TASMANIAN ASSESSMENT, STANDARDS & CERTIFICATION

External Assessment 2026

Attach your candidate label here

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

EAL315120

Section A Listening and Responding

Pages: 8

Spoken Texts: 2

TRANSCRIPT

FOR MARKERS ONLY

© Copyright for part(s) of this exam may be held by individuals and/or organisations other than Tasmanian Assessment, Standards and Certification.

Blank Page

Spoken Text 1 – Question 1 (male and female)

Ride to thrive!

Interviewer: For Sofia Tsamassiros (**SammaSEERos**), cycling is far more than just a sport. She's here today to tell us her origin story as a passionate cyclist and as an advocate for cycling, not just for physical health but for mental and social health too.

Sofia, welcome!

Sofia: Thanks, it's great to be here!

Interviewer: So, how did you get into cycling?

Sofia: Well, I used to play elite soccer, and when I stepped away from the game, I started riding to keep challenging myself physically, but also to support my mental health. Early on, my focus was testing my limits, you know, pushing through gruelling rides, and clocking up the kilometres. But over time, what kept me cycling was its sense of freedom and its power to build community.

Interviewer: And what are some of the communities that cycling has led you to?

Sofia: Well, I really love the sense of exploration, so at first, I gravitated towards bike-packing. This is riding that cares less about the numbers and more about enjoying the journey.

Interviewer: Bike-packing? Can you please explain that?

Sofia: Sure! (laughs) Bike-packing combines cycling with camping and wilderness exploration. We have some stunning landscapes in Tasmania for this.

In fact, I love it so much that in 2019 I founded a tour company called Eudaimonia (**you-deh-MON-iya**) – that's a Greek word that defines wellbeing as 'following your passion'.

I take participants bike-packing around our beautiful state, but my favourite part, more than the scenery, is experiencing places I see every day through someone else's eyes. It's different every time.

My guests are a mix of people from many different backgrounds, so I really try to create a bond and familiarity as soon as possible, knowing we're going to be living so closely for several days. It's really as much about the people as the pedals.

Interviewer: What about the people who aren't quite up to bike-packing? Do you offer other opportunities for people who are time-poor or new to cycling?

*Only for pronunciation support

Sofia: Oh, sure! It's quite easy with cycling to choose the level you go at.

For example, I run weekly and monthly community rides for cyclists of all abilities, such as Girl Gang, a monthly riding group that's a supportive space for women.

Turning up for the first time is always the hardest and the most intimidating. But we always go at the pace of the slowest rider on the day, and it's a great opportunity for everyone to meet and chat.

Almost every single Girl Gang ride, we've welcomed someone new, which is so cool. Plus, every ride ends with a coffee stop!

Interviewer: So, any last words of advice, Sofia?

Sofia: My advice is simple: as scary as it sounds, just start riding! I think it's like anything – once you do it, you quickly work out what works for you and find a space that you feel comfortable in…so get on your bike!

Source: Adapted from Sofia Tsamassiros. (n.d.). *Tasmanian*. https://tasmanian.com.au/stories/sofia-tsamassiros/

Spoken Text 2 – Question 2 (female)

Young Australians voice concerns over energy consumption

Kendra Harris is a 23-year-old university student who is conflicted about AI – the technology will boost her career prospects, but she finds its environmental cost difficult to ignore.

She said, “We were already struggling to reduce our energy pollution before AI became mainstream, so I find it very off-putting when I hear how much energy AI uses.”

“People put efficiency above longer-term considerations like the environment, especially if they’re not seeing immediate consequences and if AI helps with the current task at hand,” she said.

Kendra Harris is part of a movement of young people pushing back on the use of AI, especially for trivial or pointless results, because it’s not worth the environmental costs.

The issue is simple enough: data centres need large amounts of energy to process AI queries, which creates a lot of heat, and they then need large amounts of water to cool them.

So, how much energy and water are used in AI queries? And will not using it make much difference?

Experts estimate that a standard AI query uses up to 30 times more water and energy than a standard web search, and that generating AI videos consumes vastly more resources again.

Harris feels that AI is a double-edged sword because it’s a contributor to environmental challenges, such as climate change, but also a potential tool for adapting to climate change.

However, Professor Toby Walsh, from the AI Institute at the University of NSW, said AI does not contribute significantly to climate change, as it uses less than 1 per cent of global energy.

He thinks we should be conscious of the energy used to power AI, and especially of how it is increasing. However, he believes in the grand scheme of things, it’s not a major cause of climate change.

He said that to address climate change, the focus needs to be on transport, construction and agriculture.

He also suggested that one of the best things you can do to reduce your carbon footprint is to give up meat, and that young people know this because they are the largest demographic of vegetarians today.

Although Professor Walsh is concerned about the environmental impact, he says that rather than seeing this as a reason to stop using and developing AI, we should see it as a call to action to develop more energy-efficient data centres and AI models.

Spoken Text 2 – Question 2 continues

Spoken Text – Question 2 continued

He adds that people should not have to give up the benefits of AI to reduce their climate impact when government and industry can change this through policy and innovation.

Despite this, Kendra Harris is staying firm against the rising wave of AI.

She says, “I do think AI has its uses, but people have become so reliant on it for everyday use. I’m someone who enjoys the process, so a lot of the things that people use AI for, like making travel plans or organising notes, I find satisfying to do myself.”

Source: Adapted from *To use or not to use AI? A Gen Z conundrum* (2025, October 6). *Australian Financial Review*. https://afr.com/companies/energy/to-use-or-not-to-use-ai-a-gen-z-conundrum-20251006-p5n0e6

End of Transcript

Blank Page



This exam paper and any materials associated with this exam

(including answer booklets, cover sheets, rough note paper, or information sheets)

remain the property of Tasmanian Assessment, Standards and Certification.

© Copyright for part(s) of this exam may be held by individuals and/or organisations other than Tasmanian Assessment, Standards and Certification.

TASMANIAN ASSESSMENT, STANDARDS & CERTIFICATION

External Assessment 2026

Attach your candidate label here

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 after 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 write 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

© Copyright for part(s) of this exam may be held by individuals and/or organisations other than Tasmanian Assessment, Standards and Certification.

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 1 – Question 1

Marker use

Ride to thrive!

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

a) Apart from physical health, which **two (2)** other kinds of health can cycling improve? /1

.....

b) Which phrase tells us that Sofia stopped playing elite soccer? /1

.....

c) Explain the change in Sofia's focus from when she started riding to now. /3

.....

.....

.....

.....

.....

d) What does Sofia mean when she describes bike-packing as 'less about the numbers'? /2

.....

e) What **two (2)** activities does bike-packing combine with cycling? /2

1: .....

2: .....

Question 1 continues

Marker use

f) Explain what Sofia's company does and why she loves it. /4

.....

.....

.....

.....

.....

.....

g) Give **one (1)** reason why Sofia tries to quickly create a bond between her guests. /1

.....

.....

h) How often does Sofia run Girl Gang? /1

.....

i) Which statement best describes how Girl Gang rides work? /1

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

☐ Everyone rides at the slowest person's speed, so nobody is left behind, and they always go for coffee at the end.

☐ The slowest rider on the day is always late for coffee, which can be intimidating.

☐ It's hard for people to turn up on time, so while they wait they usually have coffee.

☐ They always ride slowly and if it's cool, they go to a coffee shop.

Question 1 continues

Marker use

j) Explain why Sofia thinks it's not too hard to start cycling. /2

.....

.....

.....

.....

k) Which statement best sums up how Sofia feels about bike-riding? /1

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

☐ It's a great way to test your limits and compete against other people.

☐ It's a nice way for her to take a break from her elite soccer career.

☐ It lets you make new friends and explore beautiful places.

☐ It's as scary as it sounds.

l) Explain your answer for item k) using evidence from the whole text. /2

.....

.....

.....

.....

Total Q1

/21

Spoken Text 2 – Question 2

Marker use

Young Australians voice concerns over energy consumption

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

a) What is Kendra Harris' main concern about Artificial Intelligence (AI)? /1

.....

b) What **two (2)** reasons does Kendra Harris give for people caring more about efficiency than the environment? /2

1: .....

.....

2: .....

.....

c) Which phrase shows that young people are resisting AI use? /1

.....

d) List the sequence of events in data centres for processing AI queries. /3

e) Which of these uses the most resources? /1

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

☐ AI queries.

☐ Web searches.

☐ Generating AI videos.

☐ Standard internet use.

Question 2 continues

Marker use

f) Explain what Harris means when she describes AI as a ‘double-edged sword’. /2

.....

.....

.....

.....

g) How much global energy does Professor Walsh say AI uses? /1

.....

h) Which **three (3)** areas does Professor Walsh say we should focus on to address climate change? /1.5

1: .....

2: .....

3: .....

i) How are young people tackling climate change? Give details from the text. /1.5

.....

.....

.....

j) How does Professor Walsh suggest we think about the environmental impact of AI? /3

.....

.....

.....

.....

.....

.....

Question 2 continues

Marker use

k) Who does Professor Walsh believe should be responsible for major changes in AI?

.....

/2

l) What are the **two (2)** everyday tasks Kendra Harris prefers to do herself instead of asking AI?

.....

.....

/2

Total Q2

/21

End of Section A

Blank Page

Blank Page



This exam paper and any materials associated with this exam

(including answer booklets, cover sheets, rough note paper, or information sheets)

remain the property of Tasmanian Assessment, Standards and Certification.

© Copyright for part(s) of this exam may be held by individuals and/or organisations other than Tasmanian Assessment, Standards and Certification.

TASMANIAN ASSESSMENT, STANDARDS & CERTIFICATION

External Assessment 2026

Attach your candidate label here

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

EAL315120

Section B Reading and Responding

Pages: 16

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

© Copyright for part(s) of this exam may be held by individuals and/or organisations other than Tasmanian Assessment, Standards and Certification.

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 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.

Made in Tasmania, used by the world.

James Cuda is the co-founder and CEO of Savage Interactive, a software development company famous for creating the popular iPad drawing app, Procreate, used by millions around the globe.

What is the story of Procreate, in a nutshell?

Procreate started as an idea when Apple released the first iPad in 2010. My mate, Lloyd, a software developer, and I started playing with designs. When it was clear that we were onto something, my wife, Alanna, and I started the business here in Tasmania, and we launched the app in 2011. It was always on our radar to leave and head to the U.S. because that's where the action is in the software industry. However, in the end, we decided to stick it out here, where the culture around us fits better with our company's values. Our focus is on giving more people access to affordable creative tools to make beautiful art, and not on raking in the big bucks.

What have been the challenges of staying in Tasmania?

The biggest one is recruitment, because our software is quite technically complicated and we need industry experts. It was challenging in the early years because we'd say, 'Hey, do you want to come to the end of the civilised world and work on this little product we're making?' Initially, it wasn't an attractive offer! However, as Procreate grew, our customer base exploded, and we hit number one in the app store. Then we started drawing staff from all over the world, the kinds of people who could work anywhere – like at Google or Facebook – but they came to us! People saw the chance to make the best work of their lives, with an independent company in a gorgeous and inspirational location!

How does it feel seeing people create art with your apps?

Oh, it gets me out of bed every day! When we see the work people produce with the tools we make, it's like you're a rock and roll band on stage. You're playing, and the crowd's cheering, and that makes you want to play harder!

Question 3 continues

Marker use

Final words?

To survive modern life and stressful global issues, you need two things. First, disconnect from the internet. I don't think it's healthy to be plugged into all the comings and goings of everything on the entire planet every minute. We have a beautiful island, with some of the best natural beauty in the world, so get out into that to recharge. The second thing I'd say is that creative pursuits can be so mentally healthy. Whatever creative pursuit it is, whether it's music, art, poetry, or whatever, I'd encourage everyone on our little island to dabble and play. If you're disconnected from the noise and you start going inward and try to be creative, it can be so satisfying for the soul.

Source: Adapted *from Discovering DailyBean: A film student turned entrepreneur* (n.d.), Apple, https://apps.apple.com/au/story/id1348110402; and *Made in Tasmania, used by millions* (n.d.), *The Hobart Magazine*, https://thehobartmagazine.com.au/made-in-tasmania-used-by-millions

a) James Cuda is the co-founder of which company?

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

/1

☐ Apple.

☐ Savage Interactive.

☐ iPad.

☐ Procreate.

b) What is meant by the phrase 'on our radar'?

/1

.....

.....

c) How does James describe his company's priorities?

/3

.....

.....

.....

.....

Question 3 continues

Marker use

d) **In your own words**, explain why, at first, James' company had trouble employing software developers. /4

.....

.....

.....

.....

.....

.....

e) Which word tells us that there was a sudden increase in the number of people buying their app? /1

.....

f) How did James overcome his recruitment challenges? /3

.....

.....

.....

.....

.....

g) **In your own words**, explain James' reaction to seeing people use his apps to make art. /1

.....

Marker use

h) **In your own words**, explain James' **two (2)** pieces of advice for coping with life today. /4

.....

.....

.....

.....

.....

.....

i) Choose the most suitable alternative article title for this story. /1

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

☐ App Designer Hates the Internet!

☐ Watch Out, Facebook, Here Comes Procreate!

☐ Savage By Name, Savage by Nature.

☐ Tassie's Procreate Draws Global Following!

j) Explain why your response to item i) is suitable, referring to evidence from the text. /4

.....

.....

.....

.....

.....

.....

Total Q3 /23

Question 4

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

Quiet Echoes

In her house on the mountainside, Gretel is almost in the sky.

This morning, she has been up long enough to watch it turn from black to banded pink and grey, and finally to blue. Above her kitchen sink is a window with a view down over the city. It's a small city at any time, and from any angle, but from this window, it appears small enough for her to cup in her hands. She watches toy cars creeping around the city's square heart and imagines flinging open the window, reaching out to scoop up all the houses and buildings, and crumbling them like sugar cubes into the river.

From some sleeping street below, a car engine revs and whines, and the sound bounces up the mountainside and startles a memory loose: Jesse, his old car with the noisy muffler and the last day of Year 12 exams.

That day, the hall was set out with rows of square, grey desks, each with a fresh exam paper laid face down on the surface. The moment the doors opened, students tumbled in, the girls lining up fluorescent highlighters and setting their water bottles just so, the boys skewing the desks as they bundled their oversized knees underneath them. Gretel chose a desk near the front, and Jesse sat down next to her and reached out one leg so she could twine her ankle around his.

When the exam was over, she and Jesse raced to his car and joined the Friday afternoon traffic heading for the coast. They wound down the windows and sang off-key to the CDs that littered the back seat. At a service station on the edge of town, they ate hot chips and changed out of their school uniforms, and shortly after, they took down Jesse's P plates to cruise into the drive-through of a country pub where, with sly glances at each other, they bought cheap wine. Finally, they turned off the highway and took the long, winding dirt road that led to a beach campsite where they set up their tent in the murky dusk light.

Later, with the empty wine bottle half submerged in the sand, and Jesse asleep on the blanket beside her, Gretel looked up at the clear night sky. It was immensely black against the white spill of the Milky Way, and Gretel worked out that if she crossed her eyes just a little, she could make the moon and stars wobble, as if just about to shower down all over the two of them. She stretched one hand up towards the sky, and against the stars, saw a luminous outline of her fingers and thumb touch the endless possibilities of space.

Question 4 continues

Marker use

Suddenly, the baby cries, and Gretel is here again. She can hear Matt humming to his daughter as he gets her out of her cot. He comes into the kitchen, and the baby reaches out to her mother, so Matt bundles her into Gretel's arms. As she takes the weight of the baby, Jesse fades away like a whisper.

'Good morning, sweetheart,' she murmurs, and quietly, the baby murmurs back.

Adapted from: Danielle Woods' short story, 'None of the Above'.

a) What does Gretel observe changing colour from black to pink to blue? /1

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

☐ The mountainside.

☐ The city.

☐ The sky.

☐ Her house.

b) **In your own words**, explain what is meant by 'toy cars creeping around the city's square heart'? /2

.....

.....

.....

.....

c) What happens when Gretel hears a car start? /2

.....

.....

.....

Question 4 continues

Marker use

d) **In your own words**, explain the difference between the description of the girls and boys coming into the exam hall. /2

.....

.....

.....

.....

e) What is Gretel and Jesse's relationship? Explain your answer, referring to evidence from the text. /2

.....

.....

.....

f) Which word shows that Jesse does not store his CDs tidily? /1

.....

g) Were Jesse and Gretel allowed to buy wine? Explain your answer, referring to evidence from the text. /3

.....

.....

.....

.....

.....

h) How do you think Gretel feels as she lies on the beach? Explain your answer, referring to evidence from the text. /2

.....

.....

.....

.....

Question 4 continues

Question 4 continued

Marker use

i) What brings Gretel out of her memory?

.....

/1

j) Explain who you think Matt is, referring to evidence from the text.

/2

.....

.....

.....

.....

k) Referring to evidence from the whole text, explain how the story's title connects to the story.

/4

.....

.....

.....

.....

.....

.....

Total Q4

/22

End of Section B

Blank Page

Blank Page

Blank Page

Blank Page



This exam paper and any materials associated with this exam

(including answer booklets, cover sheets, rough note paper, or information sheets)

remain the property of Tasmanian Assessment, Standards and Certification.

© Copyright for part(s) of this exam may be held by individuals and/or organisations other than Tasmanian Assessment, Standards and Certification.

TASMANIAN ASSESSMENT, STANDARDS & CERTIFICATION

External Assessment 2026

Attach your candidate label here

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

EAL315120

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 write 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

© Copyright for part(s) of this exam may be held by individuals and/or organisations other than Tasmanian Assessment, Standards and Certification.

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



Image 1

Question 5 continues

Marker use

a) Who can be seen in the furthest background of the poster?

/1

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

☐ A woman with a scarf on her head.

☐ A boy with a black T-shirt.

☐ Two boys in purple shirts.

☐ A tree.

b) Identify a target audience for this poster, referring to evidence from the text.

/2

.....

.....

.....

.....

c) Describe and explain the effect of **colour and layout** used in this text, referring to examples from the poster.

/3

Example	Effect

Marker use

/6

d) Describe and explain how **language** and **visual elements** (other than colour and layout) are used persuasively in this text, referring to examples from the poster.

Example	Effect

Total Q5

/12

Exam continues over the page

Blank Page

Question 6

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



Image 2

Question 6 continues

Marker use

a) How many film festivals has this film featured in?

..... /1

b) Identify a target audience for this poster, referring to evidence from the text. /2

.....

.....

.....

.....

c) Which genre best describes this film? /1

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

☐ Crime.

☐ Drama.

☐ Documentary.

☐ Thriller.

Marker use

/4

d) Describe and explain the effect of **colour, font, layout** and **other visual elements** used in this text, referring to examples from the poster.

Example	Effect

Marker use

/4

e) Describe and explain how **language** is used persuasively in this text, referring to examples from the poster.

Example	Effect

Total Q6

/12

Question 7

Marker use

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



Image 3

Question 7 continues

Marker use

a) For how long has kombucha been around? /1

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

☐ A month.

☐ 30 days.

☐ Millions of years.

☐ Thousands of years.

b) Identify a target audience for this poster, referring to evidence from the text. /2

.....

.....

.....

.....

c) Describe and explain the effect of **colour, font** and **layout** used in this text, referring to examples from the poster. /3

Example	Effect

Marker use

/6

d) Describe and explain how **language** and **visual elements** (other than those described in item c)) are used persuasively in this text, referring to examples from the poster.

Example	Effect

Total Q6

/12

Acknowledgements

Sources:

Image 1 is a composite image developed by the Exam Setter using images sourced from:

- https://www.relayforlife.org.au/
- https://static.vecteezy.com/system/resources/previews/022/065/469/non_2x/woman-looking-through-a-microscope-diagnostics-science-research-close-up-photo.jpg
- https://www.cancercouncil.com.au/wp-content/uploads/2020/07/cancer-patient-with-bandana-675x290-1.jpg

Image 2 is a composite image developed by the Exam Setter using images sourced from:

- https://en.wikipedia.org/wiki/We_Are_Still_Here_%282022_film%29#/media/File:We_Are_Still_Here_poster.jpg
- https://en.wikipedia.org/wiki/We_Are_Still_Here_%282022_film%29
- https://theeducationshop.com.au/downloads/atom-study-guides/we-are-still-here-atom-study-guide/

Image 3 is a composite image developed by the Exam Setter using images sourced from:

- https://drewsmith.com.au/remedy-kombucha
- https://www.remedydrinks.com/pages/remedy-kombucha

End of Section C



This exam paper and any materials associated with this exam

(including answer booklets, cover sheets, rough note paper, or information sheets)

remain the property of Tasmanian Assessment, Standards and Certification.

© Copyright for part(s) of this exam may be held by individuals and/or organisations other than Tasmanian Assessment, Standards and Certification.

TASMANIAN ASSESSMENT, STANDARDS & CERTIFICATION

External Assessment 2026

Attach your candidate label here

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

EAL315120

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. Include the question number you are answering in the box provided.
- 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

© Copyright for part(s) of this exam may be held by individuals and/or organisations other than Tasmanian Assessment, Standards and Certification.

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

- Choose **one (1)** question to answer from this section.
- In your response, do not include any identifying or personal information.
- Write **approximately 250 words** in **English** on **one (1)** of the following topics.

Question 8 – Imaginative

"From the other end of the hallway, there was the sound of breaking glass."

Write a story that uses this sentence as one of the key events.

OR

Question 9 – Persuasive

Your local council has announced it will build a facility for young people, and have asked for community suggestions:

Write a persuasive letter to the mayor of your council, arguing for a skate and mountain bike park and why it is the best option for young people in your area.

OR

Question 10 – Interpretive

"No society is more than three meals away from revolution."

Write an essay that explains why people might believe this and provide evidence to support your point.

OR

Question 11 – Analytical

Write a review of a text you have studied in class this year (such as a film, documentary or novel) to be published in your school's end-of-year magazine.

Describe the key themes and analyse how effectively the text presents them, and who you would recommend this text to and why.

Question Number:

Write the question number you are answering in the box.

Marker use

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Marker use

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Marker use

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

End of Section D



This exam paper and any materials associated with this exam

(including answer booklets, cover sheets, rough note paper, or information sheets)

remain the property of Tasmanian Assessment, Standards and Certification.

© Copyright for part(s) of this exam may be held by individuals and/or organisations other than Tasmanian Assessment, Standards and Certification.