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Tasmanian Certificate of Education

ENGLISH AS A SECOND LANGUAGE

Senior Secondary

Subject Code: ESL5C

External Assessment

2008

Reading and Responding

Time: Approximately 40 minutes

On the basis of your performance in this examination, the examiners will provide a result on the following criterion taken from the syllabus statement:

Criterion 3 Demonstrate understanding of written texts.

Pages: 12
Questions: 2

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CANDIDATE INSTRUCTIONS

You **MUST** ensure that you have addressed the externally assessed criterion on this examination paper.

You must answer **BOTH** questions.

Answer **all** questions in **ENGLISH**.

All answers must be written in the spaces provided on the examination paper.

You may answer in note form.

Question 1

Read the passage below and answer in **ENGLISH** the questions that follow it:

Nicole's Day Out

By Anita Shreeve

Two or three times a year I would visit my father's office in New York City. It was on Madison Avenue near St. Patrick's Cathedral, a location my father appreciated because he could sprint, if necessary, to Grand Central Station when he took the train; an address my mother approved of because it was centrally located for her day out, as she referred to these trips. 'Want to have a day out?' she would ask, and I would know it meant a visit to the city.

We'd board the train at our station, and my mother would let me have the window seat so that I could stare at the tall apartment buildings and wonder, as we clicked along, if anyone actually opened the windows twenty-five stories up. We'd enter a long tunnel and then emerge to the cavernous* Grand Central Station. I'd try to keep step with my mother's clicking heels as we crossed the stone floor. She would not let go of my hand until we entered the revolving door of my father's office building.

The lobby of my father's office was decorated with models in glass cases of the buildings the company had designed. Intricate and precise, with matchstick figures and bushes no bigger than my thumbnail, they were miniature universes into which I wanted to climb. My father would walk out to the lobby and make a fuss, even though we'd just seen him at breakfast. A tie would be snug inside his collar. Every time, he would give my mother a kiss and tell her not to spend too much money; she would laugh and tell me to be a good girl.

As my father and I walked along a corridor of cubicles, secretaries and draftsmen rolled out into the hallway to say hello or give me a high five. I remember a woman named Penny who kept hard candies in a jar and who always invited me into her cubicle to sample a few. I especially liked Angus, my father's boss, who would set me on a high stool in front of a draftsman's table and give me a set of coloured pencils that had never been opened. He'd also give me a T-square* and a job: I'd have to draw a house or a school or the front of a store. I worked at these tasks with dedication, and the praise was always extravagant, both from Angus and my father. 'How old are you again?' Angus would ask with what appeared to be complete earnestness. 'We might have to hire you right out of Junior School.'

Sometimes I'd wander into my father's office and pretend to be a secretary while he was on the phone or at his drawing table. At noon we'd go to lunch where we ate at a deli. My father, who normally never ate dessert, would get one for himself so that I could at least taste two of the delicious cakes. My father would be Rob in the office, Mr Dillon in the deli, and Dad to me, sophisticated and fascinating in his white shirts and suits.

By three-thirty a slight sensation of fatigue and boredom would begin to overtake me, but my mother was usually prompt at four o'clock. She'd arrive, shopping bags in tow, flushed and slightly breathless from her day out.

(Adapted from: *Light on Snow*.)

* Cavernous – large and open space like a cave

* T-square – An instrument similar to a ruler used to draw parallel lines

Question 1 continues opposite.

Question 1 (continued)

**For
Marker
Use
Only**

- (a) Why is Nicole’s father’s office in a good location? Give **two** reasons for your answer. (2 marks)

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- (b) In your own words describe her experience on the train. (3 marks)

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- (c) True or False: Nicole’s father works for a bank. (1 mark)

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- (d) Was her father happy to see her? How do you know? (2 marks)

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Question 1 continues over the page.

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Question 1 (continued)

**For
Marker
Use
Only**

(e) Was this the first time she went to her father’s office? Give evidence to support your answer. (2 marks)

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(f) Why did she like Penny? (1 mark)

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(g) Tick ✓ the answer that best describes why Angus asked ‘How old are you again?’ (1 mark)

- (i) He was making her feel good about her drawings
- (ii) He didn’t know how old she was
- (iii) He wanted to give her a job

(h) In your own words, why did her father order two desserts? (1 mark)

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(i) Why does her mother take Nicole to her father’s office? (2 marks)

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Question 2**For
Marker
Use
Only**

Read the passage below and answer in **ENGLISH** the questions that follow it:

Teen Sleep Deprivation a Serious Problem

A report by Joyce Frieden

Many teens keep busy schedules, but changes in their body mean that they need more sleep than ever (nine to ten hours per night, for most) and that they go to bed later. As a result, a large number of teenagers are suffering from lack of sleep.

‘This is a much bigger problem than people think’, says Dr Richard D. Simon Jr, medical director of the Severyns Sleep Disorder Centre. ‘They underestimate the problems of being sleepy in the daytime and how it affects mood and affects performance.’

Sleep deprivation can even be fatal. Some 55% of all car crashes in which drivers fall asleep involve people under the age of 26, according to the National Sleep Foundation.

Studies show that while 11 and 12 year olds need about nine hours sleep, teenagers need ten hours to be alert all day long, says Dr Simon. ‘The average teenager gets about six hours sleep, so he's sleep-depriving himself completely’, he says.

In addition, high-school-age children appear to undergo a change in their 'body clock', which tells them when to rise and go to bed, he says: ‘There's some evidence that the teenagers' body clock may be programmed to start turning off later at night and turn on later in morning.’ According to the National Sleep Foundation report, studies have shown that the typical high school student's natural bedtime is 11 p.m. or later.

Teenagers' sleep problems are made worse by the schedules they keep. On Saturdays, they will sleep in until 10 a.m. and when they go outside the natural light sends the message to the brain that this is the ‘starting time’ for the day, he says.

‘Then they stay out late again Saturday night and sleep in Sunday morning. When Sunday night comes, the kids want to get into bed earlier, but they can't fall asleep. Then, when 6 a.m. comes, they can't wake up. Their body clock has changed.’

Dr Simon added, ‘There are many things communities can do to help the sleep deprivation problem. First, schools should educate teenagers about proper sleeping habits. Starting school later in the day is a good step, but the overall culture – including the student's home life – has to change as well’.

‘We live in a very fast-paced society where parents also do not get enough sleep. So it's hard to expect one's own son or daughter to shut down the computer or turn the TV off or not call their friends if that's the family's lifestyle. When we have expectations about the homework teenagers do and the activities they participate in, we need to take into account the fact that they need time to take care of their bodies.’

Question 2 continues opposite.

Question 2 (continued)

**For
Marker
Use
Only**

(a) What is ‘sleep deprivation’? (1 mark)

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(b) Name **three** effects that sleep deprivation may have on teenagers. (3 marks)

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(c) According to the text, how many more hours of sleep do average teenagers need than they get? (1 mark)

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(d) According to sleep experts, sleeping in and going to bed late every weekend is not good because: (1 mark)

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(e) What **two** things could schools do to help solve teenage sleep problems? (2 marks)

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Question 2 continues over the page.

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Question 2 (continued)

**For
Marker
Use
Only**

(f) How could a family reduce sleep deprivation in a teenager? (3 marks)

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(g) Tick ✓ the statement that best summarises the text. (1 mark)

- (i) Sleep deprivation in teenagers has wide-ranging effects
- (ii) Teenagers should not drive cars when they haven't had enough sleep
- (iii) Sleep deprivation is more of a problem for young children than adults

(h) 'This text is a report'. Give evidence to support this statement. (3 marks)

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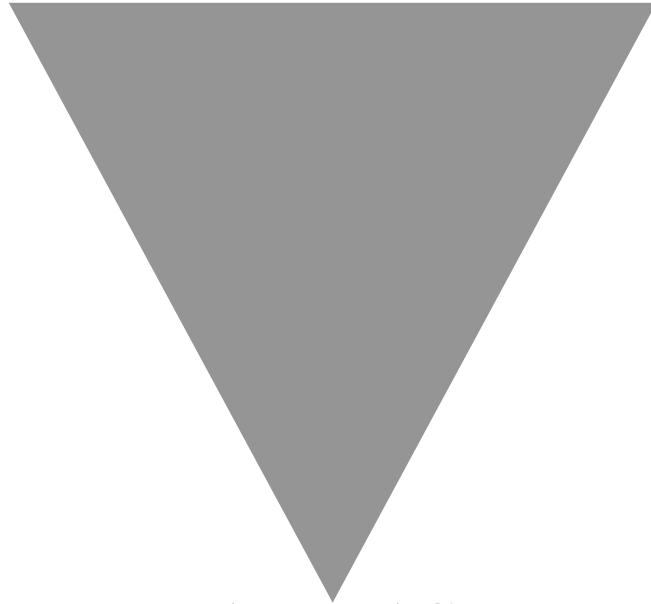
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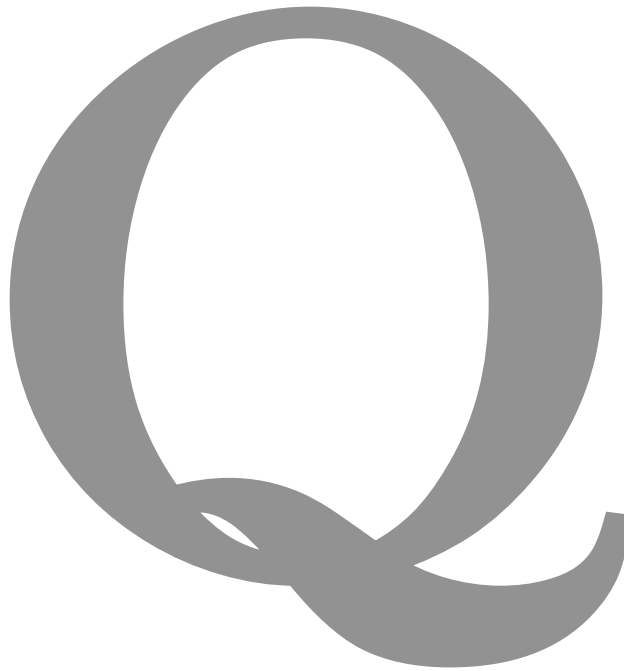
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Tasmanian Certificate of Education

ENGLISH AS A SECOND LANGUAGE

Senior Secondary

Subject Code: ESL5C

External Assessment

2008

Writing in English

Time: Approximately 40 minutes

On the basis of your performance in this examination, the examiners will provide a result on the following criterion taken from the syllabus statement:

Criterion 4 Communicate in writing.

Pages: 8

Questions: 1

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CANDIDATE INSTRUCTIONS

You **MUST** ensure that you have addressed the externally assessed criterion on this examination paper.

You must answer **Question 3**, the only question in this section.

Write approximately 250 words in **ENGLISH**.

The answer must be written in the space provided on the examination paper.

Question 3

Choose **ONE** of the following topics. At the beginning of each question you are given (in **bold**) the required response format for that question.

(a) **Narrative**

We all make mistakes...

OR

(b) **Descriptive**

Describe an evening at your home.

OR

(c) **Reflective**

How has art or music changed your life?

OR

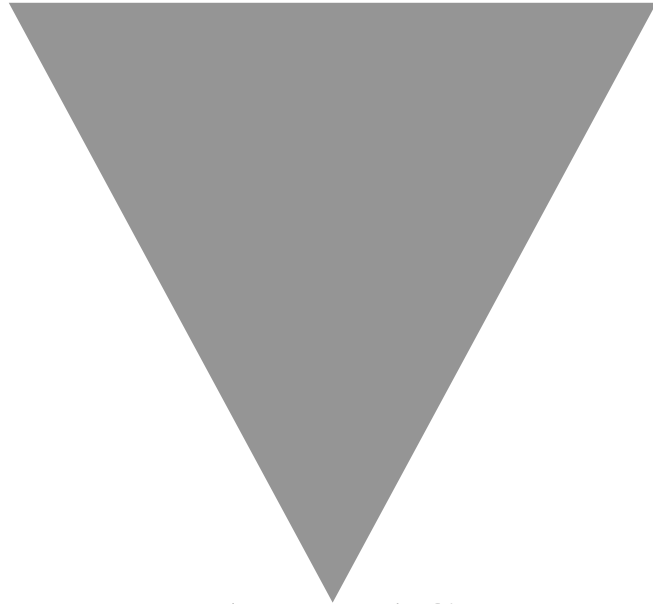
(d) **Comparative**

Compare the benefits of single-sex schools (schools for boys only and schools for girls only) and coeducational schools (boys and girls in the same classes).

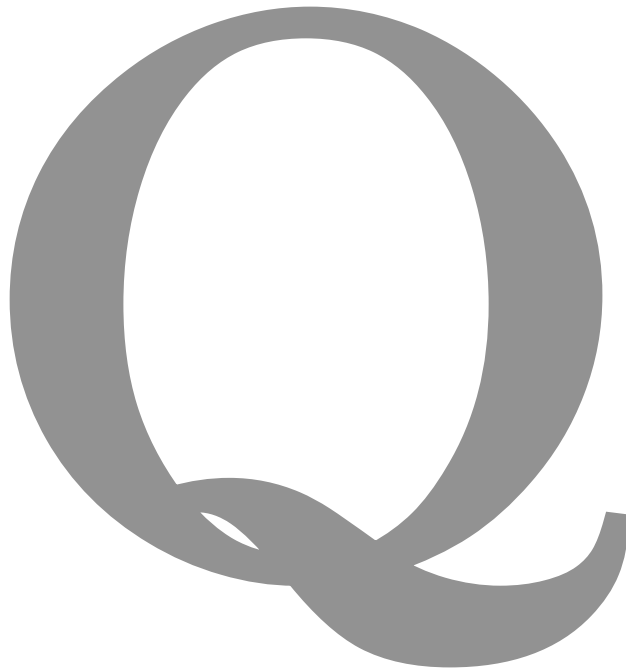
OR

(e) **Discussion**

Junk food should be banned in all schools.



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Senior Secondary

Subject Code: ESL5C

External Assessment

2008

Texts

Time: Approximately 40 minutes

On the basis of your performance in this examination, the examiners will provide a result on the following criterion taken from the syllabus statement:

Criterion 6 Demonstrate an appreciation of texts, including literary texts.

Pages: 12

Questions: 3

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CANDIDATE INSTRUCTIONS

You **MUST** ensure that you have addressed the externally assessed criterion on this examination paper.

You must answer all of the questions in English on **TWO** of the texts, from this part.

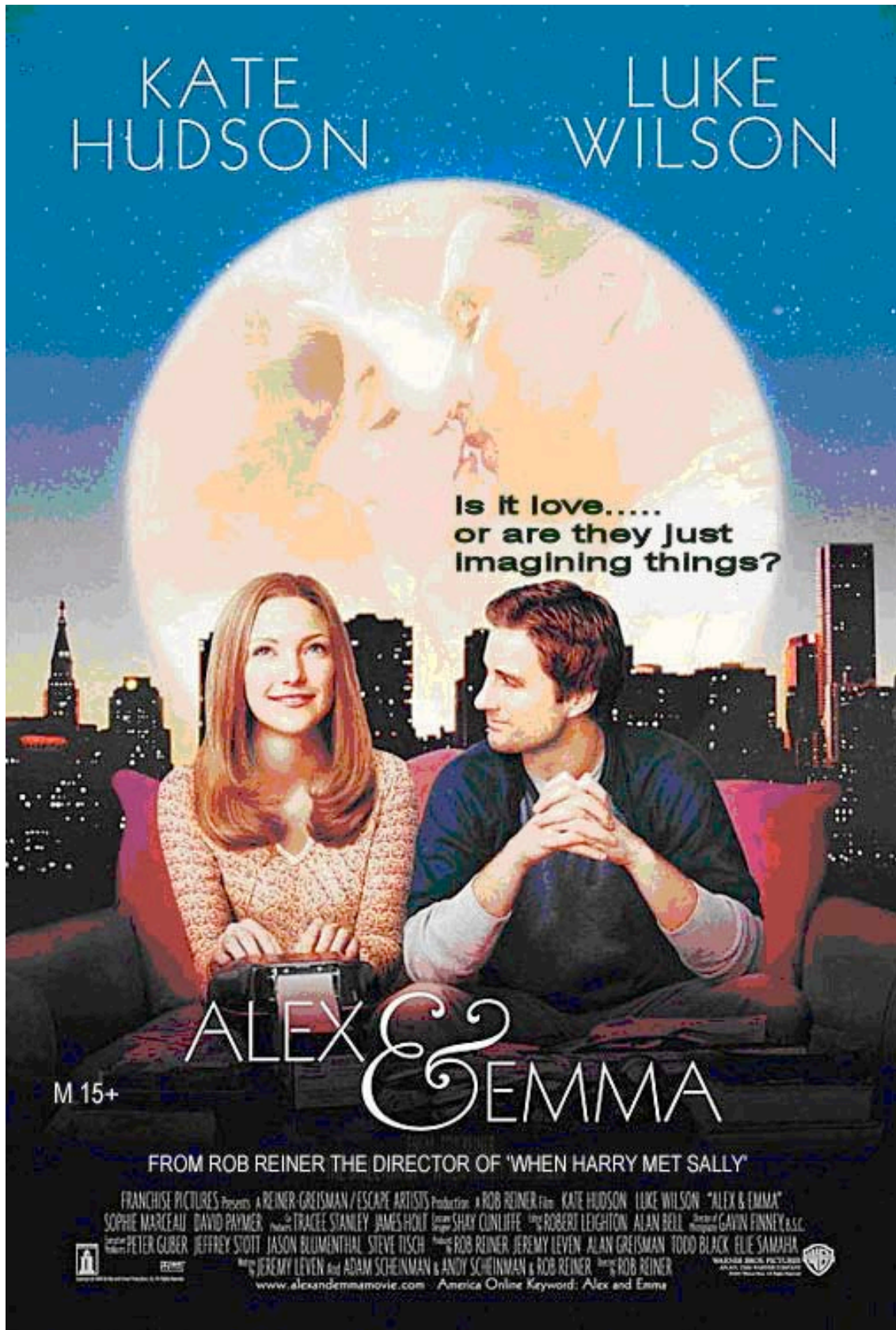
All answers must be written in the spaces provided on the examination paper.

You may answer in note form.

Question 4

Refer to the text below and then answer the questions that follow it:

**For
Marker
Use
Only**



Question 4 continues opposite.

Question 4 (continued)

**For
Marker
Use
Only**

(a) What parts of this text show that it is an advertisement for a film? (3 marks)

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(b) Who is the target audience? (1 mark)

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(c) What evidence is there in the text to support your answer in (b) above? (3 marks)

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Question 5

Refer to the following and then answer the questions that follow it:

**For
Marker
Use
Only**

Mrs. Jarvis
TO BE

APX 100
3 7 8
APX 100
APX 100
APX 100
001 X4V

Here we go!

With Mitchum you've got
one less thing to worry about

Mitchum
POWDERFRESH
With Effective Wet-Cooling
Form Drops A Day™
50 ml

Mitchum's superior performance antiperspirant deodorant
keeps you dry so you **end the day as fresh as you started**

Question 5 continues opposite.

Question 5 (continued)

**For
Marker
Use
Only**

(a) What is being advertised here? (1 mark)

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(b) Explain how the pictures and the text work together. (4 marks)

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(c) What point of view does the text put forward? (2 marks)

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Question 6

Refer to the following and then answer the questions that follow it:

**For
Marker
Use
Only**

"It's got more than just good looks."

- Chief Judge,
Australia's Best Cars Awards

**New Ford Mondeo TDCi.
Australia's Best Mid-size Car over \$28,000.**

Beauty and brains is a rare combination. That's why the new Ford Mondeo TDCi has just been awarded the best Mid-sized car over \$28,000. Look beyond the stunning Euro styling and you'll find it comes with many clever features including a highly advanced turbo deisel engine.
For more information on the Mondeo range, visit ford.com.au/mondeo today.

ford.com.au

AUSTRALIA'S BEST CARS
BEST MID-SIZE CAR 2007
OVER \$28,000

NRMA

RACV

RACQ

RAA

RACE

Question 6 continues opposite.

Question 6 (continued)

**For
Marker
Use
Only**

(a) What is the purpose of this text? (1 mark)

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(b) Which people would this text appeal to? Give reasons for your answer. (3 marks)

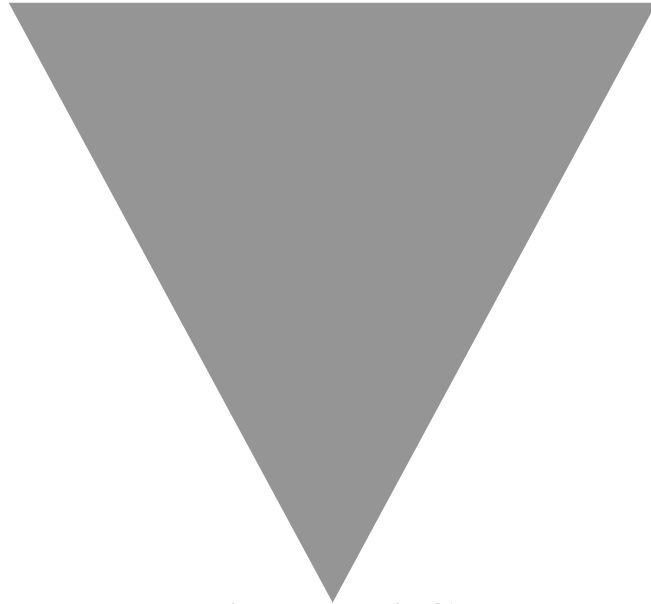
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(c) Do you think the text is effective? Why or why not? (3 marks)

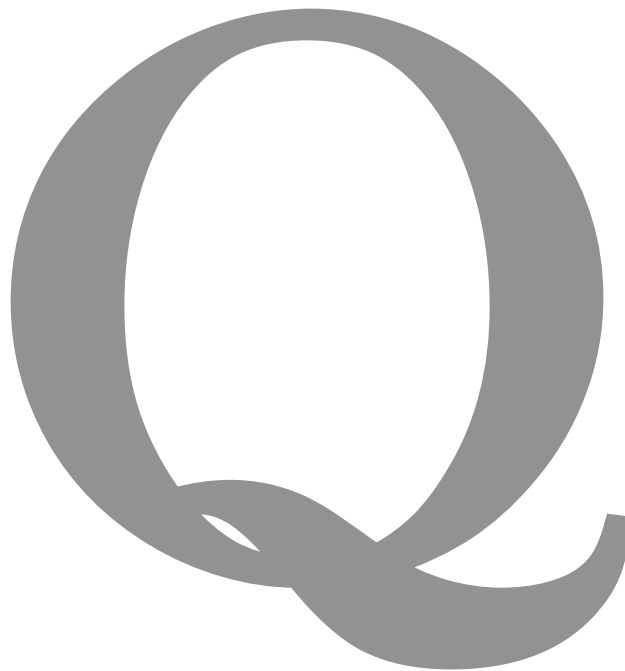
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ENGLISH AS A SECOND LANGUAGE

Senior Secondary

Subject Code: ESL5C

External Assessment

2008



Listening and Responding

Time: Approximately One Hour

On the basis of your performance in this examination, the examiners will provide a result on the following criterion taken from the syllabus statement:

Criterion 1 Demonstrate understanding of spoken texts.

Pages: 8
Questions: 2

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CANDIDATE INSTRUCTIONS

You **MUST** ensure that you have addressed the externally assessed criterion on this examination paper.

You will have five minutes to read **all** questions once the CD commences.

You must answer **ALL** questions in **ENGLISH**.

You will hear **TWO** spoken texts. Each text will be played **THREE** times. There will be a short break of two minutes between the first and second playing. There will be a longer break before the third and final playing. You may start writing from the moment the first reading begins. You will then have a further five minutes to check your answers.

All answers must be written in the spaces provided on the examination paper.

SPOKEN TEXT 1

**For
Marker
Use
Only**

Listen to the first spoken text and answer the following questions, in **ENGLISH**.

You may answer in note form.

Question 7

(a) Who is Dr Boutcher? (1 mark)

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(b) What two ideas is he talking about in the interview? (2 marks)

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(c) Dr Boutcher thinks: (1 mark)

Tick ✓ the correct answer.

- (i) it is important to exercise at the same time every day
- (ii) it is important to do a lot of exercise
- (iii) it is important to exercise often

Spoken Text 1 continues opposite.

SPOKEN TEXT 1 (continued)

**For
Marker
Use
Only**

- (d) What advantages and disadvantages does Dr Boucher give for the following types of exercise? Fill in the table. (6 marks)

	Advantages	Disadvantages
Running		
Swimming		
Bicycling		

- (e) What are the final two pieces of advice Dr Boucher gives about exercise and losing weight? (2 marks)

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.....

SPOKEN TEXT 2

**For
Marker
Use
Only**

Listen to the second spoken text and answer the following questions, in **ENGLISH**.

Question 8

(a) Why was she going to the hospital? (1 mark)

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(b) Describe the hospital. (3 marks)

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(c) Name two things that were recorded on the health card. (2 marks)

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(d) True or false: a doctor tested her eyesight? (1 mark)

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(e) Why did her heart start beating fast? (2 marks)

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Spoken Text 2 continues opposite.

SPOKEN TEXT 2 (continued)

**For
Marker
Use
Only**

(f) What happened differently between her and her parents? (1 mark)

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(g) What did she think of the X-ray room? (1 mark)

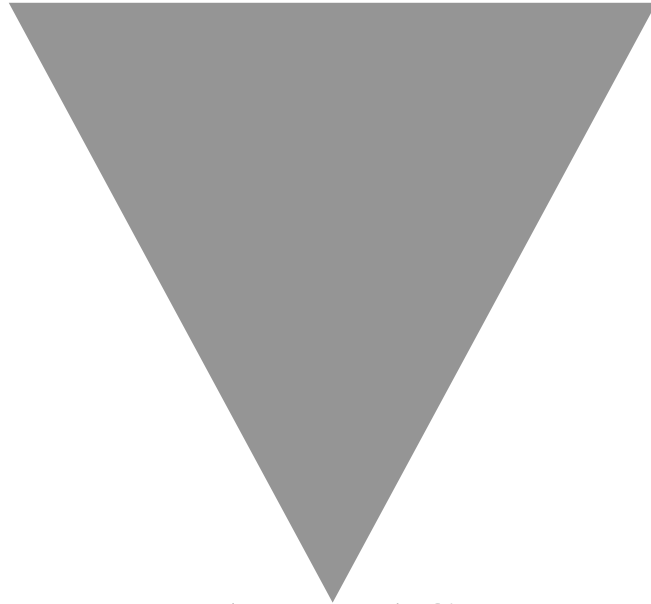
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(h) Why was she nervous when she looked out the window? (1 mark)

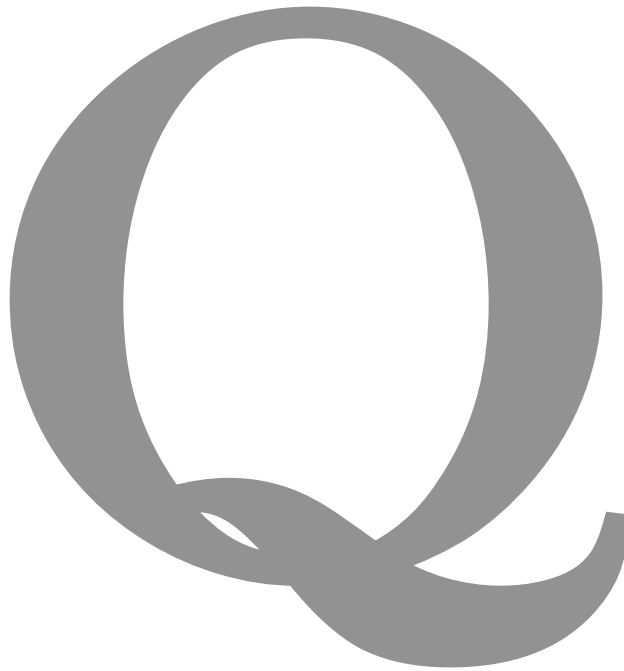
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(i) What did her friends think about her day? (1 mark)

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ENGLISH AS A SECOND LANGUAGE

Senior Secondary

Subject Code: ESL5C

External Assessment

2008

Listening and Responding

Transcript

FOR EXAMINERS ONLY

Spoken Text 1

Interviewer: Good morning. Welcome to the Health Report. I'm Mary Jones. Today I am interviewing Dr Steve Boutcher from the Fat Loss Centre and we will be finding out how exercise can help you lose weight and which exercise might be the best for you.

Welcome Dr Boutcher.

Steve Boucher: Thank you for inviting me.

Interviewer: Dr Boutcher, can you please tell us the best kind of exercise to lose weight?

Steve Boucher: Well Mary, people respond differently to weight loss exercise programs and what is important is that you find something you enjoy and can do regularly - be it bicycling every day or simply stretching in front of the TV, every little bit counts.

Interviewer: Which do you think is the best exercise out of running, swimming and cycling for losing weight?

Steve Boucher: Well, each exercise has its advantages and disadvantages. Running is very time efficient – you only have to run for a short amount of time to use a lot of energy and exercising outdoors can be a very pleasant distraction. But running is stressful on the ankles, knees and hips.

Compared with running, swimming is far less stressful on the body and also involves more muscles. However, it is difficult to raise body temperature so you don't use as much energy as running. Also, being cold after swimming has been shown to increase appetite and makes you feel hungry, which may lead to you putting on weight rather than taking it off.

Bicycling is an excellent form of exercise. However you need to spend more time cycling than running for the same benefit. A 20-minute run burns about the same energy as a 40-minute bike ride. Cycling is less demanding on ankles, knees and hips than running.

Interviewer: Thank you very much for all that valuable information, Dr Boutcher. Is there anything else we should know before starting our exercise program?

Steve Boucher: Research has shown that exercising in the morning before breakfast results in more fat burning than exercising later in the day. It is also important that if you're trying to lose weight you do not eat anything containing sugar or protein before you exercise.

Spoken Text 2

My First Time in Hospital

Last week on Monday, the 5th of November, my family and I went to Sinkan Hospital in Chang Mai city. As we live in a refugee camp, I was very nervous about going to a hospital for the first time. We want to move to Australia so we needed a physical examination by a doctor to help get a visa. We took a bus from the camp to a very tall, white six-floor building which was Sinkan Hospital. We waited in the quiet entrance foyer until the examination process started. We were issued with personal examination cards on which all our health information was recorded. First, we had to measure our height and weight and these were written down on our cards. Second, we moved to the eye testing room, where the nurse told me that my eyesight was excellent.

Thirdly, we had to go into the blood and urine testing room. I was very nervous about the injection as having my blood going into the needle is the one thing that I am afraid of most. When I saw the needle, my heart started to beat very fast. My parents and my siblings had only one injection but I had to take two; I felt as if I was dying. After a lot of crying, we went into the x-ray room where they took photographs of our bones. This was interesting, not frightening like the injections, and when it was finished we waited outside eating lunch.

Lastly, we had to meet with the doctor on the sixth floor. The most exciting thing for me was that we rode in an elevator. While we waited on the sixth floor, I looked out through the window and when I looked down to the foot of the building I was very nervous. Wow... it was high!! When our turn came we were checked personally by the doctor who said that we were all in good health.

At around 3.30 pm we were all driven back into camp where we talked about our physical examination to our friends. All my friends were amazed that so much had happened in just one day.