

2020 VCE English as an Additional Language examination report

General comments

The 2020 VCE English as an Additional Language examination was based on the *VCE English and English as an Additional Language Adjusted Study Design for 2020 only*. It consisted of three sections: Section A required short-answer responses to two aural texts; Section B required an extended response to one text; and Section C required the completion of two tasks in response to unseen material.

Assessment of extended responses in Sections B and C was holistic, using the published assessment criteria. Assessors related student performance directly to these criteria, and their judgments were assisted by the use of a set of descriptors. Teachers and students should be aware of the assessment criteria, the descriptors and the sample examination, which are available on the Victorian Curriculum and Assessment Authority's [website](#). Assessment of short-answer responses in Sections A and C is discussed later in this report.

Specific information

Student responses reproduced in this report have not been corrected for grammar, spelling or factual information.

This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

The statistics in this report may be subject to rounding resulting in a total more or less than 100 per cent.

Section A – Listening to texts

Students were required to respond to short-answer questions based on their comprehension of two unfamiliar spoken texts. For each text students were supplied with brief written background information. The first text was a conversation between a brother and sister about going shopping. The second text was an interview between a café manager and an applicant for a part-time job. The topics were deemed accessible, with a good contrast between the text types. The sound quality was clear and delivered with appropriate pacing, emphasis and changes of tone. Most students made effective use of the note-taking space provided beside the questions in the examination booklet.

Responses reflected the teaching of key knowledge and skills and exposure to appropriate practice material. The most challenging questions were those around delivery and those that required understanding of the subtleties of spoken language. The questions were designed to cover a variety of aspects of listening skills, including explicit and implicit meanings, feelings and ideas conveyed through language and delivery. Careful reading of the questions was required to respond correctly to the specific purpose. For example, was the question asking about 'delivery', 'language', 'emotion', 'opinion' or 'a job'?

Students need lots of exposure to spoken English as well as practice assessment tasks. Critical listening skills can be developed both in and out of the classroom so students are encouraged to listen, in English, to anything that interests them – current affairs, news, sport, documentaries and podcasts can all be useful. Students should listen for the added effect of emphasis, pauses, changes in volume, hesitations, etc. Students are expected to be familiar with the terminology used in the key knowledge and skills for this task. Responses that did not score well demonstrated difficulty responding to the non-verbal aspects of communication. Questions about ‘delivery’ require a response that focuses on ‘how’ the words containing the ideas, emotions, etc. are conveyed.

When completing practice assessment tasks students are encouraged to use the key words in the questions as a focus for their listening. They should read carefully for words in the question that draw attention to a specific part of the text. Short-answer questions require concise and precise answers. Responses that demonstrated understanding provided what was asked for without including extraneous information. Expression skills need to be sufficiently controlled to convey meaning accurately.

Text 1

Question 1a.

Marks	0	1	Average
%	19	81	0.8

Any one of the following:

- She feels overwhelmed by choice.
- She feels she has to go to every shoe shop.

Responses that referred only to time or time wasting were incorrect. These were about Ben not Rose.

Question 1b.

Marks	0	1	2	Average
%	6	15	80	1.7

One mark was awarded for one of the following expressions of Ben’s feeling:

- He feels she is being selfish.
- He feels frustrated/angry/upset.
- He feels she takes advantage of him (as he has a car).

Responses that did not focus on Ben’s feelings were incorrect.

One mark was awarded for one of the following examples of language use:

- The repeated use of ‘you’ (accusatory).
- Repeats his question about the bus (some noted the shift from ‘don’t’ to ‘can’t’).
- (high modality) ‘just’, ‘only’, ‘always’, ‘never’
- Says the opposite of his real feeling ‘sorry’ (sarcastic).
- ‘Sorry, this time it’s not going to happen’.

Most students quoted an example, a few quoted directly from the text and named the language form or function. Both approaches were accepted with the use of a correct example.

Question 1c.

Marks	0	1	Average
%	58	42	0.4

Examples of relevant responses:

- He realises he is being unreasonable.
- He acknowledges he's exaggerating.
- He sees he is being unfair.
- He knows she is right (she does lots for him).

Correct responses indicated that Ben is realising/known/acknowledging one of the above.

Responses such as 'he wants to stop arguing' were incorrect as he continues the argument, indicated by his language and delivery, until Rose proposes her compromise.

Question 1d.

Marks	0	1	2	Average
%	16	56	28	1.1

One relevant example of Ben's language use:

- 'Ah!'
- '... that's a fair compromise ...'

One relevant example of Rose's language use:

- 'Alright.'
- 'Let's make peace.'

Responses that only mentioned 'my favourite brother' and/or 'my only brother' were incorrect. These words carried other meanings as part of their sibling interactions, not a specific indication that they have stopped this argument.

Question 1e.

Marks	0	1	2	Average
%	31	36	33	1.0

Solution for Rose:

- She gets to the market close to the shoes.
- She has as much time as she wants.

Solution for Ben:

- He doesn't have to find a car park.
- He gets to go to the shopping centre.

Rose's words 'That way ...' provided the link from her idea (if you drive me to the market, I suppose I can catch the bus home) to solutions her idea provided. Responses that addressed only her idea (the method of travel) were incorrect. The transport arrangements are her 'idea', not her solution.

'He can see his friends' was incorrect – this is mentioned as a probability only at the beginning, not in connection with Ben's acceptance of Rose's compromise. Some incorrect responses included information that was not in the dialogue, for example that Ben didn't have to pay for parking.

Question 1f.

Marks	0	1	2	Average
%	4	18	78	1.7

Any two of the following:

- To do with the specific needs of her feet (e.g. shoes can be made to fit her feet/her feet are unusually shaped/very large).
- To do with the shoes (e.g. craftsmanship, individual design/style, hand-made, add decorations, any colour).
- To do with cost (e.g. she can get them for a reasonable price).

Text 2

Question 2a.

Marks	0	1	2	Average
%	15	40	44	1.3

One mark was awarded for a relevant response that describes Leigh's emotion:

- pride
- confidence
- enthusiasm/pleased/satisfied.

One mark was awarded for a relevant example of delivery:

- pacing of delivery with pauses
- emphasis/repetition (e.g. in the use of 'very')
- pleased, friendly or upbeat tone.

Question 2b.

Marks	0	1	2	Average
%	13	29	58	1.5

Any two of the following:

- She knows how successful the cafés are.
- She knows how delicious the food is (may include because she is a regular at his cafés).
- She is thinking of going into the food business area after uni.
- She wants to learn from the best.

Incorrect answers included those that did not relate to 'wanting to work in one of Leigh's cafés'.

Question 2c.

Marks	0	1	2	Average
%	58	31	12	0.5

She wants to save money for any two of the following:

- buy a car
- go overseas
- have money for uni.

Incorrect responses included references specific to Leigh's cafés. This question is about 'a job'.

Question 2di.

Marks	0	1	2	Average
%	58	30	12	0.5

He sees Taylor as:

- friendly
- keen/enthusiastic
- interested in the work/food business.

Delivery examples:

- Tone: friendly, pleased, warm, keen (e.g. 'If we were to offer you a job ...').
- Rising intonation: (e.g. 'Would you be able to start soon?').

Question 2dii.

Marks	0	1	2	Average
%	49	33	17	0.7

He sees Taylor as:

- self-interested: she is only wanting to make some money
- not really interested in café work
- inflexible/too demanding about where she works or the times she works.

Delivery examples:

- Pace: slow, hesitant (e.g. 'We're not certain') and/or quick (e.g. 'Thank you for your time').
- Tone: disappointed, a bit doubtful (e.g. 'I hope those locations are suitable for you. Anything else?'); dismissive (e.g. 'Thank you for your time' said in a formal tone).
- Emphasis: (e.g. 'We're not certain where we have vacancies as yet', 'like everyone else', 'I must employ someone who can be flexible').

Responses to Questions 2di. and 2dii. needed to demonstrate how Leigh's delivery showed his opinion of Taylor before and after Taylor asked him questions.

Responses that just gave Leigh's conclusion (e.g. he wants to hire Taylor, or he is impressed with Taylor) were insufficient. Correct responses demonstrated the basis for Leigh's opinion (e.g. 'Leigh wants to hire Taylor because Taylor is interested in the food business' or 'Leigh is impressed with Taylor's enthusiasm/friendly manner').

Responses relating to the earlier part of the dialogue, where Leigh (not Taylor) asked the questions were incorrect. Some incorrect responses provided only an example of language, with no explanation about why this example was chosen.

Section B – Analytical interpretation of a text

Students were required to write an analytical interpretation of one text. There were two topics for each of the 28 prescribed texts. The descriptors used for assessment related to knowledge of the text, including consideration of its concepts and construction, the structure and relevance of the response and the writing skills as demonstrated in control of the conventions of written English.

The highest-scoring responses demonstrated an in-depth understanding of the questions and the texts by crafting an analytical interpretation with relevant discussion in direct response to the chosen question. In these responses, knowledge of the text was skilfully interwoven with analysis of the question. These responses established relevance in the introduction by a sharp focus on the key words in the questions and maintained it by selective and considered use of the text. Mid-range responses demonstrated varying levels of organisation and relevance to the topic together with sufficient language skills to convey meaning.

Students generally showed a good understanding and knowledge of the texts and were familiar with the main ideas raised in the questions. There were few very short or incomprehensible responses. Low-scoring responses tended to be more descriptive and dominated by detailed retelling of the content of the text rather than selective use of the text. These responses were also characterised by limited understanding of key words in questions. In planning, students needed to brainstorm all the key words in the question, paying particular attention to modifying words and comparatives. A well-planned response is less likely to slip into retelling the story or adapting a previously written response to fit the question.

Sixty-six per cent of the responses were to the seven most popular texts: *Extinction*, *The 7 Stages of Grieving*, *The Crucible*, *I am Malala*, *The Queen*, *Rear Window* and *The Golden Age*. These figures indicate that films and plays were the most popular choice of text types for students. The seven most popular texts included one novel and one work of non-fiction. All of these provided clear opportunities to consider how the features of a text type, and the construction of a text, were used by authors and directors to convey their ideas.

Text selection in Section B	% of Students	Average score
<i>Extinction</i>	4.9	10.8
<i>I am Malala</i>	7.3	11.5
<i>Rear Window</i>	13.3	11.2
<i>The 7 Stages of Grieving</i>	14.0	11.7
<i>The Crucible</i>	7.5	11.6
<i>The Golden Age</i>	5.3	11.9
<i>The Queen</i>	13.0	11

The scope of both topics on *The 7 Stages of Grieving* was fairly broad and allowed students to discuss the differences in power and the voices of Aboriginal and Torres Strait Islander peoples as reflected in the text. High-scoring responses included references to the sets and staging of the play and used the key ideas in the topic to explore the whole text. High-scoring responses to the first topic focused on how the text explored 'relationships' while responses that did not score well only discussed who was 'powerful' and who was 'powerless'. The second topic invited students to use explicit examples of storytelling from the text to reflect on the meaning of 'make their voices heard'. High-scoring responses demonstrated this connection in contrast to simply writing about storytelling. For both topics, responses that did not score well did not link textual knowledge sufficiently to the specifics of the topic.

The breadth of the first topic allowed considerable scope for students to write extensively about their own ideas in relation to *Extinction*. High-scoring responses were able to do this effectively in response to the direct question 'Is this the main message of *Extinction*?'. Responses that did not score well appeared to be unclear about the idea of 'main message' and were unable to connect the question with the quote from the text.

In both topics on *The Queen* students included construction of the film, such as the use of historic footage, media sources and framing, in their discussion. High-scoring responses showed a good understanding of the issues and concepts of the text. Other responses to the first topic showed an understanding of 'public duty' but were less able to explore 'personal feelings'. Both questions invited a discussion of a range of characters, yet some responses only referred to the Queen.

Many responses to the first topic on *Rear Window* detailed which characters 'crave love and companionship' but few went on to explore those characters and examine why they 'crave' it and how this is shown in the film. Some responses showed only a limited understanding of the term 'crave'. Others confined discussion to female characters.

Responses to the first topic on *The Crucible* clearly demonstrated an understanding of the concept of 'revenge' but many were less confident about the idea that characters were 'motivated' by revenge. However, high-scoring responses made insightful observations about the different ways in which revenge was a motivator for different characters. In responses that did not score well, too much space was devoted to discussing other motivations, which would have been appropriate if the topic had read 'the characters are motivated only by revenge'. High-scoring responses were able to incorporate passing references to the sociopolitical context of the play instead of the inclusion of lengthy accounts of the political climate of 1950s America, which detracted from the quality of the response.

The topics on *The Golden Age* produced a range of responses. The topics invited the use of many aspects of the text so minor characters and different settings within the novel were explored. Some responses to the first topic not only explored ways in which Frank's world expanded but challenged the concept by exploring facets of his life that narrowed.

In their preparation, students need to build skills in all three areas detailed in the assessment descriptors, beginning with knowledge of the text. Students need to explore different interpretations of texts, synthesise ideas and develop an interpretation of their own. A thorough knowledge of the events, the themes and the characters in the text is required to achieve this. It also involves consideration of how the creator of the text uses the form of the text (e.g. play, film, novel) to convey these elements.

Students need to be familiar with the variety of ways in which topics can be worded and understand the requirements of different task words and phrases, such as 'Discuss', 'Do you agree?', 'How do/does..?', etc. Thoughtful planning is needed to craft a response that directly addresses the set question. This includes an awareness of modifying words in a question and how they might shape a response, for example 'Andy is the only character ...', 'Is this the main message ...', 'Malala has no fear ...', 'Michael Polley is the most sympathetically portrayed ...', 'To what extent ...' or 'Dishonesty affects the lives of all the characters ...'. It also includes crafting a response around the key ideas in the topic, such as 'motivated by revenge', 'crave love and companionship' or 'make their voices heard'.

An introduction that addresses the key terms in the question rather than giving general background material about the setting of the text is a feature of all high-scoring responses. The following introduction from a high-scoring response does this while setting up a framework for the response by identifying three ideas that will be developed.

In 'The 7 Stages of Grieving', a play depicting stages of Aboriginal history and their current plight, Wesley Enoch as well as Deborah Mailman explore the importance of storytelling in order to make their voices heard. The playwrights reveal that storytelling has a healing effect on the subjugated individuals in a society entrenched in racism. Furthermore, the playwrights convey that getting the young generation of Aboriginal community to hear their ancestors' stories is vital to pass down their traditions as well as their grief. Ultimately, Enoch and Mailman demonstrate that by telling Aboriginal stories to the white community, it allows reconciliation between the two cultures to achieve.

It is also important to be familiar with the language used for analysis. The focus of analytical writing is on the relationships between pieces of information rather than a description of them. Analytical writing may include comparing and contrasting, or assessing. Students need to develop writing skills that will enable them to incorporate knowledge of the text into their analysis. Writing that simply describes what a character did rather than exploring why and how, and the effect of the behaviour relevant to the set topic, is a limited response. The development of writing skills includes building control of the conventions of written English with a variety of sentence patterns and language to create fluency in writing. Students also need a range of vocabulary to accurately express their response to a text.

The introduction to the following high-scoring response sets the topic in the context of the novel. The response makes thoughtful use of the text and uses relevant short quotes to explore the implications of the topic. There is generally good control of language and any occasional weaknesses in expression do not detract from the meaning.

Set in 1950s, Perth, in the midst of World War 2 and the outbreak of polio, Joan London's historical romantic fiction The Golden Age reveals the perennial struggle to expand one's perspectives while confined to a hospital. Despite the overarching theme of struggle and isolation, love and hope also plays an essential role in the text. Protagonist Frank Gold was able to expand his view of the world through his vocation and camaraderies. Accordingly, London depicts both the 'darkness' and the 'light' of Frank's life in the Convalescent Home.

Though confined to the Golden Age, Frank's discovery of poetry expands his world, giving him 'purpose' and 'meaning' in life. London reveals Frank's narrow perspective of himself and the world at the beginning of the novel. He sees himself as a 'pirate' surrounded by 'little maimed animals'. His refusal to the disease drives him to smoke a cigarette, symbolizing his 'resistance to polio'. However, the cigarette only made him feel 'sick' and 'dizzy', portraying his narrow perspective of the world can harm himself. As the novel progresses, though meeting by accident. Sullivan's concept of 'poetry doesn't have to rhyme' liberates Frank, thus expanding his view of the world through the beauty of poetry. Frank's incipient conviction that he is a poet leads him to a world which 'everything had a meaning' eventually fills the spot in his heart that 'he always felt missing.' Poetry not only metaphorically 'opened a door' for Frank to view the broader world with different eyes, it also liberates him from the permeating pain polio causes to his body. Due to Frank's confinement to the Convalescent Home, he was then able to discover his vocation that gives his life 'meaning', provides him 'value' and expands his view of life.

At the Golden Age, Frank's world expands as he finds the 'light that swirls around him'. In the first chapter of the novel, Frank immediately pinpoints Elsa Biggs as the 'light' that shines through his life. London portrays Elsa as an almost 'transparent' 'angel', her 'wavy golden hair' and mature personality symbolizes hope and power to persist through hardships in life. Both Elsa and Frank were seen as burdens to their families, this adds pressure in their lives and made them believe 'they brought shame upon their family', suppressing their value of themselves. However, being with Elsa 'calms Frank', his intolerance to be apart from her highlights their pure camaraderie, expanding his concept of the world. Frank believes, with the support from Elsa 'everything will turn out right', contrasting greatly with his perspective of the world and himself 'as a polio victim' at the start of the novel. Furthermore, an idyllic character – Sullivan Backhouse was introduced at the start of the novel. Through Sullivan and Frank's natural passion towards poetry, the two built camaraderie that polio could not even destroy. The existence of Sullivan expands Frank's knowledge of poetry, enhances the concept of hope in his life. Sullivan's passing almost 'closed the door' that poetry opened for Frank, however his passion for poetry, along with Sullivan's concept of 'coming to death' is an essential part 'of any great poem' gives Frank strength to persist through pain, expanding his concept of death. While confined to the convalescent home, Frank was able to build friendships that gave him the power to persist through tormenting times, expands his perspective on 'how to live'.

The heart-warming atmosphere at the Golden Age expands his understanding of polio, makes him believe that 'Polio is like love'. London utilizes symbolic title 'The Golden Age' to present Australia as a place of prosperity, juxtaposing with the antisemitism and xenophobia embedded by the Germans towards the Jewish population. At the time of arrival at the Golden Age, Frank's narrow perspective of the world restricts him from liberating himself, trapping him in a world with 'darkness everywhere'. Through the caring nurses and friendships, Frank begins to learn that 'Polio is like love'. Sister Penny symbolizes hope in the convalescent home, her almost preternatural facility at nursing makes Frank 'felt loved'. Though confined to the convalescent home, Frank grows to view the world differently with love 'filling the air'. The Netting factory nearby also symbolized hope, 'promising' Frank 'the future' is 'filled of brightness'. London depicts Frank's change and the expansion of his world through Sister Penny and other nurses such as Lidya's 'smiles' and 'faith', expanding his world so he can see hope and 'light' shining through.

Ultimately, London reveals how character in the Golden Age experience pain and struggle due to their disease. However, with vocations and love surrounding Frank, he is able to embrace the world with a different perspective.

Section C – Argument and persuasive language

The task material was a single piece of writing about the consequences of an increase in the use of recreational drones by tourists to a fictional town in regional Victoria. The local council organised a public meeting to discuss the issue. The task material was the transcript of a speech delivered by a young farmer. He provided two images to be displayed during his speech. The first was an image of crashed drones and a person in a farmer's field. The second demonstrated a contrasting use of drones by depicting a drone carrying an emergency medical kit. This material offered opportunities for students at all levels to demonstrate their skills. The speech presented a clear point of view, demonstrated through a carefully constructed argument.

Question 1

This question assessed comprehension of the task material through a series of short-answer questions. Precise answers that clearly demonstrated comprehension of the task material were required. Responses to questions that required an understanding of the implied meaning of the speaker did not score as highly. While most responses showed that students had understood the questions, some responses were incomplete or unclear in meaning.

Question 1a.

Marks	0	1	2	Average
%	16	69	15	1.0

One mark for a statement of the main problem, such as:

- Inexperienced or recreational drone users are a costly problem for farmers.
- Inexperienced or recreational drone users are causing a lot of damage.

The statement of the main problem needed to be an overview, not an example, and reference the type of drone user.

One mark for a relevant example of problems caused by drones, such as:

- damage machinery/harvesting machinery
- damage crops
- gates left open allow stock to get out
- cost farmers' time (his own experience).

'Costs money' is part of the main problem, not an example, so is therefore an incorrect response.

Question 1b.

Marks	0	1	2	Average
%	27	23	50	1.2

For two marks, responses needed to reflect two of the following ideas:

- farmers are the heart of the community and/or have a central role
- farmers' long-standing links to the community
- the central role of farmers is not being recognised by Council.

'Council supports tourists more than farmers' was an incorrect response. This is not a reason for Council to change its treatment of farmers. It is the problem or issue that the speaker wants changed.

Question 1c.

Marks	0	1	Average
%	69	31	0.3

Correct responses acknowledged that the speaker had reservations about tourists, such as:

- Tourists are important for town businesses but have to respect farming businesses too.
- Tourists and farmers need to respect each other/understand each other's needs.

'He welcomed visitors' was an incorrect response. Responses such as 'drone users', which did not identify the type of user, were also incorrect.

Question 1d.

Marks	0	1	Average
	62	38	0.4

Correct responses included the idea that drones are not the problem, but inexperienced or recreational users can be.

Responses such as 'drone users', which did not identify the type of user, were incorrect.

Question 1e.

Marks	0	1	2	Average
%	18	42	40	1.2

Correct responses reflected the ideas of safety or fairness with an example, such as:

- it's fairer/user 'types' shouldn't be treated differently
- better safety/all users should have practical training.

'Privacy' was an incorrect response. This is only mentioned in the text as a reason that the Civil Aviation Authority had introduced rules. It is not given by the speaker as a reason for the rules to be the same for all drone users.

Question 1f.

Marks	0	1	2	Average
%	6	15	79	1.7

Correct responses identified the call to action for Council to do both of the following:

- give more support/priority to farmers
- control non-licensed users.

Question 2

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	3	3	6	10	17	22	18	13	7	2	0.3	4.9

Most responses demonstrated an understanding of the context and the problems that drones posed for farmers. High-scoring responses used a wide variety of language for analysis and saw the development of the speaker's point of view through anecdote, analogy, balanced argument and strong language. Most commented on the way the speaker invited the audience to identify with the farmers' problems. Relatively few responses tried to balance an analysis of argument with an analysis of language. The highest-scoring responses analysed argument use and language in an integrated way. They observed the speaker's reasonable tone and attempt to present a balanced picture of the use of drones. High-scoring responses were fluent, organised and able to recognise the ways the speaker tried to position the particular audience.

The material was generally well understood and the vast majority of responses demonstrated understanding of the issue as relating to farmers and the country and were able to see the connection between the speaker, his arguments and different sections of the audience. Most students attempted to comment on the intended effect, showing understanding of how language is used to position audiences. Low-scoring responses described the arguments and the language without analysis.

Almost all students wrote about one or both visuals but there was wide variation in how much detail students devoted to them. Students were able to link both images with relevant parts of the speech even though some comments were brief and superficial. High-scoring responses found clear links with the farmer's main arguments, including a comparison of the visuals and how they reflected the farmer's mixed feelings about the use of drones. The photo of the crashed drones provided a visual reinforcement of the consequences of recreational drone use. The second image was seen as an appeal through the universally recognised symbol of medical aid. Responses that did not score highly described the visuals without examining their persuasiveness.

High-scoring responses were well-written and demonstrated a strong understanding of the ways in which written and visual language and the use of argument were used through effective analysis of the material. Features of these responses included:

- a clear understanding of the context of the speech and the opinions expressed in it
- ability to integrate analysis of language and argument
- exploration of the implications of specific language choices, for example 'inexperienced users', 'crashing through crops', 'costly problem', 'central role', 'drones used as playthings', 'their new toy' or 'difficult-to-access'
- analysis expressed with a range of precise vocabulary, such as 'negative impact', 'manipulate the listeners (to) immerse themselves into the scenario as a farmer', 'connotations', 'concerned and reasonable tone', 'further amplifies' or 'a striking dichotomy'
- clear explanations linking the visuals and the words, and exploring how the speaker's choices positioned the listener.

Mid-range responses showed awareness of the task but some moved between explaining the material and an attempt to analyse it. Limitations of these responses included:

- difficulty describing tone accurately
- generalised descriptions of persuasive techniques without accurate connection to the task material.
- little or no reference to the visuals or references not linked to the text.

The following high-scoring response is a coherent response, which attempts to integrate discussion of the use of argument, language and visuals. Despite occasional lapses in fluency and incorrect reference to 'suburb', the language is effective and precise.

As the increase in the recreational use of drones by many of the tourists visiting the district has caused concern to the local farming businesses, the local council of Byways organises a meeting to discuss the issue. Warwick Bandle, who is a young farmer of the suburb, contends in a concerned and reasonable tone that inexperienced drone users should be better restricted by the rules and reminds the council of the vital role that farmers play in the suburb. His speech targets a listener of local residents and two images are included to complement his contention.

From the outset, Bandle commences his speech by pointing out the severity of issues associated with drone incidents. Blunt in his tone, Bandle starts by two consecutive rhetorical questions 'what ... they cannot return? What happens if their batteries run out?' to spark listeners' awareness and quickly establish a rapport with them who may share the 'costly problem' with him, appealing to hip-pocket nerves. He follows this by inviting listeners to 'imagine' following repercussions due to drone incidents, which enables listeners to be aware of these horrible consequences and further exemplifies that 'drones are not to play with'. Coupled with an image that features the drone as a centrepiece while the user is stepping on the farms, Bandle visualises how drone users can cause damage to local farmers and deepen their anxiety, inclining them to object these 'inexperienced users'. Moreover, through the listing of negative outcomes when drones 'flying out of control', he defines the inexperienced users as selfish who do not think about the destruction they cause to the community. By utilising anecdotal evidence that Bandle costs 'a week of work time' to repair the 'expensive harvesting machine', he prompts all listeners to share his outraged tone and align themselves with Bandle's

perspective which is further reinforced by his generalisation that he is 'not the only farmer' that suffers the issue.

Then, Bandle demonstrates that the interest of farmers should be recognised by the council and further declares that his objection only applies to recreational drone users. Through the juxtaposition that 'farmer's needs are being ignored' while 'tourists and their toys' are being encouraged, Bandle appeals to justice and positions fellow farmers to condemn the unfair decision of the council. By praising farmers as 'the heart of this area' he intends to reiterate the significance of farming businesses to the economic growth of Byways and encourage the council to support them. Following with the statement they 'understand the importance of visitors' and 'welcome holiday-makers', he projects an understanding impression for all farmers yet the considerable 'major problems' need to be tackled with. Bandle then specifies that his perspective is not biased due to his possible preconceptions of technology and instead he flatters the assistance that drones provide. Through the outlining of 'speedy and happy' benefits, listeners are encouraged to regard him as rational and well-spoken. By accompanying this part of his speech with an image that depicts a drone used for medical aims, Bandle further accentuates the 'efficiency' and benefits that drone offers, emphasising that drones themselves are benefiting 'all members'.

Ultimately, Bandle claims that recreational drone users should be strictly ruled as commercial drone flyers are. Highlighting the tendency that 'problems with drones are getting worse' and drones 'have become cheaper' and 'have become more popular', he intends to convey that the council should take actions now to avoid farmers costing more on the issues associated with drones. Through the consecutive short sentences such as 'Drones out of control' Bandle further amplifies the necessity of strict regulations for recreational drone users. By citing the rules of 'Civil Aviation Safety Authority', he acknowledges the positive influences yet the recreational users are still not confined strictly. By establishing a striking dichotomy between 'commercial drone flyers' and 'recreational drone users' listeners are more likely to resist the lack of training for recreational users. Through the combination of 'toy', the recurring words with strong negative connotations and a series of rhetorical questions, Bandle's tone shifts to a frustrating one and encourages the local council to pay more attention to the drone users who do not 'complete the same tough licensing process'. Eventually, Bandle ends his speech by suggesting the local council to prioritise 'the farming community' and control 'non-licensed drone users', inclining the local council to understand his concerns and 'take action'.

Overall, Bandle applies a reasonable tone to demonstrate the concerns caused by drones and the necessity to train every drone users properly to minimise the incidents of drones out of control. At the same time, the council may also pay more attention to the benefits of local farmers and regulate non-licensed drone users.

The background information given on the examination provides the context for the task material. It is important that students read and understand this information before attempting the task. In using language to persuade, writers or speakers have an 'audience focus' and the analysis should reflect this. Most responses showed awareness that the audience was those who attended a public meeting. Typically, a public meeting draws attendance from local residents as well as anyone with an interest in the topic of the meeting. The speaker's balanced presentation, within the context of a strong point of view, reflected his awareness of the possible differences of opinion within his audience.

Introductions should be limited to showing an awareness of the audience, the context and the overall contention of the piece. Students need to be able to distinguish between argument as a structural feature, the support for the argument, and emotional pressure or appeals. Students' analysis should have included these distinctions. Students should look for linguistic cues to the reasoning of the author. The speaker used his own experiences as a farmer to attempt to win community support for his appeal to the council. He presents himself as fair-minded, progressive and open to the use of technology. Creating this image of himself enables him to call on the council to act through a series of open questions and descriptions of the extreme consequences of the uncontrolled use of drones.

Students should avoid explanations of the persuasive techniques; for example, 'the use of inclusive language includes everyone'. Students should aim to integrate analysis of argument use, language use, and

the visuals. Students should expect to find connections between the written task material and any accompanying visuals, for example the depiction of crashed drones directly supported the speaker's concern about the costly problems created for farmers. The image of the drone carrying first aid provided a contrast and supported the speaker's acknowledgment of one of the benefits of drones.

In the time available in the examination, it is not possible to analyse everything in the material, so students need to choose the most significant features to analyse. They should focus on what the writer or speaker is saying, how they are saying it and why. As part of developing skills in analysis, students need the functional, not descriptive, vocabulary used to analyse argument, language and visuals.