

- Prepare a short plan for the synthesis question.
- In the Extended writing section, always ensure that separation into paragraphs is clearly identifiable.
- In an essay that requires reference to text, ensure that the texts are referred to in the introduction.

Advice for teachers

- Avoid teaching texts that are inappropriate for the course contexts.
- Ensure that, particularly in practising for the Listening section, your students learn to answer a question with information from the text that applies explicitly to that question.
- Teach and practise writing a short plan for the synthesis question. This will assist your students in answering all parts of the question fully.
- Teach your students to integrate their opinions and knowledge with each point in the synthesis rather than at the end.

Comments on specific sections and questions

Practical examination

Part A: Introductory discussion (3 marks)

This section was generally well-handled by most candidates. Overall the responses were focused and sustained – very confident, engaging and the speakers were interactive. Generally, local candidates were more confident than overseas candidates; however, some overseas candidates were excellent in this part, gaining full marks.

<i>Interaction on familiar topics</i>	<i>Mean 2.39(/3)</i>	<i>Max 3</i>	<i>Min 0</i>
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Part B: Visual stimulus/focus questions (20 marks)

Most candidates described the visual stimulus briefly before moving on to the focus questions. Very few candidates spent too much time on the visual stimulus. Most were able to sustain their monologues without literally reading from their notes when responding to the focus questions. Some candidates spent too much time on a question; they needed to manage time wisely and attempt the more conceptually demanding questions showing a formal style of language use. Responses to the unseen question were pleasing although some were rather brief.

<i>Fluency and clarity</i>	<i>Mean 3.47(/5)</i>	<i>Max 5</i>	<i>Min 0</i>
<i>Linguistic resources</i>	<i>Mean 3.27(/5)</i>	<i>Max 5</i>	<i>Min 0</i>
<i>Register</i>	<i>Mean 1.67(/2)</i>	<i>Max 2</i>	<i>Min 0</i>
<i>Content</i>	<i>Mean 3.44(/5)</i>	<i>Max 5</i>	<i>Min 0</i>
<i>Interaction on unseen question</i>	<i>Mean 2.22(/3)</i>	<i>Max 3</i>	<i>Min 0</i>

Part C: Course issues/topics discussion (22 marks)

Many candidates showed a reasonable understanding of Unit 3 and Unit 4 content; a good range of texts were used to support the issue/s nominated and language techniques used, although some did lapse into story-telling mode and had to be asked additional questions to elicit contextual understanding and knowledge.

<i>Fluency and clarity</i>	<i>Mean 3.28(/5)</i>	<i>Max 5</i>	<i>Min 0</i>
<i>Linguistic resources</i>	<i>Mean 3.08(/5)</i>	<i>Max 5</i>	<i>Min 0</i>
<i>Register</i>	<i>Mean 1.58(/2)</i>	<i>Max 2</i>	<i>Min 0</i>
<i>Unit 3 content</i>	<i>Mean 2.36(/5)</i>	<i>Max 5</i>	<i>Min 0</i>
<i>Unit 4 content</i>	<i>Mean 2.27(/5)</i>	<i>Max 5</i>	<i>Min 0</i>

Written examination

Section One: Listening (29 Marks)

The listening section was at an achievable and accessible level of comprehension.

Section Two: Reading and viewing (25 Marks)

The texts generally addressed the course content.

Section Three: Extended writing (25 Marks)

Both essay questions were relatively popular and candidates were better able to demonstrate essay generic conventions than they were able to make use of the many generic conventions available to write a feature article, or the conventions involved in writing a letter beyond a salutation and a sign-off.