



## **General comments**

### **Practical examination**

Candidate preparedness for the practical examination demonstrated an understanding of the processes and procedures. Examiner consensus was that performance on Parts A and B was an improvement compared with previous years. The ability to sustain a dialogue was indicative of many candidates' strong level of confidence.

The stimulus images provided for Part B were accessible to both overseas and local candidates. Generally, responses to the image and focus questions demonstrated an ability to discuss the key ideas of the topic. Some candidates were challenged by the unseen question. Factors that impeded performance included inappropriate use of register, L1 (first language) interference that impacted comprehension, fluency and clarity.

Part C continues to challenge some candidates. Weaker candidates were unable to sustain relevant dialogue and make links and connections to course units and texts. Some responses were rehearsed and lacked deeper analysis and understanding. Stronger performances provided language features contextually and demonstrated relevant links to texts studied. The choice of inappropriate texts also contributed to poor performance.

#### *Advice for candidates*

- Ensure you know and understand the content of texts studied and can provide specific examples that relate to the unit topics. Responses need to demonstrate analysis and understanding by making relevant links and connections between course units and texts.
- Practice pronunciation for clarity and appropriate register.

#### *Advice for teachers*

- Select more appropriate contemporary Australian texts that reflect the course units. Students need to develop an understanding of the issues and themes and links to current events rather than just focusing on historical events.
- Teach students to explain language features contextually and to make the links to appropriate text examples.

### **Written examination**

The contents of the written examination paper reflected the course units and candidate performance demonstrated that the examination was accessible with fewer incomplete responses than in previous years.

The listening section consisted of two texts, *Future shock* and an Interview with an environmental activist, 13 short answer, and two multiple-choice questions. The reading and viewing section contained two written texts and one visual text, a cartoon, six short answer and one synthesis question. For extended writing, candidates were required to answer one, from a choice of five questions.

Legibility due to handwriting that is extremely difficult to decipher and very small size of script continues to be an ongoing problem for markers.

#### *Advice for candidates*

- Write concise and specific answers to questions. Be direct and straight to the point, providing only what is relevant to satisfying the question requirements. Don't overcomplicate and overthink responses.
- Avoid constructing the synthesis with a series of summaries. Make insightful connections between the texts and your own experiences and observations if required.

- Allocate some time to careful planning and editing as it has been shown to make an important difference to the marks awarded.
- Ensure you are familiar with, and can demonstrate a range of the generic conventions and features of the text type you are asked to write when selecting your extended writing question.

#### *Advice for teachers*

- Reinforce different genre writing skills, especially the use of persuasive techniques and the various conventions and features of the feature article genre.
- Teach your students how to read actively to recognise and synthesise the connections among ideas and relate them to one another clearly and coherently and to their own knowledge. Teach them how to use quotations.
- Text selection is crucial to candidate performance. Review the texts in your teaching program to ensure they reflect the course unit concepts.

### **Comments on specific sections and questions**

#### **Practical examination**

##### **Part A: Introductory discussion (3 Marks)**

###### *Interaction on familiar topics*

Most candidates performed well. Some candidates were penalised for inappropriate register, such as *yeah, like, ya, lah*. This was mostly evident where these colloquialisms are part of their informal language repertoire.

##### **Part B: Visual stimulus/focus questions (18 Marks)**

###### *Fluency and clarity*

L1 interference was evident mainly with overseas candidates where there is a lack of opportunity to interact with English speakers.

###### *Interaction on unseen question*

Most candidates responded well. Some candidates needed the question rephrased or repeated. Considering that candidates are grappling with the need to answer the unseen question, it is necessary that the question itself should be straight forward and not too wordy, so as to be easily comprehended.

##### **Part C: Course issues/topics discussion (20 Marks)**

###### *Fluency and clarity*

Some candidates, especially those overseas, need to improve intonation, stress and pace of delivery.

###### *Linguistic resources*

Most candidates performed well on this criterion. The weaker candidates were unable to articulate ideas due to a limited lexis repertoire which impeded performance.

###### *Unit 3 content*

In general, candidates provided a superficial overview of the unit often with limited textual reference. This was more frequent with overseas candidates. In some instances, the texts studied were inappropriate as they did not reflect the unit content of *Australia as a cultural community*. This resulted in limited understanding of Australian values and beliefs and Australia as a multicultural society. Candidates who had only studied texts about past, historical events were challenged when asked to relate to the Australian context in the 21<sup>st</sup> century. Stronger candidates clearly related issues and topics to the unit, offered relevant comments and related these to appropriate texts.

###### *Unit 4 content*

This unit, *Language and empowerment*, continues to challenge candidates. They were unable to make links to texts and often responses were rehearsed and lacking deeper analysis and understanding. Reference to texts, including to speeches, demonstrated a lack of contextual understanding and the inability of some candidates to make the relevant links, for example, unable to sustain relevant dialogue to explain the use of language techniques

and the purpose and impact on the audience. Overall, candidates did not demonstrate understanding of persuasive techniques or provide effective examples of empowerment and marginalisation. Stronger candidates were able to provide language features contextually and demonstrate relevant links to texts studied.

### **Written examination**

#### **Section One: Listening (36 Marks)**

The listening texts were interesting, the recording was clear and at a good pace. Some candidates found some questions challenging due to intrusive L1 interference which impedes comprehension. Candidate performance was higher for Text 1 than Text 2.

#### **Section Two: Reading and viewing (28 Marks)**

The Reading and Viewing section had accessible texts of a good length. The topic of *emoji* was engaging and known to candidates. The cartoon, rather than a graph, was a change to previous years. However, a number of candidates found it challenging.

#### **Section Three: Extended writing (25 Marks)**

The extended writing questions covered a range of topics and the content of both course units. Candidates needed to ensure that all parts of the question were addressed by highlighting key words and carefully planning their responses. There are still major issues with the feature article genre. It is a difficult genre to produce with no preparation and without the knowledge of typical generic features that need to be demonstrated.