

Candidates were not rewarded with marks in the synthesis, speech, and essay writing if they failed to address all the question content. For example, in the synthesis question, candidates had to identify and discuss the 'changes' in ages and attitudes to ageism and were not awarded marks if they did not identify the 'changes' in their writing. The synthesis topic of 'Ageism' was engaging as it was dealt with across all ages. Many candidates were able to respond with family and personal examples or discuss cultural norms.

Several candidates wrote too much in the speech section and failed to recognise that this section is not weighted as strongly as the essay section. Some candidates answered the speech question as if it were an essay and used text references that were not required in this section and in doing so, may have wasted time that could have been used on the speech content or other sections of the examination. Some candidates presented memorised speeches on a different topic, such as climate change. Many candidates identified their name and or school in their speech.

The essay questions were general enough for candidates to engage in for any context. Candidates did not always relate to the syllabus in their essay and neglected to use the word 'Australia' in Question 25. The essay questions related to Units 3 and 4 and candidates did not always connect their answers to the required syllabus content. In Question 25, some candidates wrote about multiculturalism in Malaysia, China or other countries but should have focused on Australia and related the issue of multiculturalism to 'Australia as a Cultural Community'. Candidates who relied on a brief study of government documents as the only source in their essays limited their ability to achieve highly, as they were unable to provide extensive evidence and examples from these documents. Candidates who supported their essay ideas with deeper analysis of a longer text had evidence and examples and achieved higher marks. There were essays on 'language and empowerment' that did not attempt to address the question.

Advice for candidates

- Answer a question in full by noting and responding to each word in a question.
- Attempt all questions to the best of your ability.
- Plan and allocate the required amount of time for each section of the examination.
- Try to use the required tone for your audience in a speech.
- Read a range of texts as shown in the recommended booklist to assist with Section Three Part B.

Advice for teachers

- Prepare students for the new format in Section Three of the examination. For example, in the extended writing, the speech does not need to include reference to studied texts, and students need to follow the suggested working time for the speech.
- Teach students to focus on using a range of persuasive speech techniques and to carefully consider tone and its effect on the audience.
- Include a range of texts to study in class. A range that includes short stories, speeches, novels, documentaries, and those in the recommended book list will provide students with the extensive evidence and examples they will need to obtain a high score in the essay section of the examination paper.

Comments on specific sections and questions

Section One: Listening (32 Marks)

Most candidates were able to attempt all questions. Candidates were able to answer a range of question types that showed their listening skills and their ability to respond to questions on the text.

Section Two: Reading and viewing (33 Marks)

The section was accessible to most candidates and provided a range of questions to differentiate the candidates' abilities. The synthesis topic of ageism was engaging for the candidates given its universality. Many candidates could respond with family and personal examples or discuss cultural norms. The wording of the synthesis question regarding changes in ages and attitudes towards ageism challenged candidates. If candidates overlooked 'changes' in the question, they could not achieve high marks as they were not addressing the key words.

Section Three Part A Extended writing Speech (25 Marks)

In many cases candidates did not fully address all the key terms of the question. Many speeches were too short. Some candidates failed to use language and persuasive devices appropriate for their audiences.

Section Three Part B Extended writing Essay (25 Marks)

In both Questions 25 and 26, candidates' responses frequently appeared to be formulaic. For example, many candidates wrote 'in this essay I will discuss' and then began body paragraphs with basic structure 'firstly, secondly, thirdly, in conclusion'. This is too simplistic an essay structure for this level of examination.