



- Every word in every question needs to be addressed in your answer.
- You will engage with many texts in your study of English. The Responding section of the examination requires you to know one or two texts in enough detail that you can provide textual evidence to support your points.
- Deviating from the question or writing overly long unfocused answers will not be rewarded.
- Learn the features and structure of introductions to frame your answers effectively.
- Preparing whole answers may seem beneficial as study practice; however, the questions in the examination will be new to you. Clear, sustained engagement with the question is the path to success.
- Crafting answers in Section Three requires as much planning and thought as in Sections One and Two. Preparing stories or persuasive speeches on topics will not help you address specific questions. Instead, practise the features and styles of your chosen forms of writing, rather than information about topics you hope to write on. Always consider the context, audience, and purpose in your answer.

#### *Advice for teachers*

- Differentiate between context and setting for students. This is particularly important when students are studying a contemporary text which represents an historical period, for example *Jasper Jones* or *Jojo Rabbit*.
- Assist students in differentiating between attitudes and values.

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

#### **Section One: Comprehending (30 Marks)**

The two discrete texts and questions functioned well in allowing candidates to demonstrate reading comprehension. There were several candidates who made a false start to their answer, sometimes writing a whole page before crossing it out and starting again.

#### **Section Two: Responding (40 Marks)**

There was an even distribution of answers across the questions that did not require text comparison, suggesting they were considered more accessible. Candidates used a variety of texts and text types to address question requirements that could be answered successfully in four or five pages. Overly long and uncontrolled answers were not rewarded.

#### **Section Three: Composing (30 Marks)**

The composing questions were designed to be specific and closed, and to encourage candidates not to write on dark topics. Originality was rewarded in this section. Candidates who tried to force prepared answers to fit a question rarely found success.