ENGLISH AS AN ADDITIONAL LANGUAGE AND / OR DIALECT (EAL315115)

CRITERION 4 - SPEAKING IN ENGLISH

EXAMINERS' COMMENTS ARE REPRODUCED BELOW:

The language skills of candidates were very good. The majority were well able to sustain a conversation about their personal circumstances and on the topic of their negotiated report. The issues of tense and singular/plural were apparent but most candidates used self-correction to clarify meaning.

The negotiated report topic was usually on a current social topic relevant to young people, such as social media/technology or the environment. However, the range of topics was more limited than in previous years. It seemed that the candidates were following a particular essay structure and had used similar sources. The presentation of the assignment was in the form of an essay, rather than a research assignment, with headings, cover page and pictures. While the exam is only on the oral component and not on the written assignment, sometimes a discussion of a picture or diagram can lead to a wider range of vocabulary and to enthusiasm of it as a point of interest, thus changing the tone of the conversation.

The conversations were generally very enjoyable. Some candidates were extremely well prepared and were able to hold a natural conversation with the examiners. Those who had prepared their Negotiated Report well, relished the opportunity to talk about it. The best students were the ones who took initiative, talked passionately about their topic, expanded in detail on their report and applied a high level of vocabulary. It was sometimes disappointing that candidates, who seemed confident in general conversation, lacked the knowledge and vocabulary to discuss their Negotiated Report and didn’t take ownership of it.

The candidates were mostly comfortable about discussing their report. Some had pre-prepared responses that were delivered as a ‘speech’. In these cases the examiners generally interrupted the candidates so that a natural conversation could flow.

Better scoring students gave extended answers, explained their responses and were very familiar with their report topic.

Examiners noted that those candidates who admitted to an ‘addiction’ to social media had a generally less sophisticated command of English, while those who discussed their social activities such as playing sport and spending time with friends other than in their language group were more willing to take language risks, thus more fluent.

However, examiners acknowledged that one cannot necessarily draw a correlation between language competency and personality, so avoided marking candidates down for being naturally shy.

The usual issues were present such as, inaccurate plurals and missing article, but examiners looked generally for fluency and a willingness to extend beyond the bare minimum in the candidates’ responses in terms of vocabulary, constructions and substance.

Pleasingly, there was only one candidate who did not attend the exam with their negotiated report.
WRITTEN EXAM

PART I LISTENING AND RESPONDING

CRITERION I: LISTEN AND RESPOND TO ORAL ENGLISH TEXTS

SPOKEN TEXT I – QUESTION I

(a) What do observers think Amazon will do very soon in Australia? (2 marks)

Amazon will come to Australia and set up warehousing (1) and distribution (1)

(b) What might this mean for Australians? (2 marks)

Cheaper access to range of products (1). Might be at expense of favourite retailers (1)

Many candidates answered “cheap products” (because they know Amazon’s products are cheap), rather than “cheaper access to a range of products”.

(c) How much does Amazon Prime cost in the US? (1 mark)

$99 (½) a year (½)

(d) What three services does Amazon Prime provide? (3 marks)

Free deliveries (1), fast deliveries, (1), free video streaming (1)

(e) When was Amazon Prime Video launched in Australia? (1 mark)

Last December (1) (½ for “December”)

(f) What is Amazon’s aim in keeping things cheap? (2 marks)

To lock you in (1) as long-term consumers (1)

(g) How does Amazon know so much about their consumers? (1 mark)

It is a big collector of customer data (1)

Examiners reduced the mark as there was only one piece of information required to answer the question.

Many responses were along the lines of, “It looks up customer information on Facebook/Google”, 
Students didn’t provide the vital piece of information: Amazon is a big collector of customer data, like Google, Facebook and Apple.
(h) How does Brad Stone describe Amazon? (3 marks)

Focuses on increasing customer numbers (1) comes before being good corporate citizen (1) or employer (1)

Examiners increased the mark as the answer has three distinct parts.

(i) What three areas does Jason Smart think might be in trouble when Amazon arrives in Australia? (3 marks)

Electronics (1), fashion (1), groceries (1)

Candidates tended to answer with names of big retailers (e.g. JB Hifi & Harvey Norman), rather than the specific retail area (i.e. electronics).

(j) What does Associate Professor Elizabeth Maitland think that consumers of Amazon should do? (2 marks)

They should use ('wield') their data power/be smart/not hand data over for free (1) Say: 'if you want my data, you need to pay/offer more value for money (1)

General comments
There was a tendency to guess the answers based on candidates' knowledge, rather than responding to their understanding of the relevant information provided in the spoken text. Therefore, their guesses were often incorrect or partially incorrect.

SPOKEN TEXT 2 – QUESTION 2

(a) What is Carly Ryan’s job and where does she work? (2 marks)

Exercise physiologist (1) at Exercise and Sports Science Australia (1)

n.b. half marks were given for any reasonable attempt at either of these points. Most candidates made a fair attempt at this question and so got some marks for it.

(b) How does Carly Ryan explain the difference between ‘pain’ and ‘discomfort’ when exercising? (2 marks)

There is good and bad pain – effort and good pain have some level of discomfort (1 mark or 0.5 marks for any fair attempt to express this idea.)

Actual pain is bad pain because it is burning, stabbing, sharp – goes beyond discomfort (1 mark or 0.5 marks for any fair attempt to express this idea.)

This was an extremely challenging question as there was no clear answer, so any attempt to describe the difference between “good pain includes discomfort” and “actual pain goes beyond discomfort to burning, stabbing and sharp pain” was rewarded.
(c) When should you stop exercising according to Carly Ryan? (1 mark)

When you feel actual pain. (1)

The examiners also accepted “when you feel stabbing, burning, sharp pain” as a logical response, even though it had also been a possible answer to the previous question.

(d) What did Dr Johnson say was normal while exercising? (1 mark)

Discomfort (0.5) and fatigue (0.5).

The examiners reduced the marks allocated for this response from 2 to 1 as it was considered an easier vocab item response and “discomfort” had already been provided in Question b. Nevertheless, the word “fatigue” proved challenging for quite a few candidates.

(e) According to Dr Johnson, when should you stop exercising immediately? (2 marks)

Chest pains (1) and joint pains (1).

The examiners reduced the number of marks allocated for this question as there were only 2 responses attributed directly to Dr Johnson.

This is probably a good time to remind candidates that they need to make sure they are allocating a response to the right person. The question asked for information provided by Dr Johnson; however, many candidates included information provided by other people quoted in the passage. This may have been a result of candidates looking to find three things to write.

(f) According to Dr Jowett, what is the outcome of discomfort or good pain? (2 marks)

Reflects a positive change in the body (1 mark), part of the body’s adaptation to an activity or physical load (1 mark).

The examiners accepted any reasonable expression of each of these ideas using either language from the spoken passage, or the candidate’s own words. Candidates were more often able to express the first idea than the second.

(g) What is the result of build-up of lactic acid? (3 marks)

Pain (0.5) or burning (sensation) (0.5) in our lungs (0.5) or muscles (0.5) that goes away shortly after we stop the activity (1 mark)

The examiners increased the number of marks allocated for this question as there was quite a lot of detail that candidates could provide. Many candidates were able to identify pain and also muscles, but burning (sensation) was ignored by most. The half mark was awarded here, for burning alone as it still conveyed the right idea. The final mark for the question was allocated for expressing a general idea – a verbatim response was not required. N.B. it was clear that some candidates had looked up “lactic acid” in the dictionary and simply provided a definition of the term. It is worth mentioning that exam questions never simply ask for a dictionary definition, but rather require candidates to take their response from the passage they have just heard (or read).
(h) What does Carly Ryan advise ordinary people to do regarding exercise? (3 marks)

Any three of the following pieces of advice (1 mark for each idea):

- Continue as long as they are able to breathe regularly
- Continue as long as they are not feeling pain in their joints
- Continue as long as they are not feeling sharp twinges in their muscles
- Push themselves outside their comfort zone
- If it is starting to feel wrong, stop and seek advice.

The examiners increased the number of marks for this question to 3 as there were many possible responses and candidates had generally understood the ideas well and were able to outline them. There was no requirement to give answers verbatim – as long as the idea was expressed, the mark was awarded.

(i) What is delayed-onset muscle soreness or DOMS? (2 marks)

Pain in your muscles a few days after exercising (1 mark), your body’s way of letting you know you’ve done something it isn’t used to doing (1 mark)

Marks were allocated for expressing these general ideas. A verbatim response was not required. This question was generally very well answered by the majority of candidates, with the first response being identified by the vast majority. The main stumbling block for this question was the fact that some candidates did not pick up on the need to refer to a past event. Attention to tense in both questions and responses will help increase the degree of accuracy of candidates’ responses.

(j) How should one overcome DOMS? Give an example. (2 marks)

Light exercise (1 mark) Examples included: gentle walk /swim /doing something less intense than what caused the DOMS in the first place (1 mark for any of these three examples).

Again, this question was very well answered by the majority of candidates, although a few did lose a mark for not giving the generic answer “light exercise” as well as an example. This was considered the response to the first part of the question: How should one overcome DOMS? This is a good opportunity to remind candidates that they should always check that they have responded to all parts of a question.

General comments
This was an extremely challenging passage and so the examiners marked accordingly. Some of the responses required only the use of very routine vocabulary (e.g. “Exercise and Sport Science Australia” or “when you feel actual pain”), but surprisingly, candidates often were not able to record them. Very regular listening tasks are necessary for candidates to get used to writing down not only what they hear, but also to develop the ability to summarise in their own words what they have heard, as this is often quicker than writing answers verbatim.
PART 2 READING AND RESPONDING

CRITERION 3: READ AND RESPOND TO WRITTEN ENGLISH TEXTS

QUESTION 3 (TEXT 1): CHILDREN WITH DISABILITIES LEARN ‘I CAN’

(a) **In your own words**, what is the Winds of Joy sailing program? 
(3 marks)

Any 3 out of the 4 following details:

It’s a charity organisation (1) that helps children with disabilities (1) to be successful/achieve or challenge themselves (1) by going sailing in a boat/ trying something new/ teaching them that they can do things (1).

*Only part points were awarded if students copied verbatim from the text.*

(b) How does David Pescud see the difference between ‘disability’ and ‘inability’? 
(2 marks)

‘Disability’ means you do what you can do (1) even with your disability; ‘inability’ means you can’t do it (anything).

*Many students explained the word disability well enough, but failed to explain inability, therefore only few students received full marks for this question.*

(c) (i) Where are the expressions ‘Wot Eva’ and ‘I can’ found?
(1 mark)

*On the boat or on the side of the boat (1)*

Some students wrote ‘on the side’ which gave them only half a mark.

(ii) **In your own words** explain how the author thinks these expressions can help the children who take part in the program. 
(3 marks)

3 out of 4 of the following:

Even before they start sailing (1) the words inspire the children or help them understand (1) that they can achieve at something (1) they thought they couldn’t do/ would be too hard for them. (1)

*Candidates were only awarded part of the marks if they copied from the text.*

(d) From the information given in the text, does the Winds of Joy sailing program fulfil its mission? Explain your answer. 
(3 marks)

*Candidates needed to give three valid reasons, such as:*

- Yes, it gives children with disabilities a unique experience that they would not normally be able to have
- The participants’ comments are all positive and indicate that they have learnt something and/or have overcome challenges
- The program has been running since 1994 and the charity now travels around the country
- The children feel part of a team and can build their confidence by participating.*
Candidates were only awarded half a point for each participant’s comment that they copied verbatim as one of their reasons. Very few ‘no’ answers were given.

(e) What are the opinions of the following people? Choose i, ii, iii or iv for each person. (4 marks)

<table>
<thead>
<tr>
<th>Person</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lily</td>
<td>iii</td>
</tr>
<tr>
<td>Sandra</td>
<td>ii</td>
</tr>
<tr>
<td>Joe Pearce</td>
<td>iv</td>
</tr>
<tr>
<td>Mrs Rogers</td>
<td>i</td>
</tr>
</tbody>
</table>

(i) The experience helps children to grow in themselves
(ii) The experience helps children along the way to happiness
(iii) The experience gives children confidence
(iv) The experience changes children’s circumstances

(f) The tone of the passage can best be described as… Choose the correct answer: (1 mark)

- [ ] disheartening
- [ ] humorous
- [x] inspirational
- [ ] sarcastic

‘Inspirational’ was the only correct answer.

This question was amended by makers to have a value of only one mark, as it was not deemed reasonable to give two marks for only one correct answer.

A few students mistakenly chose two answers as they were misled by the number of marks awarded to this question. They were marked down in this instance, as none of the other responses could be considered appropriate.

General comments
Due to mark readjustment on Question f), this text was deemed to have a total value of 17 marks.
QUESTION 4 (TEXT 2): END OF TASMANIAN KELP FORESTS?

(a) Explain the word **extinct** in paragraph 1 in relation to the giant kelp forests. (1 mark)

‘Extinct’ here means all dead/all gone/disappeared forever.

Candidates who wrote simply ‘almost all gone’ were penalized, although if it was made clear that ‘the kelp is almost all gone/disappeared forever’ then it was taken to mean they had understood ‘extinct’ in the context of the kelp.

(b) Why does Mick Baron call the extinction of the Tasmanian kelp forests ‘a national tragedy’? (2 marks)

Candidates needed to refer to two ideas for full marks:

- the loss/disappearance/death of the kelp/a natural reserve/a natural resource (to show understanding of the ‘tragedy’) and
- the fact that is it bad for the nation/country/Australia (such as, ‘they are the last kelp forests in Australia’ or ‘the Tasmanian giant kelp is the biggest marine plant and this is thus important to Australia’)

Many candidates did not address the concept of ‘national’ in their responses.

(c) Explain Mick Baron’s job in your own words. (2 marks)

He runs a tourism business (1) taking people diving to see the kelp forests (off Eaglehawk Neck) (1)

This question was amended by markers to have a value of only two marks, as it was not deemed reasonable to provide three distinct ideas relating to his job.

Many candidates misunderstood what it meant to be a stakeholder in the issue of kelp loss, and erroneously included this information in his job description.

(d) (i) ‘As of the summer last year, we have none.’ To what does Mick Baron refer? (2 marks)

**Kelp (1 mark) forests (1 mark)**

Again, many candidates erroneously included unnecessary extra information in their responses. If the additional information made it unclear that the candidate had clearly understood the question, their responses were marked down.

(ii) What does he think are the reasons for this disappearance? (2 marks)

**Climate change (1) and the warm, nutrient-poor East Australian current (1).**

Many candidates wrote only ‘climate change’, or may have added ‘warm’ without clear explanation of what was warm, for which they could not receive full marks.

(e) What does kelp need to grow? (3 marks)

**Cold (1) nutrient-rich (1) water (1).**

Many students gave additional information which still indicated understanding of kelp’s needs, in which case they were not penalised.
(f) Do Dr Neville and Mick Baron agree about the future of the kelp forests? Explain. (2 marks)

They do agree, because they both say there is nothing we can do about the problem (1), and it’s too late/the pressure on the environment is too great/no response will fix it (1).

This question was also amended by markers to have a value of only two marks, as it was not deemed reasonable to allocate a mark for answering a yes/no question. The two marks were to be for providing good evidence (on the proviso that the correct response of 'yes they did agree' was provided).

This meaning of the word ‘agree’ was apparently misunderstood by a number of candidates. Some candidates provided appropriate evidence to support a ‘yes’ response, yet they clearly stated that Dr Neville and Mick Baron did not agree about the future of the kelp forests. These students were penalised in these instances.

(g) In your own words, how does Mick Baron explain the process of kelp forest loss? (4 marks)

Due to climate change (1) kelp has suffered from warm water (1) without many nutrients (1), whilst not getting cold water (1) in winter/from the cold Southern Ocean (1).

Markers accepted any four of the above five ideas. Candidates were penalised for providing the correct information but copied verbatim from the text.

Some candidates misunderstood 'in your own words' as 'in your opinion' and incorrectly provided information from their own world knowledge instead of from the text.

(h) Why is it unlikely that regeneration will occur in the future? (3 marks)

Trends/evidence over recent years (1) show that the nutrient levels are too low (1) to maintain decent levels of growth (1).

Some candidates incorrectly drew from the last paragraph to answer this question or made general opinion comments that did not refer to the text.

(i) Match the ideas below, by choosing i, ii or iii for each time frame. (3 marks)

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 years ago</td>
<td>i</td>
</tr>
<tr>
<td>now</td>
<td>ii</td>
</tr>
<tr>
<td>5 to 10 years in the future</td>
<td>iii</td>
</tr>
</tbody>
</table>

i. Disappearance of kelp from Actaeon Islands
ii. Abundance of kelp
iii. Diving trips to kelp forests of Eaglehawk Neck pointless

Many candidates responded correctly to this question.

General comments
Due to mark readjustment on Questions c) and f), this text was deemed to have a total value of 24 marks.
PART 3 TEXTS

CRITERION 2: VIEW AND RESPOND TO MULTIMODAL TEXTS

QUESTION 5 - LION

(a) Name two possible target audiences for this movie from the information given in the poster. Give a reason to support each answer. (4 marks)

Some common answers included, but were not limited to:
• families - PG rated and picture of a family below
• parents - image of the lost child and the child with parents could create concern in parents
• people who like true stories - it says it is based on a true story,
• fans of emotional stories - 'heartwrenching' is mentioned, the range of emotions on the actors’ faces
• fans of the actors - they are mentioned at the top of the page

Note: ‘could be for anyone’ is not an audience that gets a mark.

Points were allocated for identifying a reasonable possible audience (1 mark per audience up to 2 marks if 2 possible audiences were identified) and 1 mark for each reason (up to 2 marks if reasons were given for each audience).

(b) What does the poster suggest might happen in this film? (4 marks)

Common answers included but were not limited to:
• a young boy runs away/is running to get help/is lost/is searching – there is a boy running on train tracks
• a couple meet/take care of the young (Indian) boy – there is a couple smiling at a young boy
• some kind of emotional event occurs – a foreign couple meet a young boy, it is stated “one from the heart”, the male actor looks worried/thoughtful
• perhaps the main actor is looking for something – he looks wistful, serious
• we see events over the child’s lifetime - from a young boy to a grown man

Many students had seen the film so linked the images in the poster to what happened in the film. Other answers made guesses and as long as they created sensible suggestions and based these on evidence from the text, these were rewarded. Answers needed to link evidence from the text not just supposition.

Marks were 1 mark for each piece of evidence and one for each idea as long as each idea was connected to evidence.

(c) In your opinion, would this poster achieve its purpose of persuading the target audience identified in (a) to view this film? Why or why not? (4 marks)

Some common answers included, but were not limited to:
• fans of the actors mentioned - would be persuaded to watch the film by the images of Dev Patel or the mention of the Award Winning actors at the top of the text
• fans of true stories - would be intrigued by the mention of it being a true story as well as the three images which show the life of a child into a man
• parents - the image of the adults smiling at the young boy might create a warm reaction in adults of parent age
  - they may feel sympathy for the small boy who looks in danger as he runs away
  - those who like emotional movies - mention of ‘heart wrenching’ and ‘heart’ in reputable reviews

This question had many students giving excellent persuasive techniques, which they had clearly learned to identify. However, the question was about persuading the target audience in (a) so if the persuasion was not linked to one of the audiences mentioned in (a), it was awarded no marks.

Some students put four or five audiences in (a) which allowed a number of persuasive techniques relevant to different audiences to be discussed. Some students found four persuasive elements for just one audience.

Every piece of evidence attached to any audience was awarded a mark.

**QUESTION 6 – YOUTH LEADERSHIP PROGRAM**

(a) Who is the target audience? Give reasons to support your answer. (4 marks)

Most students were able to notice that it was targeted at young people due to the word ‘youth’ in red, the ages 12-18 in red and the mention of ‘teen pregnancy prevention’, the image of teenagers in silhouette

Some also thought it might be aimed at parents or teachers of young people who know these are skills the children need

Marks were allocated for the identification of one audience and three reasons or two audiences and two reasons for each.

(b) Comment on the visual appearance of this advertisement. (4 marks)

Some common answers included, but were not limited to:
- the contrast in colours with the content on yellow and the general information on blue was eye catching and attractive to teenagers
- the prominent information being in red is effective
- the logo in the corner lends it respectability
- the image of the location makes it clear where it is
- the group in shadow are youthful but not any particular sub-group so all would be included
- use of street signs supports the idea of the program ‘guiding’ young people and are easily recognisable by the audience
- some writing is angled to draw attention to it and contrast with the horizontal writing

Some candidates struggled to identify visual aspects and wrote about the content of the text rather than placement, font, colour or size of it.

For the four marks, candidates needed to identify four aspects of the image.
(c) In your opinion, would this poster achieve its purpose of persuading the target audience to join this program? Why or why not? (4 marks)

YES

Most candidates indicated that this was persuasive for a range of reasons such as:
- it has a range of programs all with skills young people need;
- the shadow images indicated a group of friends and they would like to join in;
- the information in red highlights the key information so it is easily seen and targets them;
- the colour contrast is persuasive
- the police logo ensures a safe and trustworthy program
- it tells of the benefits to young people of joining the program
- the target audience is named in red and draws the reader’s eye to it
- all details are given so it is easy for a teenager to join

NO

- the image is dated and young people won’t be attracted

Those candidates who chose no as the answer here had more difficulty in identifying enough relevant answers.

Again, four ideas with support from the text were required to get the full marks.

QUESTION 7 ANGEL DIVA SHOES

(a) At whom is this advertisement aimed? Give reasons to support your answer. (4 marks)

Women - there is a female foot in high heeled shoes
- the shoes are pink and therefore attractive to women
- the advertisement is pink and looks feminine
- the font in the writing is feminine looking

Women who like variety in shoes – there are colour choices, texture change ankle bands, etc to choose from

Candidates could provide one intended audience and three reasons or two audiences and one reason for each.

(b) How do the visual images link with the written text in this advertisement? (3 marks)

Some common answers included, but were not limited to:
- the heading Angel Diva Shoes links to the picture of the shoes
- the features of the shoes are listed (studded leather upper, covered heel etc.) and are pictured
- the shoes are described as lovely and a picture of a beautiful shoe is shown
- the word ‘lovely’ with a heart shaped balloon links to the love heart on the shoe
(c) What persuasive techniques have been employed in this advertisement? Have they been used effectively? Why or why not? (5 marks)

Some common answers included, but were not limited to:

Yes
• the features of the shoes are given - these persuade the reader of the benefits of the shoes
• the shoes are attractive and draw they eye
• the advertisement is deliberately kept simple - just the fancy font, the picture of the shoes on a plain background - this makes the shoes the focus of the advertisement
• the pictures shows a pretty pedicure - one of 54 choices - the number is high and helps to persuade the reader of the benefits of the shoes
• the use of numbers to persuade the reader of the benefits of the shoes
• the font is feminine and attractive to the target female audience

No
• three colour choices are mentioned, but not described or shown
• the features are not well explained - this causes confusion in the reader
• the use of different fonts makes the advertisement ‘busy’ and hard to read
• there is too much written font, but does not adequately describe the shoes
• the image is just a drawing and is not a good representation of the actual shoes - the audience cannot get a good feel for the product
• capital letters are used wrongly - confusing the reader
• descriptions are broken in the wrong place - causing the reader to mis-read the advertisement and misunderstand the features of the shoes
• there is no way to buy the shoes - there is no web address, phone number or street address given - the reader cannot make contact
• the advertisement is simple and looks unprofessional - this discourages the reader from buying the shoes

QUESTION 8 VOLEYBALL

(a) What is this poster advertising and who is the target audience? Give reasons to support your answer. (4 marks)

Volleyball (½ mark) taster lessons (½ mark) - there is a picture of a volleyball
- the heading says ‘get into volleyball’
- taster sessions are mentioned

Candidates had to identify the advert is for a ‘come and try session’

Teenagers - it is stated ages 14-16 only
- the invitation ‘just turn up and play’ appeals to a youth audience
- the only method of contact is an online enquiry – appeals to youth

Candidates had to identify one audience and give a reason and identify what the poster was advertising and give a reason.

A number of candidates did not answer both parts to this question and thus lost marks.
(b) Is this advertisement effective? Give reasons for your answer. (4 marks)

Some common answers included, but were not limited to:

Yes
- the heading is large and stands out against the light background – it draws the reader’s eye
- the advertisement is kept simple by using just blue and white to keep the attention on the message
- the heading is a direct address to the reader to take action and join in
- FREE is in capital letters so that it stands out – people are often persuaded by free offers
- a web address is given – the reader can get more information and be further persuaded to join the session
- the white check background creates interest and ties in with the event being advertised
- the volleyball has stars and smoke coming from it – this suggests that volleyball is fast paced and exciting

No
- the smoke and stars coming from the volleyball look like a fight - discouraging people from joining the session - it suggests that volleyball is dangerous and violent
- the net in the background looks like a grid and not engaging to the reader
- there is limited use of colour – the advertisement is bland and does not draw the eye
- the font looks dated and not engaging
- the heading does not suggest that this is an advertisement for a one-off taster session - it is misleading

(c) How could this poster be improved? (4 marks)

Any four answers
- More colour – the advertisement is boring and does not draw the eye
- Images of people having fun playing volleyball - to show volleyball is fun
- The colour contrast could be greater as it is hard to see white on blue
- The benefits of playing volleyball should be mentioned to further encourage the readers to try it
- The advantages of exercise should be mentioned
- A slogan or logo could be used to help the readers remember the message of the advertisement

General Comments
The texts section was handled well by the majority of candidates with generally appropriate answers to most questions, if sometimes not in sufficient detail. Many marks were lost for students not answering the question but rather answering a similar or related question.

As in past years, a small number of students attempted all 4 questions. When this occurs, the examiners mark ONLY the first two texts.

Candidates need to ensure they answer all parts of the question and ensure all answers are supported by evidence from the text.
PART 4 WRITING IN ENGLISH

CRITERION 5: CREATE A RANGE OF WRITTEN TEXTS FOR DIFFERENT PURPOSES AND AUDIENCES.

Below are some statistics from the writing exam

<table>
<thead>
<tr>
<th>Question</th>
<th>Percentage of all students who did this question</th>
<th>Results in percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Imaginative</td>
<td>39%</td>
<td>A 4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 21%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C 52%</td>
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<td></td>
<td></td>
<td>t 23%</td>
</tr>
<tr>
<td>B: Interpretive</td>
<td>17.5%</td>
<td>A 9%</td>
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<td></td>
<td></td>
<td>B 23%</td>
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<td>C 27%</td>
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<tr>
<td>C: Analytical</td>
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Comments

**Imaginative**

This prompt led most candidates writing about a friend accused of shoplifting, but there were some candidates who were creative in their responses and wrote a different scenario. The better performing candidates wrote imaginative stories using descriptive language and showed evidence of some planning so the narrative had a well-developed resolution. Candidates should be aware that this question is not an easy option as it is quite difficult to write a well-structured and engaging narrative in approximately 250 words.

It was noted that a number of students did not copy out the prompt correctly, often making mistakes with the tense. It is very important to write this accurately as it creates a bad impression before the candidate has even written a single word of their own. Direct speech was often not used well with incorrect punctuation.

Candidates must also follow the instructions and be sure to use the prompt in their narrative.
Interpretative

This question proved the most difficult for candidates to handle well and was attempted by the fewest number of candidates. Most candidates were able to discuss the importance of education in the life of the individual and its role in raising living standards although there was confusion about the meaning of ignorance in some responses.

There was quite a bit of confusion with the noun being used as an adjective for example ignorance used in place of ignorant.

This question requires candidates to write a well-developed argument, using a range of relatively sophisticated vocabulary. Many students struggled to structure a logically developed argument using accurate and some complex grammar.

Analytical

This question was also challenging for many candidates. Developing a sophisticated argument as to the disadvantages of recycling proved difficult for some. Many, however, proved knowledgeable on the subject and were able to structure a well thought out essay discussing the pros and cons of recycling.

Persuasive

This question was on the whole, well-handled by the candidates who attempted it, although there was some confusion about the meaning of competitive sports. Most discussed both sides of the argument, and were able to express their own opinion and develop an argument to persuade the reader to agree with them.

‘If’ sentences need to be completed with a consequence clause. Many ‘if’ sentences were not completed at all. For example, “if parents encourage their children to play competitive sports.” (Instead of: If parents encourage their children to play competitive sports, the children will learn many valuable life skills.)

General comments

Candidates must write close to the 250 words as stated in the paper. If candidates write less than 220 words, they will be penalised. It is not possible to write a well-developed essay with an appropriate range of complex sentence structures and some sophisticated vocabulary in less than 220 words.

Candidates must use paragraphs to structure their writing. Within the confines of 250 words 4 or so paragraphs are appropriate.

Candidates must answer the questions. If the essay is completely off topic, it will receive a t.

Subject verb agreement in the present tense caused some problems.

There was confusion between ‘to let someone do something’ and ‘to make someone do something’.

There was a high rate of verbs and prepositions missing from sentences.

Definite and indefinite articles were confused and missing.

Candidates need to use the capital I not small i.

Candidates should not write in pencil.

Candidates should not use text speak such as ‘u’ in place of ‘you’.