

CONFIDENTIAL

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Paper 1

Part A

- Two reading passages in Part A, as in 2015
- 18 questions (Text 1: 4; Text 2: 14)
- 41 marks (Text 1: 8; Text 2: 33)
- Word count: 988 words (Text 1: 237; Text 2: 751)

Reading passage: Text 1—10 Common Superstitions

- Source: unknown
- This is the first time a list has been used as a text type.
- The list form makes for a very short and basic text—better suited to B1 than to Part A.
- Candidates are likely to be at least somewhat familiar with the topic of superstitions.

Reading passage: Text 2 – The Scientific Study of the Lucky Mind

- This text is adapted from *The Luck Factor* by Professor Richard Wiseman.
- Here we see the return of the missing subheadings, as in the 2012 B1 text, though these are labelled ‘Sections’ (1–5) rather than given letters.
- The text is not too challenging—the vocabulary and the ideas are fairly straightforward.

Comprehension section: question types

- Most of the questions are either specific factual questions or inference questions, making this year’s paper much easier than last year’s.

Comprehension section: question formats

- There were a lot of multiple choice questions in this year’s paper. This is similar to 2012–14, but dissimilar from last year when there was only one multiple choice question.
- There were fewer short response questions than in previous years, perhaps owing to there being fewer questions overall.
- There were a similar number of extended response questions in this year’s paper to 2012–14, but fewer than in last year’s paper.

Noteworthy questions:

- Q12: In this cloze passage, candidates are sometimes expected to write more than one word. This

makes some parts of this question more challenging. It is possible to answer (vi) and (vii) in two different ways: 'complete the exercise faster' + 'they spotted the message' OR 'spot the message' + 'they were less anxious' (or along those lines).

- Q13 and Q14 require candidates to explain quite complicated concepts so are arguably the hardest questions in Part A.
- Q17: A summary cloze question with multiple choice answers. This is a format we have not seen before in the HKDSE, although it did feature several years ago in the HKCEE.

Part B1

- Five reading passages: the most in HKDSE history. However, the paragraph and line numbers run on from one text to the next, and the passages all address the same topic (food trucks). The passages are all very short, which makes it a lot easier for candidates to locate information when answering the questions.
- 28 questions (Text 3: 3; Text 4: 4; Text 5: 7; Text 6: 5; Text 7: 9)
- 43 marks (Text 3: 6; Text 4: 5; Text 5: 13; Text 6: 5; Text 7: 14)
- Word count: 881 words (Text 3: 65; Text 4: 90; Text 5: 299; Text 6: 117; Text 7: 310)

Reading passage: Text 3—Food Truck Review

- Source: <http://totallystockholm.se/uncategorized/five-best-food-trucks/>.
- Very straightforward four-line review of food bought from a food truck.

Reading passage: Text 4— Trucking along with local culinary treats

- Source: *The Standard*
- Cause for concern here: the article has been rather clumsily edited so that John Tsang's actual words have been changed, which is why the second quote ('Their popularity abroad will add to the mix of Hong Kong's existing food scene.') makes no sense.

Reading passage: Text 5— Letter to the editor

- Source: <http://www.scmp.com/comment/letters/article/1736815/letters-editor-march-14-2015>
- A letter to the editor arguing that food trucks will negatively affect hawkers if they are permitted on the streets of Hong Kong.
- The vocabulary used in this passage is more challenging than in texts 3 and 4.

Reading passage: Text 6— Letter to the editor

- Source: <http://www.scmp.com/comment/letters/article/1740102/letters-editor-march-18-2015>
- This letter is a response to the letter in text 5. The writer believes that the concerns raised in text 5 are not relevant.
- This text is short and fairly straightforward.

Reading passage: Text 7— Letter to the editor

- Source: <http://www.scmp.com/comment/letters/article/1733524/letters-editor-march-10-2015>
- If there is indeed supposed to be a reference in Text 7 to comments made in Text 5 (as suggested by Q43), it's interesting to note that the letter in Text 7 was actually published before the one in Text 5.

Comprehension section: question types

- Most of the questions are specific factual questions or inference questions.
- There are four reference questions which is more than we have seen in the past.
- Like last year, there is a views justification question (Q42).

Comprehension section: question formats

- As in Part A, there are more multiple choice questions than usual (eight compared to six last year).
- As in previous years, the majority of questions are short response questions.
- There are two cloze summaries (there has only ever been one in the past).
- Given that the texts are all so clearly connected, it's slightly strange that there is only one question (Q46—the very last one) that requires candidates to refer to more than one text—this seems like an opportunity missed, unless it was a conscious decision to make B1 more manageable.

Noteworthy questions:

- In Q22, candidates are expected to tick the box next to the statement 'Food trucks will add to the choice of restaurants' as one of the reasons given for introducing food trucks in Text 4. However, Text 7 makes a clear distinction between food trucks and restaurants: candidates who have read all the texts before attempting the questions may infer that since food trucks are not restaurants, they should not tick this box.
- Q23: It's possible that 'alfresco' will be sufficient to get the mark, but strictly speaking, 'dining' is also needed as the question specifically says '*eating* outside'.
- Q25: None of the options provided really summarizes John Tsang's comments. Option B would be the best summary of Tsang's *actual* comments, but in the HKEAA's mangled version, Tsang's suggestion has become something closer to a directive, bringing it closest to option C; however, even 'implement as early as possible' does not quite convey an urgent 'need' for food trucks.
- Q31: Although it can be assumed that the answer is 'feasibility studies and research', the letter writer really just mentions that as a statement of fact. For an actual *suggestion*, 'consider the harm they would do to our traditional hawkers' is the better answer.

- Q32: Specifying that candidates must use a word or phrase ‘found in paragraph 7’ makes it clear that candidates are expected to lift answers directly from the passage (and therefore will not be penalised for doing so).
- Q35: From the options given, it must be assumed that the answer is option C, which casts the statement as a rhetorical question. However, in order for Text 6 to make any sense, the letter writer must actually support the introduction of food trucks, with ‘So why go back to eating outside in dirty streets and roads?’ being a question that the writer answers himself in the following paragraph (i.e. because they provide a useful service in areas where there are no restaurants).
- Q43: The ‘might’ in the question makes this more open. Although the answer they are looking for is presumably ‘Chris Wong’, markers should accept answers such as ‘critics of food trucks’, ‘restaurant owners’ and ‘hawkers’.

Part B2

- Three texts; as in B1, they are all on the subject of food trucks, and paragraph and line numbers continue through the three texts. This is the first time that Parts B1 and B2 have shared a topic.
- 29 questions
- 43 marks
- Word count: 1114 words (Text 8: 378; Text 9: 444; Text 10: 292)

Reading passage: Text 8—Mexicue Moves Beyond the Food Truck

- Source:
<http://www.forbes.com/sites/afontevacqua/2014/05/23/as-new-york-city-crushes-the-food-truck-business-mexicue-pushes-a-new-model/#151938f642d5>
- Although the text is from a *Forbes* article, the title actually comes from a *New York Times* article: another questionable move.
- This is essentially a case study of a couple who set up a food truck in New York and moved on to set up a restaurant when the food truck did not meet with success.
- The text is easy to follow although candidates may be familiar with some of the more difficult vocabulary used.
- Advanced vocabulary used: *refined, entrepreneurs, attest, ferocious, hustle, volatile, inclement, integral*

Reading passage: Text 9 — America’s Worst Food Trends

- Source:
<http://www.forbes.com/sites/larryolmsted/2012/05/29/americas-8-worst-food-trends/#7ad3922d3827>

- In this article, also taken from *Forbes* magazine, the writer is complaining about the latest ‘stupid’ food trend: food trucks.
- The language used in this text is more difficult than in Text 8 and candidates may find it harder to understand overall as it is based on the writer’s opinion rather than a factual account of events.
- American spelling is used throughout.
- Advanced vocabulary used: *thrived, morally reprehensible, akin, albeit, cannibalizing, squatting, redundant, fad, tangible*

Reading passage: Text 10 — Moveable Feasts

- Source:
<http://www.economist.com/news/united-states/21602733-how-regulators-keep-cheap-food-out-hungry-mouths-moveable-feasts>
- This article is taken from *The Economist*. The writer believes that food trucks are beneficial to the areas they operate in and feels that their negative reputation and all of the regulations they are subjected to are unjustified.
- The more colloquial tone may make this quite hard for students. Candidates may struggle to grasp that the writer’s tone is humorous throughout.
- Advanced vocabulary: *expire, intrepid, nosh, garishness, wrangling, gastronomic, chow*

Comprehension section: question types

- There are no questions that can be labelled ‘high-order thinking’ in Part B2 again this year; most of the questions require candidates to infer information or deal with figurative language.

Comprehension section: question formats

- There are no extended response questions this year, which is quite surprising.
- The majority of the questions are multiple choice or short response questions.

Noteworthy questions

- As in Part A, the questions in B2 are much easier than last year’s exam.
- As in B1, the questions are grouped under headings showing which text to refer to. There is only one question in B2 requiring candidates to refer to all the passages: a chance has been missed here to introduce more differentiation by including more questions in B2 that require candidates to refer to all the texts. If the intended answer to Q43 is indeed ‘Chris Wong’, there is actually more cross-referencing required in B1.
- Q47: This type of question seems to be getting popular. It’s striking, though—and indicative of the B2 section as a whole—how easy this is compared with last year’s rather similar Q58.
- Q48: The answer is most likely something like ‘to show that competition is fierce’, but ‘to show that it is difficult to get a good parking spot’ is also technically correct.

- Q51: This question is worth 9 marks in total (broken up into four manageable chunks). Candidates are required to refer to four different paragraphs to find the answers, so this question as a whole could be quite tricky for candidates.
- Q53: The second difference might be tricky to catch because of the use of the rather advanced 'albeit' in the text.
- Q54: Candidates are required to find a word in paragraph 8 which is used to signal a change in topic. Candidates may look for a generic word which signals a change in topic such as *however, indeed, additionally* etc. rather than the specific word (*foodwise*) that is required.
- Q59: This question is fairly easy to answer if candidates are aware of the meaning of the word 'redundant'. If they are unfamiliar with this word this question is far more challenging, although it is still possible to infer the answer from the text.
- Q67: One of the toughest questions in B2: to get the answer, candidates really need to have at least a vague idea of what the word 'intrepid' means. They also need to gauge that the writer's tone is humorous.
- Q74: Another tough question: candidates will need to know, or be able to guess, the meaning of the colloquial expression 'Chow down', and be able to grasp the figurative usage in the passage.

Statistics

Reading passages word counts

HKDSE	Part A	Part B1	Part B2
2012	994	888	1103
2013	1088	818	1090
2014	956	894	1105
2015	1022	914	1114
Average	1015	879	1114
2016	988 (237 + 751)	881 (65 + 90 + 299 + 117 + 310)	1114 (378 + 444 + 292)

No. of questions/marks

HKDSE	Part A		Part B1		Part B2	
	Q	M	Q	M	Q	M
2012	20	47	20	45	33	46
2013	25	41	20	41	20	41
2014	30	47	29	41	25	41
2015	31	40	24	40	22	40
Average	27	44	23	42	25	42
2016	18	41	28	43	29	43

Paper 2

Part A

Question 1

Speech (formal)

- This year's Part A question trumps the opening and closing supplied to candidates in last year's Part A, by providing the greeting and the entire first paragraph of the speech. It seems the HKEAA does not have much faith in candidates' understanding of the conventions and language features of text types.
- Part A continues to be linked to student life. However, it also seems to be moving towards more analytical writing. The 2012–2014 Part As required answers of a more descriptive and creative nature, whereas this year's and 2015's Part As required candidates to develop and support their views with examples and evidence.
- Candidates are provided with two bullet points which they can use to structure their speech.
- Although some candidates may be thrown by the word 'interpersonal', ignoring this word should not affect their ability to write a suitable answer.

Part B

- The questions are generally shorter than in last year's paper, but are mostly divided into two paragraphs (as were last year's), with paragraph 1 setting the scene and paragraph 2 providing specific task instructions.
- As with last year's paper, several questions give structural prompts by specifying the number of points or reasons (and therefore paragraphs) to be included.
- As in previous years, most of the questions require a formal or at least semi-formal response.
- Again, the connection between the questions and the Electives they are testing is tenuous at times, particularly in the case of the Poems and Songs question.
- The order of the questions had remained consistent from 2013–15. However, this year the order is different.

Question 2: Sports Communication

Letter to the editor (opinion) (formal)

- This question is reasonably straightforward. Candidates simply need to decide whether they agree that schools should allow the public to use their sports facilities after school hours or not, and provide three reasons.
- Some candidates may struggle to come up with three reasons to support their opinion, but there is nothing particularly challenging about this question.

Question 3: Workplace Communication

Article (opinion) (formal)

- This question requires candidates to decide whether they support the suggestion that graduates who fail to find a job in Hong Kong should look for opportunities in other cities in Asia or not, and provide three reasons why.
- Again, as long as candidates can come up with three reasons to support their opinion, this question is reasonably straightforward.

Question 4: Debating

Letter (opinion) (formal)

- Similar to questions 2 and 3, candidates are required to pick a position and give three supporting reasons for their position. Many candidates may be able to relate to the situation given (parents installing apps on their children's mobile phones to monitor their activities), so ideas might come more easily to them.
- The link to the elective is tenuous. Students do have to argue their opinion, but this is also required in questions 2 and 3.
- In the past, the Debating question has tended to be a bit more advanced, almost as if it were intended for more proficient candidates (as evidenced by the fact that it's always had the highest, or one of the highest, mean scores), but this year's question seems quite straightforward.

Question 5: Social Issues

Essay (formal)

- The rubric for this question is perhaps the most difficult for candidates to understand. Although it is stated that the theme of the essay should be on 'Hong Kong's Disappearing Street Life', the rubric later states that 'entries must focus on one aspect of local street life or culture ...' If candidates pick an aspect of culture which is not directly related to street life, will they be penalized?
- Candidates will likely be able to relate to the question and think of an aspect of street life that is fast disappearing (food hawkers or dai pai dongs for example) and this question will allow more able candidates to showcase their writing ability.

Question 6: Short Stories

Short story

- Candidates are required to write a short story which is similar to past exams with the exception of the 2015 paper.

- This question is unlikely to have been popular with candidates. Candidates are given little guidance other than being told to write a short story on the theme 'Revenge is Sweet'. Many may struggle to come up with ideas for the story, let alone write a well-constructed and imaginative piece in the time given.

Question 7: Popular Culture

Proposal (formal)

- This is the first time candidates have been asked to write a proposal in Part B.
- This question is quite challenging. Candidates are asked to pick one or two trends that are popular with young people. They are then required to explain how they would present these trends at a Youth Festival and why they have chosen to present the trends in that particular way. The structure of the piece of writing is basically provided; candidates need to think of the ideas and ensure they present their ideas in a way that is easy to understand.

Question 8: Poems and Songs

Essay (formal)

- As in last year's paper, candidates are not required to write about poems or songs at all; instead, they are asked to write an essay explaining their opinion with regards to how important it is to acknowledge challenges and find ways to cope with them. The quote from 'famous songwriter' Jim Morrison is intended to provide a link to the Elective, but in fact the quote is only tenuously linked to the rubric (exposing yourself to your fears is not the same as acknowledging and coping with challenges).
- Candidates should be able to draw on personal experience for this question so it should not be difficult for them to come up with ideas. The challenge will be presenting their ideas and experiences in a coherent and cohesive manner.

Question 9: Drama

Email (semi-formal)

- The requirements of this question are straightforward: candidates must convince their parents to support their dream of studying performing arts and becoming an actor.
- Candidates may be able to relate closely to this question if they are considering studying performing arts and should not struggle to compose an email to persuade their parents of this.

Paper 3

Part A

4 tasks, 58 marks in total (same as last year and very close to the average)

- As in most previous years, the Part A situation does not assign a specific role to candidates (the only exception was the 2013 exam paper).
- The first two tasks are one page and the last two tasks are two-page tasks (this is different from last year when all tasks were two-pages, but the same as 2014).
- Task formats are similar to previous years, although they are not named in the rubric at the start of the task, as they have been in the past (note sheet, table etc.). There is a small flow chart in Task 3 but no diagrams again this year.
- No tasks are subdivided into two parts this year (this only featured in the 2015 exam).
- All tasks have examples. This has not been seen before.
- Progression in level of difficulty from Tasks 1–4 is not as pronounced this year, but Task 4 is clearly the hardest as candidates are expected to write quite a lot.
- There is a lot of repetition in Tasks 1 and 2, but less in tasks 3 and 4.
- Candidates are not expected to change verb tenses at all this year and a lot of the answers are given verbatim in the recording. This makes this paper quite a lot easier than last year's.
- Very few words are difficult to spell. Arguably the only difficult words are *lyrics* and *tragically* (both in Task 4).

Task 1

15 marks (close to average)

Format: 'Note cards' (gap-fill/circle 'yes' or 'no')

Listening for times and dates

Listening for place names/names of games

Listening for keywords and information

Listening for opinions and preferences

Listening for positive and negative information

- This is clearly the easiest of the four tasks. The recording speed is slow, the enunciation is generally clear and the answers are spoken in the order they appear in the note sheet.
- Answers are often signalled, e.g. *Any other ideas? How about this one? And one more thing.*
- There is a lot of repetition. Often the easier answers are repeated rather than the more difficult ones e.g. *It's boring, 1972.*

- The answers for Q7 and Q15 come more quickly, and there is no repetition for these questions.
- No words are spelt out. Some candidates may struggle to spell *Ping Pong* and *Teen Queen Four*.
- The hardest thing may be for candidates to write down all three reasons for the family deciding to visit Museum 3.

Task 2

16 marks

Format: 'Note sheet' (gap-fill/sentence completion/table completion)

Listening for place names/names of comics

Listening for keywords and information

Listening for opinions

Listening for times and dates

- 16 marks is the highest number of marks we have seen for Task 2.
- This task is also fairly straightforward. The recording speed is slow, the enunciation is generally clear and the answers are spoken in the order they appear.
- As in Task 1, signal words are used frequently, e.g. *Where do you buy them? Why would anyone want a doll like that?* The transition from one point to another is quite explicit.
- At the start of this task candidates are only required to write down one word to fill in the blank, but the task gets progressively harder and at least a few words are required for most of the questions from Q20 onwards.
- Q22 doesn't stand out as much and may be easy to miss.
- Candidates may miss Q25 (1980s). It is not clearly enunciated in the recording and could be misheard as 1990s.
- Some candidates may be confused that a negative characteristic (being ugly) is a reason for Cabbage Patch Doll's popularity (Q26).
- There seem to be two possible answers to Q27—'many different designs' or 'collectible'—which may be confusing for candidates.

Task 3

16 marks

Format: 'Note sheet' (gap-fill/sentence completion)

Listening for keywords and information

Listening for opinions

- There were 16 marks for Task 3 last year too. This is fairly close to the average.
- Task 3 has two pages: this has been the case in Paper 3 since 2014.

- Candidates are given one and a half minutes at the end of this task to tidy up their answers (same as in 2012 and 2014). This is strange as in the 2015 paper, candidates definitely needed these extra thirty seconds as they had to make many tense changes, whereas this year's Task 3 was fairly straightforward.
- Although there is less repetition throughout this task, there are plenty of clear signals so that candidates know when the answer is coming up e.g. *first, second, third* for the flow chart and the answers are often given verbatim in the recording.
- For Q41 and Q42, candidates may try to write too much. As long as the whole sentence makes sense, there should be no need to write down everything that the speaker mentions.
- Some candidates may struggle to spell the word *peppermint* in Q43.
- Q44 may prove to be a bit harder for some candidates because of all of the chatter around the answer.
- Unlike last year, no tense changes are needed for this task.

Task 4

11 marks

Format: 'Lecture notes' (longer answers/sentences)

Listening for keywords and information

Summarizing information

- Like last year, there are only 11 marks for Task 4 (far fewer than in 2012–14). This is most likely to benefit weaker students as this is the hardest task.
- Like last year, candidates are only given 30 seconds to study the task (in 2012–14, they had one minute). This is strange as although Task 4 is worth fewer marks than in 2012–14, candidates are required to write more.
- Like last year, candidates are faced with open-ended questions which require a fair bit of writing.
- There is only one speaker and the recording is not too fast and quite clear.
- Many of the answers are given almost verbatim in the recording.
- Signal words/expressions are used very frequently in this task, e.g. *How? Why is James Dean still so famous even today?; What's so special about Rebel Without a Cause?; Firstly...; The second major effect...; And thirdly.*

Part B: Recording

- The overall Part B format is similar to previous years' papers. Each task continues to carry 18 marks.
- The situation is thematically linked to the Part A tasks.

- When candidates are required to write down a longer point it is usually repeated.
- Like last year, two subheadings are exclusively for B1 tasks and the other two are exclusively for B2.
- The headings are addressed in order except for the directions to the museum, which are addressed after the Wang Chung Traditional Farmhouse and Village.
- Subheading 1: All the information here is for the B1 tasks, and the essential details are repeated. For the directions to the museum, *Reid* is even spelt out.
- Subheading 2: All of the information here is for the B2 tasks. The information candidates are expected to write down is more advanced and the years provided are not repeated.
- Subheading 3: This information is for B1 and is pretty straightforward. The name of the talk is repeated.
- Subheading 4: This information is for B2 and is certainly more straightforward than subheading 2.

Part B1: Data File

- Nine DF items (the same as in 2013 and 2014).
- There are more DF items in Part B2 than B1 this year again (2015 was the only exception).
- Most of the DF items are quite familiar (emails, article, meeting minutes). The DF is less visual than last year and items 6—9 are very short and easy to read/skim. DF items 6 and 7 include tables.
- Again, no headings are provided in the instructional text (DF2).

Task 5

18 marks

Complete an exhibition flyer using information from the Data File and the recording.

- It is likely that there are 16 content points and 2 language marks like last year.
- Task 5 is the easiest of the three tasks in Part B1.
- Candidates need to refer to their notes from the recording and DF items 3 and 4. If they missed *South Point MTR* in the recording, it is repeated in DF item 3.

Task 6

18 marks

Write a progress report on the new museum café using information from the B1 DF (120 words)

- This task is quite straightforward. Candidates need to refer to DF items 4, 5, 6 and 7.
- Candidates are given clear guidance for this task in the instructional email and are directed to the DF items they need to use. Like last year, they are provided with three clear points to work from which will help them structure their writing.

- For the first two points, candidates only need to refer to one DF item for each point. For the final point (work completed so far), candidates need to refer to all four DF items (4—7). This section is the hardest as it involves cross-referencing.
- The instructions given for this task may be rather misleading: candidates are asked to write a progress report on the new museum café but instructed to only address the work that has been completed. Technically, this means they should only talk about the dining area (the only section that has been marked as completed); however, it is to be assumed that candidates are expected to describe the extent to which all sections have been completed. Confusingly, candidates are also asked to address the children's playground, which has not been started yet.

Task 7

18 marks

Write a letter to the Careers Mistress at St. Scritti's School using information from the Data File and the recording (150 words)

- This task is the most difficult of the three as candidates are not provided with as much structure as in Task 6.
- Candidates are directed to all of the sources they are required to use in the instructional email.

Part B2: Data File

- There are 10 DF items this year.
- There are no relevant visual sources, although the table and the WhatsApp chat should be easy for candidates to skim over for the required information.
- The DF text types are all familiar: emails, meeting minutes, WhatsApp message, interview transcript, article etc.
- The DF items for B1 and 2 are mostly different, although the minutes from the staff meeting (DF4) are quite similar.
- The instructional email is quite short again this year. Candidates are directed to the first DF item they should look at for each task but are not told all of the DF items they should refer to. For Task 10, candidates are directed to two DF items (they must refer to four in total).
- No headings are provided in the instructional email.

Task 8

18 marks

Write an email to Ms Ip Lai Ping about the Chang Yee Tak Plough using information from the Data File and the recording (120 words)

- Candidates are directed to Ms Ip's email as a starting point for this task (DF item 5). They also must refer to DF items 2, 3 and 4 and their notes from the recording. It would be quite easy for candidates to forget to request the photograph of the plough that Lara asks for in DF2.
- Candidates are given the name of the recipient (Ip Lai Ping) in the answer sheet, but need to come up with an appropriate subject line. Since this is a reply to Ms Ip's email in DF5, the subject 'RE: Chang Yee Tak Plough' should be an acceptable answer.
- In terms of structuring their answer, candidates can address Ms Ip's questions in order and add the request for the photograph before they sign off.
- Candidates may be expected to include their name and position at The Hong Kong Social History Museum (Assistant to Lara Gau) as it was Lara who was in contact with Ms Ip most recently.

Task 9

18 marks

Write an introduction to Wang Chung traditional farmhouse and village for the museum website using information from the Data File and the recording (150 words)

- Candidates are asked to write about 150 words (the same as in 2014, but fewer than last year's total of 180 words).
- Candidates should refer to DF items 6, 7 and 8 and their notes from the recording.
- Although this task involves less cross-referencing than Task 8, far less guidance is given in terms of structuring the answer.
- It is quite tricky to know exactly how many details need to be included in this task. Candidates may miss out required information because they feel it is unnecessary.
- This task is definitely harder than Task 8.

Task 10

18 marks

Write the main section of the report to the Museum Board using information from the Data File (200 words)

- Candidates are asked to write around 200 words for this task (this has consistently been the case for Task 10).
- Candidates need to refer to DF items 4, 6, 9 and 10 for this task; with four texts to examine, candidates may miss some of the required information.
- Candidates have to independently identify the four problems faced by the museum and the corresponding recommendations on how to improve things. As long as candidates can identify these things, structuring their writing should be fairly straightforward.

- As the instructional email doesn't explicitly state the number of problems that need to be addressed, candidates may miss one of the problems.
- Although this task requires the longest answer, it should be easier to structure than Task 9.

Statistics

Marks

	Part A					Part B1			Part B2		
	<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>	<i>Total</i>	<i>Task 5</i>	<i>Task 6</i>	<i>Task 7</i>	<i>Task 8</i>	<i>Task 9</i>	<i>Task 10</i>
2012	13	13	14	13	53	12	18	18	18	18	18
2013	14	13	15	16	58	18	18	18	18	18	18
2014	12	15	15	18	60	18	18	18	18	18	18
2015	17	14	16	11	58	18	18	18	18	18	18
Av	14	13.75	14.75	14.5	57.25	16.5	18	18	18	18	18
2016	15	16	16	11	58	18	18	18	18	18	18

Content points in Tasks 6–10

	<i>Task 6</i>		<i>Task 7</i>		<i>Task 8</i>		<i>Task 9</i>		<i>Task 10</i>	
	<i>TC</i>	<i>CPs</i>	<i>TC</i>	<i>CPs</i>	<i>TC</i>	<i>CPs</i>	<i>TC</i>	<i>CPs</i>	<i>TC</i>	<i>CPs</i>
2012	9	12	9	15	9	15	9	13	9	14
2013	9	9	9	18	9	13	9	9	9	13
2014	9	9	9	10	9	15	9	11	9	10
2015	9	10	9	12	9	12	9	11	9	13
Av	9	10	9	13.75	9	13.75	9	11	9	12.5
2016	9	9*	9	13*	9	8*	9	12*	9	12*

TC = Task Completion, CPs = Content Points

*Estimate

Tapescript word count

	Part A				Part B	Total
	Task 1	Task 2	Task 3	Task 4		
2012	571	868	742	580	1079	3658
2013	822	1037	476	624	1213	4172
2014	815	612	922	984	1106	4439
2015	728	670	915	754	895	3962
Av	734	797	764	735	1073	4058
2016	536	549	678	802	931	3496

All figures are for just the tasks, without the 'Announcer' parts (rubrics and end of task announcements)

DF items/word count

	B1		B2	
	DF items	Word count	DF items	Word count
2012	7	1040	8	1738
2013	9	1224	10	1836
2014	9	1487	13	1872
2015	11	1410	10	2057
Av	9	1290	10.33	1876
2016	9	1226	10	1979

Word limit for Part B tasks

	Part B1			Part B2		
	Task 5	Task 6	Task 7	Task 8	Task 9	Task 10
2012	–	120	150	150	200	200
2013	–	120	150	150	120	200
2014	–	120	150	150	150	200
2015		120	150	120	180	200
Av	–	120	150	142	162	200
2016	–	120	150	120	150	200