

Oral component

Section 1 – Presentation

Students prepared their presentation well and delivered it successfully in the given time. It was noticed that most of the sub-topics selected for the Detailed Study were related to the Korean War.

Criterion 1 – Capacity to present the information appropriately and effectively

In this criterion, students' ability to present the information effectively was assessed in three areas: accuracy, variety and appropriateness of vocabulary and grammar; clarity of expression, such as pronunciation, intonation, stress and tempo; and capacity to engage with the audience. High-scoring students demonstrated excellent communication skills by:

- using an extensive range of vocabulary and expression
- speaking clearly and confidently
- maintaining a high level of engagement with assessors
- self-correcting errors when necessary.

Criterion 2 – Relevance, breadth and depth of information, opinions and ideas

High-scoring students prepared their presentations with an impressive range of relevant information. Their presentations included interesting points from their chosen sub-topics. These students were able to present highly elaborated information and ideas supported by reasons and examples from texts studied. Their well-developed analysis on the chosen sub-topic was evidence of thorough preparation of the Detailed Study.

Some students failed to introduce their chosen sub-topic clearly during their presentation. These students started their introduction with personal comments and statements on the broader issue. Their presentations were vague and unfocused. It is important to be well prepared for the oral presentation.

Section 2 – Discussion

Students successfully participated in the Discussion with assessors. Their performances were assessed in two categories: communication skills and content.

Criterion 3 – Capacity to maintain and advance the exchange appropriately and effectively

High-scoring students demonstrated excellent communication skills by producing responses readily and confidently. These students maintained a high level of engagement with assessors and also contributed to carrying the Discussion forward. In contrast, weaker students were slow to respond and frequently hesitated. These students often made false starts and produced significantly shorter responses.

Criterion 4 – Relevance, breadth and depth of information, opinions and ideas

Some students produced impressive responses by commenting on ideas related to their chosen sub-topic and texts studied. They were able to clarify the information presented and also defend their ideas in a logical manner by including reasons or examples. However, some weaker students commonly displayed some gaps in the preparation of their Detailed Study and were often unable to defend their ideas and views.

Students are reminded not to spend too much time on a synopsis of each text studied. It is more important to provide relevant analysis between texts in relation to the chosen sub-topic for the Detailed Study.