

EXAMINER'S REPORT**TALENT SUBJECT - JULY 2025****(310) BUSINESS COMMUNICATION**

Business Communication – July 2025 paper comprising three Sections as **Section A**, **Section B** and **Section C**, had 7 compulsory questions to test AAT final level candidates' English language proficiency in various contexts in relation to business environment. Basically, English grammar, reading comprehension, report writing, analytical writing, letter writing and vocabulary had been tested.

According to the observations and the comments of marking examiners, the paper was at the relevant standard and in July 2025 this time performance of the candidates was at a moderate level.

Section A

One compulsory Question with three parts (allotted 25 marks)

Question No. 01**Part A**

This section assessed candidates' understanding of conversational flow, contextual awareness, and the use of appropriate vocabulary in a professional dialogue. The dialogue between **Aruna** and **Sashin** focused on a potential business partnership, requiring candidates to select the most suitable group of words or phrases from four options to complete the conversation. The questions ranged from basic greetings to more complex business topics such as partnership prospects and financial considerations.

Overall, candidate performance was above average, with several students achieving full marks by paying close attention to both the dialogue and the instructions. However, a recurring issue was that some candidates did not read all parts of the question before answering, despite clear instructions to do so. This oversight affected their ability to choose contextually accurate responses and highlighted the importance of careful reading in tasks that test interactive proficiency.

Suggestions for improvement:

Read the full context: Candidates should read the entire dialogue before attempting to fill in any blanks. Understanding the overall tone and purpose of the conversation is crucial for selecting the correct response.

Practice with different contexts: Practicing with dialogues across different business contexts—such as meetings, negotiations, and formal emails—can help candidates become familiar with common phrases and professional.

Develop vocabulary: Focus on expanding vocabulary related to business, partnerships, and financial terms.

Part B

This question assesses a candidate's ability to analyze and interpret data presented in a table and use correct business terminology to describe it. Candidates were required to complete a conversation about a financial performance table by selecting words from a provided list. The table presented revenue and profit data for a company from 2021 to 2024, and the conversation requires them to use terms such as "statistics," "report," "compare," "expanded," "minimum," "maximum," and "expenses". It was observed that majority of candidates attempted this question and considerable number of candidates answered well.

Suggestions for improvement:

Understand key business terms: Candidates should be proficient in using terms related to financial analysis, reporting, and data interpretation.

Practice data description: Practice writing and speaking about data from tables and graphs by using clear structure, accurate vocabulary. This can be done by summarizing trends, comparing figures, and highlighting key observations from any given data set.

Focus on precision: Emphasize using the most precise word from the list to accurately reflect the data being discussed, for example, distinguishing between "minimum" and "maximum" amounts.

Part C

This question assessed candidates' understanding of sentence transformation, with a focus on converting active voice to passive voice while preserving the original meaning. Average number of candidates answered this question successfully. While some candidates demonstrated competence, others struggled with key structural changes. A common issue was failing to move the object of the active sentence into the subject position in the passive form. In instances such as, sentence like "Shanthi notified attendees," weaker candidates kept "**Shanthi**" as the subject instead of starting with "The attendees." Another frequent mistake was omitting the agent (by **Shanthi**, by the Chairperson) or misplacing time phrases such as "at the correct time" or "in advance." Some candidates had also confused tenses, writing incorrect forms of the verb "to be" or failing to use the past participle correctly.

Suggestions for improvement

In order to improve, candidates should practice identifying the subject, verb, and object in active voice sentences. A helpful strategy is to underline the object first and then make it the subject of the passive sentence. They must also remember that the passive voice requires the correct form of the verb *to be* followed by the past participle of the main verb. Careful attention to tense is essential. If the active sentence is in the simple past (prepared), the passive should also be in the simple past (*was prepared*). Including the agent (such as *by Shanthi*) where it adds clarity, and placing time or place details correctly, will improve accuracy. Regular practice with examples from meetings, reports, or everyday contexts will build confidence and help candidates to transform sentences quickly and correctly, increasing their chances of scoring full marks.

Section B

Five compulsory Questions (allotted 50 marks)

Question No. 02

This question was set to assess the candidates' proficiency in grammar, with a particular focus on the use of cohesive devices and connectives to create meaningful sentences in business-typed texts. The question involved filling in blanks within a business writing passage, requiring candidates to select appropriate linking words and phrases to maintain logical flow and clarity. It was attempted by nearly all candidates, and performance of most of the candidates was at a satisfactory level. Their performance reflected a good understanding of how to use connectives effectively in professional writing.

Suggestions for improvement:

The candidates should pay more attention to how cohesive devices and connectives work in sentences and make them meaningful sentences. Much reading is needed for this. It is recommended to read variety of business articles in newspapers and magazines and so on.

Question No. 03

The question was a reading comprehension exercise designed to test candidates' ability to extract specific information from a given passage. Many candidates answered well and scored full marks. Many candidates understood the text and almost all the candidates attempted this question and scored average marks. However, some tended to lose marks in such questions because they either copied unnecessary parts of the passage, gave incomplete answers, or changed the meaning by paraphrasing incorrectly. Such as, when asked to pick a sentence, some candidates rewrote it in their own words instead of copying it exactly, which made their answer invalid. Another common weakness was that candidates failed to focus on keywords like "overrides," "difference," or "defined," which were clear signals of where the answer lay in the text. It was observed that some candidates have written unnecessarily long or grammatically incorrect sentences which reduced the quality of their answer and lowered the quality of the answer. Time management was also a concern particularly among candidates who kept re-reading the passage without a clear strategy to locate answers.

Suggestions for improvement:

Candidates should pay more attention on reading keywords that guide them directly to the answer. They should train themselves to write brief, precise answers instead of copying whole paragraphs. When the question asks for a specific sentence, it must be reproduced word-for-word from the passage without changes. For answers requiring definitions or explanations responses should be complete yet concise and ideally taken exactly from the text to ensure accuracy and relevance. It is also useful to underline or highlight important details in the passage during the first reading, which saves time when answering. Regular practice with comprehension passages enables candidates to get familiar with the style of questions and enhances both speed and accuracy.

Question No. 04

This question was set to assess the proficiency of the candidates in writing an email. A guide had been given in the question itself to ease the answer. Candidates were expected to compose a formal email to invite a distinguished professional to deliver a keynote speech. This task mainly assessed the ability to write in a professional tone, organize information logically and clearly, and adhere the structure of a formal email. The performance of the candidates was at an average level. Candidates should demonstrate the ability to communicate the guest's relevance to the occasion with appropriate politeness, while ensuring all essential event details such as date, venue, theme, and participant profile are clearly and accurately conveyed. A common weakness among candidates was either writing too informally or forgetting to include important details like the theme or travel arrangements. Another frequent issue was failure to adhere to the word limits. Some candidates submitted responses that were too brief and lacked essential content, while others produced overly long answers that lost clarity and focus. Errors in grammar, inappropriate greetings, and casual expressions also tend to lower marks in this section.

Suggestions for improvement:

In order to improve performance in this question, candidates should develop the skill of composing fluent and purposeful written communication tailored to the audience. Professionalism must be maintained throughout the email by using polite language, adhering to the correct format, and adopting a formal tone. Prior to drafting, it is advisable to identify and record key event details such as the date, venue, theme, and participant profile to ensure completeness. Additionally, managing the word count effectively is essential, and this skill can be strengthened through consistent practice under timed conditions.

Question No. 05

This question assessed candidates' ability to write a concise and focused short essay on one of two themes: Benefits of learning a professional accountancy course or Banks enable people to live more comfortably. My opinion. Here, the examiners expected a structured answer with a clear introduction, a few well-developed ideas, and a conclusion. Performance of the candidates was at an average level. Many candidates, however, tend to simply list benefits in point form rather than writing in connected sentences. Some candidates discussed education in general without clearly linking their ideas to the field of professional accountancy. Common issues included weak grammar, poor organizing, and failure to meet the required word count, by writing too little and omitting key content, or by writing excessively and losing focus.

Suggestions for improvement:

In order to perform well in this question, candidates should train themselves to briefly plan their paragraphs before writing. A clear structure consisting of a concise introduction, a logically developed middle section, and a straightforward conclusion helps to ensure coherence and clarity. Attention to grammar, spelling, and effective sentence linking is essential for producing smooth and polished writing. Regular exposure to model essays and practice with similar topics can enhance vocabulary and build confidence. With thoughtful preparation and a focus on detail, candidates can achieve strong results across the question.

Question No. 06

This question tested the candidate's ability to use relative clauses correctly in a continuous passage, not just as isolated sentences. It requires them to identify whether a defining relative clause (*that*, *who*, *whose*, *which*) or a non-defining relative clause (*which*, *who*) best fits each blank. Almost all the candidates attempted this question, and the majority had performed well.

Suggestions for improvement:

Strengthen the knowledge: Knowledge of relative pronouns—*who*, *whose*, *which*, and *that*—and their correct usage must be strengthened. Candidates should understand how each pronoun functions.

Practice reading: Candidates should practice reading passages that include relative clauses to improve both grammar and understanding. This helps them see how the clauses either define a noun or add extra information, making the writing clearer and more precise. Regular practice builds confidence and accuracy in using these structures.

Attention: Pay attention to meaning as well as grammar. If the sentence sounds unnatural, the wrong clause has been chosen.

Understand: Relative clauses give extra information about a noun and help connect ideas clearly. To use them correctly, it's important to choose a clause that fits both the grammar and the meaning of the sentence. Such as “mentor, whose guidance helped her” makes sense, but “mentor which towered” does not.

Vocabulary Choice: Some options look similar, but only one fits the meaning. Candidates need to read carefully and choose the word that makes sense with what comes before.

Higher-order Thinking: Rather than focusing solely on grammar rules, this task combines comprehension with contextual grammar use.

Section C

One compulsory Question (allotted 25 marks)

Question No. 07

Part (A)

This question assessed candidates' ability to write a Curriculum Vitae (CV) in a standard and professional format. Most of the candidates performed well, demonstrating familiarity with the structure of a CV and successfully organizing information under the given headings. Many candidates clearly presented their educational background, professional qualifications, skills, and referees, which contributed to high scores.

However, a common error observed was the confusion between a CV and a covering letter. Some candidates submitted a formal application letter addressed to a company instead of a CV. This indicated a lack of understanding of the distinct purposes and formats of the two documents. While a CV is a concise, point-form summary of qualifications, experience, and skills, a covering letter is more descriptive and persuasive, tailored to a specific job application.

Suggestions for improvement

In order to improve, candidates should read the instructions carefully and follow the correct CV format by using clear headings like "Educational Qualifications" and "Relevant Skills." They should write in bullet points instead of long sentences, stay within the word limit, and avoid confusing a CV with a covering letter. Practicing different CVs for various job roles will help them understand how to present their skills and experience clearly and professionally.

Part (B)

This question was a challenging question for many candidates. Primarily due to weaknesses in grammar and difficulty in framing appropriate product-related questions. Rather than focusing on key business aspects such as market potential, product uniqueness, quality standards, or customer benefits, several candidates submitted vague or contextually irrelevant questions. Additionally, many answers were either too brief or grammatically flawed, which affected clarity and professionalism. A significant number of submissions did not meet the required length for both the question and answer, and many lacked sufficient detail. This affected the overall clarity and completeness of the responses, reducing their effectiveness and professionalism.

Suggestions for improvement:

In order to improve, candidates should practice writing professional questions that are relevant to a business context and ensure their answers are complete and grammatically correct. Learning and using business vocabulary such as "competitive advantage," "sustainability," and "target market" will help make their responses more precise and effective. By focusing on grammar, content relevance, and meeting the required word count, candidates can perform much better in this type of question in future exams.

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COMMON SUGGESTIONS FOR IMPROVEMENTS:

- (1)** Pay attention on spelling and punctuation marks when answering.
- (2)** Ensure answers are relevant and clearly linked to the question numbers.
- (3)** Pay attention on grammatical accuracy, appropriateness to the questions.
- (4)** Follow the given instructions thoroughly and read the questions understandably.
- (5)** Pay attention on clarity and should write relevant question numbers correctly.
- (6)** Use reading techniques like scanning, skimming and inferring when attempting to answer questions related to reading.
- (7)** Pay attention on required length of answers.
- (8)** Improve good range of vocabulary.
- (9)** Clear and legible hand writing.
- (10)** Manage time to answer the paper.
- (11)** Pay attention to the given guidelines.
- (12)** Practice more exercises include in the Self-study Text.

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