



Government of **Western Australia**
School Curriculum and Standards Authority



English as an Additional Language or Dialect ATAR course

Practical (oral) examination requirements for Western Australian candidates

2016

© School Curriculum and Standards Authority, 2016

This document—apart from any third party copyright material contained in it—may be freely copied, or communicated on an intranet, for non-commercial purposes in the educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution-NonCommercial 3.0 Australia licence](#).

2016/3810[v2]

English as an Additional Language or Dialect ATAR course Practical (oral) examination

This document provides general advice to teachers, candidates and parents on the English as an Additional Language or Dialect ATAR course Practical (oral) examination.

Students who are enrolled in a Year 12 ATAR course pair of units are required to sit the ATAR course examination. There are no exemptions.

The practical (oral) examination for the English as an Additional Language or Dialect ATAR course will be held during the period from **Saturday, 15 October** to **Sunday, 30 October 2016** (weekends included) at metropolitan locations and if required, major country locations. Candidates must be available to complete their practical (oral) examination during this time. A *Personalised practical examination timetable* (Appendix 1) for each candidate will be made available from **Wednesday, 7 September 2016** for schools/providers to download via SIRS and for students to download via the Authority's student portal. Non-school candidates will be notified directly by mail. Country candidates are expected to take their practical (oral) examination via the telephone. If the candidate chooses to travel to the examination centre then they do so at their own cost.

For English as an Additional Language or Dialect, the ATAR course examination weightings are:

- Written examination 75%
- Practical (oral) examination 25%

1. Reporting achievement

Teachers are responsible for ensuring the practical (oral) requirements are met and making sure candidates are adequately prepared for the practical (oral) examination. Teachers must ensure they are using the current syllabus. Any further advice on matters related to the syllabus or assessment will be published in the *11to12 Circular* which is available on the Authority website at http://www.scsa.wa.edu.au/internet/Publications/Circular_eCircular. Teachers should also refer to the ATAR course examination information published in Section 6 of the *WACE Manual 2015-16 [Revised edition]*, which is available on the Authority website at http://www.scsa.wa.edu.au/internet/Publications/WACE_Manual.

For all ATAR courses with a practical examination, for the pair of units, schools are required to submit to the Authority a:

- course mark out of 100 (weighted for each component)
- mark out of 100 for the written component
- mark out of 100 for the practical component
- grade for the completed pair of units.

2. Candidates with an injury, illness or disability

Candidates who have a permanent disability that could prevent them demonstrating their knowledge, understanding or skills in a standard practical examination may apply to be assessed under special examination arrangements. Candidates with a long-term injury or illness which existed prior to the beginning of Term 3 are to apply for special arrangements to be examined in an alternative format if the injury or illness will affect their participation in the standard practical examination. Application is made on the form available at all schools and must be received at the Authority by **Friday, 29 July 2016**. These candidates will not be granted sickness/misadventure approval. Additional application forms may be obtained on

request or from the Authority website at

[http://www.scsa.wa.edu.au/internet/Events and Forms/Application Order Forms.](http://www.scsa.wa.edu.au/internet/Events_and_Forms/Application_Order_Forms)

3. Provisions for sickness/misadventure

Consideration may be given to candidates (except non-school candidates) who believe their performance in a practical examination may have been affected by an unexpected sickness, or unforeseen event beyond their control, close to or during the examination. Such candidates may apply for sickness/misadventure consideration. Application is made by the candidate by the prescribed date using the form available in schools or from the Authority website at [http://www.scsa.wa.edu.au/internet/Events and Forms/Application Order Forms.](http://www.scsa.wa.edu.au/internet/Events_and_Forms/Application_Order_Forms)

A candidate with an injury or illness existing at the start of Term 3 is not entitled to apply for sickness/misadventure consideration on the basis of the existing injury or illness.

4. Principles of external assessment

The marking process preserves the anonymity of the candidate and the candidate's school. This requires that the candidate is identified only by their SCSA student number.

Markers apply a consistent standard and process to assess the candidate's performance. This requires:

- a marking key for the practical (oral) examination
- attendance at a marker training meeting prior to the commencement of marking
- trial marking of sample oral recordings to ensure a common understanding of the marking key
- the practical (oral) examination to be marked independently by two markers who then reconcile any differences between them
- the chief marker to ensure consistency throughout the marking by monitoring the marking process and reconciling significant differences where necessary.

5. Criteria for marking

Practical (oral) performance is assessed on what a candidate understands and is able to demonstrate through each part of the interview. The practical (oral) examination marking key identifies the assessment criteria suited to each part of the interview task and describes levels of candidate understanding and performance for each criterion. Therefore, students are advised to familiarise themselves with the marking key as preparation for their performance in the examination. For Part C of the interview, the candidate is strongly advised to participate in a conversation with the marker, rather than attempt to recite a prepared response that resembles a monologue. In the interest of the candidate, such monologues will be interrupted by the marker at an appropriate point.

A numerical scale is used to assess candidate performance in the practical (oral) examination. All candidates are examined against the following criteria:

- interaction on familiar topics
- fluency and clarity (pronunciation, intonation, stress)
- linguistic resources (accuracy, appropriacy and range of grammar and lexis)
- content (prepared response to visual stimulus and focus questions)
- interaction on unseen question
- content (issue/topic discussion related to the focus and content of Unit 3)
- content (issue/topic discussion related to the focus and content of Unit 4).

6. Marking procedure

Each candidate's practical examination is marked independently by two markers. One marker conducts the interview while the second marker sits in the background and makes notes on the candidate's performance. An audio recording of each candidate's performance is made. The audio recordings are used to ensure comparability between markers. Selected samples may also be included as exemplars for standards purposes.

7. Examination procedure

On the day of the practical (oral) examination, the candidate must bring their *Personalised practical examination timetable*.

If the candidate wishes to refer to a dictionary during the preparation time of the examination, they are required to provide their own. The dictionary must be an English language print dictionary. An electronic dictionary or a thesaurus is not permitted. The candidate may not refer to a dictionary during the examination interview. Notes or annotations are not permitted in the dictionary.

If a candidate is found with any unauthorised materials during the examination, they may be referred to the Breach of Examinations Rules committee.

The candidate must ensure that nothing they carry or wear can identify either them, their school, club or achievements. If this does occur, the candidate may be referred to the Breach of Examination Rules committee.

The candidate is required to report to a supervisor at the examination centre at the scheduled reporting time. This reporting time is 20 minutes prior to the scheduled examination time. The scheduled examination time is the time at which the candidate begins their preparation. The practical (oral) examination includes both the preparation time and interview.

A candidate who has not reported to a supervisor once their scheduled examination time has commenced will not be admitted to the practical (oral) examination and the examination cannot be rescheduled.

At the scheduled reporting time, the candidate reports to the registration desk with their *Personalised practical examination timetable*. Prior to the scheduled examination time, a supervisor directs the candidate to leave any unauthorised materials at the registration desk. The supervisor accepts no responsibility for these materials. The supervisor takes the candidate to a preparation room. There may be more than one candidate being supervised in the preparation room.

At the commencement of the scheduled examination time, a supervisor gives the candidate a preparation booklet and a card showing a visual stimulus item and focus questions. During the preparation time, the candidate prepares for the interview by making notes in their preparation booklet and, if they wish, by referring to their dictionary.

Following the preparation time, the candidate is taken to an interview room. The visual stimulus item remains in the preparation room.

At the end of the interview, the preparation booklet and visual stimulus item remain in the interview room.

The candidate must leave the examination area once they have completed their examination, and must not have contact with candidates waiting to be examined, or teachers, or other

parties who are seeking feedback from the examination until all the examinations have concluded. Failure to do so may result in a breach of examination rules.

8. Breach of examination rules

Alleged breach of examination rules are referred to the Breach of Examination Rules committee. Further information related to breach of examination (malpractice) can be found at http://www.scsa.wa.edu.au/internet/Publications/year12_information_handbook.

A breach of one of these rules can result in cancellation of a part or all of the practical raw examination mark.

9. Structure of the English as an Additional Language or Dialect ATAR course practical (oral) examination for WA candidates

Examination	Duration
Preparation	15 minutes
Interview	Total of 10 – 12 minutes
Part A: Introductory discussion	Approximately 2 minutes
Part B: Visual stimulus/focus questions/unseen question	Approximately 3–4 minutes
Part C: Course issues/topics discussion based on both units	Approximately 5–6 minutes

At the commencement of the examination, the supervisor gives the candidate a preparation booklet and a card showing a colour visual stimulus item (an image and focus questions). The image and focus questions are based on generally accessible topics and issues. The candidate prepares responses for Part B: the image and focus questions, by making notes in the preparation booklet provided. The candidate should use the notes they have prepared for reference only, or as a memory prompt for the next point.

Dictionaries may be used during the preparation time but not during the interview of the practical (oral) examination.

Following the 15 minute preparation time, the candidate is taken to the allocated interview room. The candidate leaves their coloured visual stimulus item in the preparation room and takes with them only their preparation booklet to use in Part B of the interview. A copy of the coloured visual stimulus item is provided in the interview room. In Part B, the candidate should ensure that they do not read from their notes.

At the end of the interview and before leaving the interview room, the candidate must hand in the preparation booklet and the visual stimulus to the marker.

10. Interview

Part A: Introductory discussion (approximately 2 minutes)

After the candidate enters the interview room, the marker asks the candidate to state their SCSA student number. The candidate reads out their number.

The marker begins the interview with a greeting to the candidate and it is expected that the candidate will respond, for example:

Marker: Hello, I am your interviewer for the EAL/D oral examination today. Can you read me your SCSA student number please?

Candidate: Hello, my number is ...

Marker: Thank you. How are you?

Candidate: I'm well thanks, but a little nervous.

The marker continues the introductory discussion with questions on familiar topics related to the candidate's everyday environment. Some examples follow. This list is neither prescriptive nor exhaustive.

Marker: Where are you from? Which area are you from?

Marker: How long have you been studying English? How many languages do you speak? What are they? Explain when you use them.

Marker: What subjects are you studying? What is it you like learning about the most? Why?

Marker: Do you have much free time? What do you do?

The number of questions is not predetermined. The questions are aimed at settling the candidate and developing a rapport between the interviewing marker and the candidate. The candidate should interact with the marker in a conversational manner. The candidate should be aware that this is a formal situation so informal language/slang is not appropriate.

Part B: Visual stimulus, focus questions and unseen question

(approximately 3 – 4 minutes)

The candidate uses the image and focus questions on which they have made notes in their preparation booklet to speak for approximately three minutes. The candidate is required to provide a brief description of the image and then to present their ideas related to the focus questions in a sustained utterance. The candidate can look at their notes made in the preparation booklet but must not simply read from them. During the remaining time of this part of the interview, the candidate responds to an unseen question related to the image and focus questions.

The marker starts Part B of the interview with these words:

Marker: You have been given an image and some focus questions to consider in your preparation time. What image number do you have?

Candidate: My image number is X.

Marker: Thank you. I'd like you to talk about these now. Start by briefly describing the image and then continue with your ideas related to the focus questions. You should try to speak for about three minutes.

Candidate: This image shows ...

If the candidate stops speaking after describing the image, the marker may prompt candidate comments on the focus questions in this way:

Marker: Now I'd like to hear your ideas related to the focus questions.

The candidate should aim to speak for approximately three minutes. The candidate should also aim to display the flexible use of a range of linguistic structures and vocabulary during

this time. The image description is not intended as a visual analysis task, and candidates are required to refer to the main features only.

The candidate is able to choose which of the focus questions they speak about. However, the candidate should attempt to address the more conceptually demanding questions.

If the candidate is unable to reach three minutes in a sustained utterance, the marker will assist them to do so by asking further questions related to the focus questions. In the remaining time, the interviewing marker asks the candidate an unseen question related to the image and focus questions.

Marker: Thank you. Now here is your unseen question ...

The candidate should respond to this in a clear and relevant manner.

The candidate may ask for the question to be repeated if necessary and it will be asked a second time. The interviewing marker will break down the level of difficulty of the question to assist candidate comprehension if necessary, but this will result in some loss of marks.

At the end of Part B, the marker thanks the candidate, takes the preparation booklet and visual stimulus item from the candidate, then introduces Part C.

Part C: Course issues/topics discussion (approximately 5 – 6 minutes)

In Part C of the interview, the candidate engages in an interactive discussion with the marker. A candidate who launches into a monologue or who recites rote-learned material will be stopped by the marker, thanked politely and asked another question to redirect the discussion and to elicit spontaneous conversation. The candidate should understand that in doing this the marker is assisting them to maximise their performance.

The candidate is invited to nominate issues/topics related to the focus and content of Unit 3 and Unit 4 for discussion. The candidate uses their responses to demonstrate their oral English language communication skills and understandings of the focus and content of each of the units. The candidate outlines and analyses specific examples from texts clearly linked to each unit focus to illustrate their skills and understandings.

Questions asked by the marker are generally open-ended and provide the candidate with the opportunity to express ideas and opinions and to give precise examples to support these from texts related to the unit focus they have studied in their course work. The candidate is advised to prepare their texts, issues and topics thoroughly to allow them to demonstrate flexibility and precision in their oral communication skills.

The marker introduces Part C of the interview in this way:

Marker: We are going to talk about your course work now. This year, you have studied various issues and topics in class that relate to the two units of the course. Please tell me about one issue or topic that you studied in one of these units and explain it to me. Why did this issue or topic interest you so much?

The marker prompts the candidate to discuss what they learned about an issue from a text or texts they have studied in one of the course units in this way:

Marker: What texts did you read or view that explored this issue/topic?

The marker then initiates discussion of an issue or topic studied in the other unit of the course in this way:

Marker: Thank you. Now let's move on to an issue or topic that you studied in the other unit of the course.

Candidate: Well, in our other unit on (unit focus), I learned a lot about (issue/topic). This was really interesting because (reason ...)

Marker: What texts did you read or view that explored this issue/topic?

At the end of the interview the marker concludes with the words:

Marker: Thank you, this is the end of the interview.

11. Key dates

6 April 2016	Last date for upload into SIRS of changes to student enrolment for the practical (oral) examination
7 September 2016	<ul style="list-style-type: none">• Personalised timetables can be downloaded by schools/providers from SIRS• Students can access their personalised examination timetables via the Authority's student portal
15 October to 30 October 2016	English as an Additional Language or Dialect ATAR course Practical (oral) examination (Western Australian schools)

Appendix 1: Personalised practical examination timetable



Government of Western Australia
School Curriculum and Standards Authority



2016 ATAR course examination Personalised practical examination timetable Practical (oral) examination in English as an Additional Language or Dialect
--

SCSA student number:

2	2	0	0	0	0	0	0
---	---	---	---	---	---	---	---

Candidate: Sample Student

School name: Sample School

School code: 1221

Examination details

Course: English as an Additional Language or Dialect

Date: Saturday, 15 October 2016

Reporting time: 10:25AM

Examination time: 10:45AM

Venue: Aranmore Catholic College

Reporting Location: Ground floor entrance Brother Bernard Murphy Building
Refer to the map on the back

These examination details are final and no changes can be made.
--

Candidates must not contact the venue about the examination arrangements. Any queries must be directed to the School Curriculum and Standards Authority on 9273 6377.

Candidates must not wear or carry anything that identifies either them, their school, club or achievements. If this does occur, candidates will be referred to the Breach of Examination Rules committee.

Candidates who have not reported to a supervisor once their scheduled examination time has commenced will not be admitted to the practical (oral) examination and the examination cannot be rescheduled.

Candidates are required to sign this sheet prior to the examination. This signed timetable is handed to the supervisor when registering at the examination venue for the practical (oral) examination.

Candidates must leave the examination area once they complete the examination. Candidates must not have contact with candidates waiting to be examined, or teachers, or other parties who are seeking feedback from the examination. Failure to do so may result in a breach of examination rules.

SignatureDate.....

Emergency contact for candidates: Phone 9273 6377