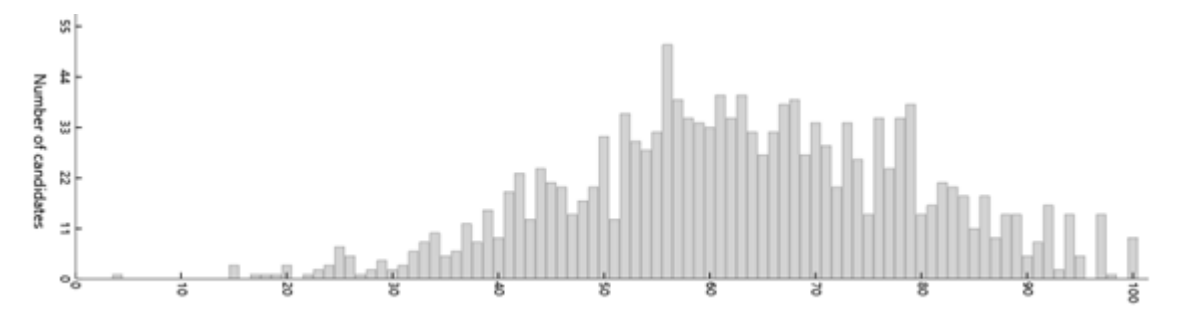




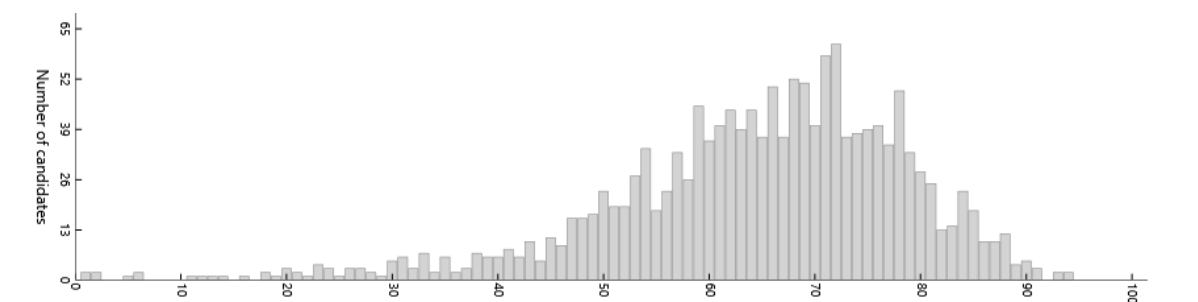
Summary report of the 2018 ATAR course examination report: English as an Additional Language/Dialect

Year	Number who sat all examination components	Number of absentees from all examination components
2018	1476	12
2017	1483	13
2016	1464	20

Examination score distribution—Practical



Examination score distribution—Written



Summary

Candidates completed a practical and a written examination.

Practical examination

Attempted by 1480 candidates Mean 63.02% Max 100% Min 3.89%

Section means were:

Part A: Introductory discussion	Mean 83.47%		
Attempted by 1480 candidates	Mean 4.17(/5)	Max 5.00	Min 0.00
Part B: Visual stimulus/focus questions	71.55%		
Attempted by 1480 candidates	Mean 25.04(/35)	Max 35.00	Min 3.89
Part C: Course issues/topics discussion	56.35%		
Attempted by 1480 candidates	Mean 33.81(/60)	Max 60.00	Min 0.00

Written examination

Attempted by 1485 candidates Mean 64.44% Max 94.31% Min 0.81%

Section means were:

Section One: Listening Attempted by 1485 candidates	Mean 65.45% Mean 19.64(/30)	Max 29.19	Min 0.00
Section Two: Reading and viewing Attempted by 1483 candidates	Mean 66.14% Mean 23.15(/35)	Max 34.42	Min 0.00
Section Three: Extended writing Attempted by 1472 candidates	Mean 62.51% Mean 21.88(/35)	Max 35.00	Min 0.00

General comments

Practical examination

The candidates performed well overall; there is now a greater understanding of the process for the practical examination with candidates able to converse with more ease, although some still find difficulty in Part C: Course issues/topics discussion. The images and topics were interesting and related to the course units.

Advice for candidates

- Use the time allowed for preparation effectively.
- Don't spend too long on describing the image, rather concentrate on your responses to the focus questions.
- Remember this is a formal interaction, so use language appropriate for this context: slang or very casual language is not appropriate.
- For Part C of the examination, think about the texts you have studied and how they relate to the unit topics – make sure you are well-acquainted with both Units 3 and 4 so that you can discuss relevant issues, providing links to and examples from both the texts and your own experiences.

Advice for teachers

- Practise the format of the examination with your students, with reference to the Practical Requirements document, so that they are well-prepared, know what to expect and can prepare effectively.
- Ensure your students are familiar with the Practical marking key, so they understand how their performance will be assessed.
- Choose appropriate texts that reflect both Course units and demonstrate to the students how they can use these to explain and support their ideas and opinions. This is critical for Part C.

Written examination

The written component of the examination enabled candidates to demonstrate their English language skills effectively, supported by interesting and current topics. The majority of candidates completed the paper, with only a few unanswered questions, mainly in the Listening section. The Listening texts were clearly spoken and at a good pace: Text 1 *Innovative Farming in Australia* had some subject specific vocabulary which tripped up a few candidates, for example, using 'solar system' instead of 'solar energy', which was unacceptable. Text 2: *Australia as a Multicultural Community*, provided fewer vocabulary issues but candidates were required to interpret questions carefully. However, there was still a good spread of marks across both texts.

Advice for candidates

- Read questions carefully, choose appropriate vocabulary to ensure that answers make sense in the context of the texts and ensure that all parts of a question are answered.
- If a question/section is left to be answered later – then be sure that you do so! For example, if a question from Section Three: Extended writing is answered before the Synthesis in Section Two, enough time must be left in order to return to this section, otherwise 15 marks can be lost.
- Allow time for editing; marks can be lost through grammatical or spelling errors that can be easily corrected by checking your finished text.

Advice for teachers

- Teach your students how to take notes as they listen to Section One, though it is pleasing to note that more candidates are now making better use of their listening time in order to do so.
- Give your students practice at writing within the suggested working time, so that they are able to pace themselves in the examination and have time to answer all questions in the time allowed.
- It is important that candidates write legibly, which means that their handwriting is clear and of a reasonable size.
- Ensure that texts used in class are related primarily to the course units, but also have broad appeal and are about contemporary issues that relate to the student and the Australian cultural community. Remember too, that a range of texts can be used, including newspapers, television programs, magazines and so on, that are well written, have valid content and reflect current opinion.
- As the Extended writing section has four different text types, ensure that students know what the features of these text types are and have practice during the course of writing all four. Make sure that students are aware of the criteria used for marking this section and point out, for example, that writing an essay when a letter to the editor is required will lose them valuable marks.

Comments on specific sections and questions

Practical examination

Part A: Introductory discussion (3 Marks)

Interaction on familiar topics

Overall, candidates performed well in this section, easily maintaining a conversation. Grammatical errors, the use of inappropriate register, speaking too slowly or with frequent hesitations were the main reasons for candidates to lose marks.

Part B: Visual stimulus/focus questions (18 Marks)

For overseas candidates, pronunciation and first language (L1) interference affects their fluency and accuracy, also the pace of delivery can be a factor affecting some candidates' performance. There were some excellent responses and candidates were able to communicate their ideas effectively. However, some responses lacked coherence and candidates spent too much time describing the image without concentrating on their responses to the focus questions. The unseen question for some images was long and, in some cases, did not relate well to the image which posed problems for some candidates.

Part C: Course issues/topics discussion (20 Marks)

Again, L1 influence affected fluency and clarity, particularly for overseas candidates. These candidates often speak at a slow pace and pause frequently. Markers believe this may be a strategy, but it is counterproductive as it affects the time candidates have to demonstrate their linguistic skills, and is not to be encouraged. In order to achieve higher marks, candidates must be able to discuss the topics and articulate their ideas using good lexical resources and linguistic features. Criterion 3 (*Unit 3 content*) and Criterion 4 (*Unit 4 content*),

in which candidates must discuss their ideas about the two course units, proved to be the most difficult part of the practical examination. Although there were some good answers, there appeared to be little understanding of Australia as a Cultural Community and many of the texts that the candidates had studied were not appropriate or do not reflect contemporary Australian values and beliefs. Many candidates had difficulty with Criterion 4, being unable to discuss the effects of persuasive techniques or provide effective examples of how language can be used to empower and/or marginalise, unable to link these to texts and the course.

Written examination

Section One: Listening (37 Marks)

Text 1 was somewhat harder than Text 2 as there was more subject-specific vocabulary involved.

Section Two: Reading and viewing (30 Marks)

There were some very good responses. However, the graph (Text 5), although relevant, was confusing to some candidates.

Section Three: Extended writing (25 Marks)

There were some very good answers in this section; there were a few unfinished scripts but not very many. It does appear that some candidates chose to complete this section before the Synthesis. This is quite acceptable, but they needed to leave enough time to return to the Synthesis. Candidates should also leave time to edit their finished script, it is obvious that many grammatical errors would be corrected if they did so.

Overall, candidates were able to convey their ideas well using simple grammatical structures and punctuation, but made more errors once they begin to articulate more complex ideas and subject matter. Candidates demonstrated a good level of vocabulary, although there were some who had difficulty distinguishing between formal and informal language and when it was not appropriate to use the latter. It is pleasing to note that generally spelling was good.