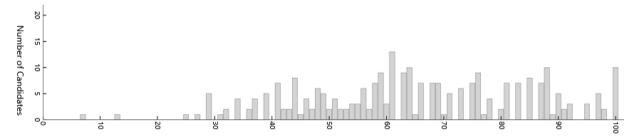




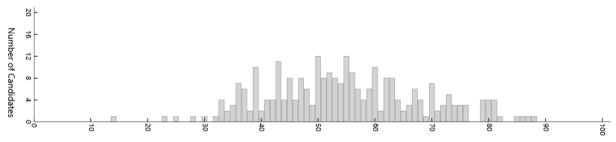
# Summary report of the 2016 ATAR course examination: Italian: Second Language

Year	Number who sat all examination components	Number of absentees from all examination components
2016	266	2

## Examination score distribution-Practical



# Examination score distribution-Written



## Summary

Candidates completed a practical and written examination.

## **Practical examination**

The practical (oral) component consisted of preparation time of 15 minutes (Part A) followed by an interview (Part B) where candidates participated in a discussion and response to focus question/statement on the prepared stimulus and (Part C) a conversation with the marker drawing on three nominated topics from Units 3 and 4. The spread of marks ranged from 6.93% to 100% and the standard deviation was 19.32%.

Attempted by 266 candidates	Mean 65.12%(/100) Max 100.00% Min 6.93%		
Section means were: Part B: Discussion of stimulus Part C: Conversation	Mean 23.06(/35) Mean 42.05(/65)	Max 35.00 Max 65.00	Min 3.68 Min 3.25

## Written examination

The written component consisted of three sections with candidates required to attempt all questions in Sections One and Two. In Section Three Part A, candidates were required to choose one question from a choice of two questions and in Part B one question from a choice of four questions. The spread of marks ranged from 13.92% to 87.79% and the standard deviation was 13.42%.

Attempted by 266 candidates

Mean 12.67(/30)	Max 28.70	Min 0.65
Mean 18.75(/30)	Max 29.12	Min 1.76
Stimulus response		
Mean 10.85(/20)	Max 17.50	Min 4.50
Extended response		
Mean 12.30(/20)	Max 20.00	Min 5.00
	Mean 18.75(/30) Stimulus response Mean 10.85(/20) Extended response	Mean 18.75(/30) Max 29.12

## General comments

#### **Practical examination**

Candidates were well prepared with course content and they were aware of processes and protocols.

## Advice for candidates

- Refer to stimulus image/s, not to describe them, but to use them in discussion.
- Use a range of tenses. More work is needed to improve accuracy of language structures and range of grammar use.

#### Advice for teachers

- Ensure that students develop strategies on how to respond to and anticipate questions for their stimulus and nominated topics.
- Encourage students to extend the range of grammar and language accuracy.

#### Written examination

Candidates were well prepared and had sufficient time to plan and complete all sections of the examination. However, some candidates provided literal translations in the responding sections that indicated that they were not necessarily synthesising information in order to respond to questions for the listening and print texts.

## Advice for candidates

- Avoid word-for-word (literal) translation of text as an approach to answering the short answer questions provided in Sections One and Two of the examination. Translating the words used in a text to respond to a question is not enough to demonstrate comprehension.
- Check English expression; clarity is essential. Responses that are expressed poorly may result in loss of marks.
- Follow instructions regarding question choice or continuation with writing, e.g. continue with writing on page 24.
- Answer the question, use paragraphs, check agreements, verb tense and adhere to text conventions.
- Adhere to suggested word count, otherwise responses become repetitive and sometimes off topic.
- Adhere to all key conventions of the required text type, including the appropriate register to address the purpose of writing and the audience.

## Advice for teachers

- Ensure students have a clear understanding of the three Learning contexts and topics for both Unit 3 and Unit 4.
- Ensure students engage with a range of text types and have a clear understanding of the textual conventions examinable in the course as per the Year 12 Syllabus.
- Ensure students recognise and use grammatical items examinable in the course.

# Comments on specific sections and questions Practical examination

# Part B: Discussion of stimulus

Attempted by 266 candidates Mean 23.06(/35) Max 35.00 Min 3.68 Most candidates were able to initiate the stimulus discussion with some practiced introduction. A few were able to develop this for the specific stimulus, but many gave superficial responses, even when asked specific questions. Sometimes candidates did not answer the question and/or address the specific information required. The use of preparation notes in Part B: Stimulus worked well this year, with very few candidates reading from their notes.

#### Part C: Conversation

Attempted by 266 candidates Mean 42.05(/65) Max 65.00 Min 3.25 Most candidates were familiar with the syllabus and the format of the practical examination. When asked *Quali temi hai studiato in italiano quest'anno*?, candidates were prepared and were able to negotiate with markers the prescribed topics they wished to discuss. The interpretation of topics varied amongst candidates e.g. many candidates focused too much on food or fashion in *Cose Italiane* (All things Italian) instead of considering other possibilities such as art, architecture, ways of life, or music.

Some candidates were extremely well prepared, whereas others provided predictable or rote-learnt responses addressing the topic but sometimes unable to respond to particular questions or sustain conversation. Others were not able to elaborate, nor give opinions with specific examples when responding to general questions.

#### Written examination

## Section One Response: Listening

Attempted by 266 candidates Mean 12.67(/30) Max 28.70 Min 0.65 Candidates listened to three audio recordings in Italian: an announcement, a speech and a radio interview and were then required to answer 14 questions on the texts in English. This part of the examination was the most challenging. While the listening texts were appropriate and candidates seemed to comprehend the content they were not always able to give appropriate responses; instead; giving literal translations of those parts of the texts that contained the answer. The statistics showed that Questions 2, 3, 6, 9 and 11 were the most challenging.

## Section Two Response: Viewing and reading

Attempted by 266 candidates Mean 18.75(/30) Max 29.12 Min 1.76 Candidates answered 10 questions in English on three different Italian texts. The first was a diary entry, the second an article and the third a blog. Questions were pitched at an appropriate level for second language learners but many candidates provided literal rather than analytical responses. Question 16 was challenging and while answers to Questions 15, 19 and 20 were long, they did not always contain all the points required to gain full marks.

## Section Three: Written communication Part A: Stimulus response

Attempted by 265 candidates Mean 10.85(/20) Max 17.50 Min 4.50 Part A: Stimulus response required candidates to read a short stimulus text and then write 150 words in Italian on a question relating to the text. In this section, the majority chose Question 25. Candidates did not always answer the question and/or refer to the stimulus text.

# Section Three: Written communication Part B: Extended response

Attempted by 266 candidates Mean 12.30(/20) Max 20.00 Min 5.00 Part B: Extended response required candidates to write 200 words in Italian. In the extended response, the most popular choice was Question 27. The results were better overall than the stimulus response. Some candidates did not heed the word count, wrote too much and were not able to sequence ideas well. Text conventions were not always observed, even though candidates wrote well. They also lacked knowledge of common phrases that would be useful in their writing and some candidates still seemed not to have the appropriate linguistic resources to answer the questions in the written section.