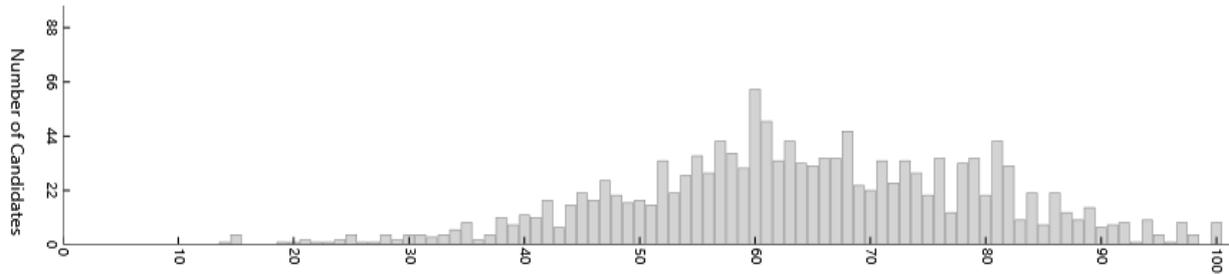




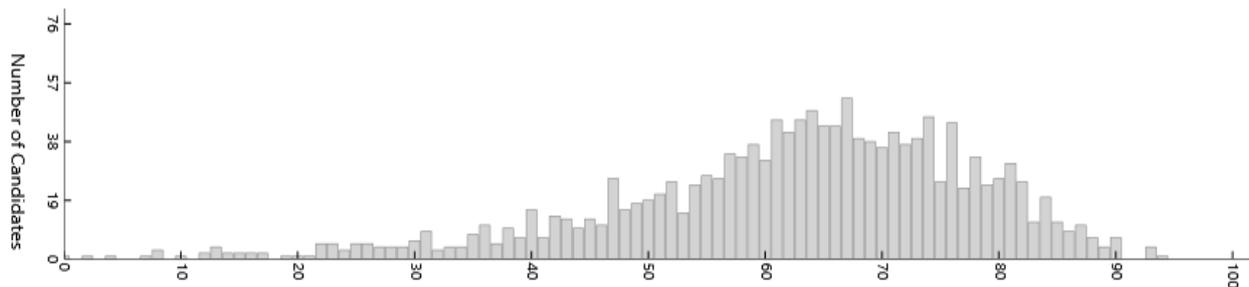
Summary report of the 2016 ATAR course examination: English as an Additional Language/Dialect

Year	Number who sat all examination components	Number of absentees from all examination components
2016	1464	20

Examination score distribution–Practical



Examination score distribution–Written



Summary

Candidates completed a practical and a written examination.

Practical examination

The practical (oral) component consisted of an introductory discussion (Part A) followed by Visual stimulus and focus questions (Part B) and Course issues/topics discussion based on both units of the syllabus. The spread of marks ranged from 13.50% to 100% and the standard deviation was 15.41%.

Attempted by 1468 candidates Mean 64.20%(/100) Max 100% Min 13.50%

Section means were:

Part A: Introductory discussion	Mean 4.36(/5)	Max 5.00	Min 0.00
Part B: Visual stimulus/focus questions	Mean 25.43(/35)	Max 35.00	Min 5.83
Part C: Course issues/topics discussion	Mean 34.41(/60)	Max 60.00	Min 6.00

Written examination

The written component consisted of three sections with candidates required to attempt all questions in Sections One and Two and one from a choice of five questions in Section Three. The spread of marks ranged from 0% to 93.98% and the standard deviation was 15.58%.

Attempted by 1475 candidates

Mean 62.26%(/100) Max 93.98% Min 0.00%

Section means were:

Section One: Listening

Mean 19.65(/30)

Max 29.23

Min 0.00

Section Two: Reading and viewing

Mean 21.01(/35)

Max 35.00

Min 0.00

Section Three: Extended writing

Mean 21.69(/35)

Max 35.00

Min 0.00

General comments

Practical examination

Most candidates were well-prepared, but it is evident that a greater focus on speaking and listening for overseas candidates would be beneficial.

Advice for candidates

- Use Part B to show what you can do. Don't wait to be prompted by the examiner or read out the prompts. The examiners know what the prompts are, so try to find some way of connecting your 'transition' from one prompt to the next.
- Try to be natural in your discussion of topics in Part C. It is very apparent when an answer has been rote-learned.

Advice for teachers

- Teach more about the Australian context so that students can have a wide repertoire of knowledge on which to draw if asked.
- Ensure that your students don't rote learn responses for Part C. They need to show thought and flexibility in their discussion with the marker.

Written examination

In the Listening section there were many non-attempted questions, answers that were missing information, or partial answers. It appeared candidates allocated appropriate time to the Reading and Viewing and Extended Writing sections, but some appeared to complete the Extended Writing section before the Reading and Viewing section, as some Syntheses were incomplete. The synthesis question continues to challenge candidates, with many listing similarities between texts rather than synthesising the ideas of the texts in support of a discussion of the question. Some candidates are still wasting time writing an introduction and a conclusion to this question, which is not needed. In the Extended writing section, the conventions for essay were understood by the majority of candidates, and these questions were handled the best. Speech and feature article format is still proving difficult for candidates, with many writing an introduction that matches the genre and then reverting to essay structure. Teachers are encouraged to review generic conventions with their candidates. Although only two questions asked for text references, many candidates tried to incorporate texts into other questions. This was done clumsily, as often the texts did not suit the topic. There were, nevertheless, some outstanding Extended Writing responses.

Advice for candidates

- In both the Listening and Reading and Viewing sections, use only the information you hear, read or view, unless asked otherwise. Adding in other information in these sections is not beneficial.
- If you are to choose an Extended Writing question, be sure to follow the genre, especially if you are choosing the letter or the feature article genre.
- Vulgar language should not be used, regardless of the audience. It is not appropriate within the context of a formal examination.
- There are two main kinds of essays; hortatory (persuasive) and exploratory/expository. Learn the difference between them and the key words to identify which question is asking for which type of essay.
- Be careful about text choice.

