

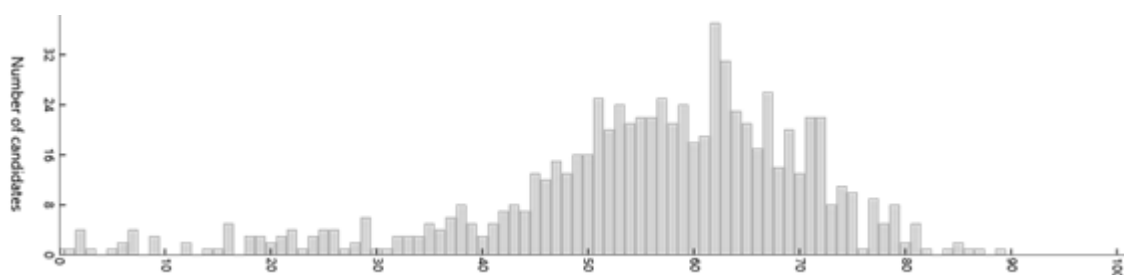


Summary report of the 2024 ATAR course examination report: English as an Additional Language or Dialect

Year	Number who sat	Number of absentees
2024	769	31
2023	814	14
2022	840	24
2021	880	35

The number of candidates sitting and the number attempting each section of the examination can differ because of non-attempts across sections of the examination.

Examination score distribution



Summary

The 2024 paper reflected the syllabus well with texts and topics that were appropriate and engaging for candidates. Most candidates demonstrated a genuine attempt at the paper and an understanding of the differing requirements of each section.

Attempted by 769 candidates Mean 55.53% Max 88.58% Min 0.00%

Section means were:

Section One: Listening	Mean 56.53%		
Attempted by 769 candidates	Mean 14.13(/25)	Max 24.29	Min 0.00
Section Two: Reading and viewing	Mean 48.52%		
Attempted by 769 candidates	Mean 12.13(/25)	Max 22.32	Min 0.00
Section Three Part A Extended writing Speech	Mean 62.15%		
Attempted by 756 candidates	Mean 12.43(/20)	Max 19.60	Min 0.00
Section Three Part B Extended writing Essay	Mean 56.12%		
Attempted by 747 candidates	Mean 16.84(/30)	Max 30.00	Min 0.00

General comments

There was sound engagement with both texts in the Listening section, although some candidates needed to be more precise, particularly with the use of verbs. There was some mishearing of similar sounding words that affected the meaning of answers. In the Reading and viewing section, candidates often confused the information required for a question by placing it as an answer to the wrong question. Candidates were able to make connections between the Reading and viewing texts in the synthesis, with stronger answers presenting a clear synthesis and elaboration of relevant knowledge and/or experience. The Extended writing Part A answers were a strength, although many candidates wrote a thinly disguised essay instead of a speech. In the Extended writing Part B, weaker answers did not address the question, instead providing prepared answers.

Advice for candidates

- In the Listening and Reading and viewing sections, ensure that you are precise and concise with your answers. Read the question carefully and listen or read for the key words in the given texts to produce the correct answer. Avoid unnecessary elaborations or providing multiple answers in an attempt to gain marks when you are unsure. If you use this approach, you may not be rewarded for the parts of your answers that are correct.
- In the Listening section, listen carefully for the instruction verbs and use them in your answers.
- In the Reading and viewing section, for the short answer questions, ensure that you obtain your answers from the text associated with each question. All answers should come directly from the provided texts and not from your own understandings and experience.
- In the Extended writing Essay section, ensure that you refer to two texts studied as part of the English as an Additional Language and/or dialect course.
- Avoid reproducing prepared answers for the Extended writing Speech and Essay questions as you will not score highly. Answers that clearly address and engage with the question in a meaningful way will be rewarded.
- The synthesis question in the Reading and viewing section does not require a full introduction and conclusion. Writing such paragraphs is a waste of time as they do not attract any marks.
- Ensure you are synthesising information across the three texts in the Reading and viewing section in the synthesis and not merely summarising the texts.
- When responding to the synthesis question, you must provide your own knowledge and/or experience in relation to your key ideas. Your knowledge and/or experience should be elaborated upon by providing supporting evidence.
- In the Extended writing section, you should be aiming for an extended piece of writing. You should produce a fully developed Speech or Essay over several paragraphs.
- For the Extended writing Speech, your answer should be written clearly as a speech, using a wide range of speech conventions to engage your audience.

Advice for teachers

- In preparing students for the Listening section, ensure that they listen to a range of voices and accents speaking Standard Australian English.
- Direct students to provide precise and concise answers in the Listening section, rather than writing a lot of information on the page in the hope that they will be awarded some marks.
- In preparing students for the Reading and viewing section, teach them how to unpack the specific requirements of the question, looking for key terms to assist them in locating the required information in the provided texts.
- Teach students to synthesise across all three texts in the synthesis question, as well as how to select relevant examples from their own knowledge and experiences to support their ideas.
- Focus on the conventions of speeches, both in analysing and producing speeches in class. Direct students to make note of verbal and non-verbal communication techniques that could be used when delivering their speeches and annotate these on their answers.
- Discourage students from reproducing prepared essays in the examination, as these will not be rewarded highly.
- Ensure that you teach studied texts directly in relation to the syllabus content to prepare students for answering the essay questions.

Comments on specific sections and questions

Section One: Listening (35 Marks)

Candidates were mostly able to answer the wide range of questions in the Listening section, although there were a few more challenging questions that were discriminators. Many candidates made notes and attempted all questions, demonstrating effective listening and time management strategies in this section.

Section Two: Reading and viewing (28 Marks)

Candidates were able to achieve a comprehensive synthesis of the Reading and viewing texts.

Section Three Part A Extended writing Speech (25 Marks)

Candidates were able to demonstrate their ability in response to both speech topics, with equally engaging answers produced for both. Neither question allowed candidates to take the counter-position. Weaker candidates wrote an essay with a welcoming sentence and a sign off at the end. This did not address the speech genre. Stronger candidates used a variety of punctuation to show tone and emphasis.

Section Three Part B Extended writing Essay (25 Marks)

Candidates were able to discuss their own cultural experience and contexts in response to the essay questions. Many candidates only mentioned key words in a topic sentence and ended with the body that was just text retell. Addressing key terms received a maximum of five out of nine. There continued to be a lot of memorised essays without trying to fit them to the question. There were many formulaic essay structures demonstrated, such as 'firstly', 'secondly' and 'finally'. There were also many instances of 'in a nutshell', which should not be used in an essay. Better responses used a range of cohesive devices throughout the paragraph, rather than just at the beginning. Many candidates showed a solid command of English grammatical structures. Vocabulary was a strength in the essay, with many candidates using a wide range.