



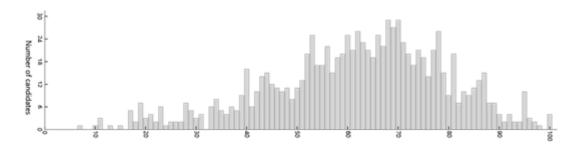
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# Summary report of the 2021 ATAR course examination report: English as an Additional Language/Dialect

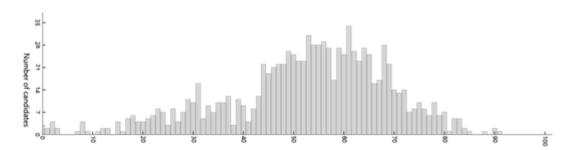
Year	Number who sat all examination components	Number of absentees from all examination components
2021	880	35
2020	1331	37
2019	1278	33
2018	1476	12

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

### Examination score distribution-Practical



#### Examination score distribution-Written



### Summary

Candidates completed a practical and written examination.

#### Practical examination

Attempted by 888 candidates	Mean 62.85%	Max 100.00%	Min 6.92%
Section means were:			
Part A: Introductory discussion	Mean 79.65%		
	Mean 3.98(/5)	Max 5.00	Min 0.00
Part B: Visual stimulus/focus questions	Mean 70.34%		
·	Mean 24.62(/35)	Max 35.00	Min 3.50
Part C: Course issues/topics discussion	Mean 57.08%		
·	Mean 34.25(/60)	Max 60.00	Min 0.00

#### Written examination

Attempted by 983 candidates Mean 52.39% Max 91.27% Min 0.00%

Section means were:

Section One: Listening Mean 49.82%

Attempted by 982 candidates Mean 14.95(/30) Max 28.97 Min 0.00

Section Two: Reading and viewing Mean 48.86%

Attempted by 979 candidates Mean 17.10(/35) Max 32.20 Min 0.00

Section Three: Extended writing Mean 58.14%

Attempted by 968 candidates Mean 20.35(/35) Max 35.00 Min 0.00

#### General comments

All candidates appeared to know the structure of both the practical and the written examination, although preparedness for each section varied between candidates.

#### **Practical examination**

Responses to the practical examination overall ranged from those that were well-structured and addressed questions appropriately, to those that appeared unprepared and those only capable of monosyllabic answers. Generally, responses in Parts A and B were sound, but many candidates lacked sufficient knowledge of the course content and studied texts to respond successfully in Part C. Some candidates referred to a range of new texts and speeches that enhanced their understanding of the course content.

#### Advice for candidates

- Try to have a discussion with the interviewer throughout.
- Ensure an understanding of the themes and issues explored in Units 3 and 4. Within the broad areas of Australia as a cultural community (Unit 3) and Language and empowerment (Unit 4) there are many suggested contexts.
- You should prepare a novel as a text reference in at least one, if not both units to demonstrate your knowledge and understanding of these contexts.
- Discuss the themes and issues in the unit and use summaries and points from a studied text as examples. Do not simply 'retell' a story.

#### Advice for teachers

- A wider range of texts should be studied as preparation for Part C to ensure candidates have a better grasp of the themes and issues in the Units. New texts and speeches can enhance your students' understanding of the course content. Both Australia as a cultural community and Language and empowerment are multifaceted and offer opportunity for a variety of interesting topics.
- Practise discussion of the themes and issues of the units.

### Written examination

The written paper covered a range of content appropriate to the course. The level of texts were appropriate and allowed candidates to be challenged by a range of questions that assessed their general and their in depth comprehension of the texts.

#### Advice for candidates

- Ensure that you study a range of texts that relate to the course content. This should include full length texts. Do not rely solely on short stories and articles as these may not provide depth of analysis or sufficient examples.
- Pay attention to the legibility of your handwriting.
- Read the questions carefully, particularly in the listening section and ensure that answers specifically address the question requirements.

- Prepare a short plan for the synthesis question.
- In the Extended writing section, always ensure that separation into paragraphs is clearly identifiable.
- In an essay that requires reference to text, ensure that the texts are referred to in the introduction.

#### Advice for teachers

- Avoid teaching texts that are inappropriate for the course contexts.
- Ensure that, particularly in practising for the Listening section, your students learn to answer a question with information from the text that applies explicitly to that question.
- Teach and practise writing a short plan for the synthesis question. This will assist your students in answering all parts of the question fully.
- Teach your students to integrate their opinions and knowledge with each point in the synthesis rather than at the end.

# Comments on specific sections and questions Practical examination

#### Part A: Introductory discussion (3 marks)

This section was generally well-handled by most candidates. Overall the responses were focused and sustained – very confident, engaging and the speakers were interactive. Generally, local candidates were more confident than overseas candidates; however, some overseas candidates were excellent in this part, gaining full marks.

Interaction on familiar topics

Mean 2.39(/3) Max 3

Min 0

### Part B: Visual stimulus/focus questions (20 marks)

Most candidates described the visual stimulus briefly before moving on to the focus questions. Very few candidates spent too much time on the visual stimulus. Most were able to sustain their monologues without literally reading from their notes when responding to the focus questions. Some candidates spent too much time on a question; they needed to manage time wisely and attempt the more conceptually demanding questions showing a formal style of language use. Responses to the unseen question were pleasing although some were rather brief.

Fluency and clarity	Mean 3.47(/5)	Max 5	Min 0
Linguistic resources	Mean 3.27(/5)	Max 5	Min 0
Register	Mean 1.67(/2)	Max 2	Min 0
Content	Mean 3.44(/5)	Max 5	Min 0
Interaction on unseen question	Mean 2.22(/3)	Max 3	Min 0

### Part C: Course issues/topics discussion (22 marks)

Many candidates showed a reasonable understanding of Unit 3 and Unit 4 content; a good range of texts were used to support the issue/s nominated and language techniques used, although some did lapse into story-telling mode and had to be asked additional questions to elicit contextual understanding and knowledge.

Fluency and clarity	Mean 3.28(/5)	Max 5	Min 0
Linguistic resources	Mean 3.08(/5)	Max 5	Min 0
Register	Mean 1.58(/2)	Max 2	Min 0
Unit 3 content	Mean 2.36(/5)	Max 5	Min 0
Unit 4 content	Mean 2.27(/5)	Max 5	Min 0

#### Written examination

### **Section One: Listening (29 Marks)**

The listening section was at an achievable and accessible level of comprehension.

# Section Two: Reading and viewing (25 Marks)

The texts generally addressed the course content.

## **Section Three: Extended writing (25 Marks)**

Both essay questions were relatively popular and candidates were better able to demonstrate essay generic conventions than they were able to make use of the many generic conventions available to write a feature article, or the conventions involved in writing a letter beyond a salutation and a sign-off.