

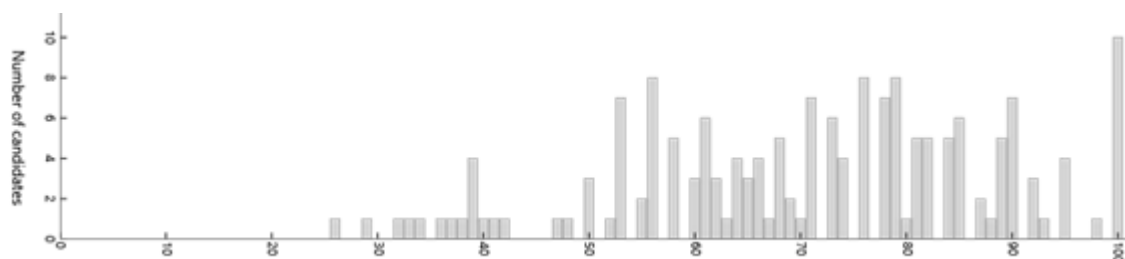


Summary report of the 2024 ATAR course examination report: Italian: Second Language

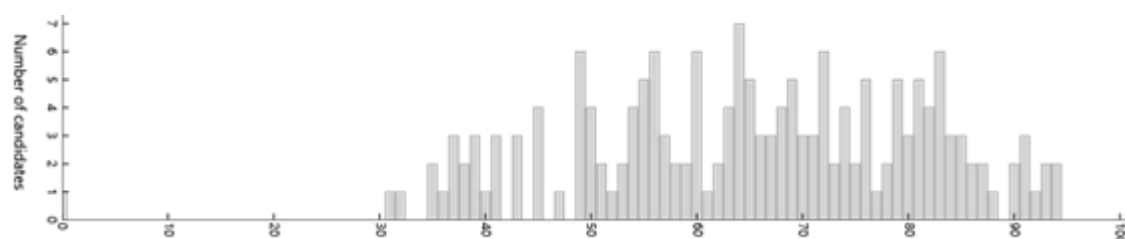
Year	Number who sat all examination components	Number of absentees from all examination components
2024	172	2
2023	166	1
2022	164	2
2021	192	3

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 a written examination and performed equally well in each.

Practical examination

Attempted by 172 candidates Mean 71.03% Max 100.00% Min 25.98%

Section means were

Part B: Discussion of stimulus	Mean 71.77%		
Attempted by 172 candidates	Mean 25.12(/35)	Max 35.00	Min 10.50
Part C: Conversation	Mean 70.63%		
Attempted by 172 candidates	Mean 45.91(/65)	Max 65.00	Min 15.48

Written examination

Attempted by 174 candidates Mean 64.79% Max 94.33% Min 0.00%

Section means were:

Section One

Response: Listening Mean 68.65%
Attempted by 174 candidates Mean 20.60(/30) Max 29.17 Min 0.00

Section Two

Response: Viewing and reading Mean 66.21%
Attempted by 174 candidates Mean 19.86(/30) Max 29.17 Min 0.00

Section Three: Written communication

Part A: Stimulus response Mean 61.00%
Attempted by 173 candidates Mean 12.20(/20) Max 20.00 Min 0.00

Section Three: Written communication

Part B: Extended response Mean 60.67%
Attempted by 173 candidates Mean 12.13(/20) Max 19.00 Min 0.00

General comments

Practical examination

Most candidates performed well in the practical examination, demonstrating a sound knowledge of the syllabus and good communication skills. The stimulus items worked well, allowing candidates to demonstrate their facility with Italian language. However, a few candidates relied too much on rote learning.

Advice for candidates

- Listen to questions carefully and answer the question/s first, before adding additional information that may not be relevant to the question.
- Engage in the conversation or discussion of the stimulus item and take the initiative in using each part of the stimulus item as a prompt for the discussion.
- Develop some strategies to answer simple questions without rehearsing. Do not rely on memorised answers only.

Advice for teachers

- In the Stimulus discussion, teach students to address the statement, acknowledge the images and answer the questions.
- Focus on strategies for students to use in order to negotiate unexpected questions.
- Ensure that you and your students are using the current version of the syllabus.
- Provide students with opportunities to practise how to sustain a conversation, rather than relying on rote learning.

Written examination

Candidates answered most questions well. Their performance was slightly stronger in Section One Response: Listening than in Section Two Response: Viewing and reading. However, some questions challenged candidates to use higher-order thinking skills in both sections of the examination. In Section Three Written communication, although candidates performed well in both the Stimulus response and the Extended response, their performance was stronger in the Extended response, indicating that they found it easier to provide responses to an open question.

Advice for candidates

- Read the questions carefully and answer them directly.
- In Section Three, address the questions in all their parts and adhere to the suggested word count.
- Consider carefully the content requirements of the question when planning your answer. Refrain from writing too many words that do not address the question. Quality should always be favoured over quantity.

Advice for teachers

- Encourage students to look at the topics from multiple perspectives. Assist them to develop a better understanding of the topics.
- Assist students to broaden their vocabulary and content knowledge, and provide them with answer keys to understand written or spoken texts.
- Teach students to answer the questions fully and directly. Provide feedback so that they answer with precision, heed the suggested word count and avoid irrelevant information.

Comments on specific sections and questions

Practical examination

Part B: Discussion of stimulus (20 Marks)

Most candidates spoke clearly and accurately about their chosen stimulus item and engaged in a detailed conversation. Although most candidates demonstrated a good knowledge of the syllabus, some relied on rote learned responses and lacked the skills to manipulate language at a very basic level.

Part C: Conversation (21 Marks)

Many candidates spoke confidently and with good intonation. They clearly understood the questions asked of them, but not all provided a good range of details, ideas and opinions in their answers.

Written examination

Section One Response: Listening (36 Marks)

Candidates performed well, displaying a broad range of abilities. The overall difficulty level of the examination provided a reasonable challenge for all candidates. Although many candidates demonstrated a strong understanding of the syllabus, some needed further review.

Section Two Response: Viewing and reading (36 Marks)

Candidates generally performed well in this section of the examination. Some candidates demonstrated a strong grasp of the material in the texts to provide correct answers. Weaker answers indicated that candidates needed closer examination of the texts.

Section Three: Written communication Part A: Stimulus response (20 Marks)

One stimulus text was provided and candidates were given the option of choosing one of two questions to answer about it. Question 24 was strongly preferred over Question 25. Candidates also performed slightly better on Question 24.

Section Three: Written communication Part B: Extended response (20 Marks)

Candidates were required to answer one question from a choice of four. Question 26 regarding the Italian way of life was strongly preferred; however, it was the least well done. Candidates' answers to questions were characterised by rote learned passages of text that did not necessarily address the question requirements.