

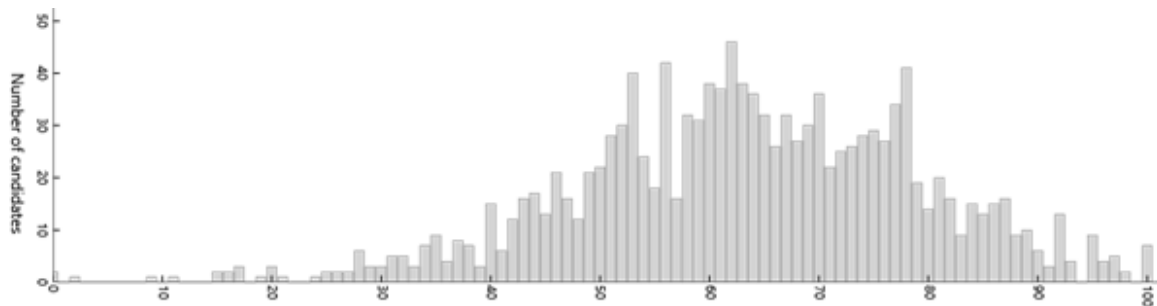


## Summary report of the 2020 ATAR course examination: English as an Additional Language/Dialect

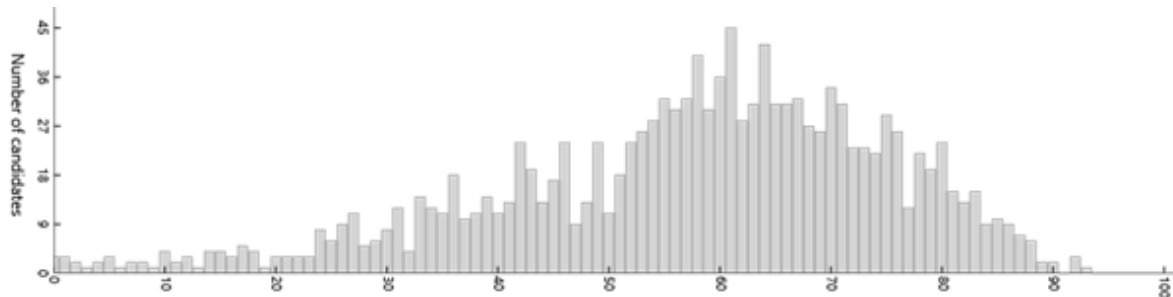
Year	Number who sat all examination components	Number of absentees from all examination components
2020	1331	37
2019	1278	33
2018	1476	12
2017	1483	13

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.

#### Practical examination

Attempted by 1338 candidates

Mean 63.19% Max 100.00% Min 0.00%

Section means were:

Part A: Introductory discussion

Mean 79.80%

Mean 3.99(/5) Max 5.00 Min 0.00

Part B: Visual stimulus/focus questions

Mean 71.31%

Mean 24.96(/35) Max 35.00 Min 0.00

Part C: Course issues/topics discussion

Mean 57.07%

Mean 34.24(/60) Max 60.00 Min 0.00

## Written examination

Attempted by 1344 candidates

Mean 57.21% Max 93.36% Min 0.00%

Section means were:

Section One: Listening

Mean 52.07%

Attempted by 1342 candidates

Mean 15.62(/30) Max 28.89 Min 0.00

Section Two: Reading and viewing

Mean 58.13%

Attempted by 1340 candidates

Mean 20.35(/35) Max 33.79 Min 0.00

Section Three: Extended writing

Mean 60.70%

Attempted by 1312 candidates

Mean 21.25(/35) Max 35.00 Min 0.00

## General comments

### Practical examination

Most candidates were familiar with the practical examination processes and procedures. In both Parts A and B, most candidates were able to sustain dialogue and address the content. For Part C, candidates generally demonstrated a reasonable understanding of Unit 3 and Unit 4 content. A range of texts was used to support issues and topics, though some candidates struggled to make appropriate links and connections.

#### Advice for candidates

- Follow the processes and procedures of the examination.
- Use a formal style of language throughout.
- Pause and think rather than use unnecessary words such as 'er' 'um' 'like'.
- Understand the contexts of Part C discussion of Unit 3 and Unit 4.
- Use the texts as examples of issues and themes studied in the course.

#### Advice for teachers

- Teach your students how to discuss the issues and use the texts as examples to back up their ideas. Show them how to make links to texts.
- Choose texts that relate to the course description. Select appropriate contemporary Australian texts.
- Teach your students the tools needed to discuss language features.
- For Unit 3, candidates need to be able to demonstrate understanding of the issues and topics and link them to contemporary Australian society.
- For Unit 4, select appropriate speeches that are more relevant to the course. For example, *Australian Dream* (Stan Grant): *Redfern* (Paul Keating): *Sorry Speech* (Kevin Rudd): *Ningaloo Reef* (Tim Winton).

## Written examination

Candidates appeared to engage with the paper on the whole quite well. The topics included in the examination were relevant to the candidates' lives and closely linked to the syllabus. In the Listening section, some candidates only provided their notes, without completing answers in the spaces provided.

#### Advice for candidates

- Read all questions carefully and ensure that a full answer has all the details given.
- Ensure that every question is answered in the spaces provided as side notes in the listening section are not marked.
- Develop legible handwriting for the examination.
- Never give your name or any information about you or place of study in any part of the extended writing section.
- Study larger texts and complete films as these give wider and deeper contexts for reference.

### *Advice for teachers*

- Choose texts that relate to the course description. Select appropriate contemporary Australian texts.
- Select longer texts as well as short stories. Students need a wider context in order to develop discussion and references in Extended Writing questions.

## **Comments on specific sections and questions**

### **Practical examination**

Attempted by 1338 candidates

#### **Part A: Introductory discussion (3 Marks)**

Candidates overall performed well in this section. Those who were able to maintain a conversation received full marks. Low marks were given to candidates unable to sustain dialogue or those using informal or inappropriate language.

*Interaction on familiar topics*

Mean 2.39(/3) Max 3 Min 0

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

Most candidates were familiar with the practical use of visual stimulus and focus questions and with the unseen question as an opportunity to develop a full answer, although others gave a simple obvious answer. Most candidates understood that the practical examination was an opportunity for them to display their finest formal language.

*Fluency and clarity*

Mean 3.44(/5) Max 5 Min 0

*Linguistic resources*

Mean 3.32(/5) Max 5 Min 0

*Register*

Mean 1.75(/2) Max 2 Min 0

*Content*

Mean 3.48(/5) Max 5 Min 0

*Interaction on unseen question*

Mean 2.28(/3) Max 3 Min 0

#### **Part C: Course issues/topics discussion (22 Marks 60%)**

Successful candidates skilfully wove knowledge of texts into the fabric of the analysis and context. Candidates without contextual understanding were limited to producing mainly superficial responses. Inappropriate choice of texts also limited performance. Unit 4 continues to be a real challenge to some candidates when asked to explain or extend ideas contextually.

*Fluency and clarity*

Mean 3.27(/5) Max 5 Min 0

*Linguistic resources*

Mean 3.10(/5) Max 5 Min 0

*Register*

Mean 1.68(/2) Max 2 Min 0

*Unit 3 content*

Mean 2.33(/5) Max 5 Min 0

*Unit 4 content*

Mean 2.18(/5) Max 5 Min 0

### **Written examination**

#### **Section One: Listening (27 Marks)**

Most candidates were able to understand the texts. Most questions required more specific detail than the more general and superficial answers supplied by too many candidates.

#### **Section Two: Reading and viewing (29 Marks)**

The texts and questions were well-understood for the most part. The lowest mean was for the idiomatic expression that candidates could explain literally with the use of their dictionaries (about being 'slapped on the wrist') but not explain as an idiom in the context of the text.

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

Most candidates completed a selected question in this section. The questions covered a range of topics and the content of both units proved accessible. Candidates must ensure that they answer

the whole question and use the genre and audience given in the question. Planning is vital to ensure that the piece of extended writing meets the requirements of the question.