

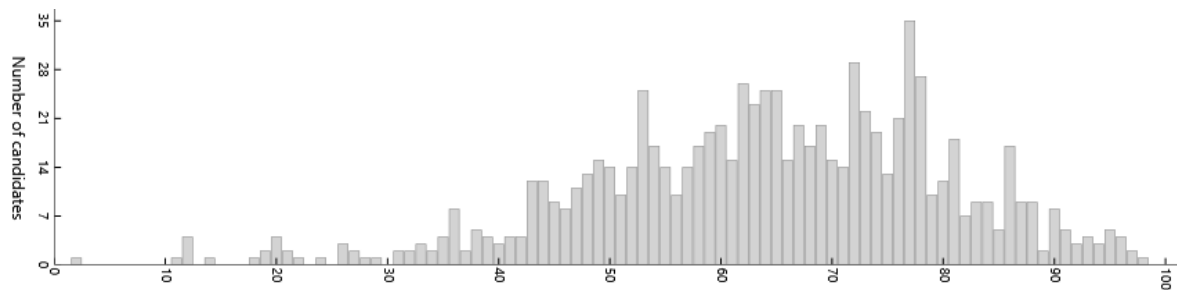


## Summary report of the 2022 ATAR course examination report: English as an Additional Language/Dialect

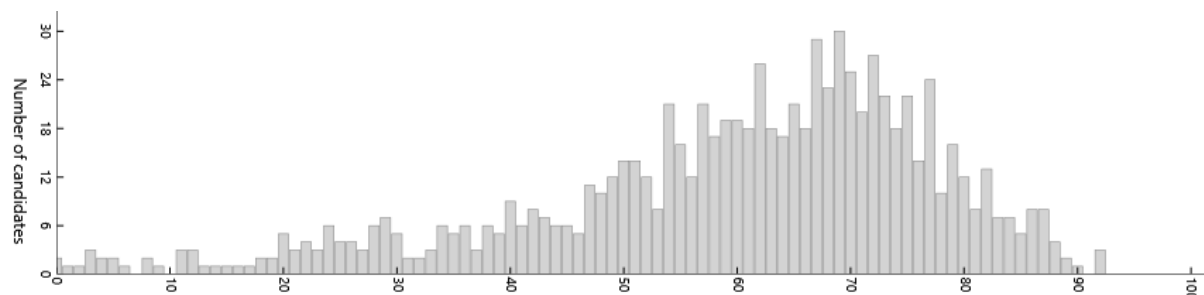
Year	Number who sat all examination components	Number of absentees from all examination components
2022	840	24
2021	880	35
2020	1331	37
2019	1278	33

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**

The written examination covered a range of topics and issues appropriate to the course content. A significant number of candidates demonstrated a lack of linguistic capacity in standard Australian English, relying on less precise dialectal forms of English. In a significant number of cases, this greatly affected their clarity of expression.

#### **Practical examination**

Attempted by 846 candidates	Mean 64.12%	Max 98.25%	Min 1.67%
Section means were:			
Part A: Introductory discussion	Mean 84.63%		
	Mean 4.23(/5)	Max 5.00	Min 1.67
Part B: Visual stimulus/focus questions	Mean 71.28%		
	Mean 24.95(/35)	Max 35.00	Min 0.00
Part C: Course issues/topics discussion	Mean 58.23%		
	Mean 34.94(/60)	Max 60.00	Min 0.00

### **Written examination**

Attempted by 847 candidates	Mean 59.46%	Max 91.79%	Min 0.00
Section means were:			
Section One: Listening	Mean 55.55%		
Attempted by 847 candidates	Mean 16.67(/30)	Max 29.14	Min 0.00
Section Two: Reading and viewing	Mean 63.73%		
Attempted by 843 candidates	Mean 22.31(/35)	Max 33.94	Min 0.00
Section Three: Extended writing	Mean 58.54%		
Attempted by 833 candidates	Mean 20.49(/35)	Max 35.00	Min 0.00

### **General comments**

#### **Practical examination**

Candidates generally used formal register during their practical examination. Many showed understanding of course content, but some candidates experienced difficulty in linking text to their discussion.

#### *Advice for candidates*

- Use a formal register throughout the interview.
- Use the text as examples of the points made.
- Understand all of the course content.
- Ensure a wide range of text to support points made.

#### *Advice for teachers*

- Begin each unit with a detailed study of the course content.
- Ensure that students do not overgeneralise e.g. 'All Australians are kind and welcoming'.
- Ensure that issues are discussed in class and that texts are used as examples rather than texts being the centre of the course.

### **Written examination**

Too many candidates identified themselves or their school in the extended writing section. This was particularly evident when candidates responded to a letter or speech topic in this section. There were many scripts that were difficult to read due to very faint or small handwriting.

#### *Advice for candidates*

- Ensure that your writing is legible.
- Never write your real name or your school's name in an examination.

#### *Advice for teachers*

- Advise students to remain anonymous in the examination.
- Remind students to use an appropriate writing tool and to write clearly.

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

#### **Practical examination**

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

Generally candidates were prepared, knew the format and requirements and engaged well with this initial part of the practical examination. Most candidates were able to interact with the examiner on general personal topics.

<i>Interaction on familiar topics</i>	Mean 2.54(/3)	Max 3	Min 1
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### **Part B: Visual stimulus/focus questions (20 Marks)**

Most candidates handled Part B satisfactorily and could be understood. Generally, candidates demonstrated good control of language and articulated ideas well with appropriate stress on keywords. Overall, most candidates demonstrated appropriate register. Most candidates were strong in content in Part B but a few did not prepare enough and needed prompting to say more to complete the three minutes time frame required in the session. For the unseen question, there were some brief answers but generally attempts were well done.

<i>Fluency and clarity</i>	Mean 3.57(/5)	Max 5	Min 0
<i>Linguistic resources</i>	Mean 3.31(/5)	Max 5	Min 0
<i>Register</i>	Mean 1.67(/2)	Max 2	Min 0
<i>Content</i>	Mean 3.39(/5)	Max 5	Min 0
<i>Interaction on unseen question</i>	Mean 2.32(/3)	Max 3	Min 0

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

Overall, some candidates performed poorly with profound first language interference. Very long pauses and silences were evident with some candidates. Rote learned plot outlines appeared to be provided by some candidates and fluency and clarity dropped when they were asked other questions.

<i>Fluency and clarity</i>	Mean 3.40(/5)	Max 5	Min 0
<i>Linguistic resources</i>	Mean 3.18(/5)	Max 5	Min 0
<i>Register</i>	Mean 1.57(/2)	Max 2	Min 0
<i>Unit 3 content</i>	Mean 2.38(/5)	Max 5	Min 0
<i>Unit 4 content</i>	Mean 2.28(/5)	Max 5	Min 0

### **Written examination**

#### **Section One: Listening (35 Marks)**

No problems were identified in the Listening section. It was noted that some questions required literal answers.

#### **Section Two: Reading and Viewing (33 Marks)**

Many answers in the Reading and Viewing section could simply be extracted word for word from the text and therefore candidates required very little comprehension to achieve marks here. This was in contrast to the listening sections where many questions required specific verbs or connectives to be awarded marks.

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

Several candidates identified themselves or their schools in the examination. In the letter and the speech many candidates identified what school they attended and gave their name. All examination candidates should have remained anonymous throughout the examination.