![Government of Western Australia — School Curriculum and Standards Authority]
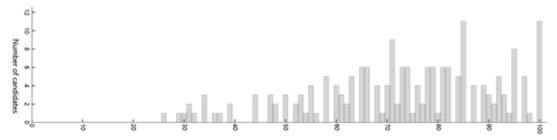
Summary report of the 2021 ATAR course examination report:
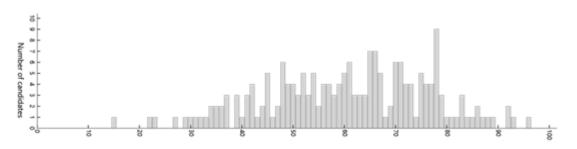
Italian: Second Language

Year	Number who sat all examination components	Number of absentees from all examination components
2021	192	3
2020	213	2
2019	210	3
2018	225	1

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. Most candidates performed better in the practical examination than in the written examination.

Practical examination

Attempted by 193 candidates	Mean 72.97%	Max 100.00% Min 25.98%

Section means were:
Part B: Discussion of stimulus	Mean 73.73%
Attempted by 193 candidates	Mean 25.81(/35)	Max 35.00	Min 8.75
Part C: Conversation	Mean 72.56%
Attempted by 193 candidates	Mean 47.17(/65)	Max 65.00	Min 15.48

Written examination

Attempted by 191 candidates	Mean 60.15%	Max 92.83%	Min 14.93%

Section means were:

Section One Response: Listening	Mean 52.08%		
Attempted by 191 candidates	Mean 15.62(/30)	Max 30.00	Min 3.21
Section Two Response: Viewing and reading	Mean 63.78%		
Attempted by 191 candidates	Mean 19.14(/30)	Max 28.97	Min 2.07
Section Three: Written communication Part A: Stimulus response			
	Mean 63.04%		
Attempted by 190 candidates	Mean 12.61(/20)	Max 20.00	Min 0.00
Section Three: Written communication Part B: Extended response			
	Mean 63.91%		
Attempted by 189 candidates	Mean 12.78(/20)	Max 20.00	Min 0.00

General comments

Practical examination

Most candidates performed very well in the practical examination, demonstrating a sound knowledge of the course content. However, some candidates appeared to have studied an older version of the syllabus and prepared to talk about environmental issues rather than the new focus of environmental issues in relation to climate change.

Advice for candidates
- Listen to questions carefully and answer the question first, before referring to additional information that may not be relevant to the question.
- Avoid relying exclusively on memorised answers to questions.

Advice for teachers
- 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 reciting memorised text.

Written examination

The performance of candidates was weakest in Section One Response: Listening. They performed equally well in Sections Two and Three, indicating that they found it easier to provide responses to written and visual texts.

Advice for candidates
- In the listening and reading sections, read the title of texts carefully as these provide a guide as to what the texts are about.
- Rather than translating a word exactly as it is presented in the dictionary, identify its meaning as conveyed in the text.

Advice for teachers:
- Provide opportunities for students to address text type conventions and to practise how to adapt/adjust the language for each text type.
- Encourage students to answer all the parts of a question and to avoid the inclusion of irrelevant information.
- Provide many opportunities for students to practise their dictionary skills.

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. However, some relied on rote-learned responses.

Part C: Conversation (21 Marks)
Many candidates spoke confidently and with good intonation. They clearly understood questions asked of them but not all answered in sufficient detail.

Written examination
Section One Response: Listening (28 marks)
The first listening text proved to be more challenging for candidates than the other two texts.

Section Two Response: Viewing and reading (29 Marks)
Some candidates appeared to rely too much on their ability to interpret the language without checking the dictionary, such as in Questions 12 and 21. Others appeared to be satisfied with the first meaning they found in the dictionary, without considering whether their answer made sense in English, such as in Question 16.

Section Three: Written communication Part A: Stimulus response (20 Marks)
The stimulus text provided candidates with a range of information that they could draw upon in their responses. The challenging aspect appeared to be the requirement for candidates to refer to the stimulus and manipulate the content they have learned to address the specific demands of the questions. Although most candidates were able to demonstrate this, it was evident that some tried to fit previously memorised chunks of language or complete responses to the questions. This often resulted in answers that did not refer to the stimulus, or were only partly irrelevant. Also, some candidates did not address the required text type properly when manipulating the language or planning their response. Many more candidates selected Question 22 than Question 23 to answer; however, their performance was very similar in both questions.

Section Three: Written communication Part B: Extended response (20 Marks)
Candidates generally performed slightly better in the Extended response section, and this was likely due to the greater choice of questions. Question 24, related to Italian lifestyle, and Question 27, related to environment issues, were the more popular choices. However, all questions were answered well by most candidates.