

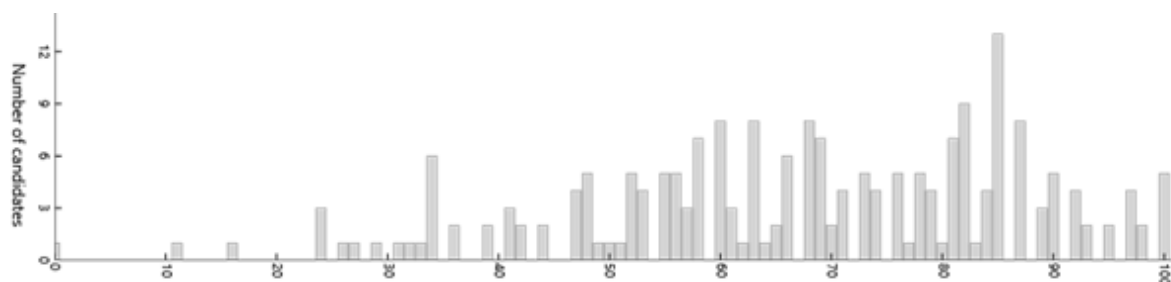


Summary report of the 2020 ATAR course examination: Italian: Second Language

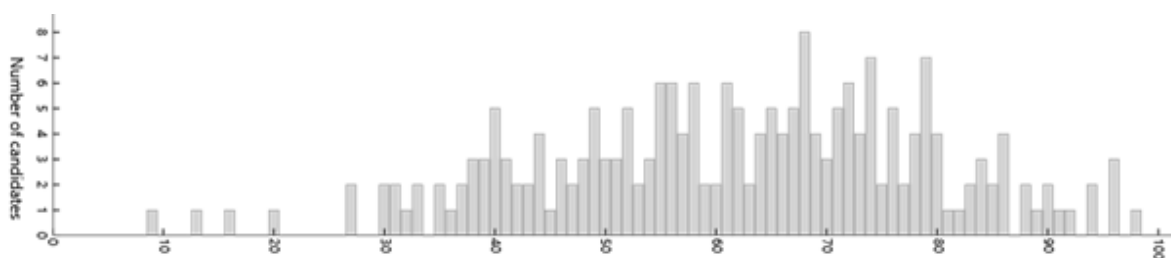
Year	Number who sat all examination components	Number of absentees from all examination components
2020	213	2
2019	210	3
2018	225	1
2017	263	0

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, each contributing 50% of their total score for the examination. Most candidates performed better in the practical examination than the written examination.

Practical examination

Attempted by 214 candidates Mean 67.08% Max 100.00% Min 11.44%

Section means were:

Part B: Discussion of stimulus Mean 67.80%
Attempted by 214 candidates Mean 23.73(/35) Max 35.00 Min 0.00

Part C: Conversation Mean 66.69%
Attempted by 214 candidates Mean 43.35(/65) Max 65.00 Min 0.00

Written examination

Attempted by 214 candidates Mean 61.48% Max 97.53% Min 8.87%

Section means were:

Section One Response: Listening Mean 60.08%
Attempted by 214 candidates Mean 18.02(/30) Max 30.00 Min 3.00

Section Two Response: Viewing and reading	Mean 63.04%		
Attempted by 214 candidates	Mean 18.91(/30)	Max 30.00	Min 0.97
Section Three: Written communication Part A: Stimulus response	Mean 59.42%		
Attempted by 213 candidates	Mean 11.88(/20)	Max 19.50	Min 0.00
Section Three: Written communication Part B: Extended response	Mean 63.32%		
Attempted by 213 candidates	Mean 12.66(/20)	Max 20.00	Min 0.00

General comments

Practical examination

Overall, the majority of candidates were well prepared for the examination and were conversant with processes and procedures. They generally demonstrated satisfactory to good knowledge of the course content. However, some candidates relied significantly on rehearsed, prepared answers and struggled when markers engaged them in a discussion of the topic.

Advice for candidates

- Listen carefully to the questions being asked and, when answering, get straight to the point. Only after this, if time is available, provide extension or extra information.
- Engage in a discussion in Part B or a conversation in Part C. Do not regurgitate long passages of memorised text.
- Be prepared to answer open-ended questions related to the topic or stimulus.
- Try to provide ideas and/or opinions.
- Use a variety of sentence and language structures, connectives and fillers.
- Frame the topic in the correct context. For instance, *Youth issues* is not about a global problem (the context is *The Italian speaking communities*) and *Environmental issues* is not an Italian problem (the context is *The changing world* and relates to the global community).

Advice for teachers

- Encourage students to manipulate language and use it in a conversation and in answering open-ended questions.
- While there is always a component of mnemonic content in an examination, advise students not to rely too heavily on rote-learning. Provide many opportunities for them to answer simple 'non-rehearsed' questions.
- Remind students that the stimuli are a starting point for the discussion. After their introduction, they can demonstrate what they have learned on the topic.

Written examination

The written examination consisted of three sections, with candidates being required to attempt all questions in Section One and Section Two. In Section Three, candidates were required to choose one of the two questions in Part A Stimulus Response and one of the four questions in Part B Extended Response. The easier questions were Questions 8 and 13, where candidates had to simply tick the boxes. Questions 1, 2, 6 (b), 9, 18 and 20 (b) were the more challenging. The majority of candidates completed all sections of the paper, indicating that time allocation did not appear to be an issue.

Advice for candidates

- In Sections One and Two, read the questions carefully, look for key words and try to understand the meaning of the text. If you only identify a few keywords, without understanding the whole concept, you will fail to get marks.
- Don't rely on 'word for word' translation.

- In Section Three: Stimulus Response, make adequate reference to the stimulus text and address the required content of the question. Take time to plan your response and consider the audience carefully.

Advice for teachers

- Provide opportunities for students to answer a range of question types, covering both literal comprehension and inferential comprehension that requires higher-order skills.
- Encourage students to consider carefully the content requirements of the questions and the information in the stimulus text when planning their responses in the Written communication section.
- Stress the importance of paying attention to the text type conventions.

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 (23 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 (30 Marks)

Section One Response: Listening was the most challenging part of the paper for most candidates. Candidates found Question 2 (a) and Question 6 (b) to be the most challenging and Question 7 and Question 8 to be the least challenging. A major weakness was the reliance on literal translation.

Section Two Response: Viewing and reading (31 Marks)

Candidates found Questions 14, 18, 20 and 21 to be the most challenging with Questions 12, 13 and 17 the least challenging. Too many candidates relied on literal translation from Italian to English.

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

The challenging aspect of this section appeared to be in the requirement for candidates to synthesise and manipulate the given information and to incorporate relevant knowledge of topics in order to address the specific question requirements. It was evident that the stimulus texts addressed the topic of 'peer pressure' from an angle that was less familiar to some candidates. Several candidates did not make adequate reference to the stimulus texts or address the required content of the questions. A few candidates wrote about peer pressure, but with no reference to the information in the stimulus text. It was evident that some candidates tried to fit previously memorised chunks of language into their answers. Question 23 was the more popular choice.

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

Candidate performance was stronger in the Extended response section. Questions 24 and 25 were the more popular choices; however, all questions were answered well by at least some candidates.