

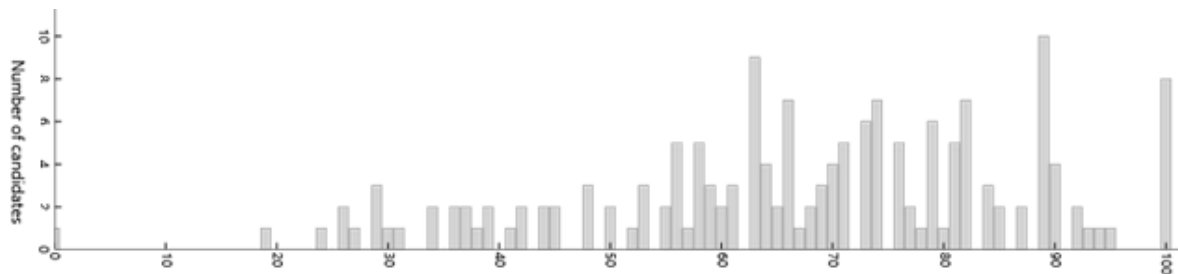


Summary report of the 2023 ATAR course examination report: Italian: Second Language

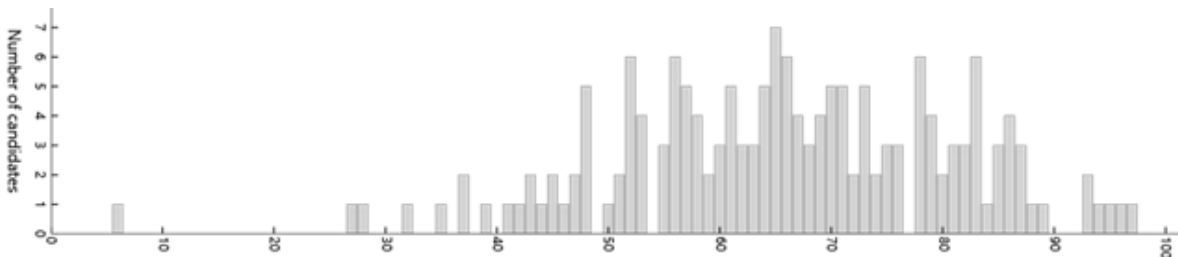
Year	Number who sat all examination components	Number of absentees from all examination components
2023	166	1
2022	164	2
2021	192	3
2020	213	2

The number of candidates sitting and the number attempting each section of the examination can differ because 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 candidates performed equally well in each.

Practical examination

Attempted by 168 candidates Mean 66.98% Max 100.00% Min 0.00%

Section means were:

Part B: Discussion of stimulus	Mean 67.47%		
Attempted by 168 candidates	Mean 23.61(/35)	Max 35.00	Min 0.00
Part C: Conversation	Mean 66.72%		
Attempted by 168 candidates	Mean 43.37(/65)	Max 65.00	Min 0.00

Written examination

Attempted by 167 candidates Mean 65.51% Max 97.05% Min 6.20%

Section means were:

Section One Response: Listening Mean 71.53%
Attempted by 167 candidates Mean 21.46(/30) Max 30.00 Min 3.00

Section Two Response:
Viewing and reading Mean 60.27%
Attempted by 167 candidates Mean 18.08(/30) Max 29.27 Min 2.20

Section Three: Written communication
Part A: Stimulus response Mean 62.71%
Attempted by 165 candidates Mean 12.54(/20) Max 20.00 Min 0.00

Section Three: Written communication
Part B: Extended response Mean 67.13%
Attempted by 167 candidates Mean 13.43(/20) Max 20.00 Min 0.00

General comments

Practical examination

Most candidates performed well in the practical section of the examination, demonstrating a sound knowledge of the course content and ability to communicate. The stimulus items worked well in helping candidates unpack their knowledge. However, some candidates appeared to have relied too much on memorised prepared text or appeared to have learned an older version of the syllabus.

Advice for candidates

- Listen to questions carefully and answer the question 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 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

- 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 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 Section Three, candidates performed well in both parts, with a stronger performance in Part B: Extended response, indicating that they found it easier to provide responses to an open question.

Advice for candidates

- In Sections One and Two, carefully read the questions and the title and answer directly.
- In Section Three, address the questions in all their parts and try not to exceed the suggested word count unless the information provided is relevant to the question. This will also help with time management.

Advice for teachers

- Present students with different points of view or perspectives on the topics to encourage them to look at these from multiple perspectives. Through this, help them develop a better understanding of the topics, broaden their vocabulary, and content knowledge, and provide them more keys to understand written or spoken texts.
- Train students to answer the questions fully and directly. Provide feedback so that students 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 discussion. However, some appeared to have relied on rote-learned responses and lacked the skills to manipulate the language at a very basic level.

Part C: Conversation (21 Marks)

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

Written examination

Section One Response: Listening (39 Marks)

Candidates performed well, displaying a broad range of abilities. The overall difficulty level of the examination provided a reasonable challenge for all candidates. Some candidates demonstrated a strong grasp of the material while others seemed to need further review.

Section Two Response: Viewing and reading (41 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. However, weaker responses indicated that candidates required further review of the texts.

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

In this section of the examination, candidates were required to answer one question from a choice of two. Question 26 was preferred over Question 25. Candidate responses indicated that performance was similar in both questions since they allowed candidates to choose the level of challenge appropriate to their strengths, as well as providing scaffolding and a range of options.

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

In this section of the examination, candidates were required to answer one question from a choice of four. There was mostly equal preference for three of the four questions with candidate performance being similar. Question 28 was the least favoured, though candidates tended to perform better. Most candidates skilfully manipulated what they had learned to address the specific requirements of their chosen question. Occasionally this appeared to result in a display of rote learning, however, most candidates responded very well. Strong candidates were able to utilise the requested text type effectively.