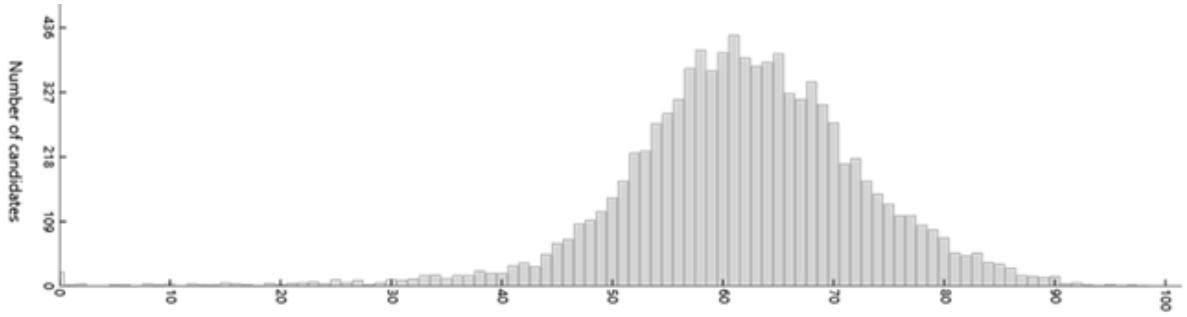
Summary report of the 2025 ATAR course examination report: English

Year	Number who sat all examination components	Number of absentees from all examination components
2025	9433	104
2024	9542	101
2023	9114	125
2022	9088	164

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



Statistical summary of performance by examination section

Attempted by 9414 candidates	Mean 61.36%	Max 98.00%	Min 0.00%
Section means were:			
Section One: Comprehending	Mean 59.65%		
Attempted by 9374 candidates	Mean 17.90(/30)	Max 30.00	Min 0.00
Section Two: Responding	Mean 63.72%		
Attempted by 9356 candidates	Mean 25.49(/40)	Max 40.00	Min 0.00
Section Three: Composing	Mean 59.92%		
Attempted by 9378 candidates	Mean 17.98(/30)	Max 30.00	Min 0.00

General comments

The 2025 ATAR English examination provided candidates with multiple opportunities to demonstrate their understanding of course concepts and proficiency in the required skills. Across the examination, most candidates demonstrated at least a sound engagement with the requirements of each section. While many candidates demonstrated competence in discussing studied texts, often drawing on detailed or narrowly focused examples, some wrote a disproportionate length to their Section Two answer. Prepared answers were evident, with varying degrees of alignment to the question selected. Concepts such as language patterns, style, mode and the distinction between context and setting were not always handled consistently. Section Three allowed for a wide range of text forms and approaches. Many candidates demonstrated originality and a clear sense of voice, audience and purpose. Less successful answers were a result of limited or inconsistent connection to the specific requirements of the question.

Advice for candidates

- Read each question carefully and respond to all its demands. Importantly, consider the command word – discuss, analyse, compare, evaluate, and so on – as these require quite different approaches.
- Select the question that best matches your strengths. Choose questions that align with the texts you know well and the concepts you understand most securely.
- Show an understanding of ideas and developments across the whole text, rather than relying on a small number of familiar or isolated examples.
- Use textual evidence purposefully and contextually.
- Syllabus terms such as context, style, mode, language patterns, voice and genre require precise and consistent use.
- Sustain focus on the question throughout your answer. Avoid drifting into general discussion or adapting material prepared for different questions. Avoid the temptation to include everything you have learned about a studied text.
- For questions in the Composing section, establish and maintain form, voice and purpose.
- Wherever possible, plan and edit answers carefully.

Advice for teachers

- Emphasise precision in the use of syllabus terminology. Explicit teaching and modelling of key concepts, including relationships and distinctions between related terms, can support more accurate and focused application in the examination.
- Pay attention to issues such as context versus setting, language features vs other elements of construction, mode versus form, style and stylistic choices, the contextual basis of perspective, values versus attitudes, and so on.
- Reinforce close engagement with question wording. Regular opportunities to unpack questions, identify command words and clarify conceptual demands can help students align answers more closely with examination expectations.
- Teaching strategies that promote concise, controlled writing can assist students in sustaining focus and maintaining coherence in extended answers.

Comments on specific sections and questions

Section One: Comprehending (30 Marks)

Most candidates were able to engage productively with Question 1, identifying key ideas or relationships and offering relevant textual support. The strongest answers to Question 2 made sustained and purposeful connections between the texts rather than treating them independently. Overall, performance in this section was strong. Candidates generally coped well with the requirement to engage with two written texts and demonstrated a sound level of comprehension across both questions.

Section Two: Responding (40 Marks)

Overall performance in Section Two was pleasing, with a substantial number of candidates producing sustained and developed answers. Most candidates demonstrated a strong level of engagement with their studied texts and the syllabus concepts underpinning the questions. Stronger answers were characterised by clear focus on the specific requirements of the question, effective use of substantial, relevant textual evidence and a coherent line of argument. Weaker answers were overly broad or unfocused, at times incorporating material that was only loosely connected to the question. Inattention to command words and misunderstandings of key concepts limited the effectiveness of some answers. There were overly long answers that deviated from the focus of the question, simplified its requirements, or adapted prepared material.

Section Three: Composing (30 Marks)

Candidates provided an impressive range of text forms, encompassing narrative, interpretive and persuasive compositions, such as podcasts, interviews, feature articles, memoirs, scripts and narrative writing. Stronger answers were characterised by a high level of control, authenticity and awareness of audience. Strong answers demonstrated command of form and conventions, establishing a clear and sustained voice, drawing on topics (often personal) and shaping compositions with purpose. Weaker answers were characterised by limited attention to key concepts embedded in the questions, lack of connection between purpose and audience, or by uncertainty in establishing and sustaining form. In some cases, compositions lacked clear purpose, characterisation or structural control, or relied on overly basic language features with limited development of ideas.