



VCE EAL

2016 Trial of the
Listening to texts
section of the exam

Goal

Develop deeper understanding of the new listening to texts area of study

We will achieve this goal by:

- unpacking key knowledge and skills
- clarifying common misconceptions and answering common questions
- reviewing sample responses
- considering sample teaching and learning resources and activities
- providing activities to be completed later.

Written examination

Notice to schools

October/November (on a date to be published annually by the VCAA)	Written examination	Marks	Times
	Section A — Listening to texts comprehension of unfamiliar spoken text/s	20	Reading time: 15 minutes Writing time: 3 hours
	Section B — Reading and creating texts an analytical response to one of two texts selected from the English/EAL Text List	40	
	Section C — Analysing argument Part 1 demonstration of understanding of an unseen text/s including written and visual material. Part 2 analysis of argument and the use of persuasive language in the unseen text/s.	40	
	Total examination score	100	

Listening section

Written examination	Marks	Times
Section A — Listening to texts comprehension of two unfamiliar spoken text/s	10	Reading time: 15 minutes Writing time: 40 minutes
	10	
Total score	20	

What's happening?	Time	Students
Reading time	15 minutes	Reading questions: <ul style="list-style-type: none"> Identify key words and phrases
First playing of Text A with instructions	3-5 minutes	Listening and taking notes
Pause	TBC	Taking notes Answering some questions
Second playing of Text A with instructions	3-5 minutes	Listening and taking notes
Pause	TBC	Finalise responses to all questions
First playing of Text A with instructions	3-5 minutes	Listening and taking notes
Pause	TBC	Taking notes Answering some questions
Second playing of Text A with instructions	3-5 minutes	Listening and taking notes
Pause	TBC	Finalise responses to all questions

Listening to texts

Handout
Annotated list
of listening
resources

- A focus on listening skills for EAL students.
- Literal and inferential understanding through:
 - the context and purpose of the text
 - the structure and language of the text
 - the delivery including intonation, stress, rhythm, pitch, timing, volume, gesture and eye contact

Development of listening skills requires regular and frequent practice and explicit teaching

- EAL students must undertake a listening comprehension outcome in Unit 3 and a listening task in the end-of-year examination.
- While there is no specific outcome for listening for EAL students in Units 1 and 2, EAL students will need to be engaged in tasks that facilitate development of aural skills.

Units 1 and 2 - For EAL students at least one text provided for the assessment of Outcome 2 should be in spoken form or have a spoken component to allow for the assessment of listening skills.

- Across the units, consider opportunities to develop listening skills in the context of other areas of study.

Activity

Brainstorm ideas for teaching listening within the other areas of study.

Sample listening tasks

Handout
Sample
listening tasks

Audio-visual: Akram Azimi promotes mentoring for the School Volunteer Program

Audio: Sports Unpacked

Audio-visual: Coffee culture

Spoken texts refer to texts from a range of contexts, such as conversations, narratives, speeches, interviews, lectures, radio. Some spoken texts may be supported by written or visual material, such as television news reports.

Test

Audio-visual: Akram Azimi promotes mentoring for the School Volunteer Program

<https://youtu.be/nkeYethuZzU>

Section A Question 4

- Students were not readily familiar with some key terms from the study design, in particular the term ‘delivery’. This was important across a number of items, but in particular Section A Question 4:
 - Describe the ways that Akram’s delivery helps him to engage the audience.*
- Many students described how the speaker’s language choices helped him to engage the audience, rather than delivery, for example pausing, facial expression, gesture. Teachers noted the need for this to be a focus for teaching and learning.

Akram was able to connect with his audience due to his personal story about where he came from as well as his difficulties at the start to create an understanding of his situation for the audience so that they can develop a sense of empathy for him. Furthermore, by using a range of body language and facial expression, Akram helps the viewer acknowledge his feelings about the experience that he is telling therefore strengthen speech

Section A Question 5

In the video, Akram refers to wearing a badge of _____.

- Many students did not get this question right, answering ‘stupidity’ or ‘stupid person’.

Section A Question 7

Explain how Mr Bell gained Akram's trust.

- 2 mark question and had high discrepancy, that is, there were many instances where the first two marks allocated were outside of the limit set prior to marking. In this instance the discrepancy limit was zero.
- To be awarded full marks, students were required to mention the amount of time Mr Bell spent with Akram, which was mentioned very specifically in the text. Some students were able to address this in different ways, for example:

Mr Bell spends most of the time at school with Akram, teaching Russian and French History. Mr Bell's support improves Akram's English articulation and overall performance at school, Which encouraged Akram to trust Mr Bell and rely on him.

The way how Mr Bell gained Akram's trust is telling history stories at recess, lunch time, after school to Akram, being nice to Akram, time passes broke Akram's defense.

- Some assessors had trouble accepting equivalent wording. The question may have worked more effectively with alternative wording such as:

Identify two things Mr Bell did to gain Akram's trust.

- This wording might have avoided responses which focused on the outcome of the trust, rather than how it was achieved.

Test

Audio: Sports Unpacked

<http://www.latrobe.edu.au/marketing/assets/podcasts/sportunpacked/11-diet.mp3>

- What did you notice about your own listening skills?
- How can you prepare your students?

When designing listening tasks:

- contextual/background information is important and should be provided
- technical words can be defined as part of the context
- a range of question types to elicit student understanding at different levels of performance including open questions
- one mark does not necessarily mean one point
- number of speakers and distinctiveness of voices
- consider when you will assess expression
- opportunities to use key terms from the study design e.g. delivery
- consider audio-visual first then moving on to audio only.

- Using Google forms:

<http://goo.gl/forms/JdAhK6z1ak>

Questions and feedback

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