



## Written component

### GENERAL COMMENTS

Successful completion of the 2012 Italian written examination required students to be familiar with Units 3 and 4 of the *VCE Italian Study Design*. Competency in the grammatical elements in the course as stipulated on pages 14–16 of the *VCE Italian Study Design* under the Grammar subheading was essential to successfully completing the examination. To achieve a high score, students needed to demonstrate their understanding of more complex grammatical features rather than just limiting themselves to basic tenses and grammatical structures. Therefore, when preparing for the examination, students are encouraged to use a wide variety of authentic texts in order to improve the quality of their work.

At the beginning of the examination, it was imperative that students made effective use of the 15-minute reading time to familiarise themselves with the requirements of the examination. During the examination, students needed to make effective use of their bilingual dictionary as necessary. It is recommended that students reread their answers in order to ensure that they are logical. They should also take every opportunity to check their spelling (in both English and Italian) and ensure that their handwriting is legible.

### SPECIFIC INFORMATION

**Note: Student responses reproduced in this report have not been corrected for grammar, spelling or factual information.**

This report provides sample answers or an indication of what the answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Although the answers provided in this report are in point form, students needed to answer in full sentences in the relevant sections of the paper.

### Section 1 – Listening and responding

Students who performed successfully in this section of the examination were able to listen for and record key information, and demonstrate an understanding of the spoken text. Their answers were accurate, relevant, concise and based on the text heard. These students made effective use of the note-taking spaces to record essential pieces of information. On the other hand, many students had trouble identifying the key points presented during the listening task and therefore gave inaccurate and/or poorly worded responses. To improve in this area, it is recommended that students practise the required skills, ensuring that they have good knowledge of basic key vocabulary and good dictionary skills.

When completing the examination, students need to take particular notice of the key words in the questions being asked in order to provide relevant and comprehensive answers in the appropriate language. Students should ensure that they work carefully and reread their answers, checking for logical flow and spelling.

### Part A – Answer in English

#### Question 1a.

On the school answering machine

#### Question 1b.

When: Monday and Thursday

Where: the school gymnasium

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## Question 1c.

Dial	
1	late or absence from classes
2	library services
3	<b>school fees</b>
4	deputy principal
5	<b>principal</b>
6	administration staff/main office
#	<b>hear again</b>

## Question 2a.

Give her the computer/get off the computer.

## Question 2b.

Computer glitches

## Question 2c.

A trip to go skiing with Alex (his friend)

## Question 2d.

She will speak with his dad.

## Question 2e.

A number of answers were possible for this question.

emotion	evidence
impatience/impatient	<ul style="list-style-type: none"> <li>‘That’s enough with the computer.’</li> <li>Because Sandro isn’t online at the expected time.</li> <li>(Mum’s first speech)</li> <li>‘Why can’t I see you?’</li> </ul>
annoyed/frustrated	<ul style="list-style-type: none"> <li>‘Why can’t I see you?’</li> <li>‘Are you still getting dressed?’</li> <li>‘But you haven’t seen your father for two months and you say you are busy with a friend.’</li> </ul>
ironic/sarcastic	<ul style="list-style-type: none"> <li>Greeting – ‘To you, good morning.’</li> <li>‘I bet you’re still getting dressed.’</li> <li>‘By the look on your face you don’t seem happy.’</li> </ul>
concerned/worried	<ul style="list-style-type: none"> <li>‘You look tired.’</li> <li>‘Are you not well?’</li> </ul>
excited/enthusiastic /happy	<ul style="list-style-type: none"> <li>‘Dad’s coming to Italy/Milano.’</li> <li>‘I can finally see you.’</li> </ul>
resigned	<ul style="list-style-type: none"> <li>‘I’ll talk to your dad and let you know.’</li> </ul>
disillusioned/disappointed/sad	<ul style="list-style-type: none"> <li>‘There won’t be another time to see Dad in Italy.’</li> <li>After being away for two months, Sandro wouldn’t change his plans to see his father.</li> </ul>

## Part B – Answer in Italian

### Question 3a.

- *L’immigrazione in Italia* (immigration in Italy)



**Question 3b.**

- *Alcune zone (di Prato) sembrano un Chinatown australiano* (Some areas [of Prato] resemble an Australian Chinatown due to the high presence of the Chinese).
- *per la forte presenza Cinese/C'è stato una forte immigrazione Cinese.* (There has been a strong migration of Chinese people there.)

**Question 3c.**

No

Examples

- *Il traffico di esseri umani* (human traffic)
- *L'alto numero di profughi* (high number of refugees)
- *La crisi economica* (the economic crisis)
- *La disoccupazione* (unemployment)

**Question 3d.**

Either of

- *La vita è molto difficile per i giovani.* (Life is very hard for young people.)
- *Noi giovani non riusciamo a vivere.* (We young people can't make a living.)

**Question 3e.**

*Tanta gente vuole immigrare/venire in Italia per crearsi un avvenire, mentre tanti italiani cercano di andarsene via per lo stesso motivo.* (Many people want to come to Italy to create a future for themselves, while many Italians try to leave Italy for the same reason.)

**Question 3f.**

*Che Renzo potrebbe decidere di andare in Australia.* (Renzo could decide to go to Australia.)

## **Section 2 – Reading and responding**

Students who performed well in this section of the examination paid particular attention to the finer details in the texts and this was reflected in their answers. For example, Question 4ci. asked why and in what ways Sicily has changed over the centuries; many students neglected to mention that many different cultures not only arrived in Sicily but each new group of people there left their mark on the land and its inhabitants.

It is also important not to use the Italian word in inverted commas when responses in English are required; for example, *estate lunghe e torride e inverni freddi e spesso nevosi* became 'lungo' and 'torride' summer and the 'freddo' winter. It was very obvious in some cases that students had not revisited the answers they had written, giving responses such as 'long and torrid estates and nervous winters' (for Question 4f.), and 'il sogno di Luana era di suonare con Stradivari/incontrare Stradivari/essere con Stradivari' (for Question 5a.).

## **Part A – Answer in English**

**Question 4a.**

- It is a literary tour/itinerary.
- She is passionate about history and literature.

**Question 4b.**

She writes 'I am back' or she says 'Here I am again'.

**Question 4ci.**

Why

- Many different people visited/passed through and occupied/settled in Sicily/Palermo.

In what ways

- They left their imprint on the architecture.
- They left their imprint on the Sicilian people.



- They left their imprint on the character of the local people.

#### Question 4cii.

The geographical position of Palermo/geographical location of Sicily favoured the development, because it stretches out along the Mediterranean Sea.

#### Question 4d.

Palermo was founded by the Phoenicians (Fenici).

#### Question 4e.

- Today it is the seat of the Sicilian Parliament/Region/Assembly.
- Originally it was the official residence of the Emirs (under Arab domination).
- It was modified by the Normans.

#### Question 4f.

It is a land of contrasts because

- behind the beautiful Arab-Norman cathedral there is an illegal rubbish dump
- there are dry areas internally, but green forests on the mountains
- the countryside is burnt by Mt Etna near the incomparable beauty of the Bay of Taormina
- it has long and hot summers and snowy, cold winters.

#### Question 4g.

Until the next time

## Part B – Answer in Italian

#### Question 5a.

She could win the ‘Young Violinist 2012 Competition’, thus she could have the privilege of going to Cremona, where she could play one of the Stradivari held in the Cremona museum.

The following is an example of a well-written answer.

*Luana sogna di vincere il concorso ‘Giovani Violinisti 2012’ che darà accesso al vincitore di andare a Cremona per suonare un violin Stradivari. Luana si impegna molto infatti suona fino a tardi la sera. Vincendo quel concorso avrebbe la possibilità di suonare un Stradivari – il suo grande sogno.*

#### Question 5b.

The marvellous sound they make, which could be as a result of the quality of wood, the varnish used or the treatment of the wood.

The following is an example of a well-written answer.

*Uno Stradivari è unico perchè ha un suono indimenticabile. Non si sa ancora quale sia stato il segreto dell’artigiano, forse era la qualità del legno o la vernice passata sul legno. Oppure era il modo unico con cui trattava il legno.*

## Section 3 – Writing in Italian

Criteria

- relevance, depth and breadth of content
- appropriateness of structure and sequence
- accuracy, range and appropriateness of vocabulary and grammar

The 15 marks for this section were divided in the following way

- five marks for content (depth and breadth)
- five marks for structure and sequence (correct text type, register and cohesive devices)
- five marks for the accuracy of the language, including range and sophistication of vocabulary and grammar and correct spelling.



The most popular writing task was Question 6, a formal letter, while the least popular question was Question 10, an imaginative children's story.

In order to achieve very high marks for the first criterion, the writing needed to effectively cover all aspects of the question and the ideas needed to be elaborated upon. In 2012, many students made an attempt at writing; however, their responses often lacked the required depth and breadth. Only about 10 per cent of students competently covered this area of the writing task. The majority of students lacked the capacity to develop their responses with a range of ideas and this seemed to affect the overall quality of their writing.

Some students did not analyse questions correctly and wrote most of their response off-topic. This was particularly the case for Question 7, for which students failed to note the requirement to elaborate on the impact the chosen person had had on their personal life and the lives of other young people. Many students merely produced a biography of a person's life and neglected to link and discuss the impact that the person had had on their own lives.

Another poorly handled topic was Question 9, regarding the changing nature of work and the role of education with a particular reference to the importance of studying languages. In this task, many students did not explore the changes in the workforce and careers, instead they simply wrote about the advantages of studying languages.

In 2012, the majority of students did not score highly for the criterion relating to accuracy, range and appropriateness of vocabulary and grammar. Students should have an understanding of the linguistic requirements of this examination and master the relevant grammatical structures as stipulated in the *VCE Italian Study Design*.

It is strongly advised that students plan their responses by paying particular attention to the key words and the specifications of the chosen task. To achieve excellent results, students need to ensure that

- they select a variety of tenses and grammatical structures that are appropriate to the purpose of the task
- all features of the text type are included
- the finished piece is logically structured and sequenced with correct spelling and vocabulary used.

The less successful students seemed not to make effective use of their dictionaries, instead selecting the first word given rather than finding the correct word for the context.

The following extracts provide examples from well-written tasks that highlight excellent use of language.

*Salve bambini non indovinerete mai chi vi sta scrivendo. Beh? Ve lo dico? Sono Pallina la gatta della Signora Rossi! Scommetto che non sapevate che so parlare e anche scrivere per di più. Comunque oggi ho deciso di raccontarvi un po' della mia vita di gatta. Vi voglio bene perchè...*

*La vita di un gatto può inizialmente sembrare comoda e pacifica, perfino noiosa. Altro che! Io, Pallina, ho vissuto molte avventure proprio qui nel nostro quartiere...*

*...I pappagallini, ragazzi miei, sono quasi buoni come i topi. Però, quella volta il pappagallino mi ha fregata. Era uno di quegli stupidi uccelli parlanti e appena mi ha visto saltare sul mobile accanto a lui si è messo a cinguettare 'Aiuto! Aiuto! Gatto brutto!' e la mia padrona è corsa in salotto con la parrucca al contrario...*

*Cari Cittadini,  
sono molto onorato di essere stato eletto il vostro sindaco e mi impegnerò subito per cambiare molte cose che affliggono la nostra città...*

*...Sarà molto importante fermare l'espansione urbanistica della nostra città finchè le strade non saranno allargate a sufficienza per sopportare un aumento di macchine...*

*Discorso al circolo "Giovani Oggi" di Dante Pesche.  
Buongiorno ragazzi è un privilegio di essere qui oggi per parlare con voi giovani che sarete il futuro di questo paese. Oggi voglio parlare un po' di una donna che mi ha ispirato tanto. Per alcune persone l'ispirazione viene da personaggi famosi comunque io l'ho trovata nella forma della mia insegnante di letteratura a scuola...*