

Written component

GENERAL COMMENTS

Successful completion of the 2014 Italian written examination required students to be familiar with Units 3 and 4 of the *VCE Italian Study Design*. Competency in the grammatical elements of the study as stipulated on pages 14–16 of the 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 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 and look over their answers to check for clarity and appropriateness (in both English and Italian).

When completing the examination, students should read the question carefully to ensure that a relevant answer is being provided. In Section 3 – Writing in Italian, some students did not answer the chosen question and instead wrote off-topic. In these cases students were assessed accordingly. It is important that students plan a relevant response to the task chosen. Furthermore, it is imperative that they reread their written response to ensure it communicates exactly what they want to say and that it is not ambiguous or unclear.

SPECIFIC INFORMATION

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

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. Note-taking spaces should be utilised for planning and to break down what the question asks so that students can ensure they are providing comprehensive responses.

Section 1 – Listening and responding

Students who performed well in this section of the examination listened to, elicited and communicated the correct information effectively. They were able to effectively convey both the general and specific aspects of each aural text. These students responded in a clear, concise and accurate manner.

Part A – Answer in English

Many students gave inaccurate or incomplete responses to some questions, highlighting their inability to make effective use of their dictionary.

Question 1a.

Like a log

Question 1b.

They are siblings. She uses diminutives/endearing terms.

Question 1c.

She prefers long coffee because that is how she had it in Northern Europe.

Question 1d.

He likes the barista.

Question 2a.

Rich and creamy

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Question 2b.

In 1645, in Venice

Question 2c.

Coffee soothes the mind and body.

Question 2d.

He knows the history of coffee and is able to quote Giuseppe Verdi.

Question 2e.

He becomes annoyed because his coffee is not good. Instead of sugar, he had put salt in it.

Part B – Answer in Italian

It is important that students make notes as they are listening to the aural texts, and then check their written answer to ensure it is relevant to the question and that the grammatical expression is correct. In this section of the examination, students were awarded ten marks for comprehension and five marks for their capacity to convey information in Italian and their use of the Italian language. It is inappropriate to write answers in bullet points in this section.

Question 3

- *Modalità pedonale*
- *Mostra accuratamente il limite di velocità*
- *Dà istruzioni chiarissime*

Question 4a.

- *Lo schermo è molto grande*
- *Dà consigli su come evitare il traffico*

Question 4b.

Consigli:

- *Controllare che le mappe siano aggiornate*
- *Avere una scheda di memoria di almeno 4 GB*
- *Abbonarsi agli aggiornamenti (mappe a vita)*
- *Non fare errori di ortografia nell'inserire gli indirizzi*

Conseguenze:

- *Perdersi o sbagliare destinazione*
- *Sprecare soldi in benzina*

Section 2 – Reading and responding

Students who performed well in this section paid particular attention to the finer details in the texts, and this was reflected in their answers. They took notice of the cues given through the language used in the article (for example, use of the diminutive *Peppino*) and read the biography carefully, noting the specifics of the texts.

For the example *cimitero romano del Verano*, many students incorrectly understood this to mean that the cemetery was in the city of Verano, rather than in Rome (the correct answer). Similarly, some students failed to accurately answer the question 'How successful was Ricciotti Garibaldi's political career?' These students did not evaluate the degree of success and instead chose to give a few facts about his career.

Another area of difficulty for some students was identifying the main personality traits of Garibaldi. Students needed to read the whole text in order to identify the three traits.

Incorrect dictionary use resulted in some students providing illogical answers such as:

- *Peppino* means nugget
- *Peppino* means little peppers and only the rich could afford it.

Part A – Answer in English

Question 5a.

The family returned to Italy a year after his birth. (He was born in Montevideo.)

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Question 5b.

It is the surname of the hero Nicola Ricciotti.

Question 5c.

- augmentative
- impetuous
- persistent

Question 5d.

To fight alongside his father

Question 5e.

A horseback guide. It was suited to him because he had a limp.

Question 5f.

A number of responses were possible.

- both fought for the liberation of others
- both had a limp
- both travelled to Australia
- both had a son not born in Italy
- both returned to Italy with their family

Question 5g.

- named after his grandfather
- diminutive form of the name

Question 5h.

- successful to an extent, as initially he was elected to the National Parliament
- forced to resign due to financial scandals

Question 5i.

- lived here for a while
- his son was born in South Yarra
- links to Giuseppe Garibaldi, the famous Italian general and politician

Question 5j.

Rome

Question 5k.

- it is a biography
- use of past historic/use of formal language/dates for chronological order

Part B – Answer in Italian

It was important in this section that students based their answers on the text provided. Some responses were off-topic and drew upon prior knowledge.

Question 6a.

Qualità, durata e il fatto che ogni oggetto rivela la storia e la tradizione italiana.

Question 6b.

- *Proteggere i piccoli imprenditori*
- *Salvaguardare i diritti dei lavoratori*
- *Controllare la dominazione delle multinazionali*
- *Sostenere il Made in Italy promuovendo l'idea che chi più spende meno spende*

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 most popular writing task was Question 7, a personal letter telling a friend in Italy about hopes and plans for the future. In order to achieve very high marks for the first criterion, the writing needed to cover all aspects of the question effectively and the ideas needed to be elaborated upon. Many students attempted to write a letter; however, their responses often lacked the required depth and breadth. Many students structured this letter as a formal letter, including details of addresses that were not appropriate for an informal letter.

Very few students attempted Questions 8–11, but it was noticed that some of these pieces of writing also lacked depth. Furthermore, it was noted that some students wrote off-topic and therefore failed to answer the question, especially when responding to Question 8 (a school exchange on Mars).

It is strongly advised that students plan their responses by paying particular attention to the key words and the specifications of the chosen question. 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.

Students should also give careful consideration to the topic that they choose to write about, ensuring that they have the ideas to expand and elaborate on appropriately.

The following is an example of a high-scoring response to Question 7.

28 novembre 2014, Carlton

Cara Martina,

quanto tempo è che non ci sentiamo? Io ho tantissime novità da raccontarti e spero che ti

Vorrei incominciare dicendoti che i miei esami sono finiti e sono molto soddisfatta dei miei risultati, devo anche dire che mi sono impegnata

Ho convinto mia zia ad ospitarmi per un pò di tempo finchè non trovo un lavoretto ed un appartamento, magari da condividere con alte ragazze così risparmio sull'affitto.

... Certo lasciare la mia famiglia sarà difficile e altrettanto faticoso sarà lasciare tutti i miei amici e la mia casa, ma al solo pensiero di ritornare in quella meravigliosa città...

...

Ti abbraccio con affetto, baci la tua amica

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