

# 2016 VCE Italian written examination report

## General comments

Successful completion of the 2016 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. High-scoring students demonstrated an understanding of more complex grammatical features. They did not simply limit themselves to using basic tenses and grammatical structures. In order to achieve a good result in this examination, students are encouraged to use a wide range of authentic texts in order to improve their knowledge of the written language and the quality of their work.

Students are encouraged to use the 15-minute reading time effectively as this will assist them to familiarise themselves with all components of the examination. Furthermore, correct use of a bilingual dictionary would have aided students to provide more accurate responses.

Some students provided carelessly worded responses that did not accurately communicate their comprehension of the given texts. It is important that students take every opportunity to check their spelling and proofread their answers to check for clarity and appropriateness (in both English and Italian).

In Section 3 – Writing in Italian, some students failed to address the question asked and instead wrote off-topic, focusing on only one aspect of the question. It is important that students fulfil the requirements of the chosen question.

## 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.

## Section 1 – Listening and responding

Students who performed well in this section of the examination provided clear and relevant responses that addressed all aspects of the question. Their answers were coherent and well written.

## Part A – Answer in English

Students needed to take note of the required information and re-read answers for accuracy. It was obvious that this did not occur in some cases as careless, incomplete and illegible responses were provided. For example, in Question 1c., when writing about the contribution of the participating countries at the expo, many students failed to explain that Australia's contribution was barbecued (grilled) meat and merely mentioned food or meat. Responses such as 'Australia provides seafood, grilled meat and tigers' indicated a lack of editing. In Question 2c., when asked to explain what services the post office provided, many students responded by saying 'memorabilia of Mr Franco

Bolli' instead of 'commemorative stamps' and 'sending mail' rather than 'sending goods overseas'. Many students were inaccurate in their responses and it appeared that they did not make appropriate use of their dictionary.

**Text 1**

**Question 1a.**

Home living

**Question 1b.**

Retro

**Question 1c.**

Country	Contribution
<i>Italy</i>	<i>hosting the event</i>
Denmark	<ul style="list-style-type: none"><li>• 1950s furniture</li><li>• tables with slim-line wooden legs</li></ul>
Japan	<ul style="list-style-type: none"><li>• ecological housing solutions/mini houses</li><li>• space-saving houses (or comfortable 20 square metre houses)</li></ul>
Australia	<ul style="list-style-type: none"><li>• barbecue/grilled food (from Australia)</li><li>• Southern Cross Restaurant/<i>Croce del Sud</i></li></ul>

**Text 2**

**Question 2a.**

- wi-fi
- free app (to download)
- (10) info points (points of information)

**Question 2b.**

There are bins for recycling rubbish.

**Question 2c.**

- sending goods abroad (overseas)
- purchasing commemorative stamps

**Question 2d.**

An announcement

## **Part B – Answer in Italian**

Overall, students did not perform as well in this section of the examination as in other sections. Students found it difficult to accurately identify all the required answers. In addition, language accuracy was poor and responses lacked cohesion. Students are reminded of the need to check their responses for clarity and accuracy.

### Text 3

#### Question 3

- *Siate informati sull'organizzazione (per poter fare delle domande appropriate sul tipo di lavoro)* (One needs to be informed about the organisation [to be able to ask appropriate questions related to the work being offered])
- *Bisogna curare l'aspetto fisico // ben vestiti* (One needs to be well groomed/dress well)
- *Parlare delle precedenti esperienze di lavoro (titoli di studio // conoscenze di lingue straniere)* (Speak about previous work experience [qualifications/knowledge of languages])

### Text 4

#### Question 4a.

- *domani* (tomorrow)
- *cosa dire perchè ha lasciato il lavoro precedente* (what should be said about the reason why she left her previous job)
- *se deve parlare del fatto che vorrebbe diventare mamma tra qualche anno* (whether she should speak about her desire to start a family soon)
- *l'ultimo colloquio è stato un disastro* (the last job interview was a disaster)

#### Question 4b.

- *rispondere in modo chiaro e onesto* (reply in a clear and honest manner)
- *dice che ha fatto bene a dire che voleva nuove esperienze perchè dimostra ambizione e corraggio* (he says that she did well to mention that she wanted new experiences because it demonstrates ambition and courage)
- *non dire niente del desiderio di avere figli* (do not mention her desire to have children)
- *ha spiegato che il colloquio non era andato bene perchè non aveva preso una decisione su quale lavoro scegliere.* (he explained that the job interview was not successful because she did not make a decision in relation to which job to select.)

## Section 2 – Reading and responding

Students with high-scoring responses gave clear, accurate and logical answers. They paid particular attention to the key aspects of the questions and responded accordingly. Their answers were solely based on the text provided and showed an understanding of both the explicit and implicit information provided.

### Part A – Answer in English

Some students provided simplistic responses to questions that required more extensive answers. Students are advised to use the marks allocated and the answer space given as a guide to the detail expected in their response.

It is important for students to re-read their answers to ensure that every aspect of the question has been addressed and that it is logically stated. In Question 5b., some students provided only one answer to the question: Which two challenges do migrants face when they arrive in a new country?

In Question 5c., instead of answering 'sheep' many students answered 'goats, pigs, cows', when there was no mention of these animals in the text. Some students gave illogical responses.

### Text 5

#### Question 5a.

They are the ones who receive all the benefits (of moving to a new country/offered by that nation).

**Question 5b.**

- They have to adapt to their new surroundings.
- They have to accept many things that are strange/different from their culture.

**Question 5c.**

	<b>Before the arrival of the Italian migrants</b>	<b>After the arrival of the Italian migrants</b>
<b>Land use</b>	<ul style="list-style-type: none"> <li>• uncultivable land</li> <li>• pastoral/grazing land</li> </ul>	<ul style="list-style-type: none"> <li>• growing olives</li> </ul>
<b>Farm animals</b>	<ul style="list-style-type: none"> <li>• sheep for wool</li> </ul>	<ul style="list-style-type: none"> <li>• sheep's milk for cheese</li> </ul>

**Question 5d.**

- bought land that was considered arid/unsuited for cultivation
- planted olive trees

**Question 5e.**

- Indigenous Australians
- (local) knowledge/insights/profound understandings of:
  - land
  - water
  - climate
- made land usable/gave rise to the olive-growing industry

**Question 5f.**

- olive oil
- (before their arrival) medicinal use/only bought in pharmacies
- (after their arrival) part of diet

**Question 5g.**

Cooperation between ethnic groups/intercultural exchange

**Question 5h.**

That these exchanges continue to enrich Australia (spiritually)

**Question 5i.**

- migration is a two-way process/migration involves 'give and take'
- multiple ways things can be perceived

**Part B – Answer in Italian**

High-scoring responses included all the relevant information written in a logical, coherent and accurate manner. These students linked their sentences effectively and used correct verb tense forms.

**Text 6**

**Question 6a.**

- *Manuela non è a casa adesso* (era con lui in profumeria a comprare un regalo per Agata)

(Manuela is not at home now [she was with him in the perfumery buying a present for Agata])

- *Manuela sta male e Agata si potrebbe ammalare* (Manuela is ill and Agata could become ill)

#### Question 6b.

- *Li ha visti insieme (in profumeria)* (She saw them together in the perfumery)
- *Sa che aveva lasciato il borzone di calcetto a scuola il giorno precedente* (She knew that he had left his soccer bag at school on the previous day)
- *Pensava che Manuela stesse mentendo* (She thought that Manuela was lying)

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

*Giovanni non vuole che Agata vada a casa di Manuela perchè stanno comprando un regalo per il compleanno di Agata in segreta e non vuole che lei scopre la verità. Cerca di convincerla a non andarci, dicendo che è meglio che non passa a trovarla perchè sennò anche lei si ammala.*

## Section 3 – Writing in Italian

In 2016, many students did not address all aspects of their chosen topic but focused only on one word or element of the question being answered. This, therefore, did not allow them to adequately satisfy all the requirements of the task, namely: relevance, depth and breadth of content.

Furthermore, careless writing and spelling impacted on the overall quality of the writing, with some students making very basic mistakes; for example, 'scoula' (*scuola*), 'schuola' (*scuola*), 'boungiorno' (*buongiorno*), 'setimana' (*settimana*), 'bounasera' (*buonasera*). Lack of agreements, incorrect possessive use and incorrect conjugation and tense usage also greatly affected the quality of the writing. When planning a written response, students need to pay particular attention to the text type and the kinds of writing required.

The most popular question was Question 9, in which students needed to write a speech persuading Italian students to involve themselves in the Australian way of life. Students who performed well were able to identify and elaborate on the characteristics of the Australian way of life. On the other hand, some students merely provided a list of activities and attractions to visit.

Another popular question was Question 7, in which students needed to write an article about music as a soundtrack of life. High-scoring students were able to identify and describe their relationship with music from childhood until now. These articles gave examples of and reasons why music had been important in the different stages of life.

Question 11, which required students to write a report evaluating the current role of the school library in view of the impact technology has had on education was, on the whole, not well completed. Many students did not consider the school library and merely focused on the use of technology in education.

Question 10 and 8 were the least popular questions.

The following are extracts from high-scoring responses.

#### Example 1

##### Question 7

*Youth and Wellbeing.*

*La musica ed io.*

*Spesso, si dice che la musica sia la colonna Sonora della vita. Il gusto della musica è una cosa così personale e la maggior parte della popolazione ascolta la musica ogni giorno. Nella vita, la presenza della musica è invariabile, ma il nostro rapport con la musica cambia continuamente.*

*Per esempio, quando ero bambina, la musica era una cosa educative per me- le filastroche mi hanno insegnato come parlare, e ho imparato dalla musica i nomi di alcuni colori e animali .....*

## **Example 2**

### **Question 9**

*Buongiorno a tutti voi carissimi studenti, a nome di tutti I miei compagni di scuola e i professori, vi vorremmo accogliere qui al nostro collegio a braccia aperte. Siamo molto entusiasti e emozionati che voi siate qui con noi per passare un paio di settimane nelle quali avrete l'opportunità di scoprire di più sulla nostra cultura australiana.*

*Questa sarà un'esperienza indimenticabile per voi perchè avrete l'opportunità più inglese, scoprire il nostro stile di vita ma soprattutto perchè potrete esplorare le nostre bellissime attrazioni e posti verdi.*

*Oggi avrete l'opportunità di imparare a giocare al football australiano, e come partecipare a cricket. Poi avrete l'opportunità di rilassarvi per un'ora nei nostril campi all'aperto, mentre vi gusterete una delle nostre spettacolari grilliate. Avrete persino l'occasione di scegliere tra carne o pesce anche se io personalmente, consiglieri I nostril frutti di mari.*

...

### **Question 11**

*I cambiamenti causati dalla tecnologia.*

*Dal momento in cui la tecnologia è stata introdotta nella biblioteca scolastica, ci sono stati numerosi cambiamenti rispetto all'uso della biblioteca. ...*

*... Infine, è evidente che la tecnologia ha contribuito all'aumento dei giovani in biblioteca non solo perchè amano usare i computer ma anche perchè ora lavorano e studiano insieme. Sembra che la biblioteca sia diventata un luogo di incontro per questi giovani perchè sono in un'ambiente più moderna.*