

2018 VCE Italian written examination report

General comments

Students who performed well on the 2018 VCE Italian written examination demonstrated the ability to elicit both explicit and implicit information from the listening and reading texts provided. Students who scored highly understood the requirements of the tasks and gave highly relevant, logical and detailed responses. These students, when responding in Italian, were able to use their linguistic skills effectively to communicate information accurately and appropriately. They used more complex structures in an authentic manner, paying particular attention to sequencing of ideas, accurate spelling and addressing all elements of the task.

Students must be aware that it is important to:

- use reading time effectively
- make appropriate use of the dictionary
- take detailed notes during the playing of the listening texts
- adhere to the suggested times in order to complete all parts of the examination
- carefully edit responses, checking for accuracy and relevance
- use the marks allocated to each question and the response space given as an indicator of the level of response required
- be aware of the audience, purpose and text type required when responding in Italian.

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.

It was evident that many students did not review their responses as there were many avoidable errors made. For example, many students in answer to Question 1a. wrote: *storia*, physical education, home living or debating. Effective use of the dictionary would have prevented this from occurring. For Question 1b., answers included Gianni's eyes hurting or Gianni getting his eyes checked. In Question 2a., instead of responding with 'a guided tour of an ancient city', many students wrote 'visit an antique city'.

Section 1 – Listening and responding

This section assessed the students' capacity to understand and convey general and specific aspects of texts.

A significant number of students did not score well for Text 2. Those who performed well were able to provide logical, well-formulated and complete responses.

Part A – Answer in English

Text 1

Question 1a.

Period	Subject
2	History
3	Italian
4	Literature

Question 1b.

Gianni's complaints	Natalia's suggestions
<ul style="list-style-type: none"> Books are heavy and boring School has old computers/School does not have a technological approach 	<ul style="list-style-type: none"> apps to study (humanities) subjects in a fun/better way bring your own computers/devices to school write to principal with student view school could buy more computers

Text 2

Question 2a.

The proposed activity for the day was a guided tour of an ancient city.

Question 2b.

The first building mentioned is a bank.

Question 2c.

Four distinctive aspects of this place found at street level are:

- innovative design
- modern aspect/building (built in 2015)
- plastic and steel materials used in construction
- there is an ATM.

Question 2d.

Two additional ancient features of this place found below street level are:

- (remains/ruins of) a Roman villa
- original 1st century floor with a mosaic.

Part B – Answer in Italian

This section of the examination required students to demonstrate their understanding of the text by responding in Italian. Those who scored highly demonstrated that they could use full sentences in paragraph format to respond to the questions. Their answers were logically and clearly sequenced.

Those who did not score highly in this section provided little detail and wrote responses in point form.

Text 3

Question 3a.

- *Un libro di questo genere non esisteva* (Such a book has never been written before.)
- *Nina è dispiaciuta di vedere che ci sono così tante persone che non sanno esprimersi bene/ raccontano le storie in modo monotono.* (Nina was sorry to see that so many people have important stories to tell but cannot express themselves efficiently/tell their stories in a non-engaging manner.)
- *Quindi scrive un libro per dare dei consigli su come diventare dei bravi comunicatori.* (Therefore, she wrote a book with suggestions on how to help people become better communicators.)

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

Molte cose hanno motivato Nina. Prima di tutto un libro come il suo non esisteva. In secondo luogo tanti hanno storie importanti da condividere ma non lo sanno esprimersi senza esser monotoni. In fine vuole aiutare la gente e diventare un grand comunicatore.

Question 3b.

- *Prima di raccontare una storia in pubblico, fare pratica con un amico.* (Practice with a friend before telling a story to the public.)
- *Quando parliamo (coi colleghi), assicurarsi che il contenuto sia di interesse comune.* (When talking [to colleagues], make sure that the content is of common interest.)
- *Quando si parla di problematiche l'autore dovrebbe dare delle soluzioni che si possano seguire facilmente.* (If you speak about issues, make sure to provide solutions that are easy to follow.)

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

Secondo Nina, per raccontare una storia accattivante in primo luogo si deve praticare con un amico, in secondo luogo è necessario dare consigli che sono facile da seguire ed in fine si deve parlare di interessi comune.

Question 3c.

- *Sarà lì anche durante il weekend per promuovere il suo nuovo libro.* (She stays during the weekend to promote her book.)
- *Indica dove e quando si potrà trovare/comprare il libro.* (She indicates where it can be found and when.)
- *Chiede al pubblico se comprerà il libro.* (She asks the listeners/audience whether they are going to buy it.)
- *Dice che venderà una copia autografata al giornalista.* (She says she will sell the interviewer an autographed copy.)

Section 2 – Reading and responding

This section assessed the students' knowledge and skills in analysing and responding to information in a written text. Students who scored highly were able to provide logical, well-formulated and complete responses, paying particular attention to the key elements of the question.

Part A – Answer in English

Students should carefully review their responses to check that they are not ambiguous or unclear. Some students made errors in their responses that could have been eliminated with careful editing.

Text 4

Question 4a.

The set of skills demonstrated by Rocco in qualifying for the pet therapy certificate were:

- remaining calm in emergencies
- taking food from people delicately/exercising self-control when fed
- showing an absence of aggression with humans
- adaptability
- obeying commands/following orders.

Question 4b.

Two examples that suggest people were aware of this therapy in former times:

- Doctors in Medieval Belgium used animals/dogs therapeutically to rehabilitate the sick.
- Psychologists in the 19th century used dogs during therapy to calm patients.

Question 4c.

In the last 10 years, scientific studies have revealed that pet therapy:

- improves interpersonal relations
- gives/provides opportunities for pleasure (fun/entertainment) and communication.

Question 4d.

Location visited	Response from people he visits (three for each location)
<ul style="list-style-type: none"> • children's hospital 	<ul style="list-style-type: none"> • children patted/caressed/cuddled him • children told him their problems • children went from worried to playful • quality of life was improved for the children • reduced stress • transmitted positivity
<ul style="list-style-type: none"> • aged care centre 	<ul style="list-style-type: none"> • 'vital stimulus'/zest for life/invigorated • residents gained a desire to get involved in life/take on new things • appreciation of life • improved quality of life • cuddling • reduces stress

Question 4e.

The last paragraph tells the reader about the following things about the relationship between human beings and dogs:

- dogs are human's best friend
- they share many emotions
- the glance of a dog is worth more than a thousand words/immediate understanding
- dogs have an ability to have a more positive impact on humans than humans themselves.

Part B – Answer in Italian

In this section, students who scored highly were able to use the information presented in the text to provide relevant responses, while those who performed poorly merely copied sections of the text as their response. Excellent responses displayed control of the Italian language.

Text 5

Question 5a.

- *Il nonno pensa che sia meglio togliere i dialetti perché un paese non può progredire senza una lingua nazionale.* (The grandfather is pleased that the use of dialect is diminishing because, according to him, progress can be reached only when a country speaks a standard language comprehensible to everyone.)
- *Invece Giulio pensa che i dialetti siano importanti perché sono l'essenza della cultura italiana.* (Instead, Giulio believes that dialects are important because they are the essence of Italian culture.)

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

Al nonno non piace parlare in dialetto perché secondo lui un paese non può progredire se non ha una lingua nazionale comprensibile a tutti. Mentre Giulia pensa che con la scomparsa del uso del dialetto rischiamo di perdere l'essenza della nostra cultura.

Question 5b.

Measures that could overcome the obstacles are:

- *La prima proposta è quella di insegnare il dialetto nelle scuole ma l'ostacolo è che non ci sono professori preparati ad insegnarlo. La soluzione potrebbe essere di preparare i professori ad insegnarlo.* (Prepare teachers to teach the subject.)
- *La seconda proposta è quella di pubblicare quotidiani in dialetto. Come soluzione il governo potrebbe dare dei fondi per la realizzazione di questo progetto.* (The region to fund the publication of newspaper in dialect.)
- *La terza proposta potrebbe essere risolta celebrando la giornata internazionale del dialetto con un festival che si concentra sulla lingua e non solo sul cibo regionale.* (Celebrate the international day of dialects by highlighting the language, not only regional foods.)

Section 3 – Writing in Italian

In this section students were required to demonstrate their ability to write an original text in Italian on one of five topics. Responses were assessed using the following criteria:

- relevance, breadth and depth of content
- appropriateness of structure and sequence

- accuracy, range and appropriateness of vocabulary and grammar.

High-scoring responses were on topic and in the correct text type format. They addressed all aspects of the question thoroughly and in an original manner. Ideas were logically sequenced through the use of accurate punctuation, grammar and correct paragraphing. These responses included a wide range of vocabulary and more complex grammatical structures. The lower-scoring responses tried to adapt learnt material without paying attention to relevancy. Many of these responses lacked detail and therefore did not adequately meet the requirements of the task. Furthermore, a lack of control of basic grammatical features was evident. It is important to note that in order to respond to Section 3 questions in the required depth and breadth, students should attempt to write to the word limit. Many responses were much shorter than the required word limit and therefore failed to explore the question in the appropriate detail.

Question 6

In this question, students were required to write a persuasive article in a local Italian newspaper to encourage young people to improve their lifestyle. The article will be published in conjunction with the 'Healthy Mind and Body' expo.

High-scoring responses:

- displayed persuasive techniques
- included benefits of an improved lifestyle for body
- included benefits of an improved lifestyle for mind.

Question 7

This question required students to write an informative report for their school newspaper reflecting on a school camp they had attended. The camp included many activities, such as cooking lessons and games aimed at learning the Italian language. Their report needed to describe the experience and its most meaningful moment.

High-scoring responses:

- used formal writing
- clearly described when and where the event happened, what happened during the event and how the atmosphere felt
- included details of the writer's experience.

Question 8

In this question, students were required to imagine they had been invited to speak at the book fair in Turin. They needed to write a speech that evaluated the popularity of printed books and ebooks and discussed the positives and negatives of each. Students were required to explain which they preferred.

High-scoring responses:

- displayed formal language addressing the crowd
- outlined pros and cons of both resources
- stated and justified why a resource is preferred.

Question 9

This question required students to recount a story about a grandmother who gave her granddaughter a precious stone that allowed her to see into the future. Students needed to write about what the granddaughter saw and how she was able to change events.

High-scoring responses:

- stated how the stone was used
- described something she saw arising in the future
- explained a solution or consequence to the issue
- elaborated on how the stone assisted her in changing the outcome.

Question 10

In this question, students were required to write a letter to an Italian friend they have not seen since they were children. The letter needed to reflect on their happy days together, what made that part of their life so special and what they miss about those days.

High-scoring responses:

- were well written using informal register
- clearly set the scene
- identified the period in the past that the author remembered fondly using original content
- effectively explained what the author misses about that time.

The following are examples of high-scoring responses.

Melbourne, il 21 ottobre 2018

Cara Lucrezia,

Come stai? Spero che tu stia benne e che non sia troppo stressata con i tuoi studi! La ragione per la quale ti scrivo è perché è da un bel po' che non ci vediamo, mi manchi MOLTISSIMO...e stavo pensando a tutti i nostril ricordi.

Prima di tutto, ti ticcordi quando siamo andate in Normandia con mia sorella??!! Tu ci hai continti si andare al "Mont-Saint-Michel" una montagna che si trasforma in isola ogni sera...

Caro Albeto,

Non riesco a credere che ho vissuto con te quasi dieci anni fa. Oggi, sono ancora grato per l'esperienza di vivere con una famiglia ospitante anche se ha solo durato sette giorni. L'altro giorno mentre pensavo alla esperienza mi sono reso conto che mi mancate molte. Mi ricorderò sempre che vi ho detto di non aver mai visto la neve quindi mi avete portato in montagna. È un ricordo che rimarrà sempre nella mia memoria insieme ai tutti I ricordi che ho di voi, e ne ho tanti....