

2019 VCE Italian written examination report

General Comments

Most students demonstrated an understanding of the requirements of each section of the 2019 VCE Italian written examination. Many students made good use of the note-taking sections of the examination and paid careful attention to the marks allocated for each question, which assisted them with responding to the questions in the required detail. This skill should be practised throughout the year in order to be able to take accurate and useful notes, along with writing legibly under time-limited conditions.

Students who achieved high scores had mastered their language skills as set out in the study design. However, all students undertaking this examination were expected to demonstrate competence in the use of tenses such as the present, present perfect, imperfect, pluperfect, future and future anterior, and in the use of the conditional moods. It is essential that all students are able to formulate responses with accurate agreement and with correct articles and prepositions, and that they have knowledge of connectives. Lastly, students should all know how to make effective use of their bilingual dictionary in developing accurate responses.

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 answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Section 1 – Listening and responding

Students generally completed this section well; however, careless responses in English resulted in some students missing out on marks due to inaccuracy or ambiguity. For example, in Question 1b., when asked why Renzo was initially so happy, some students responded by saying that ‘he was going on a holiday’ rather than ‘his sister was going on a holiday’. In Question 1c., when identifying the information Lucia and Renzo provide about their mother, some students provided inaccurate or insufficient information such as that she loves ‘bags’ instead of brand-name (or designer) accessories. In Question 1d., many students did not include the key information ‘25%’.

Part A – Answer in English

Text 1

Question 1a.

In the living room.

Question 1b.

- His sister/Lucia is going to Sicily on holidays.
- He can have some peace (and quiet).

Question 1c.

- She's celebrating her 50th birthday.(in two weeks / soon)
- She likes all the presents they/her children give her.
- She loves brand name/designer accessories/labels.

Question 1d.

	Reason for purchasing online
Lucia	25% cheaper / cheaper to buy online
Renzo	they have no more time to keep looking

Text 2

Question 2a.

Positive effects	Negative effects
<ul style="list-style-type: none"> • you can find greater variety of products available internationally / not readily available in your own country 	<ul style="list-style-type: none"> • factories closing
<ul style="list-style-type: none"> • new jobs created (e.g. couriers, software developers) <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • more time spent doing what you like best 	<ul style="list-style-type: none"> • lack of face to face social interaction / face to face communication is lost

Question 2b.

Any three of:

- she beat the record for online purchases (and won a mobile phone)
- she sources specific items online / she is able to obtain the items she wants (e.g. she bought a cat bed she could not find in Italy / she ordered a cat bed from Poland)
- she finds shopping centres a nightmare (with children) / avoids shopping centres and shops from home
- she always found it positive
- she states that she is an online shopping expert.

Part B – Answer in Italian

Text 3

When responding in Italian some students did not pay attention to the question being asked and provided inaccurate answers. For example, when asked in Question 3a. why the female speaker was initially against the idea of camping, some students responded by saying 'it was cold' rather than 'it was too cold at night'. In Question 3b., when referring to the facilities mentioned, few students identified *idromassaggio* as a spa bath, instead stating that it was a massage.

Some students had difficulty with appropriate usage in Italian, which rendered some responses inaccurate or ambiguous.

Question 3a.

- *Svegliarsi con il mal di schiena.* (Waking up with a backache.)
- *Troppo freddo di notte.* (It is too cold at night.)
- *È una cosa che facevamo da giovani.* (It's something they did when they were young.)

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

L'interlocutrice femminile non vuole svegliarsi ogni mattina con il mal di schiena, o svegliarsi ogni notte per via del freddo. Ritiene che il campeggio sia una attività che facevano da giovani e che sia solo sinonimo di scomodità.

Question 3b.

- *letti comodi (con materassi soffici/comodi)* (comfortable beds [with soft/comfortable mattresses])
- *cucina modernissima* (ultra-modern kitchen)
- *vasca idromassaggio* (spa bath/hot tub)

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

L'interlocutore maschile cerca di invogliare l'interlocutrice femminile per andare al campeggio di lusso, spiega che ci sono letti con soffici materassi, e così non dovranno dormire con il sacco a pelo. L'interlocutore maschile continua a spiegare tutte le comodità per convincere la femmina, dice che la cucina è modernissima, come piace a lei e anche che ci sarà una vasca idromassaggio, una cosa che è stato sempre un sogno per loro.

Question 3c.

Fornisce (It provides):

- *servizi comodi (e di lusso)* (luxurious and comfortable facilities)
- *un ambiente natural* (a natural setting).

Question 3d.

Stelle (Stars):

- *letteralmente le stelle del cielo (stellato) / dormire all'aperto di notte* (literally the stars in the night sky / sleeping outdoors at night)
- *ma anche il sistema di valutazione degli alberghi* (but also a rating system for hotels).

Both explanations were required for two marks.

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

Quando si parla di alberghi, si usa il termine 'stelle' per misurare quanto è dilusso. Così il gioco di parole è che, invece di stare in un'albergo dilusso di cinque stelle, i interlocutori andranno a un campeggio di lusso per dormire sotto mille stelle, (nel cielo)

Section 2 – Reading and responding

Part A – Answer in English

It is important that students use English accurately to communicate their understanding. In Question 4a. many students incorrectly defined *'i borghi'* as suburbs, ignoring the context in the reading text. In Question 4c., students needed to complete a flow chart to identify the chain effect of population decline. Some students used inaccurate English terms, leading to incorrect answers. For example, instead of 'businesses close', some students wrote 'lose assets' or 'assets decline'.

Text 4

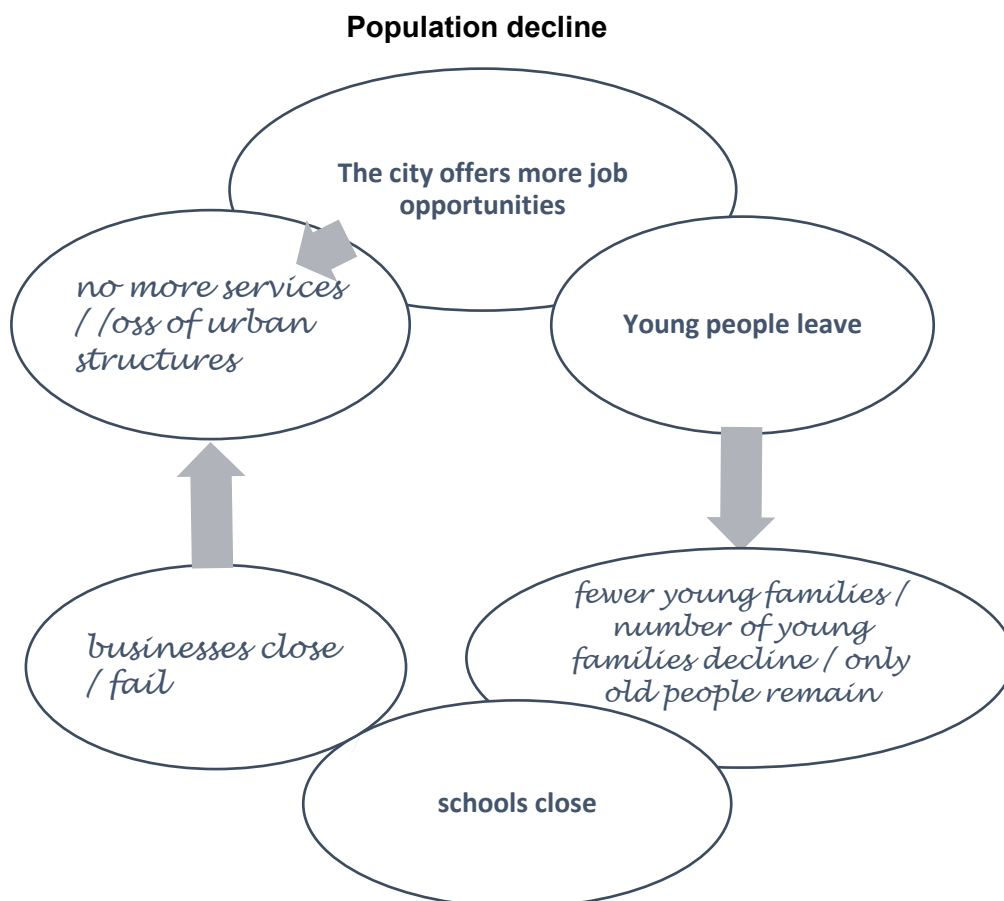
Question 4a.

Small towns/villages (with less than 500 people).

Question 4b.

- They can become ghost towns, leaving old people in town.
- They can lose their cultural identity.(forever)
- They can lose their artisan/craft traditions.

Question 4c.



Question 4d.

- in the Middle Ages
- it made the towns difficult to conquer

Question 4e.

Current initiatives	Expected outcomes
houses on the market for low prices/one euro	attract residents to settle in the area
subsidies for business ventures	encourage people to set up businesses
improvement of / investment in transport	make the areas more accessible

Question 4f.

- More and more young people are moving back to 'i borghi'.
- They rediscover their historical and cultural roots/heritage.
- They revitalise traditional arts and crafts.
- This is boosting tourism in these areas.

Part B – Answer in Italian

This section assessed the students' ability to communicate in the Italian language. Students should carefully review and edit their responses for accuracy of structure.

Text 5

While most students gave appropriate responses for Question 5a., very few were able to identify the fact that the text was actually an April fool's hoax despite the date and image provided.

Question 5a.

L'iniziativa è di abolire la ruota, rimpiazzandola con una nuova tecnologia basata sui droni (che permetterà alle macchine di volare). (The proposal is to abolish the wheel, replacing it with new technology based on drones [which will permit cars to fly].)

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

La nuova iniziativa è disignato ad abolire le ruote della macchina, offrendo automobilisti un sussidio di € 10,000 per installare un sistema di droni sulla loro macchina, che la permetterà di volare. Questa iniziativa combatterà l'aumento di traffico sulle strade e ridurrerà gli incidenti stradali.

Question 5b.

È uno scherzo. / C'è un intento scherzoso perché è un articolo del primo aprile. (It is a hoax/joke/prank for April 1st.)

Any two of the following:

- *data: 1 aprile* (date: 1st April/April Fools' Day)
- *pesce (= pesce d'aprile) scultura del pesce / immagine del pesce* (fish [= *pesce d'aprile*, April Fools' Day], fish sculpture, fish image)
- *nome dello scultore (Scherzini) suggerisce uno scherzo* (name of sculptor [Scherzini] implies a joke or a trick)
- *domanda retorica – 'troppo bello per essere vero' – suggerisce uno scherzo* (rhetorical question – 'too good to be true' – suggests a joke).

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

In realtà, quest'articolo è un scherzo. Nel titolo, è evidente che la data è il 1 aprile, quindi, è il giorno di scherzare e tutti di cui le persone dicono è un scherzo. Inoltre, la fine dell'articolo mostra un pesce che sta ridendo con le parole 'ah, ah', e l'espressione 'al pesce d'aprile', quindi, lo scrittore sta mostrando che l'articolo era tutto un scherzo.

È in satira, prende in giro l'idea per esempio il cognomen dello scultore 'scherzini', non è serio e alla fine dice 'attenti ... al pesce d'aprile'. Non dà l'impressione di essere un articolo vero per questi motivi.

Section 3 – Writing in Italian

Question 6

This task required students to write an evaluative report for a travel association about a specific tradition or festival celebrated in Italy and Australia. They needed to describe the similarities and differences between these celebrations, stating which one they prefer and why.

While students who attempted this topic were able to identify a particular tradition or festival, many did not evaluate the specific characteristics of these events.

Question 7

In this question, students were required to imagine they had become the mayor of their municipality for a day. They were to write an imaginative story for the school newspaper, describing what happened that day and how they managed to deal with an unexpected situation.

Overall, this imaginative topic was handled well with students recounting a wide range of experiences as mayor for a day.

Question 8

In this question, students were required to write the script of an informative speech to present to the next parents' night to explain how their experience of exchange programs had enriched their life. They were to include three examples to support their point of view.

This topic was very popular, with students able to present the positive outcomes of participating in an overseas exchange program.

Question 9

In this task, students were required to write a letter to a friend in which they speak of an achievement they are proud of. They were to describe what they did and how this experience opened up a new world for them.

This topic was also very popular amongst students; however, many did not identify an achievement and describe what they did but wrote instead about a future aspiration.

Question 10

This question required students to express their opinion on a proposal to ban street art. They were to write an article for the local newspaper to persuade readers of their point of view about street art, and include three examples to support their case.

This question was not popular and some students commented on illegal graffiti rather than street art. Furthermore, the task required students to write in a persuasive manner; however, many merely provided general information about street art.