



## Oral component

### GENERAL COMMENTS

The oral examination assesses students' ability to communicate in Italian. Students who had thoroughly prepared were able to participate in this task successfully and effectively. It is important that students are familiar with both the specific requirements of this task and the language associated with it. Students should familiarise themselves with the *Italian VCE Study Design* for the grammar and language requirements appropriate for this level. It is imperative that students at Year 12 level are able to use the set grammar as stipulated in the study design in order to effectively meet the criteria for this assessment.

### SPECIFIC COMMENTS

#### Section 1 – Conversation

Students are required to converse about their personal world (including family, schooling, future aspirations, hobbies, interests and work). Students who performed very well in this section were thoroughly prepared and able to link well with the assessors. They needed minimal support to communicate their ideas and information related to their personal world. These students presented an excellent range of information, opinions and ideas in a logical and clear manner, using reasons and examples to advance to the conversation. These students were also able to communicate demonstrating an excellent range of vocabulary and grammar that was appropriate to the context and task.

On the other hand, it was also noted that some students had not prepared well and therefore lacked the skills needed to adequately meet the criteria for this examination. They were not able to link with the assessors and relied on rote-learned information for their conversation. These students could not advance the conversation when interrupted by the assessors. Their lack of preparation meant that these students experienced difficulty clarifying or elaborating on opinions and ideas and needed frequent support from the assessors. Students who performed poorly in this section displayed a limited range of structures and vocabulary.

#### Section 2 – Discussion

This section of the examination required students to discuss an aspect of their Detailed Study. Students were required to use the texts studied to present information, ideas and opinions about their chosen topic.

Once again it was obvious that the topic, combined with the choice of resources used, determined the level of success in the Discussion section. Students must be aware that their performance will reflect their level of preparation. Therefore, when preparing for the Discussion, students need to be able to cross-link their resources in order to give some depth to the discussion.

Students who achieved high results in this section of the examination were able to maintain and advance the discussion by linking effectively, conversing readily and confidently with the assessors and carrying the discussion forward. These students presented an excellent range of information, ideas and opinions. They were able to clarify, elaborate on and defend these opinions and ideas, making effective references to the texts studied. Their responses were clear and logically structured, with highly appropriate vocabulary and an excellent range of grammatical structures. Pronunciation, intonation, stress and tempo were accurate.

In contrast, some students did not appear to have prepared their topic adequately and hence offered a very limited range of information. These students did not clarify or elaborate on their ideas and opinions. They also demonstrated weaknesses in using and referring to the texts studied in class. These students often needed frequent support from the assessors and used a narrow range of structures and vocabulary.

## Written component

### GENERAL COMMENTS

Students sitting the Italian examination need to be familiar with all aspects of the paper. They must make effective use of the 15 minutes of reading time in order to be fully aware of the requirements of each task. Students should note that



during the reading time they can access their dictionary if necessary. When reading the task questions, students should carefully refer to both the Italian and English versions to ensure that they have accurately understood the questions.

Once again it was noted that some students lacked the ability to provide succinct responses to the questions, instead giving responses that went beyond the required answers. This weakened their responses and demonstrated a lack of comprehension skills. Students need to practise effective dictionary skills during the year so that the dictionary becomes a valuable tool in the examination.

## SPECIFIC INFORMATION

### Section 1 – Listening and responding

#### Part A – Answer in English

Overall, students demonstrated their comprehension skills effectively in this section of the examination. They generally answered the questions accurately and appropriately, using relevant information from the aural texts. In some instances, however, students were not careful to provide accurate information that was appropriate to the question. For example, for Question 3, in which students were asked to state the relationship between David and Beatrice, a variety of incorrect responses were given including ‘married couple’, ‘friends’ and ‘acquaintances’. The correct answer was ‘boyfriend/girlfriend’ or ‘romantic relationship’. Students were required to understand the relationship via the expressions used between the speakers.

When listening to the aural texts, students must take careful notes of the setting. Many students in 2007 confused the Italian and Australian settings and therefore gave incorrect responses to Questions 1 and 2. Some students focused in on one piece of information and did not listen to the entire text before answering. Students need to avoid giving literal translations as answers when being asked about idiomatic expressions; for example *sogni d'oro, chi la fa, l'aspetti*.

#### Text 1

##### Question 1

Winter

##### Question 2

Either of:

- no snow at Christmas
- no white Christmas.

##### Question 3

Either of:

- they are boyfriend/girlfriend
- they have a romantic relationship.

##### Question 4

Sweet dreams

#### Text 2

##### Question 5

Any one of:

- resignation
- acceptance
- annoyance, but he deserves it.

##### Question 6

10 years ago

##### Question 7

All of:

- costume parade
- dance
- floats.

# 2007 Assessment Report



## Question 8

All of:

- Christmas
- New Year
- Easter
- Carnevale.

## Question 9

Both of:

- the masked ball
- children's costumes/masked parade.

## Part B – Answer in Italian

Part B required students to demonstrate their aural comprehension skills in Italian prose. Ten marks are awarded for comprehension of the text and five marks for the use of language. Hence it is important that students write complete, grammatically accurate sentences in this section, as the accurate use of language is being assessed as well as comprehension.

### Text 3

#### Question 10

The airport is closed to traffic as the fog caused by the nearby factories has resulted in zero visibility.

#### Question 11

A representative of the airline company

#### Question 12

Responses needed to mention the following points.

- supplying a bus for transportation to a first class hotel
- providing breakfast
- providing bus transport back to the airport
- a representative will be at the hotel the following morning to answer any questions

## Section 2 – Reading and responding

### Part A – Answer in English

Text 4 required careful reading of the information and analysis of the statistics provided. This year, some students did not analyse key words in the questions (for example, 'What are the **educational** initiatives that the school is implementing?' and 'Which **immediate steps** are being taken by the school?') and therefore gave incorrect answers.

### Text 4

#### Question 13

From the start of the school year

#### Question 14

All of:

- a physical activity program
- education on food/nutrition
- a dietician to monitor students
- getting the parents involved.

#### Question 15

All of:

- getting rid of food vending machines
- getting rid of soft drink vending machines
- controlling the sale of food in school by local suppliers/distributors.

#### Question 16

They can substitute sugary snacks with fruit or similar alternatives.



**Question 17**

Because schools have been asked to consider solutions to the obesity problem.

**Question 18**

On average

**Question 19**

The situation is similar to the rest of Europe; 26.9% of males and 21.2% of females are overweight.

**Question 20**

That the trend will rise

**Question 21**

A dietician

**Question 22**

Any 3 of:

- school name
- address
- date
- *lei – voi* form
- greeting.

## **Part B – Answer in Italian**

Once again this year, in Part B some students failed to demonstrate their comprehension of the text. These students often transcribed large sections of information from the text rather than rephrasing their responses in an original form. While students must base their answers on the text provided, they must also display the ability to reorganise information in a logical and sequential manner.

**Text 5**

**Question 23**

In addition to making culinary contributions, Italians in Australia were prominent also in the artistic field.

**Question 24**

Italian founded the Academy of Fine Arts in NSW. Two of the first teachers at the Academy were Italians. Italians introduced Impressionist art to Australia and influenced the adoption of this style amongst Australian painters.

## **Section 3 – Writing in Italian**

The criteria used to mark this section are:

- 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
- five marks for structure and sequence (correct text type, including register and cohesive devices)
- five marks for the correct use of Italian, including range and sophistication of vocabulary and grammar and correct spelling.

All topics on the examination paper were attempted; however, Question 29 proved to be the most popular. As in past years, students continued to make careless grammatical errors, including inappropriate use of verb tenses and conjugations, incorrect agreements and poor use of prepositions. Many careless spelling errors were evident in student writing. The range of tenses used was disappointing as many students did not extend their writing beyond the present or past tenses.

It is important that students read topic questions carefully and plan their answer relevantly and appropriately. This is particularly important when questions on the examination paper appear to be similar to topics studied in class.



**Question 25**

Students were required to write a speech addressing a visiting delegation of young Italian environmentalists. In this speech they needed to discuss at least five ways in which the drought had impacted on people living in the country or the city. This question was completed successfully by many students who were able to discuss the various effects of the drought and use the correct text format.

**Question 26**

Students were required to write a persuasive letter to an employer outlining five reasons why they should be allowed to take time off from a job they had only recently started in order to join friends on a holiday. Although many students gave five appropriate reasons, they needed to incorporate persuasive language in their text to produce a more convincing piece of writing.

**Question 27**

Students were required to review popular television programs in an online journal. They were to outline three positive and two negative points about reality shows. This topic did not prove to be very popular with students. Some students who undertook this task completed it well; however, others failed to offer an evaluation and merely listed points.

**Question 28**

In this question students were required to write an imaginative story recounting a dream. Many students creatively recounted five different and interesting aspects of their dream. On the other hand, students who performed poorly in this task were unable to expand on their ideas and presented a dull and unimaginative piece of writing.

**Question 29**

In this question, students were required to write an article about their experiences of places of importance to Italian migrants in Australia. In this article students were asked to outline five places they felt strongly about **as well as** explain why these places would appeal to Italian tourists. Although this topic proved to be the most popular, few students completed the task accurately. Many students did not accurately analyse the question and therefore presented only one aspect of the task.