



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 *VCE Italian 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.

Student performance in this component of the examination was varied. Students who had thoroughly prepared were more successful in satisfying all of the assessment criteria. These students were generally confident and at ease during the examination process. However, students who were less prepared lacked confidence and experienced difficulty meeting all of the set examination criteria.

SPECIFIC COMMENTS

Section 1 – Conversation

Students are required to converse about their personal world (including family, schooling, future aspirations, hobbies, interests and work).

In order to achieve excellent results in this section of the oral examination, students should be well versed in the prescribed topics and able to participate effectively in a conversation with the assessors. This requires students to engage and link with the assessors and demonstrate an ability to advance the conversation with confidence. Students who had prepared their topics were able to achieve this more readily. These students were also able to elaborate on their topics, give ideas and opinions and use the language appropriately and accurately.

In contrast, students who were not adequately prepared needed a lot of support to maintain the conversation and were not able to elaborate on ideas or opinions. They had poor control of the language and often could not express themselves beyond simple statements.

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.

It is imperative that students are aware of the necessity to study their chosen texts thoroughly and know how to link these texts to the topic. The resources chosen by students should allow for an in-depth analysis of the Detailed Study. Many students were only able to describe, retell or superficially outline the text.

In order to attain excellent results in this section, it is important that students are equipped with accurate and appropriate language structures and are able to use a variety of vocabulary and grammatical patterns which are relevant to the purpose of the task.

Students who performed poorly were unable to discuss ideas or opinions about their study and lacked control of simple linguistic structures. These students required constant support and prompting by assessors to advance their discussion. Some students mentioned a range of texts, however, when asked to comment on them, were unable to elaborate or give any relevance to their topic.

Once again, it was noted that the choice of topic combined with the choice of texts used contributed to the level of success in the Discussion section.



Written component

GENERAL COMMENTS

Students sitting the Italian examination need to be familiar with all sections of the paper. They must make effective use of the 15 minute 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 also carefully refer to both the Italian and the English versions to ensure that they have accurately understood the questions.

Students need to practise effective dictionary skills during the year so that the dictionary becomes a valuable tool in the examination. The misspelling of words is unacceptable at this level and often made the student's response incorrect, for example, 'roso' (*rosso*), 'qinquanta' (*cinquanta*), 'makina' (*macchina*), 'kilometri' (*chilometri*), 'felice' (*facile*).

Section 1 – Listening and responding

Part A – Answer in English

This year many students did not accurately extract the relevant key pieces of information from the aural texts presented. Many students overlooked essential, simple details. It is imperative that students take notes and listen carefully in order to give accurate and relevant answers to questions asked. It was surprising that many students were unable to identify specific pieces of factual information presented in the recipe. For example, in Question 3 many students were unable to specify simple quantities of ingredients (3 spoons, 4 potatoes, 1 clove).

Question 1

Spring

Question 2

Lamb

Question 3

Ingredients	Quantity
olive oil	3 spoons
white wine vinegar	½ a glass
potatoes	4
garlic	1 clove

Question 4

Rosemary, parsley

Question 5

Imperative

Question 6

False

Question 7

Two of:

- rolls
- ham/prosciutto
- selection of cheeses.

Question 8

Two of:

- just heard on the radio
- to take to the picnic
- the Australian girl does not eat fish.



Question 9

She called the free service of the Bureau of Meteorology.

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. 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.

As in previous years, numbers proved to be difficult for the majority of students. For example, in Question 10, instead of responding that the driver was travelling at 95 km/hr in a 60 km/h zone, responses included: 90 km/h, 93 km/h, 190 km/h, 100 km/h, 105 km/h, 75 km/h, 45 km/h in a 70 km/h or 50 km/h zone. When describing the distance travelled by the driver, many students were unable to identify 50 metres and confused this with 45 and 150 metres. Some students who identified the numbers correctly could not spell them accurately, despite being able to consult their dictionary.

Question 10

- he exceeded the speed limit by 35 km/h (driving 95 km/h in a 60 km/h zone)
- he crossed the intersection against a red light
- he continuously changed lanes for 50 metres

Question 11

- he had a powerful car (Ferrari)
- he was late for an appointment
- he was looking for a space between lanes

Question 12

He starts off being ironic and facetious, then becomes irritated and exasperated when referring to other drivers. In the end he is worried that he will lose his Ferrari.

Section 2 – Reading and responding

Part A – Answer in English

In this section students were required to read both texts presented in order to extract the required information. Many students made generalisations in their answers instead of giving accurate responses. For example, when asked to compare the style of the texts presented in Question 14a., some students did not specify which text they were referring to (one is formal and the other informal). In Question 18, some students did not elaborate their answer and wrote 'boys' instead of 'boys in Rome'.

Question 13

To inform her cousin about the scholarship application

Question 14a.

- the email is informal
- the notice is formal

Question 14b.

- email – informal salutation (*ciao, bacioni*), informal language used including emoticons
- attachment – formal language is used, use of headings in the text

Question 15

- her cousin is the correct age
- her parents are Italian citizens
- she has very good Italian skills

Question 16

- close relationship – use of emoticons/language
- urgency about applying for the scholarship (use of imperative)

2008 Assessment Report



Question 17

She says she knows that fun begins at 16 years of age (implying that she has already turned 16).

Question 18

Boys in Rome

Question 19

Australia

Question 20

- her cousin is the correct age (between 13 and 18 years old)
- parents are Italian citizens

Question 21

Entertainment

Question 22

- collect the application form from the Italian consulate
- write a 150 word essay
- send the application to the consulate before the closing date

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 incorporating 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.

Question 23

The perception that Australia was a monolingual and totally Anglo-Saxon nation was incorrect because Australia has always been a multilingual and multicultural nation.

Question 24

He said that Australia could have been a free nation (instead of a penal nation under English rule).

Question 25

The English Government did not agree as it was in need of a penal colony.

Question 26

- since the arrival of the first Europeans until modern day, Italian people have been an integral part of the Australian community (they have always contributed to society)
- there were Italian people from every social and economic class

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 (depth and breadth)
- 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 27 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 imperative that students read their chosen topic carefully and plan their writing to ensure that the content, purpose and audience are addressed accurately and appropriately according to the task. It is also imperative that students follow the correct format for the text type that they have chosen.

Question 27

Students were asked to write a personal letter to their grandparents in Italy to ask for their advice and support for their career choice, which was different from their parents' expectations.

This question proved to be the most popular; however, many students did not cover all aspects of the task. Many students did not structure the letter correctly and some failed to maintain the register.

Question 28

Students were given the following scenario 'This year, the Italian language students at your school have enjoyed many extracurricular activities. Your teacher has asked you to write an informative summary of these activities and to suggest new activities that students of Italian may like to undertake the following year'.

Overall, students who attempted this task covered the set requirements; however, there were some who misread the question and wrote about exchange students and outings for exchange students, and therefore did not adequately address the set topic.

Question 29

The question stated that 'Computers have radically changed our way of life'. Students were asked to write an evaluative report on the positive and negative aspects of the changes made by computers to human relationships and to society.

This question was well handled. Most students were able to evaluate the positive and negative effects of computer use.

Question 30

Students were asked to imagine that they had found an old suitcase covered with colourful stickers on the footpath. They were asked to write an imaginative story for a travel magazine about the many wonderful adventures of the suitcase.

It was disappointing that this task was not handled as well as expected. Many stories were not imaginative and were either a list of places the suitcase had travelled to or a recount of an immigration story.

Question 31

Students were given the following scenario 'During Education Week you decide to speak to the VCE students of Italian about the advantages of studying more than one language' and were required to write the script of their persuasive speech.

This task was generally handled well; however, only a few students provided substantial persuasive reasons for studying more than one language and many simply listed obvious reasons.