



Written component

GENERAL COMMENTS

In order for students to be successful in the Italian written examination they need to be familiar with all sections of the paper and the requirements of the Year 12 study as set out in the *VCE Italian Study Design*. In particular, to achieve very good results students need to be competent in the grammatical requirements of the course as stipulated on pages 14 to 16 of the study design under the subheading, 'Grammar'. Grammatical accuracy overall was disappointing and many students scored lowest in this area. Students and teachers need to review grammatical rules and practise them regularly to improve results in this area of the examination.

During the year, students need to practise effective dictionary skills so that the dictionary becomes a valuable tool in the examination and can be used to check spelling as well as to select the most accurate form of a word.

When sitting the examination, students should 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 bilingual dictionary if necessary. When reading the set questions, students should also carefully refer to the English translations to ensure that they have accurately understood the questions and therefore the answer required.

SPECIFIC INFORMATION

Note: Student responses reproduced herein have not been corrected for grammar, spelling or factual information.

Section 1 – Listening and responding

Students need to practise fine-tuning their listening and note-taking skills in order to perform well in this section of the examination. They should take advantage of the two readings of the text to make thorough notes on the information presented so that they can extract the relevant answers.

Part A – Answer in English

Students need to read and understand the question being asked and provide complete, accurate answers. For example, when asked in Question 1a. 'Why is Maria Consuelo Fantin being interviewed?', many students wrote that she was a candidate for the Miss Italy Competition, but they did not include that she was the Veneto Region representative.

Many students also lost marks for Question 1d. because they failed to understand the meaning of the word 'qualities'. Students failed to gain marks when their answers included work experiences and interests rather than qualities as stipulated by the question.

In Question 2c. many students did not identify the events which occurred in Italy and merely repeated the information relating to Australia.

Text 1

Question 1a.

As the Veneto representative for the Miss Italy competition

Question 1b.

The interviewer knows that Maria Consuelo is a typical Spanish name.

Question 1c.

Beauty contestants are widely criticised by the public.

Question 1d.

She:

- is a charitable person
- has a strong personality
- is intelligent

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- has well-rounded interests.

Question 1e.

To be at the mercy of the public

Text 2

Question 2a.

- train problems (delays and cancellations)
- traffic chaos, which leads to many car accidents

Question 2b.

Rain

Question 2c.

Any four of:

- the government economic crisis
- bad weather in Tuscany
- the Arno river in flood due to bad weather (therefore roads are closed)
- Miss Sardegna wins Miss Italia
- an old man foils a bag-snatching attempt.

Question 2d.

False

Part B – Answer in Italian

Part B required students to demonstrate their aural comprehension skills and answer in Italian. Ten marks were available for comprehension of the text and five marks for the use of language. It is important that students write complete, grammatically accurate sentences as this section assessed accurate use of language as well as comprehension.

Once again, students needed to ensure that complete answers were given, as brief answers often meant that key pieces of information were omitted.

Question 3a.

He is the author of the book *Beauty... at what cost?*, which is a very controversial book at the moment.

Following is an example of a student response.

Il professor Tellini viene intervistato perchè è l'autore del libro 'Bellezza a quale costo?', il quale è il libro più discusso al momento.

Question 3b.

To abolish these beauty competitions immediately

Question 3c.

Beauty contests (any three of):

- are outdated
- are a waste of financial resources
- judge women only for their looks, which provides an artificial concept of beauty
- have a negative physical and psychological effect on women
- are trivial and diminish the dignity of the participants.

Following is an example of a student response.

Secondo l'autore, I concorsi di bellezza creano un modello di bellezza artificiale. In oltre, secondo l'autore, questi concorsi provocano danni ad un livello sia fisico che psicologico e sprecano risorse economiche.

Question 3d.

- The competitions raise money for charity.

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- Beauty is important for both men and women.

Following is an example of a student response.

La signora crede che la bellezza sia importante per tutti e che i concorsi siano utili. Dice che usano fondi per ridurre la povertà ...

Question 3e.

She works in the area of advertising and she established her own agency.

Section 2 – Reading and responding

Part A – Answer in English

In this section students were required to carefully read the text presented in order to extract the required information. Many students made generalisations in their answers instead of giving accurate responses.

Question 4a.

Any six of:

- male
- tall
- muscular
- threatening appearance
- dressed in dark clothes
- earpiece for communication
- conspicuous.

Question 4b.

- intelligence
- self-confidence
- self-discipline
- courage
- self-sacrificing

Question 4c.

- It is a dangerous job (you could be shot or stabbed).
- It is a short-lived profession.
- There is a need to reconcile work and family.
- It is a 24/7 job.
- They have to forgo having children due to work demands.

Question 4d.

They blend in and are less conspicuous.

Question 4e.

- women who need protection
- men who have women and children to protect

Question 4f.

- good pay
- luxurious lifestyle
- interesting job

Part B – Answer in Italian

Once again, in Part B some students failed to demonstrate their comprehension of the text provided by transcribing large sections of information presented rather than giving effective responses. 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, and only include information that is relevant to the question asked. Five marks were available for comprehension of the text and five marks for the correct use of the Italian language.



Question 5ai.

Cultural conflict

Following is an example of a student response. This response has a few minor slips.

La causa fondamentale del conflitto tra I giovani e la loro famiglia è che I giovani sono italo-australiani e la cultura italiana è molto diversa alla cultura Australiana, quindi è difficile vivere conle due culture ...

Question 5aii.

- Vanessa must convince her parents to accept her Australian boyfriend.
- Luigi is not good at school and therefore must explain to his parents why he will not be able to study architecture.
- Francesco would like to abandon his studies to pursue his musical interests.

Following is an example of a student response.

Per ognuno di loro, questo conflitto si manifesta in maniere diverse. Per Vanessa – lei deve riuscire a convincere i suoi genitori ad accettare l'uomo australiano che ama. Per Francesco – lui deve trovare il coraggio di sequire I suoi sogni nel campo musicale invece di continuare con gli studi. Per Luigi – lui deve trovare un modo in cui può spiegare as suoi genitori che non è molto academico e perciò non otterrà il punteggio per studiare l'architettura.

Question 5b.

Yes, it should be seen because the film deals with the issue of cultural conflict in a new manner.

Section 3 – Writing in Italian

Criteria

- relevance, breadth and depth 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 (breadth and depth)
- 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. Questions 8 and 9, however, 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. As in previous years, 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.

Below are some extracts from well-written responses which highlight excellent language use.

... Prima di tutto questo scambio culturale ha migliorato le mie capacità linguistiche- sia scritto che orale ...

... a dire la verità non ci sono molti svantaggi oltre alla mancanze della famiglia e degli amici ...

... Da un punto di vista academico, non c'è dubbio che la nostra visita all'liceo ... era preziosa ... D'altra part,e senza la voglia di diminuire un viaggio favoloso, vorrei prendere quest'occasione per suggerire dei modi in cui quest' esperienza potrebbe essere raffinata. Per quanto riguarda la logistica del viaggio, forse sarebbe stato più comodo se il viaggio fosse organizzato durante l'inverno italiano, invece di luglio quando le città sono così piene di turisti ... credo che, per ottenere il massimo vantaggio alla conoscenza della lingua, si possa includere anche una settimana dove ogni studente resta con una famiglia ...



Question 6

Students had to complete an imaginative story as an entry in an annual short story competition. As this was an imaginative task, students needed to demonstrate creativity in their ideas in order to hold the attention of the reader. Most students included the correct features of the text type.

Question 7

Students were asked to write an informative article on an environmental issue they had been researching and felt strongly about. This question was the least commonly attempted. It required the students to outline and discuss an environmental issue and develop their argument with effective supporting evidence.

Question 8

Students had to write the script of a speech describing the positive and negative aspects of their experience on a school trip to Italy. Students were required to evaluate the success of the trip by presenting both positive and negative points.

Question 9

Students were required to write a letter to persuade their uncle to let them use his house as the venue for a friend's birthday party. This topic proved to be very popular; however, many students did not perform well as they did not present persuasive and convincing reasons for their request. The question was often answered superficially, for example, 'I'm your favourite', 'I do not have money', etc.

Question 10

Question 10 required students to write a journal entry reflecting on their personal experiences when volunteering at an Italian retirement village for the elderly. In the journal entry students needed to explain and reflect on their experience in the retirement village and state how that experience impacted on them personally.