



**2012**

**Languages: Italian GA 3: Examination**

## **Oral component**

### **GENERAL COMMENTS**

The oral examination assesses the student's ability to communicate in the Italian language. When preparing for this examination, students must familiarise themselves with the specific requirements of the task, as outlined in the *VCE Italian Study Design*.

Students' performances in the oral examination were varied. There was a strong correlation between thorough preparation and a successful outcome.

### **SPECIFIC COMMENTS**

#### **Section 1 – Conversation**

The Conversation section of the examination required students to converse about aspects of their personal world. This may have included topics related to family, school, hobbies, work, interests and future aspirations. It was expected that students would be able to discuss these topics freely and confidently, using a variety of grammatical structures and appropriate vocabulary, as outlined in the *VCE Italian Study Design*. At this level, it is expected that students would pay particular attention to their pronunciation, stress and tempo in order to give a more authentic performance.

Students should be familiar with the assessment criteria. Those who prepared well were able to communicate effectively with the assessors. These students provided detailed responses to the questions asked and were able to elaborate on the information they presented, giving their opinions, ideas and reasons for their statements. They readily and confidently carried the conversation forward, and provided original and varied responses. Highly successful students used accurate pronunciation and tempo, which made their communication clear and authentic. In addition, these students demonstrated their knowledge of the Italian language by using an excellent range of vocabulary, grammatical structures and tenses accurately and appropriately.

Students in the middle band were generally able to communicate with the assessors despite some hesitation. They provided a satisfactory range of information, but often had difficulty justifying or clarifying their opinions and relied on the assessors' questions in order to advance the conversation. Their pronunciation was usually generally good, with only minor slips or errors. These students demonstrated a good control of simple structures, with some range in both grammar and vocabulary.

Students who were not adequately prepared struggled to maintain an effective conversation with the assessors, were often very slow to respond and required considerable support to advance the conversation. Though able to give some information, these students had difficulty elaborating on their ideas with opinions or reasons, resulting in responses that were brief and lacking in depth. Furthermore, these students lacked control of both vocabulary and grammatical structures. They used a very limited range of vocabulary.

#### **Section 2 – Discussion**

This section of the examination required students to discuss their Detailed Study, making reference to the texts that were studied to present information, ideas and opinions about their chosen topic. Students were permitted up to one minute to inform the assessors of their chosen area of study. Students should avoid giving very long introductions to their topic.

Given that 15 hours of class time should have been dedicated to preparation for this section of the examination, it was expected that students would demonstrate an extensive understanding of both their chosen topic and texts. It was evident that the choice of topic and the selection of texts played a crucial role in enabling students to support, elaborate on and demonstrate their understanding of the topic. Examples of appropriate and effective Italian texts included a film, an article, an interview or a play or novel extract that allowed for an extensive and thorough exploration of the topic that was studied. However, it should be noted that, even with these more substantial resources, students must be able to use the texts to support their argument and not merely give a recount of them. Students should not expect to be asked to give an explanation or summary of a particular text, but should be able to discuss their topic and make relevant reference to the texts that were studied as evidence or in support of their ideas, statements or opinions.

# **2012 Assessment Report**



The most successful students had a thorough understanding of their topic and were able to elaborate, providing evidence from the texts in order to support their ideas and opinions. They confidently conversed with the assessors, bringing some original input to the discussion and thus advancing it effectively. Their knowledge of vocabulary that was relevant to the topic was extensive, and their pronunciation and tempo were very good. In their responses, these students demonstrated an excellent range of grammatical structures and tenses, which they used appropriately and accurately.

Students who achieved satisfactory results in this section of the examination presented a good range of information about their topic, while making some reference to the texts that were studied. They demonstrated some ability to elaborate on ideas; however, weaker students needed to explore their topic in greater detail in order to discuss these ideas and opinions effectively. Consequently, they often required support from the assessors to explore the topic in greater depth. Some students experienced only minor problems with pronunciation, while others encountered more significant difficulties with topic-specific terms. In their communication, these students demonstrated a good range and control of more basic language structures; however, they tended to avoid using more complex tenses and structures.

Poorer results were achieved by those students who had not adequately prepared their topic. These students had difficulty providing factual information and were unable to elaborate on or clarify their topic. They made very limited use of their resources. The assessors found it necessary to provide extensive support to these students in order to advance the discussion. The clarity of the exchange was further hindered by frequent hesitation, false starts, poor pronunciation, and inaccurate and limited control of grammatical structures by the students.