



Oral component

GENERAL COMMENTS

The oral examination was designed to assess the students' 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*.

As in previous years, student performance in the oral examination was varied. Thorough preparation was the key to a successful outcome.

SPECIFIC INFORMATION

Section 1 – Conversation

The Conversation section of the examination required students to converse about aspects of their personal world. This 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, assessors expected students to pay particular attention to their pronunciation, stress and tempo in order to give a more authentic performance.

The most successful students were able to maintain and advance the exchange effectively and appropriately. These students gave highly relevant responses that they were readily able to clarify and elaborate upon using examples to support their opinions. The language used in communication was accurate and appropriate to the task. These students were able to use a vast variety of tenses, grammatical structures and vocabulary effectively.

Middle range students were able to provide a satisfactory range of information and opinions and demonstrated some ability to clarify their ideas. They sometimes lacked the confidence and ability to advance the conversation, instead relying on rote-learned information and assessor prompts and questions. These students displayed a good control of simple structures and vocabulary; however, they were unable to demonstrate knowledge of more complex structures.

Students who were not adequately prepared experienced difficulty in providing suitable responses and they lacked the ability to communicate their ideas effectively. These students did not appear to have prepared adequately. They used a limited range of grammatical structures and vocabulary and frequently made language errors.

Section 2 – Discussion

This section of the examination required students to discuss their Detailed Study by referring to the texts studied to present information, ideas and opinions about their chosen topic. Students were allowed up to one minute to inform the assessors of their chosen area of study. Given that fifteen hours of class time is dedicated to the preparation of this section of the examination, it is expected that students will have an extensive understanding of both their chosen topic and texts. It was evident that 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 texts included films, articles or extracts which allowed for an extensive and thorough exploration of the topic studied.

Students who achieved excellent results in this section of the examination demonstrated thorough preparation and were able to discuss their topic confidently by elaborating effectively on their ideas and using evidence from their selected texts to support their point of view. These students consistently used an excellent range of vocabulary and grammatical structures.

Many students prepared adequately for this part of the examination. But while they presented a satisfactory range of information and ideas, their responses lacked the necessary depth and detail, often because of inappropriate text selection or a superficial analysis of their chosen texts. These students often needed support from the assessors to advance the conversation. In many situations, students demonstrated good control of simple structures, but lacked the ability to use more sophisticated vocabulary and grammar.

2011 Assessment Report



Some students did not prepare adequately for the Discussion. They were able to provide some limited information; however, they had trouble elaborating on their ideas and required constant support by the assessors. They were often unable to refer to and use information from their chosen texts. These students could only use a limited range of grammatical structures and vocabulary.