



2010

LOTE: Italian GA 3: Examination

Oral component

GENERAL COMMENTS

The oral examination assesses students' ability to communicate in Italian. 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 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 the oral examination was varied. Students who had thoroughly prepared were more successful in satisfying all of the assessment criteria than those who had not. Well-prepared students were able to participate successfully and effectively in both sections and were generally confident and at ease during the examination. However, students who were less well prepared lacked confidence and experienced difficulty meeting all of the set examination criteria.

SPECIFIC COMMENTS

Section 1 – Conversation

In the Conversation section of the examination, students are required to converse about their personal world (including family, school, future aspirations, hobbies, interests and work).

In order to achieve excellent results in this section, students should have detailed knowledge of the prescribed topics and be able to participate effectively in a conversation with the assessors. This requires students to engage and link with the assessors and to demonstrate the ability to advance the conversation with confidence using a variety of grammatical structures and relevant vocabulary. It is important that students realise that pronunciation, stress and tempo are essential elements of the oral task.

Students who performed well responded readily and confidently and were able to carry the conversation forward with some spontaneity. They were also able to elaborate on their topics and give ideas and opinions, hence providing the necessary breadth and depth to their responses. These students demonstrated the ability to use the language appropriately and accurately.

Students in the middle of the range gave shorter answers and required some support from assessors to advance the conversation. They often did not elaborate on their ideas or opinions but simply provided factual information. These students had some control of simple grammatical structures and sometimes relied on rote-learned language. It is important that students are able to use their information appropriately and modify it when responding to questions asked by assessors.

Students who were not adequately prepared needed a great deal of support to maintain the conversation and were not able to elaborate on their ideas or opinions. They had poor control of the language and often could not express themselves beyond simple rote-learned statements.

Section 2 – Discussion

This section of the examination required students to discuss their Detailed Study. Students were required to use 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.

It is imperative that students study their chosen texts thoroughly and know how to link these texts to their topic. The resources chosen by students should allow for an in-depth analysis of the Detailed Study. For example, a poem or a song is an appropriate resource to use as extra support; however, may be not be detailed enough to be used as a main text. On the other hand, the analysis of a film, article or extract allows for a more thorough and extensive exploration of the studied topic. These resources need to be elaborated on and discussed in reference to the Detailed Study.

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Excellent results in this section were attained by students who had detailed knowledge and understanding of their material. These students linked effectively and readily with the assessors and were able to carry the discussion forward with original input. They reflected upon prepared opinions on topics and were able to cross-link and compare their chosen texts. An excellent range of vocabulary, grammatical structures and expressions was demonstrated by these students.

Students who performed satisfactorily were able to communicate with assessors; however, they displayed a limited ability to advance the discussion. These students presented a range of information but had limited skills in clarifying and elaborating on their opinions and ideas. In many cases they were only able to describe, retell or outline the texts studied, using simple grammatical structures to convey meaning. Students who relied on rote-learned language experienced difficulty in expressing meaning as the discussion advanced.

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 the assessors in order to advance the discussion. Some students mentioned a range of texts; however, when asked to comment on them, were unable to elaborate any further or explain their relevance to their topic.

This year there was a greater variety of topics presented by students and this was pleasing to see.