



## **Written component**

### **GENERAL COMMENTS**

Successful completion of the 2010 Italian examination required students to be familiar with the requirements of the study in the *VCE Italian Study Design*. To achieve high scores it was important that students demonstrated their competency in the grammatical requirements of the study as stipulated on pages 14–16 of the study design under the subheading ‘Grammar’. In 2010, the level of students’ grammatical accuracy varied. Students are reminded that they must be prepared to show their understanding of more complex grammatical features rather than limiting themselves to basic tenses and grammatical structures.

Students should be exposed to a wide variety of authentic texts in order to improve the quality of their work.

Students should make effective use of the 15-minute reading time in order to fully understand the requirements of each question. During the reading time students can access their dictionary if necessary. When reading questions students should also refer to the English translations to ensure that they have accurately understood the questions.

### **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 thorough notes during the two playings of the texts so that they are able to extract the relevant answers.

### **Part A – Answer in English**

Students need to read and understand the question and provide accurate answers. Providing superficial responses does not demonstrate effective comprehension of the text. For example, in Question 1b., many students wrote that Francesco ‘got’ tickets, instead of providing the more accurate response, which was that he had won the tickets on eBay. In Question 1e., students responded that Giulia was happy, rather than indicating how her mood changed from annoyed to happy.

#### **Question 1a.**

Francesco had forgotten that he and Giulia had arranged to **see a play**.

#### **Question 1b.**

He won tickets on eBay.

#### **Question 1c.**

Four of:

- they already had tickets to Goldoni’s play
- doesn’t realise it was a rock concert
- she does not like opera
- she gets bored
- the seats are hard and cold.

#### **Question 1d.**

All of:

- they will take blankets and cushions
- it is a rock concert
- her favourite band is playing
- the band members are attractive.

#### **Question 1e.**

Her mood changes from being hesitant and argumentative to being happy and enthusiastic.

#### **Question 1f.**

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They are partners in a relationship.

**Question 2a.**

They were going to watch TV at home.

**Question 2b.**

They will go and watch Goldoni's play.

**Question 2c.**

They love Goldoni's play, but could not afford the tickets and were happy to be offered them for free.

## Part B – Answer in Italian

Part B required students to demonstrate their aural comprehension skills in Italian. 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 as in this section comprehension and accurate use of language are being assessed.

Students needed to ensure that complete answers were given because answers that were very brief often meant that key pieces of information were omitted. Answers in this section should not be in dot-point form. (Please note that the answers given in this report are written in dot points because students will write their complete sentences in Italian in a variety of ways.)

**Question 3a.**

This advertisement is promoting the products of the company 'Sempre Pronti'.

**Question 3b.**

Three of:

- they are easy to prepare
- they are very tasty
- there is a wide variety of products on offer
- saves time in the kitchen.

**Question 3c.**

The secret shared by the grandmother and grandson is that instead of the grandson making the gnocchi to impress his girlfriend, he will be buying the 'Sempre Pronti' products.

**Question 4a.**

This advertisement is promoting the new car of the future.

**Question 4b.**

All of:

- the Ecomotorel car is at the forefront in its design
- it has many accessories, and is available in many colours and in either a convertible or a 4 x 4 model
- it is environmentally friendly.

**Question 4c.**

The first text is in an informal conversation style, while the second is a formal announcement.

The following are examples of well-written answers.

*Lo scopo di questo annuncio è di promuovere i prodotti di 'Sempre Pronti', in particolare gli gnocchi*

*Uno comprerebbe questi prodotti perchè sono saporiti, più soffici di quelli che fa la nonna e siccome si preparano facilmente c'è più tempo per fare le altre cose*

*Questa pubblicità promuove l'Ecomotorel la cosiddetta macchina del futuro*

*Si dovrebbe comprare l'Ecomotorel perchè è all'avanguardia ecologicamente, ha una batteria che si ricarica automaticamente, è disponibile in una vasta gamma di colori e fa la sua parte per aiutare l'ambiente*

## **Section 2 – Reading and responding**

### **Part A – Answer in English**

In this section students were required to carefully read the text presented and extract the required information. Many students gave generalisations instead of accurate responses. Students should use accurate English expressions when completing answers, including consistency of register.

#### **Question 5a.**

Rachel is in Naples as an exchange student.

#### **Question 5b.**

Five of:

- updating her exchange experience
- went to a soccer match with her Italian host brother
- realised that soccer was like a religion for Italian people
- at the end of the match she went to the Napoli team's (change) rooms and was introduced to the winning team
- discovered that the goalkeeper was an old school friend of Marcello
- learnt about the history of soccer
- she is going out to dinner with the goalkeeper.

#### **Question 5ci.**

Napoli

#### **Question 5cii.**

- taken to the (change) room of the winning team
- Evviva Napoli

Students were given one mark for one correct answer and three marks for two correct answers.

#### **Question 5d.**

Do not worry; I do not have a crush yet!

#### **Question 5e.**

In ancient Rome

#### **Question 5f.**

She has to get ready to go out to dinner with the Napoli goalkeeper.

#### **Question 5g.**

- expressive language; for example, *che spettacolo, evviva ecc*
- use of emoticons
- use of punctuation such as question and exclamation marks
- use of expressions such as *Curiosoni, non ho preso la cotta ecc*

Students who gave four correct answers with examples were given five marks.

### **Part B – Answer in Italian**

In this section of the examination, five marks were awarded for the comprehension of the text and five marks for the correct use of the Italian language. In 2010, many students gave unclear answers or answers that lacked depth.

#### **Question 6a.**

The author dreams of going to University to complete a degree and to become a famous writer whose book will become a best-seller. His book will be made into a film, and he dreams of being independent, owning an apartment and having a beautiful girl by his side. In order for his dreams to become reality he must win a prestigious scholarship.

#### **Question 6b.**



The author is a dreamer; he is ambitious, a procrastinator, a romantic and an optimist.

The following are examples of well-written answers.

*Sogna di frequentare l'università in Italia per eventualmente diventare uno scrittore famoso. Vuole avere una ragazza perfetta ed essere indipendente, con i suoi libri ispirando grandi film. Prima però, deve superare brillantemente questa prova scritta.*

*Lui è davvero un sognatore, siccome invece di scrivere durante l'esame pensa solo al suo futuro. È molto ambizioso volendo scrivere un best seller e forse ispirare un film. È proprio un romantico, gli piacerebbe essere innamorato di una ragazza bellissima.*

### **Section 3 – Writing in Italian**

Assessment criteria

- relevance, depth and breadth of content
- appropriateness of structure and sequence
- accuracy, range and appropriateness of vocabulary and grammar

Five marks each were awarded for:

- content (depth and breadth)
- structure and sequence (correct text type, including register and cohesive devices)
- the correct use of Italian language, including range and sophistication of vocabulary and grammar, and correct spelling.

It should be noted that the assessors used the criteria to make judgments about the mark awarded.

All topics on the examination paper were attempted; however, Question 11 was the most popular. As in past years, some students did not read the topic question thoroughly and parts of their writing were not on task. It is imperative that students plan their writing to ensure that their content demonstrates relevance, depth and breadth of ideas and is completed following the correct format for the text type. Students must also be aware of the kind of writing required with each question.

In order to achieve very high marks for this section of the examination, the writing needed cover the content of the task effectively and include elaboration of ideas. The structure of the finished piece of writing needed to be accurate to the text type with effectively sequenced and linked sentences and paragraphs. An excellent use and range of grammatical structures and vocabulary should have been in evidence, including more complex tenses. Spelling needed to be accurate and the kind of writing needed to be appropriate to the purpose and audience of the task.

Some students made careless grammatical errors, including the inappropriate use of verb tenses and conjugations, incorrect agreements and poor use of prepositions. Incorrect spelling of basic words was also an issue. Many students did not extend their writing beyond the present or past tenses. Some students' handwriting was illegible. Assessors make every effort to read all students' work, but students are advised to write clearly.

#### **Question 7**

Students were required to write an informative news item about a new discovery, to be aired on a current affairs program.

#### **Question 8**

Students were given the following scenario, 'You are the school captain and you have been invited by the principal to address the new Year 12 students during their Orientation program'. They were required to write the script of a speech evaluating the final years of schooling.

The following extract from a well-written response demonstrates excellent language use.

*...Buongiorno a tutti i nuovi studenti dell'anno dodici. Come sapete sono il Capitano della scuola quest'anno e il nostro preside mi ha invitato a parlarvi delle mie esperienze.*

*L'ultimo anno di scuola è sempre impegnativo e a volte molto stressante.....è importante che abbiate qualche ora nella quale potete rilassarvi...*

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*....in fondo è vero che l'anno dodici richiede sempre del vostro meglio. Se non fosse stato per il mio lavoro durissimo non avrei ottenuto i voti così alti. Vi suggerisco di ascoltare bene i vostri professori così che possiate avere un'esperienza scolastica veramente buona.....In più durante i miei ultimi anni di scuola ci tenevo molto alla famiglia ed agli amici. Quando avevo dei problemi erano tutti presenti ad aiutarmi sia con la scuola che oltre. Se potessi tornare indietro nel tempo ringrazierei tutti loro per il loro appoggio.....Tuttavia vi auguro ogni bene nelle vostre vite. Come Capitano della scuola sono molto fiero di aver frequentato una scuola che si occupa del benessere degli studenti.....Grazie a tutti voi per l'ascolto e alla Preside per avermi dato l'opportunità di fare questo discorso oggi.*

## Question 9

Students were required to write an imaginative story about a black and white photo to submit to a local Youth Writers' Club in which they told of the events in the photo.

## Question 10

Students were required to write a personal report for next year's Italian food festival committee explaining how to organise the festival. Students needed to mention what worked well and what did not, and include some advice.

## Question 11

Students were given the following scenario, 'One of your cousins has the opportunity to come and study as an exchange student at your school but is unsure about taking up the offer'. They were required to write a letter to persuade the cousin that it will be an experience not to be missed.

The following extracts from well-written responses demonstrate excellent language use.

### Example 1

*Caro Marco,*

*Cosa è successo, santo cielo! Ho sentito da tua zia che hai paura di venire qui in Australia. Dubiti che un viaggio del genere valga la pena, mi ha raccontato.... Ma sei pazzo? Come fai a non accettare quest'offerta che ti ha fatto la mia scuola?*

*Allora, io capisco se tu pensi che un anno all'estero ti farebbe perdere un anno di scuola lì in Italia, però devi credermi che è molto facile recuperare l'anno che perderesti se venissi qui da noi. Poi alla fine non perdi niente...un anno all'estero cambia la vita per sempre e ti apre un mondo completamente diverso dal tuo.....*

### Example 2

*Salve cuginetta!*

*Me l'ha detto l'uccellino che stai considerando di fare lo scambio proprio nella mia scuola! Quando l'ho sentito non ci potevo credere. Ho pensato che non potrebbe essere vero.*

*Eppure, eccomi la tua cugina fedele pronta a convincerti ad accettare questa offerta meravigliosa....*