



2013

Languages: Italian GA 3: Examination

Oral component

GENERAL COMMENTS

The oral examination assesses students' ability to communicate in Italian. Students who familiarised themselves with all aspects of the requirements performed confidently. Most students were able to link with assessors and converse about aspects of their personal life; however, there were many students who were unable to explore or elaborate on their ideas. These students relied on a narrow range of vocabulary. In such cases the overall performance was hindered and lacked spontaneity. Furthermore, many students were over-reliant on prepared answers and were therefore thrown when asked questions that did not directly correlate to their prepared responses. It is important that students are aware that there is no prescribed set of questions and, rather than relying on a limited range of vocabulary, they must be able to understand and respond in a variety of ways. Students should avoid relying on prepared responses as this hinders the quality of their performance.

In preparing for the examination, students must practise their oral skills regularly and develop confidence in using the language in an impromptu situation. This practice needs to be applied to both the Conversation and Discussion sections of the examination. Students should also familiarise themselves with the assessment criteria for the oral examination.

SPECIFIC INFORMATION

Section 1 – Conversation

In this section of the examination students were expected to converse freely on topics connected to aspects of their personal world. This could include family, schooling, future aspirations, hobbies and leisure time. Students were expected to discuss these topics freely and confidently using a variety of grammatical structures and appropriate vocabulary as outlined in the *VCE Italian Study Design*. Students were required to provide elaborate responses, paying particular attention to the correct use of vocabulary and grammar as well as focusing on pronunciation, stress and tempo in order to give an authentic performance.

High-scoring students demonstrated thorough preparation and an ability to advance the conversation effectively. They were able to elaborate on their responses using a broad and accurate range of vocabulary and grammar. The effectiveness of the exchange with the assessors was further enhanced by the clarity of their expression. These students displayed excellent pronunciation, intonation, stress and tempo.

Students in the middle band demonstrated a good level of understanding, despite some hesitations and pauses. They presented a good range of information and ideas; however, gaps in preparation were evident when these students were asked to elaborate on their opinions and ideas. The language used was generally accurate; however, responses were not at the appropriate range for this level. It is important that students are aware of the language requirements as stipulated in the study design.

It was disappointing that a number of students were inadequately prepared for this examination. These students experienced difficulty in communicating their responses and failed to link successfully with the assessors, requiring extensive support to advance the exchange.

Section 2 – Discussion

This section of the examination required students to discuss their Detailed Study, making reference to the texts studied to present information, ideas and opinions about their chosen topic. Students were allowed up to one minute to inform assessors of their chosen area of study. Having spent a considerable amount of class time focusing on their Detailed Study topic, it was expected that students would be able to provide a range of information, ideas and opinions. Students were expected to be able to link the studied texts to their topic of discussion effectively.

Careful consideration should be given to the choice of topics and texts to ensure that students are given ample opportunity to demonstrate their ability and skills in the language. This year successful resources included films, articles, interviews, extracts, songs, resources on YouTube and online. However, even with these resources, students must be able to use the text to support their argument.

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High-scoring students demonstrated an excellent level of understanding and ability to link with assessors. These students were able to advance the discussion by providing extensive information about their topic and use their texts to support their argument. In such cases, the exchange was stimulating, and students were able to successfully demonstrate their knowledge and understanding of the topic. The discussion was further enhanced by the effective and accurate use of grammar, vocabulary, pronunciation and expression.

Middle-band students generally demonstrated the ability to communicate with the assessors, providing a good range of information; however, at times they lacked the ability to effectively elaborate on their ideas and opinions. These students often required support from the assessors in order to develop the discussion. They sometimes relied on retelling the content of their chosen texts rather than using them to support their ideas. The language structures used were satisfactory but often did not extend beyond simple vocabulary and tenses.

Some students were inadequately prepared for this section of the examination and struggled to clarify or elaborate on their ideas or opinions. They were unable to refer to or use information from the texts studied to advance the discussion. Their performance was further hindered by a limited control of vocabulary and language structures. These students experienced significant difficulties with intonation, stress and tempo, revealing a lack of preparation for the examination.