



2013

Languages: Italian GA 3: Examination

Written component

GENERAL COMMENTS

Successful completion of the 2013 Italian written examination required students to be familiar with Units 3 and 4 of the *VCE Italian Study Design*. Competency in the grammatical elements of the study as stipulated on pages 14–16 of the study design under the Grammar subheading was essential. To achieve a high score, students needed to demonstrate their understanding of more complex grammatical features rather than limit themselves to basic tenses and grammatical structures. Therefore, when preparing for the examination, students are encouraged to use a wide variety of authentic texts in order to improve the quality of their work.

It was imperative that students made effective use of the 15-minute reading time to familiarise themselves with the requirements of the examination. During the examination, students were permitted to make effective use of their bilingual dictionary as necessary. Students should read questions carefully to ensure that they provide a relevant answer. It is recommended that students reread their answers in order to ensure that they are logical. They should also take every opportunity to check their spelling, look over their answers to check for clarity and appropriateness (in both English and Italian) and ensure that their handwriting is clear and legible.

SPECIFIC INFORMATION

This report provides sample answers or an indication of what the answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Students need to take particular notice of the key words in the questions being asked in order to provide relevant and comprehensive answers in the appropriate language. Students should ensure that they reread their responses, checking for logical flow and spelling. Referring to the dictionary can also be beneficial.

Section 1 – Listening and responding

Students who performed successfully in this section were able to listen for and draw the correct information from the aural texts presented. They recorded key information accurately and demonstrated an understanding of the spoken text. Their answers were accurate, relevant and based on the text heard. These students made effective use of the note-taking spaces on the examination paper to record essential pieces of information.

On the other hand, many students had trouble identifying the key points in the text and gave inaccurate and/or poorly worded responses. To improve in this area, it is recommended that students practise the required skills of listening and responding to aural texts, ensuring that they have good knowledge of basic key vocabulary and good dictionary skills.

Part A – Answer in English

Many students gave inaccurate or incomplete responses to questions in this section.

Question 1a.

The restaurant is open from 6 pm to midnight every day except Monday.

The majority of students did not gain full marks for this question. They either confused the days of the week or the times of the day, or did not give a complete answer.

Question 1b.

The parents think she has no need to work and bought her an expensive car.

Question 1c.

The employer initially thinks the girl is unsuitable for the job, but changes his mind when she offers to prove herself by working for free for a few days.

Question 2a.

Patrizia thinks Barbara could be having relationship problems with Enrico.

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Question 2b.

It is going extremely well.

Question 2c.

Lorella refused to lend Barbara her gold bracelet. She told her she was careless and that she was afraid she would lose it.

Question 2d.

She wanted to impress Enrico's parents at a dinner.

Question 2e.

Big-headed, opportunist and self-centred

Some students wrote illogical responses.

Part B – Answer in Italian

It is important that students make notes as they are listening to the aural text, and then check their written answer to ensure it is relevant to the question and that the grammatical expression is correct. In this section of the examination paper, students were awarded ten marks for comprehension and five marks for their capacity to convey information in Italian and their use of the Italian language.

Question 3a.

- *Giovani per sempre*
- *Dare consigli su come mantenersi belli e mantenersi in forma*

Question 3b.

- *Dopo un devastante incidente è rimasta sfigurata e lui si è offerto di fare l'operazione*
- *Dopo l'operazione è rimasta più bella di prima*

Question 3c.

- *Per migliorare il loro aspetto fisico: rifare il naso, ritoccare la bocca, la liposuzione*

Question 3d.

- *Coloro che si rivolgono alla chirurgia estetica la usino per nascondere paure ed insicurezze invece*
- *Il professor pensa che per gli italiani sia fondamentale fare bella figura perchè aumenti il successo nella vita pubblica e privata*

Section 2 – Reading and responding

Students who performed well in this section paid particular attention to the finer details in the texts, and this was reflected in their answers. They took notice of the cues given through article and adjective use for recognition of gender; for example, *Pulcinella*, ... *Servo spesso malinconico* (*Pulcinella* is masculine).

It was very obvious that some students had not revisited the answers they had written as they gave illogical responses. Students are reminded to ensure that their response answers the question asked.

Part A – Answer in English

Question 4a.

The editor wrote the article because readers wanted information about the *Commedia dell'Arte*.

Question 4b.

A jewel of Italian theatre

Question 4c.

- *Commedia dell'Arte: impromptu, based on given scenarios*

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- Modern theatre: scripted and memorised

Question 4d.

- presence of women on the stage
- it became commonplace in other theatre companies

Question 4e.

Commedia dell'Arte was initially performed in open-air theatres, with minimum props (stages, sets) and modest masks. Later it was performed in prestigious theatres, had elaborate costumes and sophisticated props, and masks from various cities.

Question 4f.

Arlecchino and Colombina are both servants who are cunning.

Question 4g.

Pulcinella is wise and silly.

Question 4h.

- the origin/history
- the success – popularity/development of the artform

Part B – Answer in Italian

Question 5a.

Marco ha mentito alla mamma ed era la prima volta che le aveva mentito.

Question 5b.

- *La mamma gli ha lanciato uno sguardo inquisitivo*
- *Gli ha detto che Pino era stato ricoverato all'ospedale il giorno prima del loro incontro*
- *Ha messo sul comodino il libro di Pinocchio*

It was evident from responses that many students did not have good knowledge of tenses and how to use them, including formation of irregular past participles. For example, when stating that Marco had lied to his mother, many students used the phrase *ha bugiato* instead of *ha detto una bugia* or *ha mentito*.

Section 3 – Writing in Italian

Criteria

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

The most popular writing task was Question 7, an informal letter regarding the benefits of using social media, while the least popular question was Question 8, an article expressing feelings regarding co-starring with an idol in a movie.

In order to achieve very high marks for the first criterion, students' writing needed to cover all aspects of the question effectively and the ideas needed to be elaborated on. Many students' responses lacked the required depth and breadth. The majority of students did not develop their responses with a range of ideas, and this affected the overall quality of their writing.

Some students did not analyse questions correctly and wrote most of their response off-topic. This was particularly the case for Question 9, where students failed to note the requirement to evaluate the positive and negative aspects of a trip around Australia organised for a group of tourists of various ages. The majority of students concentrated on providing a log of a trip, rather than exploring issues arising from having different age groups on tour. Some also failed to note that the trip was in Australia and wrote about regions of Italy.

Question 10, regarding a little brother's nightmare, was poorly handled. Instead of producing an imaginative story to alleviate the child's fears, many students embarked on various tales about migration, holidays and free time in Italy.

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Structure and sequencing were also disappointing. Students who planned their work produced writing that was well sequenced, cohesive and conformed to the required structure.

The majority of students did not score highly for the criterion relating to accuracy, range and appropriateness of vocabulary and grammar. Students should have an understanding of the linguistic requirements of this examination and master the relevant grammatical structures as stipulated in the *VCE Italian Study Design*. Students are reminded that they should not consult the dictionary and select the first word given. Rather, they should find the correct word for the intended context. Many students simply translated literally from English into Italian.

Students should plan their responses by paying particular attention to the key words and the specifications of the chosen question. To achieve excellent results, students need to ensure that

- they select a variety of tenses and grammatical structures that are appropriate to the purpose of the question
- all features of the text type are included
- the finished piece is logically structured and sequenced with correct spelling and vocabulary.

Students should also give careful consideration to the topic that they choose to write about, ensuring that they have the ideas to expand and elaborate on it appropriately.