2020 VCE Italian written examination report

General comments

2020 was the first year this study was delivered according to the newly accredited *VCE Italian Study Design 2020–2024* and examination specifications. It is important that students and teachers familiarise themselves with the [specifications for written examinations](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Italian.aspx), available on the Italian examinations webpage of the VCAA website.

The revised written examination structure was well handled. Overall, the students were aware of the nature of the tasks and the requirements and instructions in each of the sections.

Students who did well demonstrated proficiency in the language, applying their knowledge and skills of Italian accurately and appropriately to the tasks. These students made good use of note-taking spaces provided in the examination paper and planned their answers to produce highly relevant, logical and well-structured responses. Their work included a wide range of grammatical features, accurate spelling and well-punctuated sentences.

Students who encountered difficulty with the examination paper did not take notes during the relevant listening input section and did not show evidence of planning responses. Those who did not accurately understand the question and requirements of the questions gave inaccurate and incomplete responses.

Students are reminded to take care with spelling and sentence structure. It is important for students to review their responses to ensure that they have clearly communicated the information in their responses and that their answers are clear and not ambiguous.

In Section 3 – Writing in Italian, the most popular tasks were questions 7 and 6. Few candidates attempted questions 5 and 8.

It is very important to ensure that handwriting is legible, and students are strongly advised to practise hand-written responses throughout the year.

In preparation for the written examination, students should practise correct and effective use of their dictionary, practise note-taking and completing writing tasks to a set time or time limit.

When undertaking VCE Italian, students come into contact with a wide range of text types. Students need to be familiar with text types that students can reasonably be expected to produce by the completion of this study.

Please refer to the [VCE Italian Study Design, page 12](https://www.vcaa.vic.edu.au/Documents/vce/italian/2019ItalianSD.pdf), for more information on text types.

Specific information

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

Section 1

Part A – Listening and responding in English

In this section, students responded in English. Marks were based on the accuracy of the content included in the answers.

Question 1a.

Correct responses included:

* Gino’s 18th birthday
* evidence that there had been previous discussion – Gino says again (haven’t we already discussed it), or mother says that she had previously spoken to the father.

Question 1b.

Correct responses were as follows:

|  |  |
| --- | --- |
| Option preferred by | Menu items |
| Gino | mini pizza**chips / French fries**cocktail frankfurts**rolls/sandwiches****snacks / finger food / starters** |
| Gino’s mother | starterslasagna**sausages**salads**chicken**  |

Question 1c.

Correct responses were:

* Level of formality: Gino wanted a casual event – his mother wanted a formal event.
* Appearances: Gino is not concerned about what others think – his mother wants to make a good impression on family.
* Cost: Gino is planning a cheaper event – his mother says she would spare no expense.

Many responses failed to articulate the differences of opinion between Gino and his mother. Simply stating one point of view did not constitute an accurate response. Students are reminded of the importance of carefully reading questions and the requirements of the question on the exam paper.

Part B – Listening and responding in Italian

Question 2

In this part of the examination students were assessed on their understanding of the listening text and their ability to accurately convey appropriate information from the text in Italian. The information presented in the response needed to be relevant to the question. Students were marked holistically according to the following criteria:

* the capacity to understand general and specific aspects of texts
* the capacity to convey information and opinions accurately and appropriately.

Students were not awarded separate marks for content and language. Responses that included the relevant information and were expressed clearly in Italian were awarded full marks.

Question 2a.

Correct responses were any six of the following:

|  |  |
| --- | --- |
| * Focus on organic food
* Environmentally aware
* Fast home delivery
* Locally sourced
* Seasonal produce
* Home-made production styles
* Vegetarian food
* Vegan food
* Traditional food
 | * *Cibo biologico*
* *Favorisce l’ambiente*
* *Consegna a domicilio veloce*
* *Prodotti locali*
* *Prodotti stagionali*
* *Produzione artigianali*
* *Piatti vegetariani*
* *Piatti vegani*
* *Piatti tradizionali*
 |

Question 2b.

It was correct to respond that 10% of profits go to providing food for homeless youth (*Regala 10% del ricavato per nutrire i giovani senzatetto*).

Question 2c.

It was correct to respond that the first 20 have the possibility of winning a weekend away in the mountains (*I primi venti avranno l’opportunità di vincere un weekend in montagna*).

Section 2

Part A – Reading, listening and responding in English

Question 3a.

Correct responses were:

* 1980 – the year the film *Urbania-X* was released
* 2020 – the year the film was set.

Question 3b.

The topic of the conversation was a group research project.

* For Anna, her group work is online.
* For her father, his group work is face to face.

Question 3c.

Anna’s father is surprised because:

* Text messages are not a distraction but an essential component of study.
* Study does not consist of paper books.
* Notes are not taken by hand.

Question 3d.

Technological advances not predicted in the film Urbania-X included:

* use of social media
* text messaging
* video calls via mobiles / computers
* online research / study.

Question 3e.

Students needed to give the corresponding related response comparing the prediction on the future and the actual reality.

|  |  |
| --- | --- |
| Reading text (Text 3A) | Listening text (Text 3B) |
| Film predicting the futureRobots will dominateFlying cars | In the past, technology was not prominent |
| Future is unforeseeableRobots not in controlElectric cars (not flying) | The future is based on technology |

Question 3f.

Students needed to demonstrate an understanding of the data presented as evidence of the changes that have occurred over time.

* In 1980, cash was the dominant payment form (71%) but in 2020 this was no longer the case (10%).
* There has been an overall decline of print books (1980, 97%; 2020, 65%).

Part B – Reading and responding in Italian

Successful completion of this task required students to read and understand the given text and demonstrate the ability to respond to the question by giving appropriate information in the relevant format.

Answers to this task were varied but needed to address the five criteria essential for the awarding of the funding. The criteria to be addressed were:

* renewable energy
* water conservation
* protection from the wind
* orientation of the building
* choice of building materials approved by the European Union.

Question 4

Students were required to demonstrate an understanding of the stimulus text/texts and to address the requirements of the task by conveying the relevant information from the text/textsthat was appropriate for the audience and the prescribed writing style and text type.

Student responses were assessed holistically according to the assessment criteria and the expected qualities published in the examination specifications on the VCAA website. The criteria for this section are:

* the capacity to understand general and specific aspects of texts
* the capacity to convey information and opinions accurately and appropriately.

Students were not awarded separate marks for content and language accuracy; however, language accuracy was an important expected quality that was considered in the assessment. A number of students provided lengthy responses beyond the scope of the task and some included additional information that was irrelevant.

High-scoring responses addressed each of the abovementioned criteria, contained appropriate and accurate vocabulary and grammar, and completed the task in the required text type.

Section 3 – Writing in Italian

Questions 5–8

The four questions presented in this section covered four different text types and styles of writing. It is important to carefully take note of the specific information in the topic. Careful planning of responses enables students to ensure that they have met all the requirements of the task. Although not the only criteria for this section of the examination, students are reminded of the importance of legible handwriting, accurate spelling, correct use of punctuation and paragraphs.