2021 VCE Italian written external assessment report

General comments

This written examination assessed the VCE Italian Study Design 2020−2024 and assessment criteria. In the 2021 examination students who performed well provided clear, accurate and relevant responses. They read the requirements of the task, took note of the allocated marks and provided responses that met the criteria of the question. These students effectively used the space provided for note taking. Responses in English that scored highly communicated the required key points accurately and clearly. When responding in Italian, these students were able to present their responses fluently with logical sequencing and accuracy of grammar and spelling. It is to be noted that while handwriting is not an assessed criterion, it is vital that students write clearly in pen so their ideas are not lost through illegibility.

In Section 3 of the examination, Question 5 was the most popular choice. While it was a familiar topic for students, many did not adhere to the requirements of the task (i.e. focusing on a memorable past holiday). Many students wrote about a future holiday or recounted a holiday without highlighting the memorable aspect of it. On the other hand, students who attempted Question 7 (a blog post in favour of keeping the school uniform) were mostly able to adhere to the specific requirements of the task, producing a persuasive piece.

In preparation for this assessment, students are advised to familiarise themselves with all the requirements of the examination, including use of reading time and responding within the time allocated. It is advised that students undertake regular practise of handwriting using a pen. For the listening and responding task, note-taking practise in class is advised in preparation for the examination. As part of student preparation, they should be aware of the grammatical items required for the successful completion of this examination.

Specific information

Section 1

Part A – Listening and responding in English

This section assessed the students’ capacity to understand and convey general and specific aspects of texts.

Question 1a.

* To take mum to a restaurant / dinner.
* To convince her to get a dog.

Question 1b.

Rosalba:

* organise the daily food routine
* take dog to vet.

Sandro:

* clean kennel / dog bed
* take dog for walks.

Question 1c.

It is a breed of dog that:

* does not shed
* is no trouble / does not annoy.

Question 1d.

* She loved Rex the police dog (in the TV series).
* She adored Toto from The Wizard of Oz (in the film).
* She used to tell them the story of Argo, the faithful companion of Ulysses.

Part B – Listening and responding in Italian

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 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.

Football Australiano (Australian football):

* Perché c’è una squadra famosa di football australiano a Genova (because there is a famous Australian rules team in Genoa)
* Gli studenti seguono le partite e / quindi conoscono le regole (students have attended matches / are familiar with the rules).

Hockey su ghiaccio (ice hockey):

* Perché il preside giocava a hockey su ghiaccio quando era studente all’università di Toronto e l’ha fatto conoscere agli student (because the principal played it when he was a student at the University of Toronto).

The following is an example of a high-scoring response:

Hanno scelto il football australiano perchè esiste già una squadra popolare di questo sport a Genova e molti sapevano già le regole. Hanno scelto l’hockey sul ghiaccio perchè il presidente delle scuola si è laureato a Toronto ed era parte della squadra dell’università. Perciò ha introdotto lo sport alla scuola di Luisa. (They chose Australian football because in Genova a popular team of this sport already existed and many already knew the rules. They chose ice hockey because the principal of the school graduated in Toronto and was part of the university team. Therefore, the sport was introduced in Luisa’s school.)

Question 2b.

* Imparano nuove competenze specifiche per questi sport (they learn new skills specific to those sports)
* Stabilisce legami con due altre nazioni (establishes links with two other countries)
* Rende l’educazione fisica più attraente per gli student (it makes PE more appealing for students)
* Aumenta il livello di partecipazione nello sport (students participate more in sport)
* Aumenta la buona reputazione del liceo (increases the prestige of the school).

The following is an example of a high-scoring response:

Secondo Luisa, il programma di sport insegua nuove competenze, stabilisce legami con due paesi lontani (l’Australia, il Canada) e ha attirato livelli alti di partecipazione nello sport. In più, aumenta la reputazione della scuola e rende la connessione tra il movimento fisico e lo sport più divertente e apparente. (According to Luisa, the sport programme teaches new competencies, establishes ties between the two faraway countries (Australia and Canada) and has led to high levels of participation in sport. Furthermore, it improves the reputation of the school and makes the connection between physical movement and sport more enjoyable and apparent.)

Section 2

Part A – Reading, listening and responding in English

Question 3a.

* being aware of the time difference
* communication with family and friends delayed (not when events actually happen)
* cannot dress as per season / weather variable

Question 3b.

* Rome: no in-between season / no spring or autumn anymore
* Melbourne: four seasons in one day

Question 3c.

New Year’s Eve

Question 3d.

|  |  |  |
| --- | --- | --- |
|  | City | Specific place |
| Sergio | Rome | Piazza Navona / Navona Square |
| Roberta | Melbourne | On the balcony of a building / overlooking the Yarra |

Question 3e.

* In Italy she used to eat lentils.
* In Melbourne she has seafood.

Question 3f.

* Italy: a short break of a few days for New Year, then back to work
* Australia: it is just the start of the summer holidays, so a longer break (four-week break)

Question 3g.

Meaning 1: Time/Chronology

Examples:

* 14.10 (2:10 pm) in Rome and 00.10 (after midnight) in Melbourne / day versus night
* Italy: New Year’s Eve (31st December) / New Year’s Day (1st January)

Meaning 2: Water/Meteorology

Examples:

* Cold / 11 degrees in Rome; summer in Melbourne
* Perfect weather conditions to go skiing in Italy and to the beach in Melbourne

Part B – Reading and responding in Italian

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

The reading text included a visual stimulus. Responses that scored highly were able to successfully incorporate information from the visual stimulus.

Student responses were assessed holistically according to the assessment criteria and the expected qualities published on the VCAA website. 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.

It was possible to achieve a high score for this question without exceeding the specified word/character limit, which is shorter than the limit specified for Section 3.

Question 4

Suggested points that may have been included:

* una donna coraggiosa (courageous woman)
* ha lottato per ideali e l’indipedenza delle donne (fought for ideals, including independence of women)
* studiava lingue (studied languages)
* studiava musica (studied music)
* apprezzava le arti: la cultura e la musica (valued arts, culture and music)
* sosteneva gli artisti (supported artists)
* aveva una visione del futuro che prevedeva l’educazione dei ragazzi insieme alle ragazze (had a vision for the future, including education of boys together with girls)
* idee innovative (innovative ideas).

The following is an example of a high-scoring response:

Discorso per la cerimonia della consegna dei diploma.

Buongiorno studenti e professori, vorrei cominciare il mio discorso dicendo congratulazioni a tutti gli student per aver completato I loro studi quest’anno. Siete tutti capaci di realizzare I vostri sogni. Per motivarvi voglio farvi presente ai contribute di Isabella d’Este nello sviluppamento della cultura italiana e perchè abbiamo deciso di dedicare il nostro nuovo centro di studio a lei.

D’Este, nata nel 1474, era una femminista che ha lottato tanto per i diritti delle donne e per l’opportunità di andare a scuola. In più, era una donna molto istruita e sapeva parlare sia il greco che il latino. Come tutti voi, la sua istruzione l’ha permessa di apprezzare la cultura moderna e l’ha incoraggiata a continuare ad imparare di più riguardo il nostro mondo.

Ma non era solo una brava studentessa, era molto passionate della musica ed era una cantante e danzatrice incredibile.

Non solo si preoccupava di se stessa, nella lettera di Elisabetta Gonzana, dice che dava “sostegno morale e finanziario” ad artisti per continuare il loro lavoro.

Riconosco che tutti questi doti possono sembrare spaventosi ma quell oche ci insegna D’Este è che abbiamo così tanto da offrire al mondo. Ognuno di noi ha la capacità di avere un impatto sul mondo e di offrire idee innovative”.

Nessuno qui diventerà una coppia di D’Este ma ci ispira di diventare individui forti, coraggiosi e moderni.

Grazie professori e student per la vostra cortesia.

Arrivederci.

(Speech for the graduation ceremony.

Good morning students and teachers,

I would like to begin mu talk congratulating all the students for having completed their studies this year. You are all capable of realising your dreams. To motivate you I would like to present the contributions of Isabella d’Este to the development of the Italian culture and why we have decided to dedicate our new study centre to her.

D’Este was born in 1474, she was a feminist who fought hard for the rights of women and for the opportunity to go to school. Furthermore, she was a well-educated woman and could speak both greek and latin. Like all of you, her education allowed her to appreciate modern culture and encouraged her to continue to learn about our world.

But she wasn’t just a good student, she was very passionate about music and was a singer and dancer.

Non only did she care about herself, but in Elisabeth Gonzana’s letters she says that d’Este gave artists ‘moral and financial support’ to continue their work.

I recognise that these gifts could seem frightening but what d’Este teaches us is that we have so much to offer the world. Each one of us has the capacity to have an impact on the world and to offer innovative ideas.

No one here will become a copy of d’Este but she inspires us to become strong individuals, courageous and modern.

Thank you, teachers and students, for your attention.

Good bye).

Section 3 – Writing in Italian

Questions 5–8

In this section of the examination, students were expected to adhere to the text type format of the required texts. Furthermore, their work needed to display a good ability to use the grammar and vocabulary appropriate to the kind of writing requested and the topic being explored. It is advised that students analyse all the options provided prior to choosing one, then reflect on the content requirements and plan their response to ensure that the structure is appropriate to the task, including paragraphs and punctuation.

Responses that scored highly demonstrated fluency and depth in their writing with ideas accurately communicated. These responses showed an ability to accurately use a wide range of grammatical structures and extended vocabulary relevant to the task.

It is advised that students practise planning responses, acquire good dictionary skills, practise writing in the various text types and learn the features of these. In addition, reading authentic material will assist in developing proficiency in this type of task.