2022 VCE Italian written external assessment report

General comments

The 2022 VCE Italian examination was challenging for many students; however, responses that scored highly were well structured, detailed and relevant to the question asked. These students demonstrated an excellent command of the language and were able communicate their ideas clearly and succinctly.

In order to fully familiarise themselves with all requirements of the written examination, students are strongly advised to always make effective use of the allocated reading time. All responses, whether in Italian or English, should be clear and unambiguous. Note, also, that the same response cannot be used for multiple questions. Many students did not attempt to respond to some questions blank; students are advised that it is always preferable to attempt an answer rather than leaving it blank. It is also most important that students write carefully so that their handwriting in particular is legible and can be clearly understood.

In preparation for the examination, students should focus on a thorough revision of grammatical rules, conventions of text types and writing styles as stipulated in the Italian study design. Further refinement of dictionary skills, as well as note-taking and handwriting skills are also most important.

Specific information

Note: Student responses reproduced in this report have not been corrected for grammar, spelling or factual 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

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

Question 1a.

The two cousins are close because:

* of the terms of endearment/diminutive/dearest/dear
* the speaker says the cousin is the first with whom the news is shared
* they decide to keep in touch with each other.

Question 1b.

The main purpose of both trips is:

* for Stefano – a tourist trip to Australia
* for Giada – a gap year / volunteer at a medical facility in Indonesia.

Question 1c.

The specific plans are as follows.

|  |  |
| --- | --- |
| Stefano | Giada |
| (three of:)* visit friends in Hobart
* visit family
* (hire) a car to tour around Tasmania / travel around Tasmania
* visit fascinating places (in Australia)
 | * gain overseas experience
* learn the language
 |

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.

She is tired because:

Figlia (daughter)

* Perché ha troppo da fare / studi e sport e amici (She has a lot to do / study, sport and friends)
* Perché non dorme bene (She isn’t sleeping well).

Padre (father)

* Non mangia bene (She doesn’t eat well).

Question 2b.

* All’università mangia patatine (She eats chips at university)
* La sera prende da mangiare alla tavola calda / non cucina a casa perché è troppo costoso fare la spesa per solo una persona (She eats dinner at the takeaway/buffet / doesn’t cook at home because it’s expensive to shop for one)
* Non fa colazione (She doesn’t have breakfast).

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

La figlia mangia spesso fuori e non cucina a casa, all’università mangia le patatine del bar, la sera mangia alla ‘Tavola Calda’ sotto di casa e la mattina salta colazione. (The daughter often eats out and does not cook at home, at the university she eats chips from the bar, in the evening she eats at the Tavola Calda near home and in the morning she skips breakfast.)

Question 2c.

The father proposes:

* Deve mangiare bene / frutta e verdure (She needs to eat healthily / fruit and vegetables)
* Andranno insieme a fare spesa al mercato un’ora prima della chiusura perché la frutta e la verdura saranno scontati (They will shop at the market an hour before closing time because the prices of fruit and vegetables will be cheaper)
* Sceglieranno ricette semplici da preparare (They will choose simple recipes to cook).

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

Il padre consiglia che vanno entrambi al mercato un’ora prima che chiudi per comprare la frutta e verdura scontate. Poi, possono dividere la spesa e preparare un menú insieme per risparmiare del tempo durante la settimana. Per di più, il padre pensa che la figlia debba mangiare più frutta e verdura. (The father advises that they go together to the market an hour before it closes to buy fruit and vegetables at a discounted price. They can divide the shopping and together prepare a menu to save time during the week. Furthermore, the father thinks that the daughter should eat more fruit and vegetables.)

Section 2

Part A – Reading, listening and responding in English

Question 3a.

Matteo

* He could not write (was illiterate) and he had to rely on someone else to write (his letter) for him.

Matteo’s children

* Their father could not educate them because that is the way things were then.
* Due to lack of education, they left for / migrated to other countries / America/Germany/Australia.

Question 3b.

* In the past the extended family and the neighbours came over to help with the harvesting.
* Now the countryside is full of tourists.
* They come to buy cheese and vegetables.
* Young entrepreneurs come to buy wool.

Question 3c.

The co-op was set up to:

* live a healthy and simple life (in the country)
* respect the environment (not contribute to polluting the planet)
* stay in Italy, not migrate / leave Italy.

Question 3d.

To be financially viable:

* They will pay back the debt by selling their products.
* They will use the internet to expand their marketing.

Question 3e.

Chiara’s reaction is:

* enthusiastic/supportive/impressed
* she asks if she can join the co-op.

Question 3f.

|  |  |  |
| --- | --- | --- |
|  | Matteo | Tullio |
| Living arrangements | Living on his own | Communal living on land |
| Main income | Pension  | Selling produce from the land |
| Housing  | Hut and house in town  | Renovated country cottage |

Part B – Reading and responding in Italian

Students were required to demonstrate an understanding of the stimulus text and address the requirements of the task by conveying the relevant information from the text that 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 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.

Points from the stimulus text:

* gallery experience
* artwork
* style of the exhibition
* reflection on overall experience.

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

28 marzo

Carissimo Diario,

Oggi, sono andato a una mostra indimenticabile a Firenze. Era una mostra di dipinti che sembravano di provenire dal cinque cento, ma hanno dimostrato della tecnologia moderna!

Innanzitutto, parlo di come ho trovato la galleria. In un modo completamente diverso delle alter gallerie europee, invece di mettere I quadri della mostra nelle sale silenziose, erano messi un po` più all’aperto, nel cortile interno. Questo è stato un aspetto che mi è veramente piaciuto. Mi sono potuto sedere nel bar del museo, mangiando e bevendo un caffè mentre godere i quadri. Così ho potuto unire l’utile al dilettevole!

Un altro aspetto molto affascinante, erano le tecnologie mostrate nei dipinti. Anche se questi dipinti hanno almeno cinque cento anni, mostravano le cose inimaginabili in quel periodo. Per esempio, c’era uno che illustrava degli astronauti sulla luna, e avevano anche un po` di erba come se avessero già colonizzato la luna, una cosa che gli scientifici stanno ancora sognando!

Insomma, sono stato veramente sorpreso dalla curiosità tecnologica dei nostri antenati. Se queste tecnologie estistessero in quel periodo lì, non potrei immaginare quali tecnologie esiterebbero oggi giorno!

Quindi, la mia esperienza a questa mostra è stata sopra l’altezza delle mie aspettative.

Giosué.

(Dear diary,

Today I went to an unforgettable exhibition in Florence. It was an exhibition of paintings that seemed to date back to the 1400s but had elements of modern technology.

Firstly, I will talk about my experience in the gallery. Different to other European galleries, instead of displaying the artwork in isolated rooms, they were displayed out in the open in an internal courtyard. This was a feature I really liked. I was able to sit in the museum bar, eating and drinking a coffee while I was enjoying the paintings. In this way I was able to take some refreshments while enjoying the artwork.

Another aspect that I found interesting was the technology depicted in the paintings. Even if these paintings were a least five hundred years old, they displayed unimaginable characteristics for that period. For example, there was one painting that depicted astronauts on the moon and there was also the depiction of grass almost as though the moon had already been colonised, which is something scientists still dream of.

In fact, I was very surprised about the technology of our ancestors. If these technologies had existed in that period, I cannot imagine what technologies would exist today. Therefore, my experience of this exhibition was beyond my expectations.

Joshua.)

Section 3 – Writing in Italian

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 demonstrate an 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, with ideas accurately communicated. These students showed an ability to accurately use and manipulate a wide range of grammatical structures and extended vocabulary relevant to the task. The responses were highly relevant to the task content of the question.

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

Question 5

You are a committee member in a group called Youth for the Future, which successfully created popular green spaces in your neighbourhood five years ago. Write an informative report for your committee about the results of this project.

(Fai parte del comitato di un gruppo chiamato Giovani per il Futuro, che cinque anni fa ha creato nel vicinato degli spazi verdi molto popolari. Scrivi un rapporto informativo per il comitato sui risultati di questo progetto.)

High-scoring responses included a clear outline of the purpose of the report. They outlined aspects of the project, the motive for its creation and level of success. The report required a formal writing style with a clear introduction, body and conclusion.

Question 6

You are planning to participate in the Italian Language and Culture Immersion Camp during the summer break. Write an email to persuade a friend, who has never been on such a camp before, to join you.

(Durante le vacanze estive, parteciperai al Campeggio di Immersione nella Lingua e Cultura Italiana. Scrivi un’email a un amico/un’amica che non è mai stato/a in un campeggio di questo tipo per convincerli a venire con te.)

High-scoring responses included a persuasive email outlining the details of the camp and the reasons why the author wants to participate in this experience and also convince a friend to do so. The email features were evident and the writing style was infomal.

Question 7

An influencer has written a blog post in which they suggest that screen time should be limited at school. Write an article to be published in the school newsletter, evaluating the advantages and disadvantages of this suggestion.

(Un influencer ha scritto un post in cui consiglia di limitare il tempo passato davanti allo schermo a scuola. Scrivi un articolo da pubblicare nella newsletter scolastica, spiegando quali sono i vantaggi e gli svantaggi di questa proposta.)

High-scoring responses featured an evaluative article outlining the content of the influencer’s post and discussion of the advantages and disadvantages of limiting screen time. The audience was the school community.

Question 8

A creative writing competition is being organised for young adults in your local community. Write an imaginative story inspired by the image below. The story will be published on the organisers’ website.

(È stato organizzato un concorso di scrittura creativa per ragazzi nella comunità locale. Scrivi un racconto di fantasia, ispirato all’immagine sottostante, che sarà pubblicato sul sito degli organizzatori.)

High-scoring responses referred to the stimulus image of the dove and used it in a creative way as either the initial focus, a turning point of the plot or as a concluding remark.