2023 VCE Italian written external assessment report

General comments

In the 2023 VCE Italian written examination, most students were able to identify, understand and adequately respond to general information in the listening and reading texts. Most students were able to demonstrate an understanding of the writing task requirements, such as text types, different writing styles, structuring and sequencing.

High-scoring responses demonstrated very good aural and reading comprehension skills by providing clear, accurate and relevant responses in English. Responses in Italian were well structured, showing depth, an accurate use of a wide range of grammatical features and vocabulary relevant to the task.

Listening comprehension tasks proved challenging for some students. While students generally understood the gist of the reading texts, their responses in English often did not contain enough detail, suggesting difficulties with the initial note-taking. Areas for improvement when responding in Italian included key aspects of grammar, such as subject–verb agreements, sentence structures, tenses and the correct use of pronouns.

Students are advised that it is important to attempt all questions and to allow sufficient time to complete all assigned tasks. It appeared that some students did not allow sufficient time to complete Section 3, suggesting the need for improved time-management skills.

To avoid any ambiguities, it is important that students write carefully to produce clear and legible handwritten content.

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

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

High-scoring responses displayed very good comprehension of the language contained in the two texts. They also demonstrated very good note-taking skills.

It is most important that students make good use of the space provided for note-taking but should also be reminded that answers written in the note-taking space will not be awarded marks.

Question 1a.

|  |  |
| --- | --- |
| Destination | Means of transportation |
| Naples | Plane/flight |
| Alberobello | Car |
| Rome | Train |
| Florence | Coach/bus |

Question 1b.

The shape, construction material and traditional users of the trulli are:

* cone-shaped roof
* white stone
* farmers.

Question 1c.

The passenger prefers to pay by card because (any two of the following):

* a card is more convenient
* no-one uses cash anymore
* using a card provides discount on flights.

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.

Cristina Sammini’s achievements and plans for the future are:

* È stata la prima scienziata italiana ad aver creato un buco nero (She was the first Italian scientist to create a black hole)
* Ha tre lauree (She has three degrees)
* Lavora al Centro Ricerca Nucleare (She works at the Nuclear Research Centre)
* Sta organizzando una conferenza per promuovere il dialogo interdisciplinare tra materie umanistiche e scientifiche (She is organising a conference to promote interdisciplinary dialogue between humanities and science)
* Condurrà un programma scientifico / programma per bambini / un programma simile a Scienze per noi (She will host a science program / program for children / similar to Science For Us).

It is important that students read the questions carefully and take note of the key words so that they can respond in a relevant and accurate manner. In Question 2a., students were required to identify both Christine’s achievements as well as her future plans.

Question 2b.

Cristina’s connection with Everyday Science in each country is:

* In America lo guardava sempre (In America she used to watch it all the time)
* In Italia non c’era il programma (In Italy the program was not available)
* Ripeteva gli esperimenti / faceva finta di essere una scienziata (She was replicating the experiments / pretended to be a scientist)
* In Australia lo ha ritrovato / ha ricominciato a guardarlo (In Australia she found it again / started watching it again)
* Ha capito di volere studiare scienza / ha capito che voleva diventare una scienziata (She understood she wanted to study science / become a scientist).

Section 2

Part A – Reading, listening and responding in English

In this part of the examination, students were to carefully use the reading text, the listening text and visual to produce the required response.

Question 3a.

Physical features of a padel court (any three of the following):

* rectangular
* smaller than a tennis court
* net in the middle
* it has walls.

Question 3b.

The graph contradicts the article:

* the article states that the popularity of padel makes no distinction in gender or age
* according to the graph, more men than women play padel
* people between 25 and 34 years of age play padel more than any other age groups.

OR

The graph confirms the article:

* the article states that the popularity of padel makes no distinction in gender or age
* according to the graph, all age groups are represented
* both men and women are represented.

Students could interpret the graph either way but needed to qualify their response.

Question 3c.

Olivia’s reasons for contacting Viviana:

* to let Viviana know how she feels
* to ask Viviana for advice
* to ask Viviana about the outcome of her job interview.

Question 3d.

Priorities for Olivia:

* good work/life balance
* good pay.

Question 3e.

|  |  |
| --- | --- |
| **Why padel would be a suitable sport for Olivia with justification from the text** | |
| * Olivia feels angry. | * Padel has positive effects on health and wellbeing. |
| * Olivia is not (very) fit. | * Padel does not require any particular physical preparation. |
| * Olivia feels tired. | * Padel has positive effects on health and wellbeing. * Padel does not require any particular physical preparation. |
| * Olivia feels unmotivated. | * Padel increases motivation. * Padel is a fun sport. |
| * Olivia hates sport/yoga / falls asleep / running is boring. | * Padel is a fun sport. |
| * Olivia finds gym membership fees too high / are expensive. | * It is not expensive to play padel. |
| * Olivia does not like being alone / does not have many friends. | * Padel gives you an opportunity to meet new friends. |

Part B – Reading and responding in Italian

Students were required to demonstrate an understanding of the stimulus text to 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.

Question 4

After reading the text, students were asked to assume the role of the school cultural-diversity leader and write a formal letter to persuade the Social Event Committee to incorporate key aspects of the ‘unusual choir’ in the school concert, taking the key aspects from the text.

High-scoring responses demonstrated a thorough understanding of the text and manipulated the language by adhering to the kind of writing (persuasive) and the text type features (formal letter). These responses also displayed a very good grasp of grammar and were well-structured.

Aspects required to be included are:

* representation of all cultural groups in the school
* involvement of the school community
* preservation of culture and heritage.

Section 3 – Writing in Italian

The assessment criteria focused on the capacity to demonstrate relevance, breadth and depth of content, as well as the accuracy, range and appropriateness of vocabulary and grammar.

Students chose one of four topics, each requiring a different text type and a different kind of writing. Question 7 was the most popular choice, with over 50 per cent of students choosing this option.

While most students were able to include (demonstrate) relevant content in their response, difficulties with language accuracy were a key issue that impacted the level of achievement. Basic grammar mistakes were common, such as the incorrect conjugation of verbs and not using an infinitive verb with a modal verb. Other areas for improvement included sentence structure, spelling and agreement errors (noun-adjective, auxiliary verb).

High-scoring responses displayed accurate language features, interesting content, correct structures and well-punctuated sentences.

Question 5

Students were asked to write an imaginative story assuming the role of a superhero for a day. They were to focus on how their superpower and super-weakness influenced their adventure.

Question 6

After participating in a youth ambassador program at the city zoo, students were asked to write a review to the manager evaluating both the positive and negative aspects of the Endangered Species Project.

Question 7

After discovering an Italian recipe book from the 19th century, students were asked to write a personal letter to their great-grandmother in Italy. In this letter, they were to reflect on the personal significance of these recipes and their connection to Italian culture and cuisine.

Question 8

Students were asked to assume the role of a guide in a Made in Italy exhibition in Australia. They were to write the script for a speech highlighting what to expect from the exhibition and how the featured products contribute to contemporary society.