2022 VCE Italian oral external assessment report

General comments

Students were assessed on their knowledge and skills in using spoken language. The examination had two sections: a conversation of approximately seven minutes and a discussion of approximately eight minutes.

In both sections, students were assessed in:

* content and communication (relevance, depth and range of information, ideas and opinions; capacity to elaborate and reflect on information, ideas and opinions; capacity to interact with assessors; and effective communication)
* language (appropriateness of vocabulary, grammar and sentence structures; and clarity of expression, including pronunciation, intonation, stress and tempo).

It should be noted that during the oral examination:

* students should be prepared to answer a variety of questions of varying levels of difficulty and in a different order from the one that students anticipate. These questions may be asked at any time and should be regarded as a normal process of a discussion.
* assessors may interrupt students to ask questions during the examination; this is regarded as a normal process in a discussion
* monologues are discouraged and may be interrupted
* students should not concern themselves with assessor body language. Students are encouraged to ask for clarification in order to ensure they clearly understand what is being asked of them. For example, they could ask *Mi dispiace, non ho sentito la domanda, potrebbe ripeterla per favore* (I am sorry I did not hear the question, could you repeat it please?), *Mi dispiace non ho capito la domanda* (I am sorry I did not understand the question) or, if it is a particular word which is not understood, *Mi dispiace non so cosa significa ….* (I am sorry I do not know the meaning of …).

Success in this examination requires students to be thoroughly prepared in content and communication skills as well as language skills.

Section 1 – Conversation

This section was a general conversation between the student and the two assessors about the students’ personal world and their interactions with the Italian language and culture as learners. Students were able to support their personal reflections by referring to any of the relevant subtopics studied in class from the prescribed theme ‘The individual’ and the prescribed theme ‘The Italian-speaking communities’.

Students who engaged in higher-scoring conversations:

* demonstrated an excellent level of understanding by responding readily and communicating confidently
* carried the conversation forward with spontaneity
* provided an excellent range of information, ideas and opinions clearly and logically with highly relevant responses
* clarified, elaborated on and defended information, ideas and opinions very effectively
* used sophisticated vocabulary and structures accurately and appropriately
* used language naturally
* used excellent pronunciation, intonation, stress and tempo.

Students who understood the requirements of this section of the examination and those who had prepared extensively were well equipped to confidently tackle all aspects of the task without relying on memorised sections of information.

Content and communication

Students who performed well successfully incorporated various aspects of their personal world and were able to respond to questions about their interactions with Italian language and culture. They extended their responses by providing details, examples and opinions related to the ideas being discussed, allowing assessors to further explore the students’ areas of interest. They could identify reasons why they chose to study Italian, and could discuss various aspects of (the) Italian culture covered over the course of their studies.

Language

Students who scored highly used clear and accurate expression with appropriate sequencing of tenses. Their interaction with assessors showcased an accurate and interesting selection of appropriate vocabulary. Their pronunciation was accurate with appropriate stress and tempo.

Students who rushed responses, or relied on rote-learnt material, found that they could not elaborate and extend their responses relevantly due to a lack of thorough preparation. It is important that students familiarise themselves with the linguistic expectations of the study as set out in the Italian study design.

Section 2 – Discussion

Students discussed their chosen subtopic and their supporting visual material, which had to be related to either the prescribed theme ‘The Italian-speaking communities’ or the prescribed theme ‘The world around us’. The focus of the discussion was on exploring aspects of the subtopic, including information, opinions and ideas. Students were expected to respond to questions on their subtopic and supporting visual material.

Students who engaged in higher-scoring discussions:

* provided an excellent range and depth of information, ideas and opinions with an original perspective on the subtopic
* elaborated on complex information and defended ideas and opinions clearly and logically with highly relevant responses
* used the image skilfully to support the discussion on the subtopic
* communicated information, ideas and opinions very confidently and carried the discussion forward with spontaneity.

Students generally understood the requirements of this section of the examination and came prepared with an image to support their discussion. Students presented a variety of topics for discussion; however, it is important to carefully consider the choice of topic and its relevance to Italian culture when choosing cultural events, festivities and migration, as these topics belong to the theme of Italian-speaking communities.

Content and communication

Students who scored highly in this section of the examination had prepared thoroughly and considered many aspects of their discussion topic. They chose an appropriate image that allowed them to effectively launch into an area of their discussion. It must be remembered that the examination is not about the image itself or its quality; the image is rather a stimulus to facilitate appropriate discussion between the assessors and the student.

Students who scored highly could articulate their ideas in a confident manner. They used clear and accurate expression with appropriate sequencing of tenses for their topic. Their discussion showcased knowledge of their topic via the selection of appropriate and accurate vocabulary. The discussion flowed naturally aided by accurate pronunciation, stress and tempo. These students paced the language accurately with correct cadence and rhythm.

Language

Students who scored highly used a broad range of grammatical structures including tenses and appropriate vocabulary and expressions in their responses. This allowed for clear communication and for ideas and opinions to be conveyed accurately. Effective pronunciation, tempo and stress were evident in these discussions.

More information

Refer to [VCE Italian study design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/italian/Pages/Index.aspx) and [examination criteria and specifications](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Italian.aspx) for full details on this study and how it is assessed.