

2021 ASSESSMENT REPORT

ITN315114 - ITALIAN

Oral Assessment

The class of 2021 in Italian was a group of students whose enthusiasm for speaking in Italian was clear from the moment they entered the room. The students spoke fluently and with very good accents. They addressed all questions with confidence. The conversations flowed nicely, and it was obvious that they had all been well-prepared.

Their knowledge of spoken Italian grammar was very strong with only the occasional misuse of the subjunctive and the conditional tenses. However, this did not affect their overall grades as Italians will often try to avoid using the subjunctive or, in some cases, not use it at all when speaking amongst themselves. Once again it is worth noting that some of these students have only studied Italian for one or two years so their achievements at this level are to be commended.

Written Examination Paper

Part I: Listening and Responding

The marking team agreed that retaining 4 and not 5 passages again this year was a very good idea. The listening exam can be seen by some students as a memory test rather than a test of comprehension and so the reduction in the number of passages has gone some way to correcting this perception.

Spoken text 1 - Question 1

This passage was well received by students. Its theme was familiar, and the vocabulary was well and truly within the range one would expect students to be able to handle. The following issues were noted: in question (e) students forgot to mention the oceans, in question (f) some students wrote 5 minutes instead of 10 and in question (g) students said the couple were married instead of engaged.

Answers

- a) Part (a) 3 marks
 - *worked too hard (1 mark)*
 - *all last/this month (1 mark)*
 - *very/extremely tired (1 mark)*

- b) Part (b) 1 mark
 - *the news (1 mark)*

- c) Part (c) 3 marks
 - *already read it (1 mark)*
 - *on train (1 mark)*
 - *on their phone (1 mark)*
- d) Part (d) 1 mark
 - *paid too much / astronomical amounts*
- e) Part (e) 3 marks
 - *documentary (1 mark)*
 - *plastic (1 mark)*
 - *in oceans (1 mark)*
- f) Part (f) 2 marks
 - *he'll fall asleep (1 mark)*
 - *in 10 minutes (1 mark)*
- g) Part (g) 2 marks
 - *a classic or nice movie (½ mark)*
 - *they used to go to cinema (½ mark)*
 - *every Sunday (½ mark)*
 - *when they were going out together/engaged (½ mark)*
- h) Part (h) 1 mark
 - *½ mark each for any 2 components*
 - *he's already seen it*
 - *twice*
 - *but happy to see it again*

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Spoken text 1 - Question 2

This passage was a little more challenging from a vocabulary point of view, but students did well overall. In question (b) several students missed the word “fuori” and in question (e) many students did not know the word “la rete”. In question (h) students missed the idea of twice in their answers.

Answers

- a) Part (a) 2 marks
 - *faster (½ mark)*
 - *than bike (½ mark)*
 - *give you more opportunities (½ mark)*
 - *to go on trips (½ mark)*

- b) Part (b) 4 marks
- *Any 8 elements*
 - *you are 14 years old (½ mark)*
 - *live in Rome (½ mark)*
 - *its 8:10 (½ mark)*
 - *on a Saturday morning (½ mark)*
 - *school starts (½ mark)*
 - *in 10 minutes (½ mark)*
 - *no hurry for you (½ mark)*
 - *new Vespa (½ mark)*
 - *outside (½ mark)*
- c) Part (c) 2 marks
- *bus (1 mark)*
 - *walk (1 mark)*
- d) Part (d) 3 marks
- *80 km hour (1 mark)*
 - *fresh air (1 mark)*
 - *freedom (1 mark)*
- e) Part (e) 2 marks
- *big network/system (1 mark)*
 - *of highways (1 mark)*
- f) Part (f) 1 mark
- *bridges (1 mark)*
- g) Part (g) 2 marks
- *140 kph (1 mark)*
 - *a good car (1 mark)*

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Spoken text 3 - Question 3

This passage was a subject close to the hearts of many students (environmentally friendly projects) and they once again did very well. In question (a) many students missed the word “middle” and in question (b) the word “rain” was often left out. In question (c) a few students wrote 3 million instead of 3 thousand.

Answers

- a) Part (a) 2 marks
- *too hot or temperature is too high (1 mark)*
 - *middle of desert (1 mark)*

- b) Part (b) 2 marks
 - *rain (½ mark)*
 - *forest (½ mark)*
 - *indoors or within 4 walls or undercover or anything similar (1 mark)*
- c) Part (c) 1 mark
 - *3 thousand (1 mark)*
- d) Part (d) 2 marks
1 mark each for any two of
 - *monkeys*
 - *birds*
 - *fish*
 - *insects*
- e) Part (e) 1 mark
 - *Milan (1 mark)*
- f) Part (f) 2 marks
 - *the most (½ mark)*
 - *beautiful (½ mark)*
 - *and innovative (½ mark)*
 - *in the world (½ mark)*
- g) Part (g) 2 marks
1 mark each for any two of:
 - *generates humidity*
 - *helps noise pollution*
 - *offers shade*
- h) Part (h) 2 marks
 - *fresh (1 mark)*
 - *spring (1 mark)*

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Spoken text 4 - Question 4

Students had few problems with this passage as they are used to the interview format. The vocab was familiar, and students were able to capture most details.

Answers:

- a) Part (a) 2 marks
 - *for a study-work program (1 mark)*
 - *in Italy (1 mark)*

- b) Part (b) 2 marks
 - *cook (½ mark)*
 - *in Bologna (½ mark)*

- c) Part (c) 3 marks
1 mark each for any 3 of:
 - *discover secrets of Italian cuisine*
 - *learn to run a restaurant*
 - *give him experience in this field*
 - *become a chef*
 - *open his own restaurant*
 - *deepen knowledge of Italian*

- d) Part (d) 3 marks
 - *worked in 3 (½ mark)*
 - *Italian (½ mark)*
 - *restaurants (½ mark)*
 - *in Australia (½ mark)*
 - *as assistant (½ mark)*
 - *chef (½ mark)*

- e) Part (e) 2 marks
1 mark each for any two of:
 - *food*
 - *board*
 - *school*

- f) Part (f) 3 marks
 - *travel (½ mark)*
 - *Italy (½ mark)*
 - *visit (½ mark)*
 - *other (½ mark)*
 - *European (½ mark)*
 - *capitals (½ mark)*

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Part 2 - Reading and Responding

Students feel the most comfortable when completing reading comprehensions as they tend to perform very well in this section. They have developed great strategies for working with unfamiliar contexts and their deductive skills are very strong. This year's group obviously enjoyed the selected reading passages and they performed consistently well across all three of them.

Question 5

Students had no major issues with this passage and they demonstrated a high level of comprehension.

Answers

- a) Part (a) 3 marks
½ mark for any six pieces of information:
- *almost*
 - *end*
 - *1890*
 - *Avonlea*
 - *small*
 - *quiet*
 - *country*
 - *town*
- b) Part (b) 1 mark
- *brother and sister*
- c) Part (c) 3 marks
- *adopt a child (1 mark)*
 - *help them work in the fields (1 mark)*
- and 1 mark for any one of the following
- *because they are old*
 - *Matthew has heart issues*
 - *Matthew has difficulties with the heavy work.*
- d) Part (d) 2 marks
- *expecting a boy (1 mark)*
 - *a girl was there (1 mark)*
- e) Part (e) 3 marks
1 mark for any three of the following:
- *red hair*
 - *really skinny*
 - *pale*
 - *full of freckles*
 - *11 years old*
- f) Part (f) 1 mark
- *Japanese (½ mark)*
 - *cartoon (½ mark)*

- g) Part (g) 3 marks
1 mark each for any three of the following:
- *get to know (meet) Anna*
 - *her friends*
 - *her world*
 - *her small disasters*
 - *her great dreams*
- h) Part (h) 2 marks
Students select either (i) or i(i)
- *(i) bubbly and chatty (2 marks)*
 - *(ii) a blurb for a book (2 marks)*

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Question 6

This passage was well received by students and they had few difficulties. In question (h) the marking team added “owner of the restaurant” as another possible answer.

Answers

- a) Part (a) 2 marks
- *smells bad (1 mark)*
 - *walks with walking stick (1 mark)*
- b) Part (b) 2 marks
- *small table (1 mark)*
 - *centre of place (1 mark)*
- c) Part (c) 3 marks
- *badly (1 mark)*
 - *old (1 mark)*
 - *dirty clothes (1 mark)*
- d) Part (d) 2 marks
1 mark each for any two of the following:
- *she smiled at him*
 - *treated him with kindness*
 - *she defended him*
 - *offered to pay his bill if necessary*
- e) Part (e) 2 marks
1 mark each for any two of the following:
- *tried to avoid him*
 - *looked at him strangely*
 - *some asked him to leave*

- f) Part (f) 2 marks
- *French fries/chips (½ mark)*
 - *eggs (½ mark)*
 - *bacon (½ mark)*
 - *coffee (½ mark)*
- g) Part (g) 2 marks
1 mark each for any 2 of the following:
- *\$100 tip*
 - *note expressing gratitude*
 - *promotion*
 - *now boss of place*
- h) Part (h) 3 marks
- *owner of the restaurant (1 mark)*
 - *dressed like (pretended to be) a homeless person (1 mark) to see how his staff treated customers (1 mark)*
- i) Part (i) 2 marks
- *don't judge people by their looks alone (2 marks)*

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Question 7

This passage provided a more varied set of responses from students but overall was well-handled. In question (c) the marking team accepted 100 or una centinaia as a full mark and in question (g) the team accepted *independente* and *pratica* as correct answers.

Answers

- a) Part (a) 1 mark
- *barca or nave (1 mark)*
- b) Part (b) 3 marks
- *non sono contenti or sono sorpresi or sono delusi or pensavano che avevano scelto l'isola sbagliata (1 mark)*
- ½ mark each for any 4 pieces
- *la città*
 - *era più grande*
 - *e più brutta*
 - *di come loro l'avevano immaginata*
 - *c'era molto traffico*
 - *c'era molto rumore*
- c) Part (c) 1 mark
- *100 or centinaia (1 mark)*

- d) Part (d) 2 marks
½ mark each for any 4 pieces
- *sono lontani*
 - *da qualunque città*
 - *in una campagna*
 - *desolata*
 - *in un deserto*
 - *senza vita*
- e) Part (e) 2 marks
1 mark each for any 2 answers from the following:
- *una vista del mare*
 - *paesaggio bello*
 - *paesaggio verde*
 - *una cittadina antica*
 - *un piccolo porto pieno di barche da pesca*
- f) Part (f) 1 mark
– *Germania (1 mark)*
- g) Part (g) 2 marks
– *hanno visto i piatti che i camerieri portavano agli altri (2 marks)*
- h) Part (h) 2 marks
– *indipendente or pratica (2 marks)*
- i) Part (i) 2 marks
– *un'avventura (2 marks)*
- j) Part (j) 2 marks
– *in un campeggio (2 marks)*
- k) Part (k) 2 marks
– *un viaggio in Grecia (2 marks)*

Part 3 : Writing in Italian

	Q8	Q9	Q10	Q11	Q12
Number of students attempting the question	2	4	2	0	2

Students did very well in this section and once again were given an excellent selection of topics from which to choose. It was interesting to note that no student attempted the « continue the story » topic question (11). This is also happened last year in the written exam. Double the number of students opted for question (9) as the context was obviously familiar to them and they could easily imagine a scenario of events. There were some noteworthy essays this year which were entertaining to read, including one which ended with a creative twist. What was important about this year's cohort of students was that they all selected essays that they could manage and had not chosen topics that interested them but for which they did not have the linguistic skills or depth of vocabulary. Students had planned their work well and had done a very good job of matching the grammatical structures required to the topic they had selected.