



# 1999 HSC Italian

Notes from the Examination Centre

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Published by  
Board of Studies NSW  
GPO Box 5300  
Sydney NSW 2001  
Australia

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Internet: <http://www.boardofstudies.nsw.edu.au>

March 2000

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ISBN 0 7313 4525 8

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# 1999 ITALIAN HIGHER SCHOOL CERTIFICATE EXAMINATION REPORT

## 2 Unit Z

### Listening and Speaking Examinations

#### Listening Skills (30 marks)

##### General Comments

On the whole, most candidates handled this paper well.

##### Specific Comments

##### Item 1

- Part (a) Candidates did not provide specific details, eg hazelnut ice-cream and cold tea. Most candidates gave the appropriate answer for two pastries/sweets.
- Part (b) Was answered well. Some candidates incorrectly wrote 'the bill' rather than receipt/docket/payment slip, etc.

##### Item 2

Parts (a) and (b) were well answered.

- Part (c) Many candidates did not specify 'trip/outing/excursion to the mountains'.

##### Item 3

- Part (a) Was very well answered. Most candidates correctly explained that she was 'supposed to be on holidays' or 'return earlier from her holidays'.
- Part (b) Many candidates misunderstood *l'albergo era così rumoroso* as 'the hotel was full' or 'there was not enough room'.

##### Item 4

- Part (a) Was very well answered with most candidates applying all the necessary information, ie 2 one-way tickets.
- Part (b) Some candidates provided information relating to the time delay of the train, rather than the reason for the delay which was required by the question.
- Part (c) Was well answered.

##### Item 5

Parts (a) and (b) were well answered.

**Item 6**

Most candidates were able to answer correctly. The only problem words were *opuscoli* and *dépliant*.

**Item 7**

Generally well answered, although some candidates did not correctly identify the colour.

**Item 8**

Part (a) Not many candidates identified 'skiing' as the correct response.

Parts (b) and (c) were generally well answered.

**Item 9**

Part (a) Many candidates supplied only one correct reason.

Part (b) Was generally well answered.

**Item 10**

Parts (a) Was generally well answered.

Part (b) Proved challenging to many candidates. The item purchased was often confused.

**Item 11**

Part (a) Many candidates did not identify the correct day of the week.

Part (b) Caused few problems.

**Item 12**

Part (a) Many candidates did not answer this part accurately.

Part (b) Very well answered.

Part (c) Most candidates identified the two reasons.

**Item 13**

Part (a) Subsection (i) Many candidates left out 'very' or 'really' from their answers.

Subsection (ii) Some candidates did not qualify their answer adequately.

Part (b) Well answered by the majority of candidates.

**Item 14**

Both parts were well answered by the majority of candidates.

**Item 15**

A large number of candidates failed to accurately interpret the numbers and the expression *di marca*.

**Item 16**

All parts were accurately answered by the majority of candidates.

### Item 17

- Part (a) Was well answered.  
Part (b) There was much confusion about directions.

### Item 18

- Part (a) Candidates tended to confuse 'well informed' with 'information'.  
Part (b) Many candidates misinterpreted *storia* as story.

### Item 19

- Parts (a) and (b) were well answered.  
Part (c) Many candidates did not correctly identify Pietro's attitude to exams and the reason for this attitude.

### Item 20

- Part (a) Most candidates did not understand *compagna di scuola*, mistakenly thinking it was 'a trip to the country.'  
Part (b) Quite well answered.  
Part (c) Better candidates understood that it had already been written.

## Speaking Skills (25 marks)

### General Comments

Many candidates demonstrated a sound knowledge of both syntax and vocabulary items.

### Specific Comments

Candidates are encouraged to:

- pay attention to intonation, eg if you are required to ask a question.
- avoid long pauses, which impede fluency.
- familiarise themselves with simple grammatical structures, eg present tense conjugations, articulated prepositions, adjective agreements.
- include in their answers as much information possible that relates sensibly to the cues given.

### Situation 1

Most candidates responded well to this situation, although many candidates were challenged by the expressions 'it is difficult to park' and 'ask if it is better'.

### Situation 2

This situation was handled very well by most candidates. However, some candidates encountered difficulty with the concept of 'doing sport'. The word 'afternoon' was frequently omitted.

Some candidates had difficulty introducing their friend to their mother.

### Situation 3

Candidates were challenged by the words for 'return ticket' and 'the next ferry', the concept of money in Italian and, the present tense of the verb *partire*.

### Situation 4

Many candidates translated 'suggest' rather than offering a concrete suggestion. Problems also arose with the plural form of the verb *fare*, *mi piacciono* and 'violent films'.

### Situation 5

There were many interpretations of 'school bag', 'worried' and 'to find'. Generally, candidates were able to use three appropriate adjectives to describe the bag.

## Section II – Conversation

### General Comments

Most candidates understood the questions and responded appropriately. The more able candidates provided a wide range of ideas and displayed language proficiency.

Questions 6, 8 and 10 were well answered, with many candidates responding spontaneously and accurately.

Many candidates encountered difficulties with Questions 7 and 9, not understanding the phrase *corrispondente all' estero*. However, most responded accurately when the question was rephrased.

Candidates are encouraged to provide more sustained and detailed answers where possible.

## Written Examination

### Section I — Reading Skills (30 marks)

#### Passage A

Overall, this passage was answered well by most candidates.

- Part (a) Most candidates gave detailed answers. Candidates should take more care with the translation of money terms. Also, the vocabulary item *giocattolo* was sometimes incorrectly translated.
- Part (b) This part was answered well by most candidates. Some candidates were not specific enough with the word *comune*.
- Part (c) Answered well by most candidates, although some misunderstood *banconotai* as 'cheque.'
- Part (d) Only some candidates gave a full response. Not many candidates made the connection that the *ladri* referred to the council.

### Passage B

Overall, this question was answered well.

Part (a) Some candidates provided the opposite of what was required.

Part (b) Most candidates answered fully.

Part (c) Some candidates did not interpret *togliersi le scarpe* correctly.

Part (d) This part was by far the best answered.

Part (e) Subsection (i) Well answered.

Subsection (ii) This subsection was challenging for some candidates as they did not understand *fino a notte*.

### Passage C

On the whole, this passage was answered well by most candidates.

Part (a) Most candidates answered this question satisfactorily, with only some candidates misunderstanding 'liking animals a lot' for 'liking a lot of animals'.

Part (b) This part was answered well by most candidates, although some candidates did not interpret the phrases *affilandosi le unghie* and *aguzzandosi i denti* correctly.

Part (c) This part was very poorly answered, with many candidates misinterpreting the word *miagolando*.

Part (d) This part was well attempted by the majority of candidates.

### Passage D

Most candidates made a reasonable attempt at answering these questions.

Part (a) The concept of taking *delle ore* was mistaken as 'an hour' by some candidates.

Part (b) The vocabulary items *corsia* and *angolo* proved difficult for some candidates.

Part (c) Most candidates answered this very well.

Part (d) The majority of candidates answered this question without difficulty.

### Passage E

Overall, Passage E was answered very well.

Part (a) Some candidates found *entrare e uscire dall'acqua* difficult.

Part (b) Answered very well.

Part (c) Most candidates answered this part well, although some candidates misinterpreted *tollerati solo in aree specifiche*.



## Section II — Writing Skills (15 marks)

### Question 1 (8 marks)

#### Part (a)

Better candidates mentioned that it was a dinner invitation. It was pleasing to see that most candidates were able to give a good reason for being late. Candidates must avoid 'Italianising' words, eg *invitazione*.

#### Part (b)

The majority of candidates handled this question well. Key problems were: *gita scolastica*, *soldi/moneta* and *partire* instead of *lasciare*.

#### Part (c)

Many candidates had difficulty naming a suitable appliance in Italian. Better candidates were able to name a specific repair person.

Many candidates translated *lavorare* instead of *funzionare* and did not convey the idea of 'fixing' the appliance appropriately.

#### Part (d)

This proved to be the most challenging item, as many candidates did not use the advertisement format appropriately. Candidates need to be reminded of the appropriate term 'for sale' – *vendesi* or *da vendere*. If expressions are unfamiliar, candidates are encouraged to try to use alternative expressions, such as *vendo*.

### Question 2 (7 marks)

#### Part (a)

The majority of candidates attempted this question.

Better candidates were more descriptive and detailed in their responses, demonstrating some use of idiomatic expression and using vocabulary appropriate to the task, eg they made appropriate cultural references and included impressions such as *io penso che...*, *ho trovato che...*

Some candidates had difficulty with even the most basic structures, including the signing on and off.

#### Part (b)

Few candidates attempted this question.

Better candidates demonstrated sound grammatical knowledge and expanded their ideas to incorporate more complex structures and a wider lexical range.

Some candidates relied on very basic structures, often merely listing adjectives and including many non-Italian expressions.

Some candidates displayed a lack of basic grammatical knowledge, encountering difficulties with agreements and conjugations.

## 2/3 Unit (Common)

### Listening and Speaking Examinations

#### Listening Skills (20 marks)

##### General Comments

The candidates' overall performance was good. However, there were some difficulties with specific vocabulary items, for example:

<i>cucciolo</i>	<i>formato tessera</i>	<i>registratore</i>
<i>zoppicare</i>	<i>segretaria telefonica</i>	<i>sardi</i>
<i>racconto</i>	<i>seta</i>	<i>fari</i>
<i>luna di miele</i>	<i>battello</i>	
<i>cucina australiana</i>	<i>precoce</i>	

##### Item 1

Some candidates did not recognise the car terminology and therefore misinterpreted the whole question. Some candidates did not supply complete answers in parts (b) and (c), eg referring to 'the key' rather than 'the key for the petrol tank'.

##### Item 2

Many candidates misinterpreted *cucina australiana* as 'kitchen' rather than 'cooking'.

##### Item 3

Part (a) Was answered well by most candidates.

Part (b) There were some problems in with the interpretation of *fantascienza* as 'science fiction' and *una favola per bambini* as 'a children's fairytale.'

##### Item 4

Part (a) Many candidates misinterpreted *la segretaria telefonica* in their answer.

Parts (b) and (c) were generally well answered.

##### Item 5

Part (a) Many candidates were unable to interpret the special function of the pen – *un registratore*.

Parts (b) and (c) Many candidates did not provide all the relevant information.

##### Item 6

Generally well answered.

**Item 7**

In many cases, insufficient detail was provided in Part (b) 'parental grand-parents' and part (d) 'to the grand-parents' town'.

**Item 8**

This question was generally well answered, although some items were not qualified in part (b).

**Item 9**

This item was generally well answered, although many candidates incorrectly translated *romanzi* as 'romances' in part (c).

**Item 10**

Certain terminology caused problems: *difese immunitarie* and *invecchiamento precoce*.

**Item 11**

Part (a) *Racconto* proved challenging for many candidates.

Parts (b) and (c) Many candidates did not provide sufficient detail.

**Item 12**

Parts (a) and (b) were well answered.

Part (c) Some answers lacked clarity.

**Item 13**

Part (c) Some candidates encountered difficulties in expressing all elements of the answer.

**Items 14, 15 and 16**

Generally well answered.

**Item 17**

Many candidates did not identify *cucciolo* and *zoppica*. This affected the accuracy of their answer.

**Item 18**

Well answered.

**Item 19**

Part (a) Many candidates did not identify *iscrivermi all' autoscuola* correctly.

Part (b) Many candidates did not correctly identify *formato tessera*. Few candidates understood the concept of 'enrolment receipt'.

**Item 20**

Generally well answered, although some candidates encountered difficulty with the interpretation of *luna di miele*.

## Section I – Situations ( 10 marks)

### General Comments

Most candidates responded well to the situations and were familiar with the required vocabulary. When unfamiliar vocabulary items were needed, most candidates demonstrated the ability to use appropriate alternatives.

### Situation 1

Most candidates were confident in the use of accommodation vocabulary.

Problem areas included:

- incorrect use of the conditional tense in the second cue
- lack of agreement of adjectives and nouns *un camera silenzioso, tre notte, un visto*
- incorrect use of prepositions with dates ... *dal ... al ...*
- the vocabulary item 'lake' proved challenging.

### Situation 2

This situation elicited good responses. The most common errors being:

- failure to use *essere* as the auxiliary of a reflexive verb
- misreading of the first cue, resulting in many candidates directing the response to **one** friend as opposed to more than one.

### Situation 3

This situation elicited the best responses. Most candidates were at ease with its content and used the required structures and vocabulary.

### Situation 4

This situation was handled well by most candidates. The areas of common difficulties were:

- the incorrect placement of *quasi* in the first cue
- incorrect use of the preposition to express 'within a fortnight'.

### Situation 5

This situation proved to be the most challenging. Many candidates had difficulty with items of basic vocabulary such as 'awful', 'farm' and 'knee'.

Other problem areas were:

- non idiomatic use of *ho avuto un brutto weekend*
- omission of the reflexive in the second cue.

## **Section II – Conversation (10 marks)**

### **General Comments**

Most candidates attempted to respond to the questions. However, many needed further prompting to elicit an answer of substance.

### **Question 6**

Candidates responded with confidence. In the better responses, candidates elaborated on one or two things done to relax, rather than presenting a list of activities.

In responding to the question, candidates often repeated *per rilassarti* rather than *rilassarmi*.

### **Question 7**

Handled well by most candidates.

### **Question 8**

The better candidates expanded on their response to this question and gave a reason for their answer, using

*difficile* with reasons or

*bello* with explanations.

### **Question 9**

Most candidates gave a comprehensive response to this question.

### **Question 10**

Many candidates hesitated initially in answering this question. Some described an ideal person rather than an actual person. Good responses included a detailed description of the character.

### **Question 11**

In the better responses, candidates presented one issue and explained it at length.

### **Question 12**

Candidates liked this question and responded without hesitation. The verb tense and mood used varied and few candidates responded with the conditional tense as required by the question.

## Written Examination

### Section I – Reading Skills (20 marks)

#### Question 1

On the whole, this question was well answered.

##### Part (a)

Generally, this part was well answered. *Duomo di Milano* was often poorly translated.

##### Part (b)

Some candidates were not specific enough with their answer to this part.

##### Part (c)

This part proved to be the most challenging. Often candidates showed a lack of understanding of the vocabulary items *vetraio* and *vetrate*.

##### Part (d)

This part was answered fully by most candidates. However, some candidates did not understand the concept of *mania* and misinterpreted *pizzico* as ‘pizza’.

Some candidates did not make the connection between ‘saffron’ and *zafferano*.

##### Part (e)

This part created some confusion amongst candidates. The phrase *Si sposava la figlia di Valerio* was misinterpreted by many candidates. *Polverina gialla* was misinterpreted as ‘dust’ by some candidates.

##### Part (f)

For the majority of candidates, this part was by far the most successfully answered.

#### Question 2

Overall, this question was answered well by candidates.

##### Part (a)

The better candidates were able to provide all the details required in their answer to this part. Many candidates were not specific enough. A large number of candidates misinterpreted *Ministero dei Trasporti*.

##### Part (b)

Some candidates misinterpreted *sessanta* and did not provide a complete answer. The vocabulary item *manifestazione* was often poorly translated.

##### Part (c)

This part was well attempted by most candidates. The vocabulary items that proved most challenging were *lattina* and *elettrodomestici*.

### Part (d)

The majority of candidates answered this part correctly.

### Part (e)

The majority of candidates answered this part well. Challenging vocabulary items were *stampa*, *congressi* and *notizia*.

## Section II – Writing Skills (20 marks)

### Short Writing Task

#### Question 3

##### Part (a)

The better candidates responded to all the cues and adhered to the word limit. Candidates are reminded that additional marks are not given for overlong responses which often compound errors and use up valuable time.

On the whole, this question was poorly answered because candidates did not respond to all the cues. In particular, ‘going interstate’ produced a variety of responses such as going *all’ estereo* or *a Sydney*. Many candidates misinterpreted the idea of asking for a lift and instead offered ‘organised trips’. Very few candidates expressed the idea of ‘sharing the cost’ correctly.

Other errors included:

- *prendermi con te* – take me with you
- *il costo/la costa* – cost
- *viaggiare* – a variety
- *passeggio/passaggio/passeggiata*
- *telefonami/telefonarmi*.

##### Part (b)

This question was answered better than Part (a). Most candidates responded to all cues in the question. The majority of candidates used an appropriate beginning and ending, and maintained the use of the *lei* form throughout their answer.

Major grammatical errors included:

- inability to use the past tense of *piacere*
- incorrect use of the past tense of *essere* (used *avere* instead of *essere* as an auxiliary)
- problems with the basic agreements
- problems with the use of *dal ... fino al*.

Major vocabulary errors included:

- use of *facilita* for ‘facility’
- *impiegati/lavoratori* often misspelled and used in the wrong context

- the word for ‘staff’ *il personale* was not known
- the word for ‘manager’ *il direttore* was not known.

Candidates are reminded to keep to the 50 words. There is no need to give a long list of complaints.

#### Question 4

##### General Comments

The great majority of candidates addressed the topics presented. Topic (a) was often not addressed adequately and candidates did not fully explore the topic. The most popular topics were (b) and (c). Very few candidates attempted Topic (d).

Spelling of basic vocabulary was generally very poor. Candidates demonstrated an awareness of a range of verbs and tenses but sometimes did not conjugate them accurately. Auxiliaries were confused and agreements were inconsistent. Articulated prepositions and definite articles were often incorrect.

The better candidates used idiomatic expressions appropriately and a range of verbs and tenses accurately. There were some candidates who transferred English structures into Italian, eg *fare la faccia* for ‘do my face’. A few candidates did not address the topic at hand and instead wrote on unrelated issues.

Good development, structure and creative style were evident in the better compositions.

#### Section III – Options (20 marks)

##### Question 5 - Narrative

##### *Italo Calvino: ‘Marco Valdo’*

The majority of candidates had a detailed knowledge of *Luna e Gnac*.

Better candidates used appropriate quotations to support their arguments.

It must be stated that candidates should know the correct title and spelling of the *novelle* in Italian.

Candidates are urged to:

- write legibly
- use appropriate punctuation
- organise their thoughts in a structured fashion
- use clear expression.

##### Part (a)

This question was handled well. Most candidates successfully placed the quotation in context and commented on its significance.

Some candidates misunderstood the expression *commerci terrestri*, translating it inappropriately.

##### Part (b)

This question was generally answered very well.

##### Part (c)

A minority of candidates displayed a poor knowledge of the quotation and its context.



### Part (d)

Most candidates successfully linked irony and disappointment and showed a detailed knowledge of the novella beyond the extract supplied.

### Part (e)

The mark allocation in this question indicated that it should be structured as a mini-essay which included an introduction, a conclusion and the linking of ideas.

It was pleasing that most candidates demonstrated a sound knowledge of a variety of stories.

Candidates should be reminded that:

- a mere re-telling of the story/plot is **not** a commentary
- reliance on a prepared answer on, for instance, 'themes', is inadequate, unless adapted to the question.

## Question 6 - Drama

**Dario Fo: *Non si Paga, Non si Paga!***

### General Comments

There was a very wide range of responses from candidates this year, ranging from a few excellent answers to a disappointing number of very poor ones which not only lacked coherence, but suggested that the candidates were only vaguely acquainted with the play.

Candidates are strongly advised to read the question carefully, to ensure that their answers are relevant and that they address the question fully.

### Part (a)

In the better answers, candidates gave a clear description of the use of the welding equipment, and that its special quality of getting very hot without going red helped Antonia and Margherita to trick the Brigadiere into believing that he had gone blind.

Many candidates only referred to the use of the gas cylinders attached to the welding equipment being to inflate the Brigadiere's stomach.

A number of candidates referred to the role of the welding equipment in identifying Giovanni as a tradesman but did not refer to subsequent developments.

Disappointingly, some candidates seemed to think that the equipment's only use was to light the stove.

### Part (b)

Most candidates identified differences between the two female characters, but many answers were too general. Only better candidates took note of the direction: 'as revealed in this passage'.

### Part (c)

Most candidates identified Antonia's use of the Pope's stand on procreation in setting up the fanciful story of the hysterical pregnancy.

In the better answers candidates also included other references in the play, such as Giovanni's sarcastic complaint on page 32: '*...siamo tutti figli di dio: ricchi e poveri ... ma soprattutto i ricchi*'.

**Part (d)**

This question proved easy for most candidates, with many examples of visual humour in the play being provided.

**Part (e)**

There were a few excellent answers which showed how both the women and men are used by Fo to convey his many messages. These responses provided a clear and coherent analysis, with relevant examples of the issues raised, including poverty, exploitation (of workers by employers and women by men), solidarity, family, pregnancy, the church and the health system as some of the major concerns of the women.

The men were identified as reflecting the themes of corruption, the role of trade unions and political parties, the police and the legal system, among many others.

It was pleasing to see how well these candidates knew the play and how they were able to make specific, relevant references to reinforce their answers.

**Question 7 - Song**

**General Comments**

Overall, candidates coped well with the Song Option questions. Choice of song and questions suited most candidates, allowing more capable candidates to excel while at the same time challenging the less able candidates.

Most candidates could relate to the themes.

**Part (a)**

Better candidates provided more than just a mere translation and were able to look at Anna and Marco's situation separately.

**Part (b)**

The first line of the quote was handled well. However, candidates translated the expression *Ma l'America è lontana* literally rather than providing the analysis required by the question.

Line 2 proved to be the most difficult to interpret and many candidates omitted this in their response.

**Part (c)**

Better candidates satisfactorily connected the themes of the song with the images of the 'moon' and 'stars'. Better candidates supported their responses with relevant quotes.

**Part (d)**

This question proved to be the most challenging. Although many candidates identified the mood, they had difficulty indicating 'where' and 'how'. Often mood and tone were confused.

**Part (e)**

This question allowed the candidates the scope to demonstrate the depth of their knowledge of the song option.

Very few candidates chose inappropriate songs for analysis.

## 3 Unit (Additional)

### Listening and Speaking Examinations

#### Listening Skills (15 marks)

##### General Comments

On the whole, candidates coped well with the length of the items and the range of vocabulary, though it is a little disappointing that there are some candidates at this level who do not recognise simple vocabulary words such as *parete*, *pavimento*, *ombra*, *tacchino*...

Candidates are encouraged to read/listen to the questions carefully to ensure that their answers are relevant to the question asked. Similarly, candidates are strongly advised to use the 2 minutes given at the end of the examination to read over their answers and correct their English expression if necessary. Unfortunately, a few responses made no sense at all.

##### Item 1

An easy opening item which caused few problems.

##### Item 2

Part (b) was not well answered in many cases.

##### Item 3

In Part (b), a number of candidates did not identify the position of the components as the key element in the answer.

##### Item 4

Presented few problems for genuine 3 Unit candidates.

##### Item 5

In Part (b), many candidates did not explain adequately how the secretaries changed. On the other hand, Part (c) was well handled by the majority of candidates.

##### Item 6

A variety of interpretations of *erborista* were offered, though most identified the practitioner correctly as a 'herbalist'.

##### Item 7

Generally well answered.

##### Item 8

In Part (a), the concept of *una spesa folle* presented a problem for some. Others obviously did not read the question carefully and gave answers such as 'when the ATM is not working'.

### Item 9

Parts (a) and (b) were generally well answered, but only a minority of candidates correctly identified overseas expansion as a reason for needing the speaker's skills.

### Item 10

Presented few problems, though answers which referred to 'millions' of kilometres of coastline made for interesting reading.

### Item 11

- Part (a) Too many candidates offered 'religious people' as an interpretation of *personaggi religiosi*.
- Part (b) Presented difficulties for many candidates, some of whom resorted to literal translations such as 'fat turkeys' and rather than identifying that the affected people were wealthy. Candidates are advised that idiomatic expressions must be rendered in appropriate English.
- Part (c) This part was well answered.

### Item 12

- Part (a) Identifying the principles of 'movement' or 'play' of light and shade and of 'flow' of sand and water proved difficult for many candidates.

### Item 13

An easy final item.

## Speaking Skills (10 marks)

### General Comments

To be successful in this section, candidates need to present a well-structured argument with relevant examples, using a broad range of vocabulary and a variety of grammatical structures. Candidates should be reminded that they are not to write out a speech, nor should they spend time writing out a lengthy introduction. They would do better to plan their speech and prepare a number of points to address.

### Specific Comments

#### Topic 1

In general, the few candidates who attempted this topic spoke very well, making interesting observations with relevant examples.

#### Topic 2

This topic was popular with some very interesting, well-expressed answers. However, a number of candidates presented what appeared to be prepared speeches on technology or the environment which did not relate to Topic 2.

### Topic 3

This topic was attempted by the majority of candidates, with some well developed speeches. Unfortunately a large number of less competent candidates treated it as if it were a question about the Olympics and failed to address the broader aspects of tourism and Australia's future.

## Written Examination

### Section I — Reading Skills (15 marks)

#### General Comments

Most candidates demonstrated a good understanding of the overall content of the passage. Candidates related well to the issues contained in the passage.

The following items presented some difficulty:

- *atteggiamenti*
- *emarginata*
- *autonomia*
- *contemporaneamente*
- *affettive*.

Candidates should be encouraged to take care with English expression so that they render a full understanding of concepts. For example, *fuori dal mondo* was often ambiguously expressed as 'out of this world' instead of 'alienated' or 'left on the outer'. Similarly, *nei consumi* was often omitted or poorly expressed.

While candidates are encouraged to demonstrate a global understanding of the passage they should also ensure that they maintain close links with the text in their responses.

### Section II — Writing Skills (10 marks)

#### General Comments

Answers represented a range of abilities. Some candidates developed answers well, whilst weaker candidates did not come to grips with the question and rambled or fell into generalisations or clichés. Those weaker candidates demonstrated an inability to express themselves coherently in Italian and fell into very basic errors. It is therefore recommended, in most cases, that candidates practise under exam conditions to develop this skill.

Most candidates opted for Question C, perceiving it to be the most accessible, but in so doing did not follow through with adequate linguistic competence or development of argument or ideas.

Candidates are reminded of the importance of structuring an argument coherently. Some scripts were both repetitive and confusing. Candidates should also pay attention to the text type required by the question.

## **Specific Comments**

### **Question A**

Common errors included few supporting arguments and the over use of clichés.

### **Question B**

There was a focus on youth unemployment, while the effects on the older generation were barely touched upon. Generally, there was little conceptual development.

### **Question C**

Perhaps more than in the previous questions, there was an over reliance on generalisations and too many clichéd or stereotypical representations of what it means to be Australian.