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HSC

**EXAMINATION
REPORT**

Italian

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ITALIAN

2 Unit Z

Oral/Aural

Listening Skills

General Comments

- Students who provided the fullest answers generally performed the best.
- Students should not provide alternative answers.
- Open-ended answers must be in complete and coherent clauses/phrases to avoid ambiguity, eg in Item 15 (a), ‘Language course’ is an incomplete answer. A good answer would be ‘if there are Italian Language courses over the summer’.
- Avoid literal translations which do not mean anything, eg *l’orario dei principali mezzi di trasporto* as ‘hours of public transport’.

Specific Comments

(NB Items not referred to below were answered well by the majority of students.)

Item 1

- (a) A number of students mistook *settantacinque* for 65.
- (b) *un po’* was often omitted from the answer.

Item 3

- (a) The phrase *all’estero* was not well understood.
- (b) *tra qualche giorno* was variously misinterpreted as ‘4 days’, ‘another day’ and ‘the next day’.

Item 4

- (a) Conversions of 24-hour clock times must be accurate.
- (b) Only a few students understood that the question referred to changes to the flight and not to subsequent changes to transportation on the ground.

Item 6

- (a) The better students provided the time and even mentioned the new school year.

Item 9

Difficulties were experienced with particular vocabulary items, understanding of which was essential to the response, eg *allenamento di pallacanestro*, *la lezione di storia*, *dopole dieci*.

Item 10

- (b) Few students identified 'the Adriatic coastal regions' as the correct response.

Item 11

- (b) The second element of the correct response, 'not more than eight a day', was often omitted in the responses.

Item 12

- (a) Most recognised *tutti i posti da visitare*, but not many understood *brevi descrizioni*. The majority of students responded with 'modes of transport', omitting the other details.
- (b) *Dettagliata* was not understood by many students.

Item 14

This proved to be a difficult item. *Vorrebbe* was not understood by many students.

Item 16

Overall, the directions were poorly understood.

Item 17

Not many students understood *quadro*. Many wrote that the museum was closed and not simply a room or section.

Item 20

Many students had difficulty identifying the reason for the customer's not buying the bag. They answered incorrectly, misinterpreting the context of *non posso spendere molto*.

Item 21

- (a) Few students indicated that she failed to stop and say hello.
- (b) Most answered that she had to go to the bank, but only a few of these added that she was in a hurry because she needed to arrive before the bank closed at 1 pm.

Speaking Skills

The students performed at a satisfactory level and made a fair to excellent attempt at the exam. They demonstrated a good knowledge of a wide range of vocabulary with a good feel for fluency.

Situations

Students are advised to:

- read the cues carefully and attempt all parts, eg in Situation 1 many students misread the cue 'in a restaurant' and ordered as if in a bar
- try to use an alternative way of expressing concepts that may appear difficult
- avoid long pauses which mar fluency
- speak clearly and audibly.

The main difficulties in each situation proved to be:

Situation 1

Students omitted the reference to attracting the waiter's attention. The expressions 'waiter' and 'credit card' and the verb 'to suggest' were unfamiliar to many students.

Situation 2

Some difficulties were experienced with the expressions 'lost property', 'backpack', 'two weeks', 'number 47' and the correct preposition used with cities, eg *a Messina*.

Situation 3

Difficulties were experienced in expressing 'the right way', 'too far' 'at the end of the square'.

Situation 4

Word order for noun and adjective was often reversed in the expression *dollari australiani* and the word 'some' omitted.

'Exchange rate' was not commonly known. The numbers '170' and '10,000' were poorly conveyed overall.

Situation 5

The verb 'to send' and the words 'postcard', 'by air' and 'nearest bus stop' were not well known. The correct preposition was not generally used in the expression 'in Australia'.

Conversation

Overall, most students were well prepared and handled the questions well. The better students were able to elaborate and sustain a conversation.

The majority of students understood questions 6, 7 and 8 and were able to speak at some length and give a variety of responses. In question 7, many students, however, misinterpreted *descrivi* for *scrivi*.

Most students failed to adequately answer question 9 because they were unfamiliar with the words *posto* and *vivi*.

Questions 10, 11 and 12 were answered well.

Question 13 proved the most demanding. Students had difficulty with the expression *gita scolastica* and the use of the past tense.

2/3 Unit (Common)

Oral/Aural

Listening Skills

General Comments

Students' performance was generally very good. Many were able to provide complete answers and demonstrate a sound knowledge of vocabulary in the situations presented.

Specific Comments

Item 1

Many students failed to recognise *magazzino*, referring to it as a magazine or newsagent. Many also did not interpret the concept of *affrettare*, hence they were unable to provide a complete answer.

Item 3

A large number of students were not familiar with geographical and weather expressions. As a result, Parts (a) and (c) were poorly answered.

Item 4

The concept of *la radio arriva dovunque* was not well conveyed. Many referred to several elements in the passage, but poor English expression frequently prevented a complete answer.

Item 5

- (a) The concept of ‘various buildings being damaged’ was often omitted. *Scuola elementare* was frequently not recognised.

Item 7

- (c) This part was poorly answered, many students failing to understand *fermate intermedie* as a necessary part of the answer.

Item 10

Most students failed to listen to the entire item before beginning their answer, so they answered Part (a) incorrectly after hearing the first speaker.

Item 11

Most students found this item most challenging.

- (a) This part was very poorly answered, with most students failing to recognise the elements of *molte civiltà* and *colonizzato*. The answers were generally poorly expressed.
- (b) (i) Many failed to understand *mite* and substituted *tempo* for *temperatura*.
(ii) Many failed to recognise *paesaggio*.

Item 12

- (a) Full information about the Italian national soccer jersey was often not included.
- (b) Many misunderstood *prezzo di costo*.

Item 13

L'Istituto di Cultura Italiana was not recognised by many students. In this item students needed to be aware of the cues in order to provide the correct answers to all parts.

Item 14

- (a) Many failed to recognise *romanzo* as ‘novel’.

Item 15

This was not answered fully by many students, who did not provide both of the concepts that were necessary for a full response.

Item 18

- (b) Many failed to recognise the concept of *la realtà è stata molto diversa dalle aspettative*.

Speaking Skills

Situations

Generally, the students' responses in the situations were well done. Most attempted to convey the ideas accurately. Even some of the poorer students managed to provide appropriate alternatives for specific vocabulary items which were not known.

Situation 1

This situation elicited the best responses. Some difficulties that occurred were:

- misuse of articulated prepositions (*davanti alla chiesa / al duomo*)
- the use of *tu vorrei* rather than *vorresti / vuoi*
- mispronunciation of *sabato* (*sabito*).

Situation 2

- Many students were unable to use the appropriate form of address required for this situation.
- *il mercato di pesce* was poorly translated.
- Little knowledge of the reflexive — *sentire* instead of *sentirsi*.
- Many found it difficult to express the idea of *tutta la notte* and used *stasera* instead.

Situation 3

- Many students had difficulties expressing 'an advertisement' in Italian.
- Students tended to use *sono interessante* instead of *mi interessa*.
- 'The position' and 'still available' were poorly expressed.
- Students used *imparare* instead of *insegnare*.

Situation 4

- Few students knew how to express 'timetable', 'guided tours', 'how long do they last'.
- Students had difficulty asking whether it was better to go by bus. This was expressed by many students as *più meglio*.

Situation 5

- Students had difficulty expressing 'backpack', 'pockets' and 'discount' in Italian.
- 'I will have to think about it' was frequently expressed as *lo penso* or *penso lo*.

Conversation

Most students coped well with the conversation section. Whilst students elaborated where appropriate, they tended to rely upon simply structured grammar.

Question 6 – students experienced some difficulty with the reflexive.

Question 7 – appeared to present students with the most difficulty, particularly in relation to the words *quartiere* and *descrivi*.

Question 8 – some candidates had difficulty coping with the demands of this question, particularly in describing the traits of *un buon insegnante*.

Question 9 – only the better prepared students were able to discuss the various uses of the computer in the school, while the poorer students lacked the necessary vocabulary to answer this question effectively.

Questions 10, 11, 12 & 13 – these questions posed little difficulty for students, who were well prepared and responded without hesitation.

Students are encouraged to seek the repetition or clarification of questions in Italian using phrases such as: *può ripetere*, *per favore* or *non ho capito può, spiegare*.

Written Paper

3 Unit (Additional)

Oral/Aural

Speaking Skills

Responses ranged from excellent to poor. The better students were able to develop an argument and sustain it throughout the talk. The most successful candidates were able to present their opinions in a convincing, interesting and well-organised manner and used appropriate register. These better students also demonstrated a wide range of expressions appropriate to the topics.

Students should take care to use factual information and should avoid making generalisations or sweeping statements which would detract from the persuasiveness and quality of the talk. They should be encouraged to use expressions such as *in generale*, *per la maggior parte* and *alcuni dicono*.

Question 1 proved to be most challenging, with better candidates arguing their case convincingly.

In Question 2, better students provided good information appropriate to the audience.

Question 3 was the most popular choice. Better students demonstrated an accurate command of grammar and a good range of vocabulary appropriate to the task, and developed a mature and meaningful response. Unfortunately, many students presented their personal experiences on a superficial level only, merely recounting an event or describing a person at length and failing to demonstrate the importance of the relationship.

All students are reminded that they are required to speak for 2–3 minutes. Often talks were far too long, resulting in much repetition and an increase of errors.

Listening Skills

General Comments

- Students need to have at least a basic cultural knowledge, even though it is not specifically examined. Some students were unaware that Fiat is a car manufacturer.
- Students should translate Italian expressions such as *motorino* into English rather than placing them in inverted commas.
- Students are strongly advised NOT to provide alternative answers to questions and to answer open-ended questions in full sentences. All answers should be checked to ensure that they are coherent and unambiguous. The two minutes of checking time is intended for this purpose.

Specific Comments

Items which are not referred to below were well handled by the majority of students.

Item 1

- (a) Most students missed ‘increasing number’.

Item 2

- (a) Few students conveyed the idea of ‘wholly’.

Item 5

- (a) The idea of ‘plastic fibres spun from recycled bottles’ was mostly expressed simply as ‘from plastic bottles’.

Item 6

- (b) Few students scored full marks as the response required more than just the one element that was generally provided.

Item 7

- (b) Few students grasped the idea that the Fiat factory had recommenced employing workers. Many students thought that the factory had been closed for six years.

Item 8

- (a) Many students failed to understand that Vizzini had changed.
- (b) Students who were not sufficiently specific lost marks. A full answer included the fact that the population had decreased due to high migration worldwide but especially to Australia.
- (c) *artigianato* not well understood and 'at present' in the question was not noted by quite a few students.

Item 9

This question was poorly answered by students who translated parts of the text rather than providing the interpretive response required.

Item 10

Some students did not understand that *un «patentino» di guida per i motorini* referred to a 'mini licence for motor scooters'.

Item 11

- (a) Not many students provided all the relevant information.
- (c) Some students focused on the 'cost' rather than 'what was included in the cost'.