

# VCE UNITS 3 & 4 ITALIAN EXAM PREPARATION

## Written Examination 2021

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# WRITTEN EXAMINATION 2021

## Section 1

<b>Part A</b>	<u>Listening and responding</u> in <b>English</b>	10 marks
<b>Part B</b>	<u>Listening and responding</u> in <b>Italian</b>	10 marks

## Section 2

<b>Part A</b>	<u>Reading, listening and responding</u> in <b>English</b>	20 marks
<b>Part B</b>	<u>Reading and responding</u> in <b>Italian</b>	15 marks

<b>Section 3</b>	<u>Writing in Italian</u>	20 marks
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# SECTION ONE – PART A

## LISTENING AND RESPONDING IN ENGLISH

Indicators of progression in this skill area

- Increased speed of response
- Understanding of the text as a whole – distinguishing between the key points required and peripheral information
- Deciphering register – formal/informal
- Distinguishing between a statement, a question, an exclamation
- Awareness of how intonation is used in conveying meaning - expressing agreement, disapproval, surprise, uncertainty.

# SECTION ONE –PART A

## LISTENING AND RESPONDING IN ENGLISH

- You will hear **ONE** text **in Italian**
- It will be played **TWICE** with a short break between the first and second playings of the text
- The **spoken text** will be related to one of the prescribed themes - '***The Individual***', '***The Italian-speaking communities***' and '***The world around us***'.
- The **spoken text** will represent a text type e.g. **conversation, phone call, announcement, interview, recipe**
- You may make notes at any time
- All responses **MUST** be based on the **spoken text**
- **Part A** Questions will be phrased **in English for responses in English**
- Range of question types e.g. **tables, lists, chart, forms, multiple choice or open-ended questions.**
- Each question will have a mark allocation - number of marks indicates number of comprehension points required
- **Total marks – Part A - 10 marks**

# SECTION ONE –PART A

## LISTENING AND RESPONDING IN ENGLISH

### Strategies – Listening Part A –Responses in English

- Quick and effective note taking and dictionary skills
- Careful reading and understanding of questions (reading time)
- Check (during reading time) the Italian equivalent of any English words used in the questions that are unfamiliar e.g. **'a safe'**
- Be alert for any English words used in the spoken text e.g. **'lo staff', 'il design', 'la street art'**
- Inferring tone/mood - e.g. **'From Francesca's tone, will she accept the invitation?'**

# SECTION ONE –PART A

## LISTENING AND RESPONDING IN ENGLISH

### Strategies – Listening Part A - Responses in English (cont)

- Proverb /saying / idiomatic expression e.g. What does Luca mean by the expression – ‘*un pesce fuori d’acqua*’ - a good bilingual dictionary will assist.
- Plausible distractors listen attentively – there may be plausible distractors e.g. speaker may initially be in agreement then disagree...**(ma)** offer a condition **(affinche`)**
- Identifying register - relationship between speakers – grammatical features e.g. use formal personal and object pronouns – *Lei / La invito / Le chiedo-* Indicates a formal relationship

# SECTION ONE –PART A

## LISTENING AND RESPONDING IN ENGLISH

### Sample questions in English for responses in English

- What was Francesco's stroke of luck?
- Give four reasons for Giulia's initial objections to Francesco's arrangements for the weekend.
- Which reasons convince Giulia to agree with Francesco's plans?
- How does Giulia's mood change over the course of the conversation?
- What can be assumed about the relationship between Francesco and Giulia?
- What is the competition for and where did Franco hear about it?
- What indicates that Rosa is very keen to share the prize?

# SECTION ONE –PART A

## LISTENING AND RESPONDING IN ENGLISH

### Sample Listening for responses in English

- What is the text type?
- What is the relationship between the speakers? Evidence from text.
- Note taking in Italian –English or both
- English words used in the text
- Plausible distractors



# SECTION ONE –PART B

## LISTENING AND RESPONDING IN ITALIAN

- You will hear **ONE** text **in Italian**.
- It will be played **TWICE** with a short break between the first and second playings of the text
- The **spoken text** will be related to one of the prescribed themes - '*The Individual*', '*The Italian-speaking communities*' and '*The world around us*'.
- The **spoken text** will represent a text type e.g. **conversation, phone call, announcement, interview, recipe, spoken transaction - making a booking, an enquiry, a purchase**
- You may make notes at any time
- All responses **MUST** be based on the **spoken text**
- **Part B** Questions will be phrased **in English and Italian for responses in Italian**
- As you are required to answer in **FULL COMPLETE SENTENCES IN ITALIAN** we can assume questions will be open ended.
- Each question will have a mark allocation

• **Total marks – Part B - 10 marks**

# SECTION ONE – PART B

## LISTENING AND RESPONDING IN ITALIAN

Sample questions in English and Italian for responses in Italian

Resource: VCAA - VCE Italian –written examination 2020

### Question2

a. What makes **CcucinaSana** app so innovative and contemporary for both consumers and producers?

**Che cosa rende CcucinaSana così innovativa e contemporanea, sia per i consumatori, che per i produttori?** (6 marks)

b. What initiative shows that **CcucinaSana** is a business with a social conscience?

**Quale iniziativa dimostra che CcucinaSana è un'impresa con una coscienza sociale?** (2 marks)

c. What incentive is being offered to encourage listeners to subscribe to the **CcucinaSana** app? (2 marks)

**Quale incentivo si offre per incoraggiare gli ascoltatori ad abbonarsi all'app CcucinaSana?**

# SECTION ONE – PART B

## LISTENING AND RESPONDING IN ITALIAN

### Assessment Criteria

#### Section I - Part B - Listening and responding in ITALIAN

**Criterion 1** - the capacity to understand general and specific aspects of texts

**Criterion 2** - the capacity to convey information and opinions accurately and appropriately

\*Refers to the use of the Italian language – full complete linked sentences - accuracy of spelling, grammar and vocabulary

**Total mark allocation** – Total of **10 marks**

#### **VCAA Assessor's Report 2020**

- Students are **not awarded separate marks for content and language** - student's work is marked holistically according to the criteria.

-responses that included **relevant information** and were **expressed clearly in ITALIAN** were **awarded full marks**.

## SECTION 2

**PART A - READING, LISTENING AND RESPONDING IN ENGLISH**

**PART B - READING AND RESPONDING IN ITALIAN**

- **SECTION 2** consists of **TWO** parts, **Part A** – **Responses in English** and **Part B** – **Extended written response in Italian** (150 words)
- The texts in both Part A and Part B will be related to one or more of the prescribed themes - ***The Individual***, ***The Italian-speaking communities*** and ***The world around us***.
- The texts will represent **different text types**.
- The total length of the two readings texts in this Section 2 – (One text in Part A and One text in Part B) will be approximately 500 words
- A **visual** text maybe included **in Part A and/or Part B of Section 2**
- **Part A** - 20 marks
- **Part B** - 15 marks

## SECTION 2

**PART A - READING, LISTENING AND RESPONDING IN ENGLISH**

**PART B - READING AND RESPONDING IN ITALIAN**

### Indicators of progression in this skill area

- Increased speed of response and greater depth of understanding of the text as a whole
- Accurate extraction of requested information: facts, ideas, opinions -identify perspectives (similar or different) presented in texts
- Recognition of cognates: **necessario** - necessary false cognates: **sensibile** - sensitive
- Ability to make inferences and close approximations of unfamiliar words from the context.
- Capacity to use knowledge of grammar to break down the text for meaning(- **mente** adverb), identify how language is used to achieve a purpose – e.g. the use of the conditional tense to soften a request.

## SECTION 2

### PART A - READING, LISTENING AND RESPONDING IN ENGLISH

- **Read** Text 3A in Italian NB a visual text may be included – graph, image, table
- **Listen** to Text 3B in Italian
- These two texts - **Read Text 3A** in Italian and **Listen Text 3B** in Italian – will be related in subject matter and/or context.
- Before the first playing of the **Listening Text 3B**, students will be given 5 (five) minutes to read **Text 3A** and **Question 3** which will consist of a series of questions phrased in English for a response in English.
- **Listening - Text 3B** will be played TWICE.
- Questions in Question 3 may relate to **either Text 3A or Text 3B, or to both texts**.
- **VCCA 2020 Written examination**- questions indicated which text to refer to e.g.
- **In listening text (Text 3B) ... According to the reading text (Text 3A)**

## SECTION 2

### PART A - READING, LISTENING AND RESPONDING IN ENGLISH

#### Key skills

#### [Sample written examination \(pdf - 685.21kb\)](#)

- The Key skills required for this section of the written examination can be directly related back to AOS - Area of Study 2 – Interpretive communication in both Units 3 and 4 .
- **EXTRACT – SUMMARISE - INTERPRET** and/or **EVALUATE** information and/or **COMPARE** aspects of both texts.

#### You may be required to comment on:

- target audience - school community, local residents, sports enthusiasts
- the purpose of the text; and/or – to inform, to evaluate, to persuade
- the way language is used in a text to achieve a purpose

## SECTION 2

### PART A - READING, LISTENING AND RESPONDING IN ENGLISH

Resource: VCAA VCE – Italian - Sample written examination 2020

#### Assessment criteria

Criterion 1: the capacity to understand general and specific aspects of texts

Text 3A - Reading text – extract the required comprehension points in response to the questions \* **may include a visual text**

Text 3B - Listening text - extract the required comprehension points in response to the questions

# SECTION 2

## PART B - READING AND RESPONDING IN ITALIAN

- Read **One** Text in Italian
- Respond to a task based on information and ideas provided in the text.
- Task will be phrased in both English and Italian for a response in ITALIAN of approximately **150 words**
- Students are required to produce a written text in Italian in which they develop ideas, opinion and/or arguments based on evidence in the text.
- A visual text may be included in this section e.g. event program, advertisement etc.

The **TASK** will specify:

- a context - a purpose - an audience - style of writing - a text type
- **Text types** will be drawn from the published list on page 12 of the VCE Study Design 2020 – 2023
- **15 marks**

## SECTION 2

### PART B - READING AND RESPONDING IN ITALIAN

Sample - Part B - Reading and responding in ITALIAN

Resource – VCCA VCE Italian written examination 2020

**Un tuo parente gestisce una ditta di costruzione e sta progettando di costruire delle case di villeggiatura al mare nelle Marche. Scrivigli una mail informativa facendogli sapere della disponibilita` di questi fondi. Sugeriscigli come potrebbe adattare il suo progetto**

**Context:** Written announcement about funding available to builders, architects etc. if they incorporate sustainable design features in their projects

**Purpose:** to inform a relative (who runs a building firm and is planning to build holiday homes by the sea) of the availability of this funding and what they can include to meet the 5 selection criteria (as outlined in the written text )

**Audience:** A relative  
zia/zio/nipote/cugino/a

**Style of writing:** Informative

**Text Type:** email    **Role:** A relative –

**SECTION 2**  
**PART B - READING AND RESPONDING IN ITALIAN**

**Assessment Criteria**

**Section 2 - Part B - Reading and responding in ITALIAN**

**Criterion 1** - the capacity to understand general and specific aspects of texts

\*demonstrate an understanding of the **relevant points of the stimulus text** to be incorporated / addressed in the response **\*do not include own ideas**  
**/additional information**

**Criterion 2** - the capacity to convey information and opinions accurately and appropriately

\*Refers to - **structure, sequencing of ideas, grammar, vocabulary, paraphrasing - manipulating language (minimal reliance on the language of the stimulus text)**

**VCAA –Assessor’s Report 2020** - responses are **assessed holistically** according to the assessment criteria and expected qualities. Students are **not awarded separate marks for content and language.**

[Assessment criteria and expected qualities for the mark range](#)

## SECTION 3 – WRITING IN ITALIAN

- Choice of 4 four tasks
- Respond to **ONE** of these tasks
- Response of **200-300 words in Italian**
- Tasks will be phrased in Italian and English
- A visual text may be included in this section of the written examination
- 20 marks
- The four tasks in Section 3 **will differ** in **BOTH Text Type and Style of Writing** from the **task in Section 2 – Part B**

# SECTION 3 – WRITING IN ITALIAN

- Each written task will specify - Context - Purpose - Audience - Text type - Style of writing

Resource: VCAA VCE – Written examination 2020

## Example

You are a judge on the cooking show *Cookingstar*. Write an evaluative review for readers of the online TV guide, of the dishes that the two contestants prepared.

Also to consider:

Role as a writer – judge (fictional name) Register – Cari lettori di Cucinastella....

# SECTION 3 – WRITING IN ITALIAN

- Each task will specify a **Text Type**.
- The **Text Type** required in the written task in **Section 2 – Part B** will **not appear** in this section of the examination.
- **Text types** will be drawn from the published list on page 12 of the VCE Study Design 2020 – 2023

Advertisement

Announcement

Article

**Blog**

Conversation

Diary/journal entry

Discussion

**Email**

Interview

Letter (formal or informal)

Note

Personal profile

Report

Résumé

Review

Role-play

Script of a speech or talk

Story

- Need to know the features / conventions of the above text types

• **Resource- Main characteristics of text types**

# SECTION 3 – WRITING IN ITALIAN

## Style of writing

- Each task will specify a style of writing
- The Style of Writing (and text type) required in the written task in **Section 2 – Part B** will not appear in this section of the examination.
- **Personal, imaginative, persuasive, informative and evaluative**

Resource [Main characteristics of writing styles](#)

# SECTION 3 – WRITING IN ITALIAN

## Persuasive Writing - Sample Written Task

After much discussion with local residents, street artists, business owners and tour operators on the increased presence of street art in the historical centre of Naples the Council has invited **local citizens** to attend a meeting where the topic of discussion is ‘**Street art– art or vandalism?**’ Choose your point of view and write the **script of your speech** to **persuade** the council members to consider your ideas.

**Text type:** **Speech**

**Writing style:** **Persuasive**

**Context:** **Street art – art o vandalism?**

**Purpose:** **To persuade** the council members to consider your ideas/ point of view

**Role:** **Street artist, local resident, business owner, tour operator**

**Audience:** **Council members, local residents, street artists, tour operators, business owners.**

# SECTION 3 – WRITING IN ITALIAN

## Sample Written task



Dopo molta discussione tra i locali, le guide turistiche, gli artisti e gli imprenditori sull'aumento della street art per le vie del centro storico, di Napoli, Il Comune ha invitato i cittadini ad assistere ad una riunione dove l'argomento da discutere è ***'La street art – arte o vandalismo?'*** Scegli il tuo punto di vista e scrivi il testo del tuo discorso rivolto agli amministratori affinché prendano in considerazione le tue idee.

# SECTION 3 – WRITING IN ITALIAN

## What are the features of the text type?

## Speech

**Introduction** - welcome the audience and clearly outline who you are and the topic to be discussed.

- *Buongiorno...professori, studenti, docenti, signori e signore e grazie di avermi invitato qui alla Conferenza...* Introductory statement of purpose e.g. *Oggi parlerò..., vi parlo oggi perché...*

### **Body**

- Clearly structured and sequenced **points / examples / arguments** as specified by the task – present each idea /argument in paragraphs –Using linking words, transitional words in and between paragraphs e.g. *in primo luogo, per cominciare, in seguito, per di più....* **create cohesion**

### **Conclusion**

- **One key point** which forms a summary- concluding remarks (for example *Per concludere, infine*)

*Vi ringrazio per la vostra attenzione...spero che questo discorso abbia....sia...*

# SECTION 3 – WRITING IN ITALIAN

What is the style of writing?

## Persuasive

- To formulate a position on the issue;
- Identify relevant and compelling information to support position;

## Persuasive characteristics and techniques

- Justifying ideas and opinions
- Describing **hypothetical outcomes** and **past experiences**
- Use **the second person for direct address** and **appeal**
- Use techniques such as the use of scientific language and superlatives or quantitative statements to lend authority to the content.

# SECTION 3 – WRITING IN ITALIAN

## Introducing a hypothesis in outlining / justifying your position

- **Ammettiamo che..**
- **Mettiamo che...poniamo che..** (let's suppose/assume that)
- \* these expressions are followed by a **subjunctive** because they **always introduce a hypothesis**

# SECTION 3 – WRITING IN ITALIAN

## Scientific language

### Statistics

- **il 80 per cento** degli artisti/dei turisti /cittadini (**pensa che..**) (**è**) (**crede che ..**) (**afferma che ..**) (**sostiene che .**)...verb must be in the third person singular.

### Referring to a scientific study

- Dal sondaggio condotto da Turismo Napoli, il 75 per cento degli intervistati/ dei turisti/ dei cittadini (**pensa che..**) (**è**) (**sostiene che..**) ...verb must be in the third person singular.

### Expert view

- Secondo, il rinomato street artist...il rinomato critico d'arte ...

# SECTION 3 – WRITING IN ITALIAN

## Quantitative statements

- **La maggior parte** dei cittadini ... **La maggioranza**....+ verb in the third person singular
- e.g. **La maggior parte** dei turisti sceglie Napoli come destinazione, non soltanto per l'arte tradizionale, ma per la street art.....

# SECTION 3 – WRITING IN ITALIAN

## Superlatives

### Relative superlative

- il/la/ i/le + [più or meno] + adjective + di....
- Jorit è il più rinomato street artist d'Europa.
- L'opera di Alice è la più bella che io abbia mai visto.

### Absolute Superlative

- **(-issimo)** e.g **Sono felicissima che il Comune abbia deciso di**  
..... (verb of emotion + two different subjects = subjunctive after  
(che))

# SECTION 3 – WRITING IN ITALIAN

## Strong language

- Use of expressions that express **value judgements** – reactions of indignation, incredulity, justification, approval, disapproval or concern – require the subjunctive (principle of two different subjects)

**È un peccato** che il Comune non **faccia** di più per promuovere / proteggere...

**Sono scandalizzato/a** che questi cosiddetti artisti non **vengano** multati (fined) denunciati (charged)....

# SECTION 3 – WRITING IN ITALIAN

## Adverbs of degree

- **(abbastanza)** - quite, fairly **(non...affatto)** - (not) at all
- **(così)** - so, in this way, **(meno)** - less, **(molto)** - very **(più)** - more,
- **(poco)** - little, not very, **(tanto)** - so, so much, **(troppo)** - too(much)

# SECTION 3 – WRITING IN ITALIAN

## What is the style of writing?

## Evaluative

- align like items, make valid comparisons
- aims to reach a conclusion through the logical presentation and discussion of facts and ideas
- presents **two** or **more** important aspects of an issue or sides of an argument and discuss objectively; using evidence, appeals to reason not emotion
- uses objective style - create an impression of balance and impartiality

## Evaluative Techniques

- Includes expressions of cause, consequence, opposition and concession.

# SECTION 3 – WRITING IN ITALIAN

## Evaluative Techniques

Includes expressions of:

**Cause** - **a causa di** (because of, on account of) **rendere** (to cause/make)  
e.g. la street art a Napoli rende la città più bella e colorata

**Consequence** - **di conseguenza (consequently) quindi (therefore)**

## Hypothetical clauses

- **Reality** - e.g. Se il Comune decide di rimuovere la street art, vedremo senza dubbio un calo di turisti.
- **Possibility** - e.g. Se il Comune destinasse spazi pubblici, la street art verrebbe considerata arte .....

# SECTION 3 – WRITING IN ITALIAN

## Evaluative Techniques (CONT.)

**Opposition**    **al contrario** (on the contrary), **dall'altra parte** (on the other hand)

**Concession** - use conjunctions that express **concession** such as although, even though... **sebbene/ benchè**

e.g.    **Sebbene** ci siano dei cosiddetti writers che rovinano i monumenti/luoghi pubblici...

\*concession – a clause (subordinate clause) that begins with (**although**) and expresses an idea that is opposite to the idea in the main clause

# SECTION 3 – WRITING IN ITALIAN

## In summary

### The text type frames your writing

- Include all the stylistic features e.g. date, city, opening and closing salutations, heading, author, etc.
- **Cohesiveness of writing** within and between paragraphs use of **conjunctions** e.g. *anche, ma, però, infatti, né...né* - **connectives** e.g. - *quindi, magari, cioè* – **linking words**, e.g. *innanzitutto, in primo luogo, successivamente, mentre, nel frattempo, infine*

### Context - Role - Audience - Text type - Register - Purpose

**Introduction:** State topic, your role (member of a group, friend, resident etc.)

**Body:** Develop your ideas – write in paragraphs - main action (**imaginative**), (**personal**); arguments (**persuasive**); main points (**informative**), aspects of an issue or both sides of an argument (**evaluative**)

**Conclusion:** Summarise your opinion/main points - concluding statement

# SECTION 3 – WRITING IN ITALIAN

## Assessment criteria

### Criterion 1: Capacity to demonstrate relevance, breadth and depth of content

- Relevance of content in relation to task set
- Comprehensiveness and sophistication of content
- Structuring and sequencing of ideas within and between paragraphs

### Criterion 2: The capacity to demonstrate accuracy, range and appropriateness of vocabulary and grammar

- Accuracy and range of vocabulary and grammar
- Appropriateness of vocabulary and grammar for the context, purpose, style of writing, audience and text type
- Cohesiveness of writing within and between paragraphs

# SECTION 3 – WRITING IN ITALIAN

- [Assessment criteria and expected qualities for the mark range](#)

**In bocca al lupo per gli esami**