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ITALIAN

2 Unit Z

Listening and Speaking Examinations

Listening Skills (30 marks)

Overall students performed well. The best responses were those to items:

1 part (a), 14 part (b), 3, 16, 5 part (a), 17, 8, 18 part (a), 10 part (b), 19 part (a) and 11.

Students should be reminded to use the Students Notes column for their notes and not to write in the Markers Use Only column.

Where an answer comprises various pieces of information, students should include all the relevant details.

Students are reminded to word their answers in such a way as to avoid ambiguity.

It was pleasing to note that most students attempted all questions.

Item 1 — Part (b)

- *Firenze* was problematic, often not translated, or interpreted as ‘France’.
- Very few students understood *fra un mese* and wrote ‘for a month’.

Item 2

Nonna was often left untranslated, or mistranslated as another female family member, for example, ‘mother’ or ‘aunty’.

Item 4 — Part (a)

Many students responded with ‘window shopping’.

Item 4 — Part (b)

Some students were unfamiliar with the word *nipotino*.

Item 5 — Part (b)

Ha preso troppo sole. Very few students were able to answer this correctly. Many students understood the expression to mean ‘too sunny’ and did not include in their answer the concept of *prendere*.

Item 6 — Part (b)

- *cucinare* was misunderstood as meaning ‘cushion’.
- *lavare i piatti* students focused only the verb *lavare* and said ‘wash themselves’.

Item 9 — Part (b)

Many students did not demonstrate knowledge of the 24-hour clock.

Item 10 — Part (a)

English expression rendered this item difficult as *meno ore* was poorly understood and conveyed as ‘few hours’ rather than ‘fewer hours’.

Item 12

Students did not demonstrate comprehension of *abbassare il volume*.

Item 13 — Part (c)

Many students did not demonstrate comprehension of *questura*.

Item 14 — Part (b)

It was pleasing to note that the majority of students understood the idiomatic expression *a due passi*.

Item 18 — Part (b)

- Many students did not demonstrate an understanding of *mila* and conveyed it as ‘tens of thousands’, that is, L3,500 rather than L35,000.
- 70 was given rather than 60. Some students are still changing a price in lire to dollars.

Item 19

Many students translated *di fronte* as ‘in front of’ rather than ‘opposite’.

Item 20

Many students neglected the plural endings on ‘photos’ and ‘video cassettes’.

Item 21 — Part (b)

Many students did not demonstrate comprehension of *lasciare* and gave ‘to show passports’.

Item 22 — Part (a)

- *Barriera Corallina* was not included in the answer of many students.
- Many students gave a variety of unrelated answers for the word *dodicissima*.

Speaking Skills (25 marks)

Section I — Situations

The general performance of students in this examination was most pleasing. Many students demonstrated a sound knowledge of both syntax and vocabulary items.

Students are encouraged to:

- read the cues carefully and attempt all parts; for example, in situation 1, many students did not take note that the exchange student was a female;
- seek simpler structures to express a challenging concept;
- avoid long pauses which impede fluency.

Situation 1

Most students demonstrated competent use of the past tense. Weaker responses did not convey a sound knowledge of tenses and appropriate usage. Some students were inconsistent in their use of both the polite and familiar forms of address. Difficulties were encountered in extending an invitation.

Situation 2

This situation was generally very well done. Some students used the false cognate *riservare*. Difficulties were experienced in expressing 'included' and 'near'.

Situation 3

Many students were challenged by the expressions 'missed the train' and 'it is necessary to change'. Word order for noun and adjective was frequently reversed in the expression *prossimo treno*.

Situation 4

The expression 'for the first time' was not well known. Most students used the correct word for 'parents'. Many students encountered difficulties with the last two cues. The verb *sapere* and *conoscere* were often confused.

Situation 5

Most students performed very well in this situation. 'It costs more' and 'international licence' were challenging expressions for some students.

Section II — Conversation

Most students were well prepared and keen to elaborate on their answers in this section. Questions were answered competently and confidently. The better students provided a wide range of ideas and displayed language proficiency.

Questions 7, 9 and 13 were generally very well answered. Students responded without hesitation and demonstrated a sound knowledge of both vocabulary and structures.

In Question 6, many students encountered difficulties with *ieri sera*. The better students displayed competent use of the past tense.

Many students interpreted *dove* in question 8 as referring to their school. Most students responded appropriately when the examiner clarified the question.

Most students had difficulties with *di solito* in question 10 and *Natale* in question 12.

Question 11 proved to be the most challenging. Students encountered difficulties with *descrivi* and *cantante*.

Written Examination

Section I — Reading Skills (30 marks)

Passage A

Overall this passage was well handled by the majority of students.

- Part (a) This part presented few problems. Some students misunderstood 4 for 14. A few students seemed to think *Luigi* was a girl.
- Part (b) No problems experienced with this question.
- Part (c) A significant proportion of the students described the father as being an expert in ‘information’, rather than ‘information technology’ or ‘computers’.
- Part (d) Very few students were unable to give three interests.
- Part (e) This question presented more problems. The word *estero* was mistaken for ‘estate’. The phrase *allo scopo di migliorare* also proved a challenge for some students who did not to recognise the concept of ‘improve’.

Passage B

Most students handled this passage very well.

- Part (a) Both sub-sections (i) and (ii), were well answered.
- Part (b) Was well answered.

- Part (c) Was well answered.
- Part (d) The better students gave a complete and unambiguous answer. The vocabulary item *amato* proved challenging for some students.
- Part (e) This question was well answered by better students who gave a complete answer, including **all** information provided in the passage.
- Part (f) The vocabulary items *sconti* and *escursioni guidate* were misinterpreted by some students.

Passage C

Quite well answered.

- Part (a) Some students gave superfluous information which detracted from the answer. A few students misunderstood *fate* for 'fate'.
- Part (b) Well answered by most students.
- Part (c) Sub-section (i). Quite a few students did not pay attention to the key word 'advice' in this question.
- Sub-section (ii). Was very well answered.
- Sub-section (iii). *Rilassarvi di piu all'aria fresca* was a challenge to some students. Also, *cibi grassi* was sometimes mistaken as meaning 'grassy foods', instead of 'fatty foods'.

Passage D

Overall, students found this passage challenging.

- Part (a) Some students answered this question very well, while others were confused in their responses. The vocabulary item *trasportare* was misinterpreted as 'transport'. Numbers were also a problem for some students.
- Part (b) This was answered well.
- Part (c) Some students gave information on **how** they arrived at the solutions, instead of indicating **what** the solutions were.
- Part (d) Many students did not provide all the relevant information for this question.

Passage E

Most students answered this passage well.

- Part (a) Overall, a well answered question.
- Part (b) Most students were able to give a complete answer.
- Part (c) This question was the most challenging. Many students gave incomplete and ambiguous answers. Students found the vocabulary item *insolito* challenging.
- Part (d) Well answered.

Section II — Writing Skills (15 marks)

Question 1

Overall, students displayed a wide range of competence. It was pleasing to note that most students made a good attempt to communicate and responded to all cues. The majority were able to use appropriate vocabulary and made an effort to use idiomatic expressions.

The better responses provided original and creative material communicated clearly in Italian.

The most common problems were:

- incorrect verb conjugation and tenses;
- lack of noun, article and adjectival agreements;
- inconsistent and incorrect use of polite form;
- poor spelling and limited knowledge of basic grammatical structures;
- consistent use of English;
- articulated prepositions.

In the individual short writing tasks the most common problems were as followse.

- Part (a) Students generally responded to all the cues in this item. However problems encountered were with agreements in the address, for example, 'Caro Anna'. In some cases there was no opening or closing greeting. Quite a few students confused the Australian seasons, for example, *Vieni in Australia a luglio perché fa mollo caldo*. Many students also confused Australia with *Australiano*.
- Part (b) Overall, this was one of the better answered questions. Students were able to apologise and explain clearly why they could not attend the concert. The word *esami* was commonly misspelt as *exami*.
- Part (c) Most students handled the thankyou note well and were able to respond adequately. However, weaker responses displayed a poor knowledge of possessives and formal address.
- Part (d) Many students experienced difficulty with this question. Inappropriate forms of address were often used. Some students displayed a limited knowledge of pronouns. Many students did not convey the idea of 'the end of the school year'. There were frequent spelling mistakes with many common words, for example, *scoula* for *scuola*, *voui* for *voi* and so on.

Students are strongly advised that any use of English in this section is unacceptable.

Question 2

The majority of students made a good attempt to answer one of the two topics.

Generally responses were of an appropriate length and demonstrated a good knowledge of vocabulary and idiomatic expressions.

Part (a) Most students attempted this question. Their responses included a variety of expressions, structures and vocabulary in keeping with the task, which most students were able to use accurately and/or with only minor difficulties. The poor responses contained problems with expressing even the most basic structures, for example, *Io sono bene* for *Io sto bene*; *Io andare spiaggia Natalia* for *Io vado alla spiaggia Natale*.

It was pleasing to note that most students were able to use the appropriate letter format and elaborate well on their ideas.

Part (b) Very few students attempted this question. Most responses relied on very basic structures and sentences were often poorly constructed. The better students elaborated well and were able to be more descriptive about their friends etc at school. However, quite a number of students resorted to simply listing subjects without many attempts being made to elaborate and to describe. There were many difficulties with grammatical structures, for example, articles *la inglese* for *l'inglese*, *il matematica* for *la matematica*. Verbs were often poorly conjugated, such as *io studiare* for *io studio* and knowledge of tenses, such as *io ho studiare* for *io ho studiat*.

Students are strongly advised to attempt all sections of the paper.

Students are once again reminded **not** to use any English in their response to this question.

2/3 Unit (Common)

Listening and Speaking Examinations

Listening Skills (20 marks)

Overall performance by students was good. They showed a sound global understanding of each listening item.

Multiple choice responses were handled very well. The best, most complete responses were given to items 4, 8, 16 part (a) and 17 part (b).

The items which proved to be good discriminators were:

Item 2

Students needed to convey the idea that only/exclusively English is spoken in class.

Item 5 — Part (a)

Correct response was receiving reports today rather than exam results.

Item 5 — Part (b)

The response needed to convey that it was the teacher's perceptions of her behaviour.

Item 7

Pescare was mistaken for *Pescara* and *settentrionale* was misunderstood as 'central Italy'.

Item 10

Responses needed to convey the idea of engineering as a profession as not being suitable for her.

Item 13

This question proved challenging to many students — global understanding needed to include mention of the reduced rate pass/card/ticket for travelling on public transport.

Item 16

Corrispondenza was misinterpreted as a 'correspondence course'.

Item 18

Pavimento is floor, not pavement.

Item 19

Mercato was incorrectly conveyed as shop, store or even library.

Item 20

Some difficulty was experienced by students in trying to convey *spazi verdi*. The answer needed idea of parks, (open) green spaces. *L' immediata abolizione* was incorrectly conveyed as 'increase', *punizione* was mistaken for 'police'.

General Comments

Where two or three answers are required in a response, students **must** adhere to this and cross out any superfluous answers.

Students must avoid giving literal translations which are nonsensical in English or which are ambiguous.

Students are to be reminded of the importance of ensuring their English expression is clear and as correct as possible. Students should be encouraged to re-read all answers.

Students must limit their writing to the Students Notes column and stay within the area provided for responses.

Speaking Skills (20 marks)

Section I — Situations

Most students responded well to the situations and seemed familiar with the appropriate vocabulary. Most students attempted to convey ideas accurately and found appropriate alternatives for specific vocabulary items with which they were unfamiliar.

Situation 1

Most students were confident with this situation but made the following errors OR experienced the following difficulties:

- omission of the preposition *da* in the first cue and use of present tense for ‘I have been living’;
- students did not have correct agreement with *la gente é amichevole* or *le persone sono amichevoli*;
- most students did not use the *Lei* form when addressing the new neighbour.

Situation 2

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

omission of reflexive in first cue;

misuse of possessive pronoun for *mie sorelle*.

Situation 3

This situation proved to be the most challenging for most students.

Many students found it difficult to express correct time and date of departure.

Notable vocabulary omissions were ‘delay’, ‘strike’, ‘departure’, ‘how long before’ and ‘ring to confirm’.

Incorrect use of prepositions ‘flight **to** Australia’, ‘**because of the**’.

Situation 4

This situation elicited unexpected errors with items of basic vocabulary including:

- the ‘weather’, ‘variety of regional dishes’, ‘spent’, ‘broke’;
- many students did not demonstrate accurate use of superlatives. However, students displayed great skill in devising alternative expressions to communicate ideas effectively.

Situation 5

This situation elicited the best responses. Problem areas included:

- failure to use *essere* as the auxiliary of an intransitive verb;
- use of *andare fuori* instead of *uscire*;
- mispronunciation of *divertirsi*;
- incorrect register employed in the last cue.

Section II — Conversation

Most students responded well to the cues in this section and were able to elaborate appropriately with minimal prompting.

Question 6

Handled well by most students.

Question 7

This question proved challenging to the students who found difficulty in articulating their thoughts. Weaker responses consisted of one or two words, for example, *i professori*, *le soggette*. Some said *niente* and hardly any used the first person singular or the present conditional correctly.

Question 8

Most students were able to respond well to this question and elaborate effectively.

Question 9

Most students were able to give detailed and comprehensive responses, with much detail and variety.

Question 10

Most students were able to respond adequately, but only better students were able to give more sophisticated reasons for their opinions.

Question 11

This question did not elicit the same in-depth responses as other questions.

Question 12

Some students misinterpreted ‘participate’ as meaning only ‘competing’ and therefore gave only short answers referring to their own sporting prowess.

Written Examination

Section I — Reading Skills (20 marks)

Question 1

This question was handled well by many students. Those who did not perform well did so because they did not use the sub-headings and key words to locate the relevant information in the passage.

- Part (a) This question was generally well answered. The key words *ipiù affaticato* were not understood by some students.
- Part (b) In this question specifically, some students did not use the key words in the question, that is, 'perfect holiday' and 'imagined' to locate the correct answer in the passage. As a result of this, some students repeated information in parts (b) and (c).
- Part (c) This question was answered very well. However, there was a distinct tendency to oversimplify answers and leave out key information. *Incontri sentimentali* proved challenging.
- Part (d) Many students were not able to give a clear, unambiguous explanation of how the holiday was 'counterproductive'. A significant number of students misunderstood *città* in context (as a singular noun) and *di mezza Europa* as the 'middle of Europe'.
- Part (e) *Fare le ore piccole* was an idiom not understood. Some students misinterpreted *pubblicità* and *località belle*.

Question 2

This question was handled better than question 1. The majority of students had a good understanding of the passage.

- Part (a) Most students answered this question well. Some students found the vocabulary items *rovesciano*, *autostrade* and *centinaia* challenging.
- Part (b) Most students had a good understanding of this part. *Pensione* and *diritto* were misinterpreted by some students.
- Part (c) The better students answered the question fully. The vocabulary item *parabrezza* was challenging to some students.
- Part (d) Generally well answered.
- Part (e) Sub-section (i) was well answered.

Sub-section (ii) proved quite challenging. The vocabulary item *cittadini* was sometimes misinterpreted.
- Part (f) The better students provided full and unambiguous answers. Some students misinterpreted *stampa internazionale* as an 'international stamp'.

Section II — Writing Skills (20 marks)

Question 3

Most students responded to all of the cues and the general level of communication in both questions was good.

A lot of confusion over correct register was noticed, particularly in relation to possessive pronouns. Incorrect use of auxiliaries, for example, *ho andato* and tense sequence were notable problems especially in part (a).

Other significant errors were made in adjectival agreements; use of definite and indefinite articles; coordination of article with number and gender endings; incorrect articulated prepositions and the misspelling of elementary vocabulary.

As the question was within the students' range of experience they were able to respond appropriately. Generally students satisfied the word limit. The letter format was handled very well.

Students were less able to handle the opening and closing forms of address consistently. Often inappropriate salutations such as *Caro Editore*, *Eggrigo Signor*, *Caro la Fiamma* were followed by closures such as *mi ferme*, *ci sentiamo*, *a presto* or in many cases their omission.

Students should be encouraged not to write too much over the limit. Better students demonstrated knowledge of persuasive language and were able to answer this question well.

Question 4

The responses in question 4 were generally satisfactory. The majority of students attempted the topic in part (a) and the least popular was part (d).

Students must ensure that the topic chosen is carefully read and understood. Some students misinterpreted the topic and consequently their responses were not relevant. For example, for the topic in part (b), some students wrote from the point of view of the children being looked after rather than the babysitter. For the topic in part (d), some students wrote of their experiences as a five-dollar note in general, rather than focusing on one day. Other students wrote of how they would spend a five-dollar note in one day. For the topic in part (c), several students focused on only part of the question, on life being *facile* or just on *i giovani di oggi* and did not present how life was *felice* and/or talk about life of *i loro genitori*.

The better responses were able to demonstrate knowledge and correct usage of colloquial expressions enriching their range of lexis. The better responses also displayed evidence of a plan, rather than a composition, which lacked creativity and originality.

The future tense was generally used correctly; however, the use of the past tense was generally poor. Many students did not use the correct auxiliary in the past tense, for example, *ho andato*. The past participle of irregular verbs was often incorrect, for example, *morire* → *mortito*, *moruto*. Errors were also evident with the past tense which require agreement of the past participle with the pronoun, for example, *bambini sono andato a letto*!

Problems were evident with the use of articulated prepositions. For example, *nel il banco*, *degli genitori*.

Common spelling mistakes include *giovanni* instead of *giovani*; *dario*, instead of *diario* and *genetori* instead of *genitori*.

Several students did not meet the word length requirement.

Section III — Options (20 marks)

Question 5 — Narrative — Italo Calvino, *Marcovaldo*

On the whole, the questions in the Narrative option were answered well.

Better students used quotes or direct referencing to the text well in order to reinforce their arguments. Students should be encouraged to provide critical commentary rather than mere story synopsis. It is important that students know the correct title and spelling in Italian.

- Part (a) The better students referred to the quotation in context and then successfully referred to the colour imagery at the end of the story.
- Part (b) Generally this question was answered well.
- Part (c) Many students focused on the rapport between *Marcovaldo* and the rabbit and plant rather than the similarities between the plant and the rabbit.
- Part (d) Overall the question was well answered.
- Part (e) The mark allocation in this question indicated that it be structured as a mini-essay.

Students should remember to introduce their argument, link their ideas and sum up with a conclusion, using the correct punctuation and linguistic structures.

It was pleasing that many students demonstrated a sound knowledge of a variety of stories.

One better student highlighted the theme of reality versus fantasy without resorting to first re-telling the story.

Question 6 — Drama — Dario Fo, *Non Si Paga, Non Si Paga!*

General Comments

The low standard of the students' responses was due in no small measure to the poor English expression in the essays. The standard of syntax, spelling and grammar was well below that expected of a Higher School Certificate student. The responses were frequently incomprehensible markers were left floundering in a sea of gibberish. It is acknowledged that Dario Fo is not an 'easy' playwright to understand but the markers were left with the distinct impressions that many students had simply not read the text to the required depth. Answers were often superficial and glib.

- Part (a) Most students failed to answer the central question about what NEW aspects of the character's persona are being revealed and were content to give an outline of the character in question. The better students were able to discuss the changes seen but few actually quoted relevant passages or articulated their answers clearly.
- Part (b) This question was a little better tackled than part (a), as most students were able to describe Giovanni's character before and after the crucial incident, although what the crucial incident actually was often remained unsaid or was misinterpreted. A few students argued cogently and elegantly that Giovanni had not changed which the examiners found acceptable because of the sophistication of the argument.
- Part (c) Many students could not identify the political message but the most able students were very accurate and perceptive in their responses. Some students were unable to even identify the incident described by the stage directions indicating that they were not sufficiently familiar with the play. Few were able to make the connection between the directions and the message, which is concerned with the importance of the solidarity of the proletariat in the face of oppression by the *classe dirigente*.
- Part (d) Most students interpreted the question in a narrow way and confined their remarks to the police as portrayed in the play. Some students were confused by the role of the police in the play and did not understand that one actor played two different roles. The better responses included a discussion of all authority figures represented from the Pope to the *padroni*.
- Part (e) This question seemed to invite the greatest effort. Many students gave extensive answers but too many were content to give general observations without close reference to the play itself. Poorer students confined their discussion to the incidents of the supermarket and the truck without reference to the wider issues and events, nor did they give much attention to the socio-political background of the play. They made too many generalisations without giving specific examples.

Question 7 — Song — Francesco Guccini, *Le Ragazze della Notte*

Overall students coped well with this question.

- Part (a) Sub-section (i) was answered far better than sub-section (ii) which proved to be challenging for most students. Many students misinterpreted *sonni for sogni*.
- Part (b) The majority of students were able to easily identify three images, however, the question required some elaboration of these images.
- Part (c) This question was by far the best answered. Students concentrated on both the environment and the people *le ragazze* encountered.
- Part (d) As in the past, students still treated their response to the music superficially, merely limiting their comments to the pace and instruments used without discussing their effect. The discussion of the delivery showed more insight.
- Part (e) Responses to this part highlighted a good knowledge of the songs set for study. Many students were able to support their responses with appropriate and accurate quotes, with the better responses referring equally to all three songs.

3 Unit (Additional)

Listening and Speaking Examinations

Listening Skills (15 marks)

Overall, the performance of the 3 Unit students was pleasing. Most students attempted all questions and expressed their answers in a comprehensive manner. However, students should be strongly advised not to provide alternative answers. The best responses were those to items:

4 part (a), 5 part (b), 7 part (b) and part (c), 8 part (b), 9 part (a), 10 part (a), 12 part (a), 13 part (b) and 14 part (a).

Item 1

Overall, this question was well answered. Some students omitted the verb 'encourage' or 'promote', rendering this response incomplete.

Item 2 — Part (a)

Students' answers were often not specific enough and did not include the concept of 'an increase'.

Item 2 — Part (b)

The better answers provided all four pieces of information required, that is, 'nearby', 'economical', 'with friends' and 'with relatives'.

Item 3

Schede was often interpreted as *gettoni* and 'rendered useless' (*rese inservibili*) was often omitted from the answer.

Item 4 — Part (a)

Many students did not express both 'footpaths' and 'pedestrian access areas'.

Item 4 — Part (b)

Many students only partly responded to this question, omitting 'with ample warning'.

Item 5 — Part (b)

Some students gave abbreviated and consequently incomplete answers, for example, 'family reasons' or 'work reasons'.

Item 6 — Part (a)

Students were required to provide three pieces of information, rather than give the same information in the response to two questions. 'Delays' was considered as the same piece of information as 'trains are 15 minutes late'.

Item 7

Most students did not convey the idea of a ‘nervous breakdown’ and just wrote that cats get nervous or stressed.

Item 8 — Part (a)

Many students only gave part of the answer, eg ‘going uphill’. They omitted that it was challenging because it was with skis on.

Item 9

The better responses were those that included the concept of an argument/decision.

Item 10 — Part (b)

Weaker responses poorly expressed the concept of recycling.

Item 11 — Part (b)

Weaker responses were those which included ‘eliminating’ traffic/stress, thereby misinterpreting the word *illuminazione*.

Many students responded that ‘introducing parking areas’ would encourage the use of the bicycle but omitted to complete the answer by including that the parking would be ‘attended’ (*custoduto*).

Item 12 — Part (b)

Students were required to provide a full answer. Weaker responses were not coherent.

Item 13 — Part (a)

Sindicati was often given as ‘syndicates’ rather than ‘mayors’.

Item 14 — Part (b)

Many students did not identify *pannello*.

Speaking Skills (10 marks)

The most successful students presented relevant information in a convincing, interesting and well organised manner using the correct register. These students spoke clearly, fluently and with a good range of vocabulary and grammatical accuracy. They addressed all parts of the question, rather than focusing only on some aspects.

Question 1

This question proved to be most challenging. Weaker responses focused only on reasons for Australia becoming a republic, without alluding to the precise topic contained in the question.

Question 2

The better responses included well-expressed views and opinions conveyed in a register appropriate for a radio audience.

Question 3

This question proved to be the most popular. Many students demonstrated a good knowledge of the topic and presented a convincing argument on why the environment should be a priority for all. Students are reminded that they are required to speak for 2–3 minutes only. Often talks were far too long, resulting in a lot of repetition and the possibility of an increase in error.

Written Examination

Section I — Reading Skills (15 marks)

The reading passage was of an appropriate standard and most students demonstrated an overall understanding of the content. Some students did not know the meaning of *esigenze* and *convivenza*.

Students should be encouraged to take care with English expression, so that their answers are clear, and to interpret the whole passage globally, in order to enhance their overall understanding.

Section II — Writing Skills (10 marks)

This section was attempted adequately by most students. The students were familiar with the themes/topics of the three questions and were able to elaborate throughout their composition.

Parts (a) and (b) were the most popular parts.

- Part (a) Most students displayed an adequate knowledge of basic grammatical structures. Students were familiar with the topic and were able to elaborate and use lexis appropriate to the topic. Common errors included subject/verb agreement, agreement of articles and noun/adjective agreements and the use of an appropriate register for a newspaper article.
- Part (b) This was the most popular question. Students were able to elaborate and use correct lexis. Although many students did not adhere to and/or address the topic, that is, students talked about technology in general rather than *ci porta il mondo in casa*.
- Part (c) This question was attempted by the least number of students. Students were able to answer adequately and elaborate, marking similar errors as in the other two topics.

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