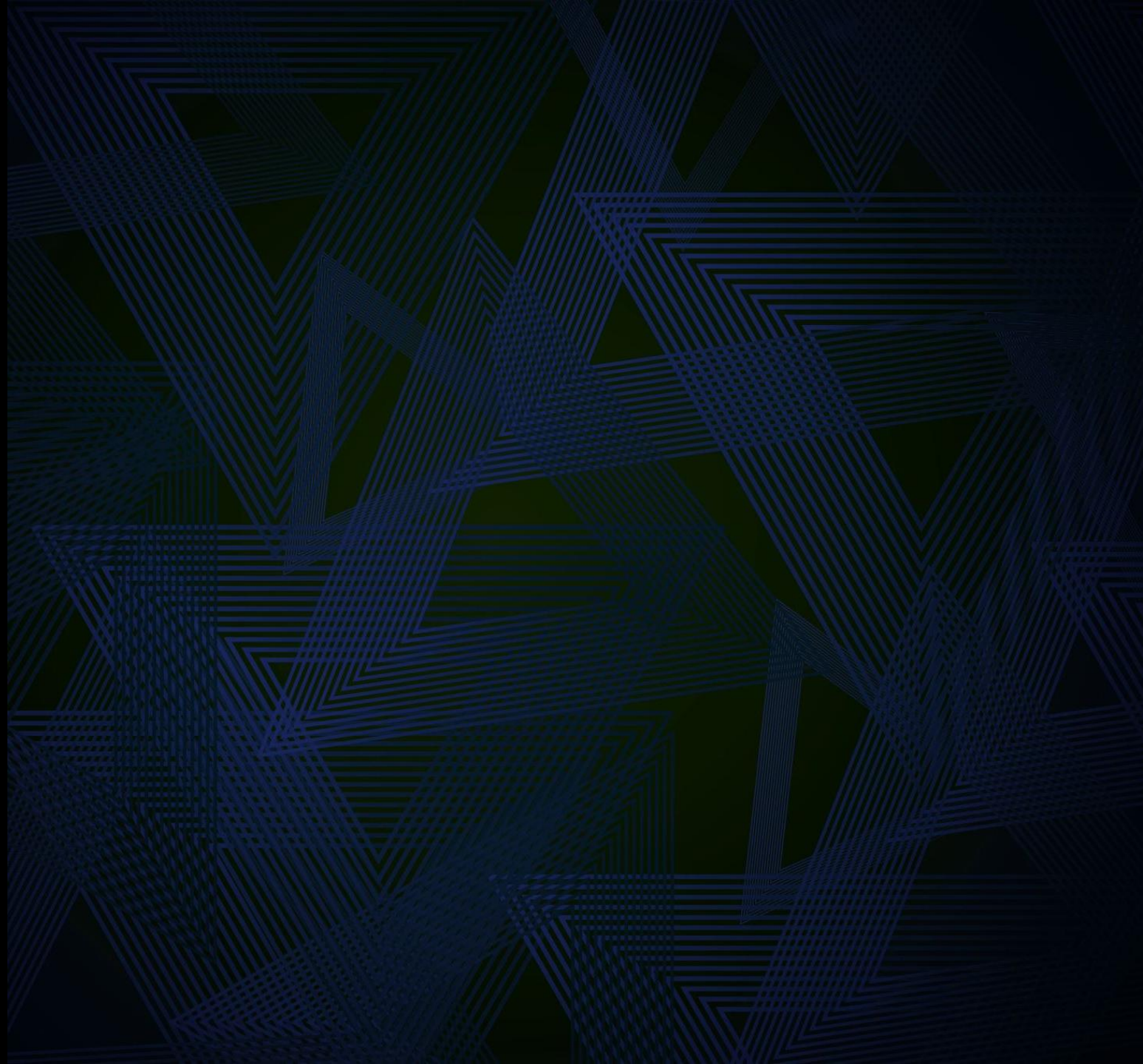

**2025 ITALIAN
WRITTEN
EXAMINATION
REPORT
PRESENTATION**



PURPOSE OF THE PRESENTATION

- Understand the requirements of each section
 - Identify common errors
 - Note the characteristics of stronger responses
 - Identify areas for future improvement and focus
-

SECTION 1

PART A –

LISTENING AND

RESPONDING IN

ENGLISH

AUDIO TEXT: CONVERSAZIONE CHIARA
E MARCO – STILI DI VITA SANI:
AUSTRALIANO E ITALIANO

- Students were required to demonstrate their comprehension skills of the language in the texts

Common errors

- Leaving answers incomplete when a **comparison** was required.

For example - 'goes to the market' rather than writing 'goes to the market **instead of the supermarket**'.

Or 'cooks like her grandparents did' **instead** of explicitly stating 'uses homegrown products in her cooking, **as her grandparents did**'.

- Answers were not **justified or elaborated** on. For example, some responses stated '**lifestyle**' rather than describing the lifestyle: 'He has a **fast-paced** lifestyle'.
-

Higher scoring responses

- Demonstrated a strong understanding of the language used in the text
- Responses evidenced effective note – taking skills
- Responded to all parts of the questions

To assist students with their preparation

- Practice **note – taking whilst listening** to an audio text
 - Practice **listening for detail**
 - **Practive content prediction** before listening
 - **Encourage the use reading time** to identify parts of a question
 - **Check off information** in answer against the parts of a question
-

PART B – LISTENING AND RESPONDING IN ITALIAN

**AUDIO TEXT: ANNUNCIO AI
MEMBRI DEL CLUB**

- Students were required to demonstrate their comprehension skills of the language from the audio text
 - Accurately convey appropriate information from the text in Italian
 - Include information presented in their response that was relevant to the questions.
-

Common errors

- Giving **generic rather than specific answers**

For example, when talking about the improvements to the programs of yoga and Pilates. A common error was to give the generic detail of “i corsi erano piu` lunghi” rather than including **“per una sfida aggiuntiva”**

or “i clienti devono portare i propri materassini” **without adding the detail** of the improvement of **“per migliore igiene”**

- Providing only a **partial response** to an answer such as giving only one aspect of wellbeing and one example for the aspect rather than **two as required.**
 - Writing in **dot points** rather than **full sentences**
 - **Not linking** example of wellbeing to the correct aspect
-

Higher scoring responses

- Identified the most relevant information from the text.
 - Included all required content.
 - Were expressed clearly and accurately in Italian.
 - Addressed all parts of the questions.
 - Provided appropriate supporting detail in line with the requirements of the question.
-

To assist students with their preparation

- Practice note – taking whilst listening to an audio text
 - Practice listening for detail
 - Practice predicting content before listening
 - Encourage the use of reading time to identify parts of a question
 - Encourage students to check off information in answer against the parts of a question
 - Remind students to write in full sentences
 - Remind students to proofread for errors in basic grammar: subject/verb agreement + noun/adjective agreement + correct gender of nouns and use of definite and indefinite articles
-

SECTION 2

PART A –

READING, LISTENING AND RESPONDING IN ENGLISH

- Students were required to take notes from both the reading and listening texts and to use the information to respond to the questions
- Compare the information in each type of text
- Identify similar information in each text

**AUDIO TEXT: PUBBLICITA' VAL
D'AOSTA + READING TEXT: NELLA
BELLA FATTORIA: AUSTRALIA**

Common errors

- **Omission of key details,**

For example, in Question 3b, stating that climate change was studied without specifying that it was **studied at school**,

and

Question 3c listing the features and not explaining why they were **effective**.

- **Questions misread** and, as a result, interpreted as **referring to one text**, when in fact it referred to the other text.

For example, in Question 3d, students were required to identify activities offered by the hotel in Val d'Aosta; but **instead**, listed activities that Samuele participated in whilst in **Australia**.

Higher scoring responses

- Accurately identified which questions referred to each text
 - Provided specific information rather than general or vague responses.
 - Compared information from the texts effectively when required.
 - Made clear links between similar features presented in both texts.
-

To assist students with their preparation

- Encourage students to highlight task words and specific requirements of a question.
 - Support students to plan their responses according to the wording of the question.
 - Guide students to re-read the question after answering to confirm that the response matches what was asked.
 - Encourage students to use reading time to identify whether a question refers to one particular text or requires students to compare like information in the texts.
-

PART B – READING AND RESPONDING IN ITALIAN

READING TEXT: CV ENRICO VERDI

Il tuo amico Enrico ha fatto domanda di lavoro come agente viaggi e il reclutatore sta facendo un controllo delle referenze. Usando il suo Curriculum, scrivi una lettera formale per convincere il potenziale datore di lavoro ad assumerlo.

- Students were required to demonstrate an understanding of the stimulus text
 - Address the requirements of the task question by using relevant information from the text appropriate for the audience, prescribed writing style and text type.
-

Common errors

- **Incorrect style of writing** – informative rather than **persuasive**
 - **Incorrect register** was used. Students were required to address the recipient of the letter — the potential employer — using **formal language**, including an appropriate formal greeting and closing, and the **Lei** form rather than **tu** or informal salutations.
 - Minimal or **limited information** from text was used
 - Letter was addressed to **incorrect audience** – not Enrico’s potential employer
 - Students **misread the question** and wrote as if **they were Enrico** rather than **on his behalf**
-

Higher scoring responses

- Showed a thorough understanding of the stimulus text by selecting relevant information from the CV.
 - Used information from the text effectively to persuade the potential employer that Enrico's qualities and skills made him a suitable candidate.
 - Demonstrated strong control of grammatical structures.
 - Used an appropriate formal register throughout.
 - Used correct formal letter conventions and structure.
-

To assist students with their preparation

- Emphasise that Section 2B is a comprehension task requiring students to use information from the stimulus text to demonstrate understanding.
 - Guide students to base their response on evidence drawn from the text rather than relying on pre-learned material or general ideas.
 - Encourage students to break down the question before writing by identifying the audience, register, style, text type and purpose.
 - Model how to transform information from the stimulus text into persuasive content rather than simply copying or listing details.
 - Remind students to proofread for errors in basic grammar: subject/verb agreement + noun/adjective agreement + correct gender of nouns and use of definite and indefinite articles
-

SECTION 3 – WRITING IN ITALIAN

- Students were required to produce an extended written response to one of the prompts.
 - Responses needed to demonstrate an understanding of the required text type, style, register, and audience.
 - Students were expected to use a range of appropriate grammatical structures accurately and effectively.
 - Write in paragraph form.
 - Question 8 was the most popular question followed by Question 6.
-

QUESTION 5

Scrivi un articolo immaginario per una rivista per giovani che si occupa di cultura e società. Nell'articolo, descrivi come sarebbe la società attuale se un evento storico del passato non fosse mai accaduto.

- Text type: article
 - Style of writing: imaginative
 - Audience: young readers
 - High-scoring responses creatively described life had the event not occurred.
 - Used accurate text type, structure and style of writing.
 - Lower-scoring responses interpreted the question as requiring them to evaluate the negative and positive impacts of a historical event.
-

QUESTION 6

Il calcio è ampiamente considerato lo sport nazionale italiano. Scrivi il testo di un discorso per un progetto scolastico in cui valuti l'idea di avere un solo sport nazionale.

- Text type: speech
 - Style of writing: evaluative
 - Audience: classmates
 - Responses that scored highly for this question assessed the value of having only one national sport (which may have been soccer) compared to a variety of sports.
 - Lower-scoring responses discussed the benefits of sport or of soccer and not the value of only have one national sport. This misinterpretation of the question was common.
-

QUESTION 7

Un giornale locale ti ha chiesto di scrivere per loro. Scrivi un resoconto informativo sulla vita, i successi e l'impatto globale di una persona italiana di rilievo di tua scelta.

- Text type: report
 - Style of writing: informative
 - Audience: newspaper readers
 - Responses that scored highly detailed a notable Italian person's life, achievements and global impact.
 - Lower-scoring responses discussed (non-Italian) notable people or Italian people who only had a notable impact in Italy and not globally.
-

QUESTION 8

Stai pensando di prendere un nuovo animale domestico. **Ispirato/a dall'immagine** qui sotto, scrivi una pagina di diario in cui parli di come questo nuovo membro della famiglia potrebbe cambiare il modo in cui vedi la responsabilità di prendersi cura di un animale.



Source: Adapted from Paper Trident/Shutterstock.com

- Text type: diary
 - Style of writing: personal
 - Audience: self
 - Students were required to write about how getting a new pet could change their understanding of the responsibilities involved in owning a pet.
 - In the question, students were required to reference the image. Responses that scored highly made use of the image and wrote about the responsibility required by pet ownership.
 - Lower-scoring responses misinterpreted the question and discussed the value of owning a pet or compared owning one type of pet with another or **made no use of the image**.
-

To assist students with their preparation

- Encourage students to break down each question carefully by identifying the text type, audience, register, and style of writing required. (Often students make essay choices on perceived topic of essay.)
 - Encourage students to plan their responses before they begin writing.
 - Ensure students are familiar with and have practise in the writing styles and text types outlined on the VCAA website.
 - Encourage students to proofread their work carefully for spelling and grammatical errors before submitting.
 - Use the higher-scoring sample responses from the 2024 and 2025 reports alongside the corresponding essay prompts to analyse the features that contributed to stronger performances.
-