

2001 HSC Notes from
the Examination Centre
Italian

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Contents

Beginners	5
Speaking Skills Examination	5
Section I – Situations	5
Section II – Conversations	6
Listening Skills Examination.....	6
Written Examination	8
Section I – Reading Skills.....	8
Section II – Writing Skills	9
Continuers	9
Oral Examination	9
Written Examination	10
Section I – Listening and Responding	10
Section II – Reading and Responding	11
Section III – Writing in Italian	12
Extension	13
Oral Examination	13
Section I – Response to Prescribed Text	14
Section II – Writing in Italian	15

2001 HSC NOTES FROM THE EXAMINATION CENTRE ITALIAN

Introduction

This document has been produced for the teachers and candidates of the Stage 6 courses in Italian. It provides comments with regard to responses to the 2001 Higher School Certificate Examination, indicating the quality of candidate responses, and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2001 Higher School Certificate Examination and other support documents, which have been developed by the Board of Studies to assist in the teaching and learning of Italian.

The marking guidelines, developed by the Examination Committee at the time of setting the Higher School Certificate Examination and used at the marking centre, are also available on the Board of Studies website.

Beginners

Speaking Skills Examination

Section I – Situations

Specific Comments

Question 1

This item was well answered by the majority of candidates. However, the second cue was somewhat problematic for some candidates because of the open-ended nature of the cue. It was unnecessary for a translation of ‘repeat the directions’ to be included in the response.

Question 2

This question was answered well by the majority of the candidates. Some candidates encountered difficulty with the pronunciation of *preferisce* and the use of indirect pronoun objects, such as *gli/le piace*. Some candidates successfully avoided the use of this pronoun. The use of *vorrei* was well demonstrated.

Question 3

There was some difficulty with idiomatic expressions such as *domani sera (notte), la gente/le persone*. Many candidates encountered difficulty with the reflexive verb *sedersi*; many candidates provided alternative expressions to avoid its use eg *vorrei una tavola vicino alla finestra*. There was some confusion in the use of *portare* or *prendere* referring to the birthday cake.

Question 4

There was consistent good use of the simple *passato prossimo* eg *sono andato/a*. However, there was some confusion over the use of reflexive verbs in this tense. Many candidates encountered difficulty in maintaining the past tense when providing the reason eg *Ho mal di testa* instead of *avevo mal di testa*.

Question 5

The majority of candidates interpreted the first cue accurately and were well prepared in the use of time. Few candidates managed to communicate *ci vediamo ci incontriamo*. The final cue proved challenging for the majority of candidates. There was confusion between the use of *sapere* and *conoscere* and the agreement of adjectives eg *buoni sconti*.

Section II – Conversations

Question 6

Candidates were generally well prepared with their responses to this section of the examination.

Overall, the majority of candidates attempted to answer the questions without resorting to English. Additionally, most candidates were familiar with the subject matter, even if the wording of the question caused them some difficulty.

Candidates were very well prepared to speak about their spare time activities.

Some candidates required the second question to be repeated, as the use of the past tense with the expression *l'anno prossimo* caused some confusion. After the re-phrasing, the majority of candidates handled this question well.

Some candidates encountered difficulty with *festeggiare* and *di solito*. This lack of understanding of the meaning of the question affected the appropriateness and accuracy of the response.

The majority of candidates were able to speak about the family member they chose to talk about. The more able candidate was able to elaborate by saying how that person helps him/her and the role that person plays in his/her life. There was a wide range of answers to this question.

The final two questions allowed the most capable candidates to demonstrate their knowledge of Italian and present very full answers.

Listening Skills Examination

General Comments

Before completing their answers to Listening items, candidates should attempt to gain an understanding of the item as a whole to ensure that information is included in the appropriate section of the answer. Candidates should also be encouraged to utilise the Candidate's Notes

section of the paper. In preparation for the exam, candidates should aim to expand their vocabulary base as much as possible.

Generally, candidates handled this examination quite well, although there was some difficulty with interpreting some Italian expressions.

Specific Comments

Question 1

Specific information was required to answer this item.

Question 2

All information relating to the weather should have been included in this answer, currently and earlier in the day.

Question 3

In part (b) many candidates misinterpreted *magra*.

Question 4

Many candidates supplied a full answer for part (a), but did not recognise *fare le spese* in part (b).

Question 5

This question was generally well answered, although *isciversi* was commonly misinterpreted as *scrivere*.

Question 6

Many candidates did not recognise the phrase *rimandare la partenza*.

Question 7

This question proved difficult for most candidates.

Question 8

Candidates were required to indicate the differences between Mario and Cristina rather than making statements about each person.

Question 9

The content matter of this item was familiar to the majority of candidates.

Question 10

Many candidates did not recognise *dev'essere successo qualcosa* and were therefore unable to supply an appropriate conclusion for the caller.

Question 12

Candidates needed to isolate Giulio's 'need for money' as the reason for placing the advertisement. An overall understanding of his desire to keep the photos of the teams was required for part (b). Many candidates had difficulty in grasping the global understanding of the text.

Written Examination

Section I – Reading Skills

General Comments

Candidates demonstrated an understanding of the requirements of this section of the exam paper. However, teachers should encourage candidates to read and understand the whole passage before they begin their responses and to include information in the appropriate section.

Specific Comments

Question 1

This question was generally well answered, although many candidates did not read the heading *compito d'italiano* and disregarded this as the reason for Alice writing about Paola.

Question 2

This question was very well answered by the majority of candidates. They were able to read and interpret the Italian text and select the appropriate advertisement.

Question 3

Candidates were required to understand the whole passage in order to answer each section of this question appropriately. Several elements were appropriate and relevant for each part.

Question 4

Some vocabulary items caused difficulties in the question: *in pensione*, *musica dal vivo* and *un elenco*. Many candidates encountered difficulty in identifying the relevant information, particularly as some answers, eg part (d), required extensive understanding and interpretation of the text.

Question 5

Candidates generally found the contents of this passage challenging. There were particular problems with completing the information table.

Section II – Writing Skills

Question 6

Both (a) and (b) were well answered on the whole.

- (a) Problems were encountered with expressing ‘to wake you up’ and very few candidates referred to the concept of ‘early’. Most candidates were able to provide an appropriate reason.
- (b) Some difficulty was encountered with the word *invito* and many candidates confused *vacanza* with *fiesta*. Most candidates were able to supply an appropriate reason.
- (c) This part presented the most difficulty for candidates, particularly with the email format. Very few candidates made reference to ‘cousin’ and there were common difficulties with other requirements of the question eg the word ‘key’. Candidates should address all the cues and provide alternative ways of expressing them.

Question 7

In this section, candidates should ensure that they respond appropriately to the question and use a wide range of Italian vocabulary and expressions.

The majority of candidates answered this question well.

- (a) Candidates were able to successfully articulate their feelings. Difficulties were encountered when candidates tried to express how they will ‘miss their friends’ eg *mi manco*.
- (b) Some candidates found it difficult to keep to the topic. Candidates often wrote about future plans rather than discussing their ‘last’ year at school. Some candidates were able to demonstrate their competence in using a wide range of tenses.

Continuers

Oral Examination

General Comments

Candidates were generally very well prepared. Many were confident and spoke fluently. Better responses were those that elaborated on topics and gave a range of opinions. Better candidates used a variety of tenses accurately, numerous idiomatic expressions and conjunctions, and were able to make the necessary agreements.

Written Examination

Section I – Listening and Responding

General Comments

Candidates should be encouraged to listen to the complete item and aim for global understanding before finishing a response. Use should also be made of the Candidate's Notes section on the right hand side of the paper, which enables candidates to complete their answers later.

Candidates should also check their English to ensure the clarity of their responses.

Specific Comments

Question 1

Misunderstanding of the word *inesperti* was common in this item.

Question 2

- (a) Many candidates did not supply a completely accurate answer and did not understand what was being sought by the word 'expectation'. Some candidates failed to recognise the past conditional *avrei trovato*.
- (b) Many candidates were confused by expressions such as *in attesa di* and *mi accontento*. Many provided a description of Luca's new job, rather than his 'attitude' towards it.

Question 3

This question was generally well answered by candidates.

Question 4

- (a) Most candidates provided an appropriate answer.
- (b) Many candidates combined the two opinions, instead of attaching them to the individuals, which was required for the complete answer to the question.

Question 5

Many candidates failed to provide detailed references to the text about the way in which Pino persuaded Franco. Many candidates did not recognise the sport as 'water polo', other candidates did not allude to Franco's injury. The concept of returning the favour was not expressed by many candidates.

Question 6

The term *Il casco* was generally not understood, although many candidates identified it as a part of the answer in the Candidate's Notes section. Generally, the law coming into force at midnight was not included in many responses and those candidates who included the amount of the fine (60 000 lire) in their answer, often did so inaccurately.

Question 7

- (a) This part was answered correctly by the majority of candidates.
- (b) Most candidates gave a general overview of the book, but did not provide all the necessary details eg the search for her father, the desire to deepen their relationship.

Question 8

Most candidates were able to gain a global understanding of this item, but had difficulty in expressing their answers clearly.

- (a) The majority of candidates ignored the concept of *un atteggiamento critico* on the part of the parents.
- (b) Many candidates did not recognise the mother's opinion of parents, and merely stated general attitudes towards drugs.

Section II – Reading and Responding

Part A

Specific Comments

Question 9

This question was generally well answered. The majority of candidates were able to identify the relevant information from the text to provide full answers.

However, in part (d), weaker candidates literally anglicised some expressions eg *il riordino della casa* – reordering the house *costruire un dialogo e un confronto fra genitori e figli* – construct a dialogue with parents/confrontations with parents.

Question 10

- (a) A surprising number of candidates did not perform well in this section, most choosing option (A) instead of option (C).

- (b) Better candidates were able to provide a global response to this question, indicating a clear understanding of the article as a whole. They also provided specific examples to convey the information required. Some candidates had difficulty in evaluating what information was required. Candidates misunderstood the concept of *disinformazione paurosa* and interpreted it as the candidates being afraid. There was also common difficulty with the concept of *i problemi che ci toccano da vicino*.
- (c) Candidates experienced difficulty in deciding which and how much information was required for this response, particularly those who had given extensive responses to previous questions.
- (d) This section was generally well answered, with the majority of candidates appropriately justifying Arianna's point of view. There was some difficulty with vocabulary items, such as *lettura* – letter, *corrente* – current, *da vicino* – local.
- (e) The better responses supplied supporting evidence and substantiated their response with adequate details.

Part B

Question 11

The majority of candidates responded well to the information, ideas and opinions of the text. The better candidates were able to organise their information, demonstrating a good knowledge and understanding of vocabulary and sentence structures.

Some candidates misunderstood that the recipient of Luciano's letter is in Australia and were confused about the whereabouts of the person from Milano.

The responses generally were interesting and creative, in particular the advice given regarding Luciano's parents and relationship problems.

Section III – Writing in Italian

Specific Comments

Question 12

The better responses included mention of all cues eg diary/week/Italian/penfriend. The notion of a penfriend was often omitted.

Inaccurate use of the *Passato Prossimo*, in particular with *essere* verbs, was common, as was the incorrect use of the *Imperfetto*.

- (a) This part elicited more creative responses, with a greater variety of vocabulary.
- (b) The better responses were more creative and expansive, with less use of lists.

Candidates who supplied the best responses made good use of idiomatic expressions. There is evidence of the need to build on dictionary skills, to avoid literal translations and the incorrect conjugation of verbs.

Question 13

Candidates need to read the question carefully.

- (a) The concept of deferring was not always adequately addressed by candidates. There was need to make reference to reasons for deferring, not just stopping/quitting school.
- (b) The idea of 'persevering' was not always addressed by candidates.

The better responses were those which successfully manipulated language to render it authentic. Basic grammatical errors were still common, eg past tenses of common verbs, the use of *piacere*, adjective agreement and spelling. The use of English syntax was commonly apparent.

The use of dictionaries restricted communication in some cases, eg incorrect use in context, the use of words in isolation.

Extension

Oral Examination

General Comments

Overall, many candidates responded appropriately to the questions. The most popular responses were to Question 1 and Question 2.

The better candidates:

- demonstrated a good understanding of the requirements of the question
- responded confidently and fluently, giving many examples to support their point of view
- displayed a broad range of appropriate and accurate vocabulary and language structures
- kept to the point.

The weaker candidates:

- presented prepared but irrelevant responses
- ignored or misunderstood parts of the question eg Question 1 ... *ma ci aiuta a conoscere noi stessi*, which was used as a cue to talk about friendships/groups in general, without relating it to the question of 'get(ing) to know who (they) are'.
- were only able to present personal examples to support their argument.

Question 3 proved the most challenging, and some candidates who attempted it spoke about the influence of mass media on young people generally.

Section I – Response to Prescribed Text

General Comments

The majority of candidates demonstrated an extensive knowledge and understanding of the text. Candidates should be encouraged to support their responses with evidence from the text where possible.

Specific Comments

Part A

Question 1

- (a) The majority of responses made reference to the opposing elements of *il bassista* and *cuore di panna* and explained the inference of these elements in the text.
- (b) Many candidates were able to identify at least two ways in which school impacts on young people's lives and were able to explain that education provides freedom, but also imposes constraints on students.
- (c) Candidates were generally able to identify the voice-over as a significant moment in the film. Better responses identified it as a comment about the friendship of Alex and Martino from the group's perspective.
- (d) Some candidates were unfamiliar with the word 'catalyst', consequently their responses were inappropriate. Some candidates were able to discuss Martino's influence on Alex as he introduced him to a life outside the group, which facilitated his eventual break away from them.
- (e) A variety of points were used by candidates to discuss the significance of 'the group' for young people. The more complex answers explained these references by relating them directly to the text.

Part B

Question 2

General Comments

Once again, the majority of candidates demonstrated familiarity with the text. The better responses showed an understanding of the character of Aidi, combined with an understanding of the text as a whole.

Candidates should ensure they write a response in line with the cues provided and from the point of view of the character indicated.

Section II – Writing in Italian

General Comments

Both questions were attempted by an equal number of candidates. The broad nature of the topics allowed for a variety of responses.

Better candidates were able to provide answers demonstrating breadth and depth, and to write accurately, using extensive vocabulary appropriate to the task.

Specific Comments

Question 3

In Question 3 some candidates interpreted the idea of ‘expectations’ as ‘pressure’ on young people.

Question 4

Question 4 allowed candidates to elaborate on the issue of how to achieve a better future.

Italian Beginners

2001 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic - Text Type)	Syllabus outcomes
Speaking Skills Examination			
1	2	Directions	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
2	2	Buying thing for s/th	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
3	3	Eating	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
4	3	Social arrangements/ expressing dislike	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
5	5	Travel	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
6	10	<ul style="list-style-type: none"> - Free time - Future aspirations - Celebration - Another language - School 	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7

Question	Marks	Content (Theme/Topic - Text Type)	Syllabus outcomes
Listening Skills Examination			
1(a)	1	Leisure	H3.1, H3.3
1(b)	1	Leisure	H3.1, H3.3
2	2	Weather	H3.1, H3.3
3(a)	1	Shopping	H3.1
3(b)	1	Shopping	H3.1, H3.3
4(a)	1	Travel	H3.1, H3.3
4(b)	1	Travel	H3.1, H3.3
5	3	Work	H3.1, H3.3
6(a)	1	Holidays	H3.1, H3.3
6(b)	2	Holidays	H3.1, H3.3
7	1	Health and wellbeing	H3.1, H3.2
8	2	Sport	H3.1, H3.2, H3.3
9(a)	1	Social Interaction	H3.1, H3.3
9(b)	1	Social Interaction	H3.1, H3.3
10(a)	1	Hotel	H3.1, H3.3
10(b)	1	Hotel	H3.1, H3.3
11	1	Eating	H3.1, H3.2
12(a)	2	Sport/Shopping	H3.1, H3.3
12(b)	2	Sport/Shopping	H3.1, H3.2, H3.3
13	4	Social Interaction	H3.1, H3.2, H3.3

Question	Marks	Content (Theme/Topic - Text Type)	Syllabus outcomes
Written Examination			
Section I — Reading Skills			
1(a)	1	Leisure activities	H3.1
1(b)	1	Leisure activities	H3.1
1(c)	2	Leisure activities	H3.1, H3.2
1(d)	2	Leisure Activities	H3.1
2(a)	1	Work	H3.1, H3.2
2(b)	1	Work	H3.1, H3.2
2(c)	1	Work	H3.1, H3.2
2(d)	1	Work	H3.1, H3.2
3(a)	2	Travel	H3.1, H3.2
3(b)	2	Travel	H3.1
3(c)	3	Travel	H3.1, H3.2
4(a)	1	Entertainment	H3.1
4(b)	1	Entertainment	H3.1
4(c)	1	Entertainment	H3.1
4(d)	2	Entertainment	H3.1, H3.2
4(e)	2	Entertainment	H3.1, H3.2
5(a)	2	Health	H3.1, H3.2
5(b)	1	Health	H3.1, H3.2
5(c) (i)	1	Health	H3.1, H3.2
5(c) (ii)	1	Health	H3.1, H3.2
5(c) (iii)	1	Health	H3.1, H3.2
Section II — Writing Skills			
Part A			
6(a)	2	Reminder note	H2.1, H2.2, H2.3, H2.5, H2.6, H2.7, H2.8
6(b)	2	Declining an invitation	H2.1, H2.2, H2.3, H2.5, H2.6, H2.7, H2.8
6(c)	4	Making arrangements	H2.1, H2.2, H2.3, H2.5, H2.6, H2.7, H2.8
Part B			
7(a)	7	School diary entry	H2.1, H2.2, H2.3, H2.5, H2.6, H2.7, H2.8
7(b)	7	School letter	H2.1, H2.2, H2.3, H2.5, H2.6, H2.7, H2.8

2001 HSC Italian Beginners Marking Guidelines — Listening Skills

Question 1 (a)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies what is wrong with Stefano 	1

Question 1 (b)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> He won't be able to go out on Saturday 	1

Question 2

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies the change in weather during the day Provides specific details of the weather 	2
<ul style="list-style-type: none"> Identifies the change in weather OR <ul style="list-style-type: none"> Provides two details 	1

Question 3 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (B)	1

Question 3 (b)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies lady's complaint	1

Question 4 (a)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Explains why Michelina declines Piero's offer	1

Question 4 (b)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies what Michelina will be able to do in January	1

Question 5*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Lists any three sample answers	3
• Lists any two sample answers	2
• Provides one answer	1

Question 6 (a)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies what Luigi was trying to do	1

Question 6 (b)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies that he had to delay his trip until the end of the month	2
• Identifies that he has to delay his trip, without mentioning the details of time	1

Question 7*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• (C)	1

Question 8*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of the differences between Mario and Cristina • Supports answer with references to the text	2
• Identifies one of the differences between the two OR • Identifies the preferred activities of either Mario or Cristina	1

Question 9 (a)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies the highlight of the evening	1

Question 9 (b)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies the result of the evening	1

Question 10 (a)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Provides an explanation of why caller cannot find Mr Bonelli	1

Question 10 (b)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies a conclusion	1

Question 11*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• (B)	1

Question 12 (a)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Qualifies reason for placing the ad	2
• Identifies one aspect	1

Question 12 (b)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of the text	2
• Supports answer with relevant references to the text	
• Identifies one relevant reference to the text	1

Question 13*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the reasons for the speaker's annoyance	4
• Supports the answer with relevant references to the text	
• Demonstrates some understanding of the reasons for the speaker's annoyance	2 – 3
• Provides some detailed supporting evidence from the text	
• Identifies some relevant references to the text	1

2001 HSC Italian Beginners Marking Guidelines — Speaking Skills

Section I — Situations (15 marks)

Question 1 (2 marks) and Question 2 (2 marks)

Outcomes assessed: H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7

MARKING GUIDELINES

Criteria	Marks
• Uses Italian accurately to convey the meaning of the cues	2
• Conveys the gist of most of the cues in comprehensible, but not necessarily accurate Italian	1

Question 3 (3 marks) and Question 4 (3 marks)

Outcomes assessed: H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7

MARKING GUIDELINES

Criteria	Marks
• Uses Italian accurately to convey the meaning of the cues	3
• Demonstrates an appropriate range of language and structures	
• Uses Italian adequately to convey the meaning of the cues	2
• Conveys the gist of most of the cues in comprehensible, but not necessarily accurate Italian	1

Question 5 (5 marks)*Outcomes assessed: H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Uses Italian accurately to convey the meaning of the cues• Demonstrates control of complex Italian structures (within the context of the Beginners course)	5
<ul style="list-style-type: none">• Uses Italian appropriately to convey the meaning of the cues• Demonstrates some control of complex Italian structures	4
<ul style="list-style-type: none">• Uses Italian satisfactorily to convey the meaning of the cues• Demonstrates an appropriate range of language and structures	3
<ul style="list-style-type: none">• Uses basic Italian to convey the meaning of the cues	2
<ul style="list-style-type: none">• Conveys the gist of some of the cues in comprehensible, but not necessarily accurate Italian	1

Section II — Conversation (10 marks)

Question 6 (10 marks)

Outcomes assessed: H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Responds confidently and fluently with relevant answers to questions asked • Demonstrates correct intonation and pronunciation • Demonstrates control of complex Italian structures (within the context of the Beginners course) • Uses correct register 	9 – 10
<ul style="list-style-type: none"> • Responds well with relevant answers to questions asked • Demonstrates good intonation and pronunciation • Demonstrates good understanding of Italian grammar and vocabulary • Generally uses correct register 	7 – 8
<ul style="list-style-type: none"> • Responds to questions asked, generally with relevant answers, with some pauses, repetitions and mispronunciations • Demonstrates a good understanding of basic Italian grammar and vocabulary • Attempts to use correct register 	5 – 6
<ul style="list-style-type: none"> • Demonstrates basic communication skills, by responding to some questions, not always with relevant answers • Frequently pauses, repeats and mispronounces (words and phrases) 	3 – 4
<ul style="list-style-type: none"> • Demonstrates limited comprehension of questions • Is frequently hesitant and repetitive • Demonstrates limited knowledge of Italian grammar and vocabulary 	1 – 2

2001 HSC Italian Beginners Marking Guidelines — Written Examination

Section I — Reading Skills

Question 1 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies Italian homework	1

Question 1 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (D)	1

Question 1 (c)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Identifies the two things Paola and Alice have in common	2
• Identifies one common interest	1

Question 1 (d)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Identifies way in which Paola earns money through her creative talentsProvides relevant details	2
<ul style="list-style-type: none">Identifies way in which Paola earns moneyProvides only partial detail	1

Question 2 (a)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">(D)	1

Question 2 (b)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">(F)	1

Question 2 (c)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">(A)	1

Question 2 (d)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">(E)	1

Question 3 (a)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Correctly identifies how Adelina and Vittoria feel about Italy• Provides supporting evidence from the text	2
<ul style="list-style-type: none">• Identifies one aspect of how Adelina and Vittoria feel about Italy	1

Question 3 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Identifies details of how Adelina and Vittoria are spending their time in Florence	2
<ul style="list-style-type: none">• Demonstrates limited understanding of how they spend their time	1

Question 3 (c)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the situation in which Adelina finds herself• Supports answer with relevant references from the text	3
<ul style="list-style-type: none">• Demonstrates some understanding of the text• Provides some supporting evidence from the text	2
<ul style="list-style-type: none">• Identifies one aspect of Adelina's situation	1

Question 4 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (D)	1

Question 4 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies reason for writing to advice column	1

Question 4 (c)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies reason for directing writer to local council	1

Question 4 (d)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Provides details of both aspects that will contribute to a memorable evening	2
• Mentions both aspects, without detail, OR • Identifies details of one aspect	1

Question 4 (e)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates an understanding of the need to show consideration towards the guest of honour• Supports answer with relevant detailed reference to the text	2
<ul style="list-style-type: none">• Identifies one aspect	1

Question 5 (a)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Identifies that parents were fined• Provides details of why they were fined	2
<ul style="list-style-type: none">• Identifies that parents were fined	1

Question 5 (b)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the warning that is given	1

Question 5 (c) (i)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Identifies one activity that will be targeted for hygiene reasons, with relevant detail	1

Question 5 (c) (ii)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Identifies one activity that will be targeted for dress code reasons, with relevant detail	1

Question 5 (c) (iii)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Identifies one activity that will be targeted for noise reasons, with relevant detail	1

Section II — Writing Skills**Part A****Question 6 (a)***Outcomes assessed: H2.1, H2.2, H2.3, H2.5, H2.6, H2.7, H2.8***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Writes a message appropriate to both wake-up call and reasonWrites comprehensible and generally accurate Italian	2
<ul style="list-style-type: none">Conveys the gist of the message in comprehensible, but not necessarily accurate Italian	1

Question 6 (b)*Outcomes assessed: H2.1, H2.2, H2.3, H2.5, H2.6, H2.7, H2.8***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Writes a note appropriate to both the non-acceptance of the invitation and the reason givenWrites comprehensible and generally accurate Italian	2
<ul style="list-style-type: none">Conveys the gist of the note in comprehensible, but not necessarily accurate Italian	1

Question 6 (c)*Outcomes assessed: H2.1, H2.2, H2.3, H2.5, H2.6, H2.7, H2.8***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Writes an appropriate e-mail, including all relevant detailsExpresses the information in comprehensible and accurate Italian	4
<ul style="list-style-type: none">Writes an appropriate e-mail, including relevant detailsExpresses most of the information in comprehensible and generally accurate Italian	3
<ul style="list-style-type: none">Writes an appropriate e-mail, including some relevant detailsExpresses some of the information in generally comprehensible, but basic Italian	2
<ul style="list-style-type: none">Conveys only isolated details in the e-mailDemonstrates minimal knowledge of vocabulary and language structures	1

Section II (continued)

Part B

Question 7

Outcomes assessed: H2.1, H2.2, H2.3, H2.5, H2.6, H2.7, H2.8

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Presents and develops relevant information, ideas and/or opinions • Demonstrates a wide range of vocabulary and language structures • Demonstrates a high degree of accuracy with only minor errors • Sequences and structures ideas and information effectively • Correctly observes all conventions of the discourse form 	6 – 7
<ul style="list-style-type: none"> • Presents and develops relevant information, ideas and/or opinions • Demonstrates some variety of vocabulary and language structures • Demonstrates a degree of accuracy with occasional (sometimes even significant) errors • Sequences and structures ideas and information coherently • Observes all conventions of the discourse form 	5
<ul style="list-style-type: none"> • Presents some relevant information, ideas and/or opinions • Uses only basic vocabulary and simple language structures • Demonstrates some consistency in the use of language, with more frequent errors, but generally achieves communication • Organises and sequences some information • Generally observes conventions of the discourse form 	4
<ul style="list-style-type: none"> • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Achieves limited communication, using single words, set formulae and anglicisms to express information • Demonstrates little evidence of organisation and sequencing • Is often repetitive • Rarely observes conventions of the discourse form 	3
<ul style="list-style-type: none"> • Uses single words, set phrases in isolation and anglicisms • Barely addresses topic • Demonstrates minimal knowledge of vocabulary and language structures 	1 – 2

Italian Continuers

2001 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic - Text Type)	Syllabus outcomes
Oral Examination			
	20	Conversation covering student's personal world	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
Written Examination			
Section I: Listening and Responding			
1	1	The individual health & leisure - announcement	H3.1
2(a)	1	The Changing World The world of work - conversation	H3.1
2(b)	1	The changing World the world of work - conversation	H3.1
3	1	The Individual Health & Leisure - conversation	H3.1, H3.2
4(a)	1	The Italian-Speaking Communities Lifestyle in Italy and abroad - conversation	H3.1
4(b)	2	The Italian-Speaking Communities Lifestyle in Italy and abroad - conversation	H3.1, H3.2
5	3	The Individual Health & Leisure - conversation	H3.1, H3.2
6	4	The Italian Speaking Communities - Lifestyle in Italy and abroad - conversation	H3.1, H3.2
7(a)	1	The Italian Speaking Communities - The arts and entertainment - conversation	H3.1
7(b)	4	The Italian Speaking Communities - The arts and entertainment - conversation	H3.1, H3.2
8(a)	2	The Italian-speaking communities Youth & Social Issues - conversation	H3.1
8(b)	4	The Italian-speaking communities Youth & Social Issues - conversation	H3.1, H3.2
Section II: Reading and Responding			
9(a)	2	The Changing World Tourism and Hospitality - Article	H3.1
9(b)	2	The changing World Tourism and Hospitality - Article	H3.1
9(c)	3	The Changing World Tourism and Hospitality - Article	H3.1
9(d)	3	The Changing World Tourism and Hospitality - Article	H3.1
10(a)	1	The Italian-speaking community Youth and Social Issues - Letter	H3.1

Question	Marks	Content (Theme/Topic - Text Type)	Syllabus outcomes
10(b)	2	The Italian-speaking communities Youth & Social issues - letter	H3.1
10(c)	3	The Italian-speaking communities Youth & Social issues - letter	H3.1, H3.2
10(d)	4	The Italian-speaking communities Youth & social issues - letter	H3.1, H3.2
10(e)	5	The Italian-speaking communities Youth & Social issues - Letter	H3.1, H3.2
Section III: Writing in Italian			
11	15	The Individual - personal identity relationships, education & future - Letter	H1.2, H1.3, H1.4, H3.1, H3.2
12(a)	6	The Individual Education & Future Aspirations - Diary entry	H2.1, H2.2, H2.3
12(b)	6	The Changing World Tourism & Hospitality - Diary entry	H2.1, H2.2, H2.3
13(a)	9	The Individual Health & Leisure - Speech	H2.1, H2.2, H2.3
13(b)	9	The Changing world the world of work - letter	H2.1, H2.2, H2.3

2001 HSC Italian Continuers Marking Guidelines — Oral Examination

Conversation (20 marks)

Outcomes assessed: H1.1, H1.2, H1.3, H1.4, H2.1, H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Communicates confidently and fluently with correct intonation and pronunciation Demonstrates depth of the treatment through the presentation of relevant information, opinions and/or comment Responds with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure 	17 – 20
<ul style="list-style-type: none"> Communicates effectively, with some degree of fluency and authenticity Responds with relevant information and a range of relevant opinions and/or comment Responds with a range of vocabulary and structures, but with some minor inaccuracies 	13 – 16
<ul style="list-style-type: none"> Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary Responds with relevant information and opinions 	9 – 12
<ul style="list-style-type: none"> Maintains a basic level of communication using simple structures and vocabulary with frequent pauses and errors Presents some relevant information, opinions or ideas 	5 – 8
<ul style="list-style-type: none"> Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using anglicisms and English syntax 	1 – 4

2001 HSC Italian Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 2 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies Luca's expectation when he lost his job	1

Question 2 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies Luca's attitude to his new job	1

Question 3

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> (C) 	1

Question 4 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Clearly identifies the change Provides supporting evidence from the text 	2
<ul style="list-style-type: none"> Identifies the change OR <ul style="list-style-type: none"> Identifies one relevant aspect 	1

Question 4 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies both reactions to the change 	2
<ul style="list-style-type: none"> Identifies one reaction to the change 	1

Question 5

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a clear understanding of the ways in which Pino tries to persuade Franco to play in his place Supports answer with detailed references to the text 	3
<ul style="list-style-type: none"> Demonstrates an understanding of some of the ways in which Pino tries to persuade Franco Supports answer with some detailed references to the text 	2
<ul style="list-style-type: none"> Demonstrates limited understanding of the text Identifies one relevant reference 	1

Question 6*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the causes of Pippo's anger• Supports the answer with detailed evidence from the text	4
<ul style="list-style-type: none">• Demonstrates an understanding of some of the causes of Pippo's anger• Supports the answer with some detailed evidence from the text	2 – 3
<ul style="list-style-type: none">• Identifies one of the reasons given	1

Question 7 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• (B)	1

Question 7 (b)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the aspects that would appeal to young people• Supports the answer with detailed evidence from the text	3
<ul style="list-style-type: none">• Demonstrates an understanding of some of the aspects that would appeal to young people• Supports the answer with some detailed evidence from the text	2
<ul style="list-style-type: none">• Identifies one aspect from the text	1

Question 8 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies both opinions held by the interviewer	2
• Identifies one opinion	1

Question 8 (b)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive opinion of the mother's opinion • Supports the answer with detailed references to the text	4
• Demonstrates some understanding of the mother's opinion • Supports the answer with some reference to the text	2 – 3
• Identifies at least one opinion	1

Section II — Reading and Responding

Part A

Question 9 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Clearly identifies both issues	2
• Identifies one issue	1

Question 9 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Clearly identifies the type of holidays young people have experienced	2
• Lists types of holidays	1

Question 9 (c)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the nature of the recommendations	3
• Demonstrates some understanding of the nature of the recommendations	2
• Identifies one recommendation	1

Question 9 (d)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the benefits	3
• Refers to at least one specific skill learnt	
• Demonstrates some understanding of the benefits	2
• Identifies one benefit	1

Question 10 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (C)	1

Question 10 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Fully describes classmates	2
• Describes some aspects of her classmates	1

Question 10 (c)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of the explanation given	3
• Demonstrates some understanding of the explanation given	2
• Explains one attitude	1

Question 10 (d)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of Arianna's justification	4
• Demonstrates some understanding of Arianna's justification	2 – 3
• Identifies one aspect of the justification	1

Question 10 (e)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the nature of Signora Gravina's response• Cites relevant supporting evidence	5
<ul style="list-style-type: none">• Links statements made to an understanding of Signora Gravina's level of sympathy	3 – 4
<ul style="list-style-type: none">• Cites some relevant evidence from text	1 – 2

Section II (continued)

Part B

Question 11 (15 marks)

Outcomes assessed: H1.2, H1.3, H1.4, H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Responds to the information, ideas and/or opinions of the text (includes main points) • Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text • Demonstrates extensive knowledge and understanding of vocabulary and sentence structures • Manipulates language authentically and creatively to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	13 – 15
<ul style="list-style-type: none"> • Responds to most of the information, ideas and/or opinions of the text (includes main points) • Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions • Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures • Manipulates language with some degree of authenticity and creativity to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	10 – 12
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text (includes points) • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Organises information and ideas to meet the requirements of the task 	7 – 9
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited evidence of the ability to organise information and ideas 	4 – 6
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the text • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Uses single words and set formulae to express information 	1 – 3

Section III — Writing in Italian

Question 12 (6 marks)

Outcomes assessed: H2.1, H2.2, H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Writes descriptively with well-selected information relevant to the demands of the task• Demonstrates extensive knowledge and understanding of relevant and appropriate vocabulary, tense, adjectives, adverbs and syntax• Manipulates language authentically and creatively to describe• Sequences and structures information coherently and effectively	5 – 6
<ul style="list-style-type: none">• Writes descriptively to meet the general requirements of the task• Demonstrates a satisfactory knowledge and understanding of relevant vocabulary, tense, adjectives, adverbs and syntax• Sequences and structures information effectively	3 – 4
<ul style="list-style-type: none">• Demonstrates a limited understanding of the requirements of the task• Demonstrates an elementary knowledge and understanding of relevant vocabulary, adjectives and adverbs with evidence of the influence of English syntax and vocabulary• Demonstrates limited evidence of the ability to organise information	1 – 2

Section III (continued)

Question 13 (9 marks)

Outcomes assessed: H2.1, H2.2, H2.3

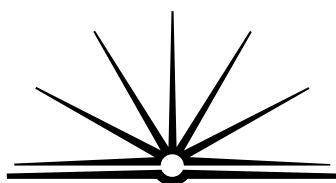
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates depth and breadth in the treatment of the task through the presentation and development of relevant information, ideas and/or opinions • Demonstrates extensive knowledge and understanding of vocabulary, tense, mood, syntax • Manipulates language authentically and creatively to persuade and evaluate • Sequences and structures ideas and information coherently and effectively 	8 – 9
<ul style="list-style-type: none"> • Demonstrates breadth in the presentation and some depth in the development of information, ideas and/or opinions relevant to the task • Demonstrates a thorough knowledge and understanding of vocabulary, tense, mood, syntax • Manipulates language with some degree of authenticity and creativity to persuade, reflect and evaluate • Sequences and structures ideas and information effectively 	6 – 7
<ul style="list-style-type: none"> • Presents information and a range of ideas and/or opinions in order to persuade and evaluate • Demonstrates a satisfactory knowledge and understanding of vocabulary, tense, mood and syntax • Organises information and ideas to meet the requirements of the task 	4 – 5
<ul style="list-style-type: none"> • Presents some information, opinions or ideas relevant to the task • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited evidence of the ability to organise information and ideas 	2 – 3
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the requirements of the task • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Uses single words, set formulae and anglicisms to express information 	1

Italian Extension

2001 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic - Text Type)	Syllabus outcomes
Oral Examination			
1	5	Searching for identity monologue	H1.1, H1.2
2	5	Coping with change in relationships monologue	H1.1, H1.2
3	5	The impact of the outside world on adolescence monologue	H1.1, H1.2
Written Examination			
Section I — Response to Prescribed Text			
Part A			
1a	2	Jack Frusciante left the band	H2.1
1b	2	Jack Frusciante left the band	H2.1, H2.3
1c	2	Jack Frusciante left the band	H2.1, H2.2
1d	3	Jack Frusciante left the band	H2.1
1e	6	Jack Frusciante left the band	H2.1, H2.3
Part B			
2	10	Jack Frusciante left the band - letter	H2.1
Section II — Writing in Italian			
3	15	Searching for identity - short essay	H1.1, H1.2
4	15	Impact of the outside world on adolescence - script of a talk	H1.1, H1.2



BOARD OF STUDIES
NEW SOUTH WALES

2001 HSC Italian Extension Marking Guidelines — Oral Examination

Monologue (10 marks)

Questions 1–3

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Presents and develops a sophisticated, coherent argument• Demonstrates breadth and depth in the treatment of relevant ideas and information• Communicates confidently and fluently with correct intonation and pronunciation• Communicates with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure	5
<ul style="list-style-type: none">• Presents and develops a coherent argument• Demonstrates breadth and some depth in the use of relevant ideas and information• Communicates effectively, with some degree of fluency and authenticity• Communicates with a range of vocabulary, language structures and complex sentences, but with some inaccuracies of expression or syntax	4
<ul style="list-style-type: none">• Attempts to present and develop a coherent argument• Supports the argument with a range of relevant examples• Communicates with some degree of fluency, but with repetition and inaccuracies in grammar and vocabulary	3
<ul style="list-style-type: none">• Attempts to present an argument using some relevant information or ideas with limited fluency of presentation• Communicates using simple sentences and language structures and a limited vocabulary with pauses and errors	2
<ul style="list-style-type: none">• Communicates some relevant information or ideas with pauses and repetitions• Communicates using simple sentences and language structures, set formulae, limited vocabulary with evidence of English syntax and vocabulary	1

2001 HSC Italian Extension

Marking Guidelines — Written Examination

Section I — Response to Prescribed Text

Part A

Question 1 (a) (2 marks)

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
• Explains both aspects of the reference	2
• Explains one aspect of the reference	1

Question 1 (b) (2 marks)

Outcomes assessed: H2.1, H2.3

MARKING GUIDELINES

Criteria	Marks
• Identifies at least two ways in which the text demonstrates how school impacts on young people	2
• Identifies at least one way in which the text demonstrates how school impacts on young people	1

Question 1 (c) (2 marks)

Outcomes assessed: H2.1, H2.2
MARKING GUIDELINES

Criteria	Marks
• Demonstrates an understanding of the effect of the voice-over in this scene	2
• Identifies one way in which the voice-over is used	1

Question 1 (d) (3 marks)

Outcomes assessed: H2.1
MARKING GUIDELINES

Criteria	Marks
• Perceptively discusses Martino's role as a [possible] catalyst in Alex's search for identity	3
• Supports argument with relevant textual reference	
• Identifies possible reasons for viewing Martino as a catalyst (or not) in Alex's search for identity	2
• Identifies one possible reason	1

Question 1 (e) (6 marks)

Outcomes assessed: H2.1, H2.3
MARKING GUIDELINES

Criteria	Marks
• Perceptively analyses the relationships between title, extract and the issue of 'the group'	5 – 6
• Supports the answer with relevant detailed references to the text	
• Demonstrates an understanding of the relationships between the title, extract and 'the group'	3 – 4
• Identifies some relevant references to the text	
• Demonstrates limited understanding of the requirements of the question	1 – 2
• Identifies one or two relevant references to the text	

Section I (continued)
Part B**Question 2** (10 marks)*Outcomes assessed: H2.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive and sensitive understanding of the prescribed text• Demonstrates flair and originality in the approach taken• Manipulates language authentically and creatively to meet the requirements of the task• Organises information and ideas to meet the requirements of the task	9 – 10
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the prescribed text• Demonstrates some flair in the approach taken• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task• Organises information and ideas to meet the requirements of the task	7 – 8
<ul style="list-style-type: none">• Demonstrates an understanding of the prescribed text• Demonstrates a satisfactory control of vocabulary and sentence structures• Organises information and ideas to meet the requirements of the task	5 – 6
<ul style="list-style-type: none">• Demonstrates some understanding of the prescribed text• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures• Writes within the parameters of the task	3 – 4
<ul style="list-style-type: none">• Demonstrates a limited understanding of the prescribed text• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures	1 – 2

Section II — Writing in Italian

Question 3 and Question 4 (15 marks each)

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Presents and develops a sophisticated, coherent argument, discussion or explanation • Writes effectively and perceptively for a specific audience, purpose and context • Demonstrates breadth and depth in the treatment of relevant ideas • Writes with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure 	13 – 15
<ul style="list-style-type: none"> • Presents and develops a coherent argument, discussion or explanation • Writes effectively for a specific audience, purpose and context • Demonstrates breadth and some depth in the use of relevant supporting material and examples • Writes accurately using a range of vocabulary and sentence structures 	10 – 12
<ul style="list-style-type: none"> • Attempts to present and develop a coherent argument, discussion or explanation • Writes with some understanding of audience, purpose and context • Supports points with relevant material and examples • Writes using a range of vocabulary and sentence structures 	7 – 9
<ul style="list-style-type: none"> • Presents some relevant information, opinions or ideas • Demonstrates the use of appropriate supporting materials • Demonstrates evidence of the use of complex sentences 	4 – 6
<ul style="list-style-type: none"> • Presents some relevant information, opinions or ideas • Communicates primarily in simple sentences or set formulae 	1 – 3