

**2002 HSC Notes from
the Marking Centre
Italian**

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2002 HSC NOTES FROM THE MARKING CENTRE

ITALIAN

The purpose of *Notes from the Marking Centre* is to provide students and teachers with feedback in relation to the quality of responses provided by the candidates to all Italian courses in the 2002 HSC examinations. As these notes make specific reference to the examination questions, it is important that they are read in conjunction with the examination paper.

Beginners

Speaking Skills

Section I – Situations

Question 1

This was well answered by the majority of candidates, although very few candidates correctly used *vicino alla finestra*.

Question 2

Many candidates were able to express the concept of a very good pizza, even if they were unable to use *migliore*. Candidates should be aware that in this type of open question they are responsible for providing an adequate response. In this case they could have used any appropriate expressions for directions with which they were familiar. A common error was the misuse of the past tense and the preposition to use with Naples.

Question 3

The majority of candidates were able to adequately address the first two cues, but the last two proved problematic. Few responses included the future tense, the concept of waiting for results before making a decision, or the idea of taking a year off. Many of the better responses demonstrated the capacity to paraphrase when the actual vocabulary was not familiar to the candidate.

Question 4

Students must provide adequate information for open questions. This question required candidates to state facts and opinions of their own choosing. Better responses indicated quite an extensive knowledge of Italy and what there is to see and do there.

Section II – Conversation

Question 5

Better candidates were able to respond to the questions asked and provide justification for their responses. It is imperative that all candidates endeavour to do this in this section of the examination rather than replying ‘yes’ or ‘no’.

Listening Skills Examination

Question 1

Multiple choice. This question was challenging for many candidates, *cassa di risparmio* was frequently misinterpreted as ‘house’.

Question 2

Was generally well answered.

Question 3

Was generally correctly answered.

Question 4

Was generally well answered, although weaker responses did not demonstrate an understanding of *il posto non è molto conosciuto* and *poca gente*.

Question 5

The weaker responses indicated some confusion about specific details.

Question 6

Was answered well by a large number of candidates, although there was consistent misunderstanding of *ambiente piacevole*.

Question 7

(a) and (b) proved very difficult for the majority of candidates. Vocabulary items such as *forte aumento*, *riusciti* and *impiego* caused difficulties for a number of candidates.

Question 8

Was successfully answered by a large number of candidates.

Question 9 (a)

Was generally well answered.

Question 9 (b)

The majority of candidates were able to identify points of persuasion, although a common error was thinking *caldo* meant ‘cold’.

Question 10

This item was challenging for the majority of candidates; *camera* and *pazienza* were frequently misinterpreted.

Question 11 (a)

The majority of candidates were able to identify the proposed changes.

Question 11 (b)

The majority of responses successfully listed Gaia’s reasons for opposing the proposed changes.

Written Examination

Section I – Reading Skills

Question 1

Most candidates answered this question well, providing all elements of the response, particularly in parts (b) and (c).

Question 2

- (a) Better responses provided an appropriate interpretation of the question and provided a ‘city’.
- (b) This question was well answered by the majority of candidates.
- (c) The vocabulary item *spaventata* caused some difficulty.
- (d) Better responses described the ‘change’ in the students’ reactions.

Question 3

- (a) This question was generally well answered.
- (b) This part was well answered by the majority of candidates.
- (c) This question proved challenging, as vocabulary items such as *faticoso*, *impegni* and *mi hanno aiutato* were widely misunderstood.
- (d) Better responses identified the ways in which Anna was influenced. However, vocabulary items such as *esprimere*, *sentimenti*, *palcoscenico*, *frequentare* and *recitazione* were frequently misinterpreted.

Question 4

- (a) This question was generally well answered.
- (b) This question caused difficulty for the majority of candidates. The negatives *niente di buono* and *nessuno era stato* proved difficult for candidates to interpret.
- (c) This question was generally well answered.
- (d) There was a wide range in the quality of the responses to this question. An appropriate response required an understanding and interpretation of the main ideas of the text as a whole.

Section II – Writing Skills

Question 5(a)

Generally, this question was well answered by the majority of candidates. Most provided an appropriate reason for the late arrival, although there were some difficulties with the use of the correct tense.

Question 5(b)

The majority of candidates were able to express the concept of the dog's being found. A common point of confusion was *carne* and *cane*.

The agreement of nouns and adjectives proved problematic for a number of candidates.

A contact telephone number should have been included as part of the notice.

Question 5(c)

This question was well answered by the majority of candidates, although some stated their favourite pastimes rather than how they like to spend their evenings.

The better responses used an e-mail text type.

Question 6

The majority of candidates chose to answer part (a) rather than part (b).

Candidates should be encouraged to provide a response in the context of the question.

A common problem was the lack of basic language structures, including tenses, adjective agreements and articulated prepositions. Better responses included some colloquial language and idioms.

Before beginning to write, candidates should be encouraged to make a rough plan in order to structure their responses.

Continuers

There were 380 candidates for this course.

Oral Examination

In general, the candidates demonstrated a high level of comprehension of the questions asked. A significant number of candidates sought to elaborate at length on their responses. Most were well prepared to discuss a variety of aspects of their personal world.

Better responses included a wide variety of expressions, tenses, vocabulary and structures and avoided repetitive answers.

The major problem areas were the incorrect use of verb tenses and forms, the use/misuse of *piacere*, prepositions, relative pronouns and pronoun objects.

Students should be encouraged to vary their responses and speak audibly and with some expression in their voices.

Written Examination

Section I – Listening and Responding

Question 1

The majority of candidates successfully answered the multiple choice question.

Question 2 (a)

The majority of candidates understood and interpreted *non mi attira*.

Question 2 (b)

Interpretation of the term ‘justify’ caused some difficulties. A small number of candidates managed to explain the process involved in ‘Sandro’s changing his mind’, making the link between Marisa’s comments and the journalist’s opinion.

Question 3

Some candidates were challenged by vocabulary items such as *sfilata di mod*, which was translated simply as ‘fashion’. The better responses indicated an understanding of the global concepts but were unable to define them in precise detail. The majority of candidates were able to discern at least some of the necessary detail in this question.

Question 4

This question was well answered by the majority of candidates. They were able to provide detailed explanations of the products and their benefits.

Question 5

A significant number of candidates misunderstood the reading of the telephone number and wrote 30038 instead of 338. The better responses contained all the relevant details in the phone message. The biggest difficulty with this question was the identification of numbers and providing all relevant information. Students were required to summarise the information they heard in order to answer this question appropriately as a telephone message.

Question 6 (a)

Many candidates provided a broad explanation of the process by which Andrea found out about the job, rather than stating that his mother had told him about it.

Question 6 (b)

Many candidates disregarded the significance of ‘explain’ in the question and did not provide a reason and an explanation for that reason. A large number of candidates referred to Giovanna’s abilities and talents without making the links to the old lady’s situation.

Question 7 (a)

This question was answered correctly by the majority of the candidates.

Question 7 (b)

This question was adequately answered by the majority of candidates. However, despite being able to list the reasons why Giacomo and Marina enjoyed the trip, many candidates did not provide the necessary explanation for their feelings. A number of candidates had difficulty recognising idiomatic expressions such as *fare il bagno senza pagare*, which was interpreted as ‘having a free shower or bath’ rather than swimming at the beach without having to pay.

Section II – Reading and Responding

Students should be encouraged to provide responses to all questions, and to use their dictionaries appropriately.

Part A

Question 8 (a)

The majority of candidates answered this question well, with the better responses including the addiction to alcohol and drugs.

Question 8 (b)

The majority of candidates provided three specific ways to indicate how the problem manifests itself. However, candidates should be encouraged to read the questions carefully as a number of responses provided correct answers to this in their response to question (c).

Question 8 (c)

The word *rapporti* was interpreted in a number of ways. If uncertain, candidates should consult dictionaries. Many candidates were able to make the distinction between ‘could be destroyed’ and already being destroyed.

Question 8 (d)

The better responses showed that the meaning of ‘irony’ had been understood and provided an explanation of the irony of the internet providing a solution to the problem.

Question 8 (e)

This question obviated the need for global understanding. The weaker responses were misled by the vocabulary associated with physical sport and incorrectly identified it as the answer.

Question 9 (a)

The vast majority of candidates provided a complete answer for this question.

Question 9 (b)

This question was well answered by the majority of candidates.

Question 9 (c)

Few responses correctly interpreted the word *sgobbano*. Candidates should be encouraged to make appropriate use of dictionaries.

Question 9 (d)

To provide a complete answer to this question it was necessary to consider the whole text. The majority of candidates provided a partial response.

Question 9 (e)

It was necessary to refer to both advertisements in order to provide a complete answer to this question. A number of responses referred to only one advertisement or to the advertisements which were not misleading. Students should ensure that they provide the appropriate response to the question rather than including it elsewhere.

Question 9 (f)

This proved to be a challenging question for the majority of candidates. Many candidates translated slabs of the text without ‘evaluating’ or ‘justifying’ their answer. Weaker responses did not use appropriate emotive language to express the tone of rhetorical questions.

Part B

Candidates are encouraged to expand on their ideas, information or opinions, rather than merely repeating the question eg ‘*e importante la musica nella tua vita?*’ – ‘*si, e importante*’ – an explanation should be provided.

The better responses demonstrated creativity and authenticity and provided an imaginative response in the context of a competition. They also incorporated idiomatic expressions, thus enhancing their authenticity.

Candidates should take care to respond to all cues and use correct and appropriate punctuation and organisation. There were many instances of careless and basic errors eg *piache*, the incorrect use of tenses and verb forms, conjugations and prepositions.

Candidates are also advised to refer to dictionaries rather than translating literally.

Section III – Writing in Italian

Questions 11 (a) and (b)

The diary entry was chosen by a larger number of candidates.

Both questions enabled candidates to demonstrate their ability to produce a piece of descriptive writing. Better responses incorporated a range of structures which showed extensive knowledge and understanding of verb tenses, adverbs and adjectives and appropriate vocabulary. These responses focused on describing the date or the party without reverting to a narration of events.

The better responses to the diary entry tended to include comments related to feelings rather than a simple narration of the events of the evening.

The better responses to the ‘party with a difference’ articulated clearly the reasons for the party’s being so different which often included an element of personal feeling.

Question 12 (a)

The better responses successfully provided a report on the education system, whereas weaker responses were personal rather than objective. Some degree of evaluation or reflection was required to fulfil the requirements of the question.

Rather than addressing components of the question, many responses provided a comparison between schools in Italy and Australia. Frequently the information provided was simplistic, including issues such as uniforms, facilities, choice of subjects and individual teachers. It was difficult to maintain these responses for the required length.

Question 12 (b)

The majority of candidates successfully addressed the text type. The better responses used persuasive language by expanding on their ideas, rather than listing their personal characteristics or

qualities. The better responses related knowledge of Italian explicitly to the requirements of the job.

In general, it was noted that few responses demonstrated a good use of grammar, spelling and vocabulary.

Extension

There were 73 candidates for this course. Most demonstrated that they were well prepared for the various parts of this examination and were able to use appropriate and relevant language.

Oral Examination

Equal numbers of candidates attempted each question.

The majority of candidates were well prepared and demonstrated a sound knowledge of the issues. They were also able to use relevant vocabulary and language structures. However, some candidates did not provide a response to the question asked. Reference should be made to the question during the course of the monologue in order to demonstrate that the scope of the question has been understood and to avoid merely addressing the wider issue.

Question 1

Many candidates limited their response to a discussion of youth rebellion, rather than linking it to youth culture.

Question 2

The stronger responses related the legalisation of drugs and their use, rather than presenting opinions on the use of drugs in general.

Question 3

Many candidates presented a monologue about the relationship between young people and their parents and did not address the issue of the parents' perception of their children as young adults.

Written Examination

Section I – Response to Prescribed Text

Part A

The majority of candidates displayed an extensive knowledge and understanding of the extract.

Part (a) was generally well answered. The better responses provided a clear interpretation of the metaphor and supported their argument.

Part (b) - the majority of candidates demonstrated a perceptive understanding of Aidi's character and clearly supported it with direct reference to lines 7-9.

Part (c) was generally well answered. Many candidates provided various contrasts, comparisons and parallels and supported their argument with reference to both the settings and the dialogue. Some responses omitted any reference to the dialogue, as required by the question. Candidates should ensure that they provide a response to the entire question.

Part (d) posed some problems for many candidates who did not fully address the requirements of the question eg aspects such as 'analyse', 'the role of friendship' as opposed to 'friendship' in general. It was expected that candidates be familiar with and refer to all three extracts set for study. Responses which merely narrated events in the extracts as Alex moved from friendship with the group to friendship with Martino and Giulia without discussing the role of these friendships did not answer the question. Nor did those responses which restricted their discussion to Alex's friendships.

Candidates should be encouraged to consider all aspects of the question in their responses.

Part B

All candidates followed the text type.

The better responses demonstrated a perceptive understanding of the prescribed text and were expressed authentically and creatively. These responses were convincing and accurate.

Candidates should ensure that they use appropriate vocabulary and expression in their responses to demonstrate their knowledge of the characters in the text.

Section II – Writing in Italian

Questions 3 and 4

Candidates were required to provide a response to one of these questions. A larger number of candidates responded to Question 4.

The better responses presented a well constructed argument using sophisticated and appropriate language. However, many responses indicated a limited knowledge of basic grammar and did not show an ability to use more complex structures.

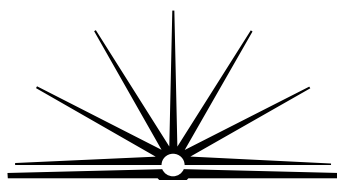
Candidates should be encouraged to develop their language skills in order to respond adequately to this section of the examination.

Italian Beginners

2002 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
Section I: Speaking Skills Examination-Oral Reading			
1	2	Restaurant – Booking a table	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
2	3	Directions	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
3	4	Future aspirations	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
4	6	Travel	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
5	10	Free time, Travel, personalities, Sport, Importance of friends	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
Listening Skills Examination			
1	1	Travel train delay - announcement MC	H3.1
2	1	Social interaction arranging outing – Phone conversation MC	H3.1
3	1	Personal identity- bank hold up, police looking for..., description of car, reg. no. – Radio announcement MC	H3.1
4	2	Holiday weather – fabulous sunshine, sunburn - Conversation	H3.1
5	2	Family car breakdown – Phone message	H3.1
6 (a)	1	School extra tuition – Are you having trouble at school? Do you need extra help to get through your exams? – Radio Advertisement	H3.1
6 (b)	2	School extra tuition – Are you having trouble at school? Do you need extra help to get through your exams? – Radio Advertisement	H3.1
7 (a)	1	Work – Unemployment - improvement in unemployment figures – News item(MC + short answer)	H3.1
7 (b)	2	Work – Unemployment - improvement in unemployment figures – News item(MC + short answer)	H3.1
8	3	Plans for weekend 2 engagements for same evening- what dilemma does she face? How do you think she will resolve...? -Conversation	H3.1
9 (a)	1	Sport/free time – leisure/computers Outdoors vs Indoors (MC+ short answer) - Conversation	H3.1

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
9 (b)	3	Sport/free time – leisure/computers Outdoors vs Indoors (MC+ short answer) - Conversation	H3.1
10	4	Friends- talk back radio program. Our next caller is Marco who is 16 problem and advice – radio discussion	H3.1
11 (a)	2	Holidays – Dept of Education proposing fewer/shorter holidays OR doing away with Saturday school- Interview on the street for school magazine	H3.1
11 (b)	4	Holidays – Dept of Education proposing fewer/shorter holidays and having lessons only in mornings. Interview on the street for school magazine	H3.1
Section I–Written Examination– Reading Skills			
1 (a)	1	Summer Language school–advertisement	H3.1
1 (b)	1	Summer Language school–advertisement	H3.1
1 (c)	2	Summer Language school–advertisement	H3.1
2 (a)	1	Impressions of Italy–diary entry	H3.1
2 (b)	1	Impressions of Italy–diary entry	H3.1
2 (c)	2	Impressions of Italy–diary entry	H3.1
2 (d)	3	Impressions of Italy–diary entry	H3.1
3 (a)	1	Biography	H3.1
3 (b)	1	Biography	H3.1
3 (c)	3	Biography	H3.1
3 (d)	4	Biography	H3.1
4 (a)	1	Environmental issue–report	H3.1
4 (b)	1	Environmental issue–report	H3.1
4 (c)	3	Environmental issue–report	H3.1
4 (d)	5	Environmental issue–report	H3.1
Section II–Writing Skills, Part A			
5 (a)	2	Message – Note to parents	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
5 (b)	2	Message – Notice for found dog	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
5 (c)	4	Message – email	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
Part B			
6 (a)	7	Letter to friend	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
6 (b)	7	Diary entry	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8



B O A R D O F S T U D I E S
NEW SOUTH WALES

2002 HSC Italian Beginners Marking Guidelines — Speaking Skills

Section I — Situations

Question 1

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

MARKING GUIDELINES

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

Question 2

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

MARKING GUIDELINES

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

Question 3

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Uses Italian effectively to convey the meaning of the cues• Demonstrates control of complex Italian structures	4
<ul style="list-style-type: none">• Uses Italian appropriately to convey the meaning of most of the cues• Demonstrates an appropriate range of language and structures	3
<ul style="list-style-type: none">• Uses Italian to convey the meaning of some 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

Question 4

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Uses Italian effectively and fluently to convey the meaning of the cues• Demonstrates control of complex Italian structures	6
<ul style="list-style-type: none">• Uses Italian appropriately to convey the meaning of most of the cues• Demonstrates an appropriate range of language and structures	4–5
<ul style="list-style-type: none">• Uses basic Italian to convey the meaning of some of the cues	2–3
<ul style="list-style-type: none">• Conveys the gist of some of the cues in comprehensible, but not necessarily accurate Italian	1

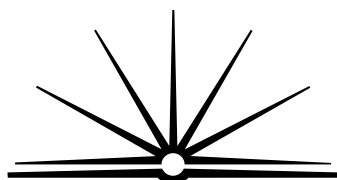
Section II — Conversation

Question 5

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



BOARD OF STUDIES
NEW SOUTH WALES

2002 HSC Italian Beginners Marking Guidelines — Listening Skills

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (C)	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (D)	1

Question 3

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (A)	1

Question 4*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Answer shows full understanding of Monica's comments	2
• Identifies any one feature of the holiday location	1

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

Criteria	Marks
• Clearly identifies both reasons for coming home late	2
• Identifies one reason	1

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

Criteria	Marks
• The telephone number is 02 47554854	1

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

Criteria	Marks
• Demonstrates a good understanding of the reasons with most relevant detail	2
• Identifies one reason	1

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

Criteria	Marks
• Identifies the piece of news	1

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

Criteria	Marks
• Demonstrates an understanding of the reasons with most relevant detail	2
• Demonstrates one reason	1

Question 8*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a clear understanding of the problem and the resolution including some relevant detail	3
• Demonstrates some understanding with some detail	2
• Identifies problems or one aspect of the resolution	1

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

Criteria	Marks
• (D)	1

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

Criteria	Marks
• Demonstrates a good understanding of the means of persuasion	3
• Demonstrates some understanding of the means of persuasion	2
• Identifies one aspect of persuasion	1

Question 10*Outcomes assessed: H3.1***MARKING GUIDELINES**

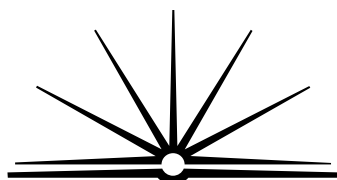
Criteria	Marks
• Demonstrates an understanding of both implicit and explicit advice with most relevant detail	4
• Demonstrates some understanding of both implicit and explicit advice with some relevant detail	2–3
• Identifies one element of the advice	1

Question 11 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates full understanding of text	2
• Demonstrates partial understanding of text	1

Question 11 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the girl's reaction	4
• Demonstrates a good understanding of the girl's reaction	2–3
• Demonstrates limited understanding	1
OR	
• Provides isolated detail of the girl's reaction	



B O A R D O F S T U D I E S
NEW SOUTH WALES

2002 HSC Italian Beginners Marking Guidelines — Written Examination

Section I — Reading Skills

Question 1 (a)

Outcomes assessed: H.3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies intended audience	1

Question 1 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies both activities	1

Question 1 (c)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Shows full understanding of text	2
• Identifies one characteristic of their teachers	1

Question 2 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the location	1

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

Criteria	Marks
• Identifies touristic feature	1

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

Criteria	Marks
• Demonstrates both aspects of her reaction	2
• Indicates only one reaction	1

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

Criteria	Marks
• Demonstrates full understanding of the change	3
• Demonstrates partial understanding of the change	2
• Identifies one aspect of their reaction	1

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

Criteria	Marks
• Identifies location.	1

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

Criteria	Marks
• Shows understanding of text	1

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

Criteria	Marks
• Demonstrate a good understanding of the change with most detail	2
• Identifies one relevant aspect of the change	1

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

Criteria	Marks
• Demonstrates a clear understanding of the text with most relevant detail	3–4
• Shows some understanding of the text with some relevant detail	2
• Identifies the text with detail	1

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

Criteria	Marks
• Identifies what is ready	1

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

Criteria	Marks
• Identifies the reaction	1

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

Criteria	Marks
• Fully explains concerns with most relevant detail	3
• Demonstrates with some detail	2
• Demonstrates one cause for concern	1

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

Criteria	Marks
• Demonstrates the ability to analyse the text perceptively and to draw appropriate conclusions.	5
• Demonstrates some ability to analyse the text and to draw conclusions	3–4
• Demonstrates limited ability to understand text	1–2
• Identifies some relevant aspects of the text	

Section II — Writing Skills

Part A

Question 5 (a)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Writes a message appropriate to both late arrival 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 5 (b)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Writes a note appropriate to both the finding of the dog and its descriptionWrites 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 5 (c)

Outcomes assessed: H2.1, H2.2, H2.3, H2.5, 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 6 (a) and (b)

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

MARKING GUIDELINES

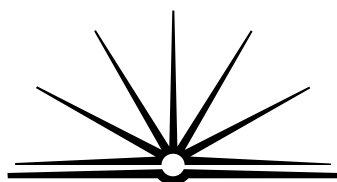
Criteria	Marks
<ul style="list-style-type: none"> • Presents and develops relevant information, ideas and/or opinions • Demonstrates a wide range of vocabulary and language structures • Demonstrates a high degree of accuracy with only minor errors • Sequences and structures ideas and information effectively • Correctly observes all conventions of the discourse form 	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 	5–6
<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 	3–4
<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 	2
<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

Italian Continuers

2002 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
Written examination Section I—Listening and Responding			
1	1	The Individual/Health and Leisure/Announcement	H3.1
2 (a)	1	Italian-Speaking Communities/Arts and Entertainment/Conversation (On Phone)	H3.1
2 (b)	1	Italian-Speaking Communities/Arts and Entertainment/Conversation (On Phone)	H3.1
3 (a)	1	The Changing World/Italian Influence/Radio advertisement	H3.1
3 (b)	2	The Changing World/Italian Influence/Radio Advertisement	H3.1
4	3	The Changing World/Communication/News Item	H3.1
5	5	The Changing World/World of Work/Phone Message	H3.1, H3.2
6 (a)	1	Italian-Speaking Communities/Youth and Social Issues/Conversation	H3.1
6 (b)	4	Italian-Speaking Communities/Youth and Social Issues/Conversation	H3.1, H3.2
7 (a)	1	The Changing World/Tourism and Hospitality/Interview	H3.1
7 (b)	5	The Changing World/Tourism and Hospitality/Interview	H3.1, H3.2
Written examination Section II—Reading and Responding Part A			
8 (a)	2	Italian-Speaking Communities/Youth and Social Issues	H3.1
8 (b)	3	Italian-Speaking Communities/Youth and Social Issues	H3.1
8 (c)	1	Italian-Speaking Communities/Youth and Social Issues	H3.1, H3.2
8 (d)	2	Italian-Speaking Communities/Youth and Social Issues	H3.1, H3.2
8 (e)	1	Italian-Speaking Communities/Youth and Social Issues	H3.1, H3.2
9 (a)	1	The Changing World/The World of Work	H3.1
9 (b)	2	The Changing World/The World of Work	H3.1
9 (c)	2	The Changing World/The World of Work	H3.1
9 (d)	3	The Changing World/The World of Work	H3.1, H3.2
9 (e)	3	The Changing World/The World of Work	H3.1, H3.2
9 (f)	5	The Changing World/The World of Work	H3.1, H3.2
Written examination Section II—Reading and Responding Part B			
10	15	The Italian-speaking Communities/Arts and Entertainment The Individual/Personal identity/Health and Leisure	H1.2, H1.3, H2.1, H2.2, H2.3, H3.1, H3.2
Written examination Section III—Writing in Italian			
11 (a)	6	The Individual/Relationships	H2.1, H2.2, H2.3
11 (b)	6	The Individual/Health and Leisure	H2.1, H2.2, H2.3
12 (a)	9	Italian-Speaking Communities/Lifestyle in Italy and Abroad	H2.1, H2.2, H2.3

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
12 (b)	9	The Changing World/the World of Work	H2.1, H2.2, H2.3



B O A R D O F S T U D I E S
NEW SOUTH WALES

2002 HSC Italian Continuers Marking Guidelines — Oral Examination

Conversation

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

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

2002 HSC Italian Continuers Marking Guidelines — Written Examination

Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• A	1

Question 2 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies a reason for Sandro's not going to the cinema	1

Question 2 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies Sandro's reason for changing his mind	1

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

Criteria	Marks
• D	1

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

Criteria	Marks
• Provides details of reasons for travelling to Melbourne in September	2
• Provides some detail of reason for travelling to Melbourne in September	1

Question 4*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies the products and explains their benefits	3
• Identifies a product and explains its benefit	2
• Identifies a product	1

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

Criteria	Marks
• Provides all elements of the message	5
• Provides most elements of the message	3–4
• Provides some elements of the message	1–2

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

Criteria	Marks
• States clearly how Andrea found out about the job	1

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

Criteria	Marks
• Explains fully why Giovanna should take the job • Supports the answer with detailed references to the text	4
• Provides partial explanation why Giovanna should take the job • Supports answer with references to the text	2–3
• Identifies isolated details	1

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

Criteria	Marks
• B	1

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

Criteria	Marks
• Fully explains why the couple enjoyed their trip • Supports answer with detailed evidence from the text	5
• Explains why the couple enjoyed their trip • Supports the answer with some detail from the text	3–4
• Provides limited explanation of why the couple enjoyed their trip • Provides isolated details from the text	1–2

Section II — Reading and Responding

Part A

Question 8 (a)

Outcomes assessed: H 3.1

MARKING GUIDELINES

Criteria	Marks
• Clearly identifies the two elements in the comparison	2
• Identifies one element	1

Question 8 (b)

Outcomes assessed: H 3.1

MARKING GUIDELINES

Criteria	Marks
• Describes fully the examples given	3
• Provides details of some examples	2
• Provides isolated details	1

Question 8 (c)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Identifies the concern	1

Question 8 (d)

Outcomes assessed: H3.1, H 3.2

MARKING GUIDELINES

Criteria	Marks
• Fully explains both aspects of the use of <i>ironicamente</i>	2
• Partially explains the use of <i>ironicamente</i>	1

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

Criteria	Marks
• C	1

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

Criteria	Marks
• D	1

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

Criteria	Marks
• Provides details of why Fabiana decides to look for a job	2
• Provides some detail of why Fabiana decides to look for a job	1

Question 9 (c)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Fully describes Alberto's circumstances	2
• Partially describes Alberto's circumstances	1

Question 9 (d)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Fully explains what attracts Alberto to the position	3
• Provides some detail about what attracts Alberto to the position	2
• Provides isolated details about what attracts Alberto to the position	1

Question 9 (e)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Fully explains the misleading aspects of the advertisements	3
• Partially explains the misleading aspects of the advertisements	2
• Identifies a misleading element	1

Question 9 (f)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Evaluates perceptively the significance of the final question posed by each writer. • Provides relevant references from the text	5
• Provides an evaluation of the significance of the final question posed by each writer • Provides some relevant references from the text	3–4
• Provides some explanation of the final question posed by each writer • Provides some limited references from the text	1–2

Section II — Reading and Responding

Part B

Question 10

Outcomes assessed: H1.2, H1.3, H2.1, H2.2, H2.3, 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 11 (a) and (b)

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 12 (a) and (b)

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

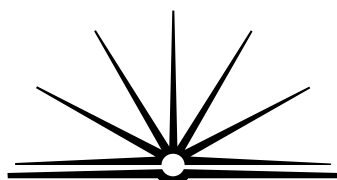
MARKING GUIDELINES

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

2002 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	Impact of the Outside World on Adolescence — Monologue	H1.1, H1.2
3	5	Coping with change in Relationships — Monologue	H1.1, H1.2
Written Examination			
Section I — Response to a Prescribed Text			
Part A			
1 (a)	2	Jack Frusciante è uscito dal gruppo	H2.1, H2.2
1 (b)	3	Jack Frusciante è uscito dal gruppo	H2.1, H2.2
1 (c)	4	Jack Frusciante è uscito dal gruppo	H2.1, H2.2
1 (d)	6	Jack Frusciante è uscito dal gruppo	H2.1, H2.3
Section I — Response to a Prescribed Text			
Part B			
2	10	Jack Frusciante è uscito dal gruppo	H1.1, H2.1
Section II — Writing in Italian			
3	15	Searching for Identity — article	H1.1, H1.2
4	15	Impact of Outside World on Identity — letter to the paper	H1.1, H1.2



B O A R D O F S T U D I E S
NEW SOUTH WALES

2002 HSC Italian Extension Marking Guidelines — Oral Examination

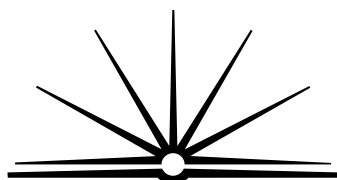
Monologue

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



B O A R D O F S T U D I E S
NEW SOUTH WALES

2002 HSC Italian Extension Marking Guidelines — Written Examination

Section I — Response to Prescribed Text Part A

Question 1 (a)

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
• Explains the reference fully	2
• Provides a partial explanation of the reference	1

Question 1 (b)

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of Aidi's character. Clearly explains text references in lines 7–9 to support answer	3
• Demonstrates an understanding of Aidi's character. Provides some explanation of text reference in lines 7–9 to support answer	2
• Demonstrates a general understanding of Aidi's character	1

Question 1 (c)*Outcomes assessed: H2.1, H2.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides a sophisticated and perceptive analysis of the various contrasts, comparisons and parallels highlighted and implied through this juxtaposition• Supports answer with appropriate and detailed references to the scenes	4
<ul style="list-style-type: none">• Provides a general analysis of the various contrasts, comparisons and parallels highlighted and implied through this juxtaposition	3
<ul style="list-style-type: none">• Demonstrates a basic understanding of the various contrasts, comparisons and parallels highlighted and implied through this juxtaposition• Supports answers with basic references to the scenes	2
<ul style="list-style-type: none">• Demonstrates an understanding of the scenes and their relevance to the characters	1

Question 1 (d)*Outcomes assessed: H2.1, H2.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Perceptively analyses the role of friendship as portrayed in the extracts studied• Supports the answer with relevant detailed references in the text	5–6
<ul style="list-style-type: none">• Demonstrates an understanding of the role of friendship as portrayed in the extracts studied• Identifies some relevant references in the text	3–4
<ul style="list-style-type: none">• Demonstrates limited understanding of the requirements of the question• Identifies one or two relevant references in the text	1–2

Section I — Response to Prescribed Text

Part B

Question 2

Outcomes assessed: H1.1, 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

Questions 3–4

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