

**2003 HSC Notes from
The Marking Centre
Italian**

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2003 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 2003 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 Examination

Section I – Situations

Overall the 2003 Italian Beginners Speaking Exam was of a sound and accessible level. The situations progressed in order of difficulty; thus the majority of candidates were able to attempt all parts and perform well in the first question. The open-ended cues allowed the candidates scope to elaborate and show their knowledge.

Question 1

This was well answered by the majority of candidates. They provided a wide range of clothing vocabulary and colours. Better candidates were capable of making adjectival agreements and had adequate vocabulary to express size.

Question 2

Many candidates were able to provide an activity they would like to do and good suggestions for a time to leave. 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 expression for an activity and a time with which they were familiar. A common error was the literal translation of *prendere* for “to take” instead of *portare*. In the last cue, the better candidates provided a feasible explanation as to why they needed to return early.

Question 3

The majority of candidates attempted to use the past tense and the better candidates even used direct object pronouns correctly. The second cue was the most challenging and proved to be problematic with a significant number of candidates omitting it entirely. The last cue was well attempted with the sense of urgency adequately conveyed.

Section II – Conversation

Question 4

The questions were accessible to candidates at a Beginners level allowing scope for ample elaboration.

First question. The better candidates were able to express opinions and elaborate on family relationships rather than merely listing the family members.

Second question. The better candidates elaborated in a meaningful way about the area in which they lived giving reasons why they liked or disliked where they live.

Third question. This question was well answered.

Fourth question. Many candidates misunderstood *divertirti* and concentrated on what they did on the weekend.

Fifth question. This question was well answered.

Sixth question. Many candidates were challenged by this question. They talked about their future plans rather than how they were planning to use Italian in the future.

Teachers and students should note that the duration of the entire oral examination is approximately 10 minutes. Candidates who spoke for less than half this time in Section II could gain full marks. Overlong responses can lead to the accumulation of errors and the loss of structure and relevance which detract from the overall quality of a response.

Listening Skills Examination

Generally the candidates found the listening paper very challenging.

Question 1

Candidates did well in this question giving the necessary relevant details.

Question 2

Some candidates found it confusing to put the numbers in order.

Question 3

This question was generally well answered by the majority of the candidates.

Question 4

This question was not answered well by many candidates who were unsure of the prepositional phrase: *dal....al*.

Most candidates confused their numbers with dates and times.

Question 5

Some candidates confused the information about the brother. They understood that he was going to move into his brother's apartment rather than the apartment being ideal for both his brother and himself.

Question 6

Many candidates omitted important details and misunderstood the message.

Question 7 (a)

Most candidates were unable to complete the address of the Internet site. The Italian alphabet and the punctuation proved difficult. Many candidates wrote *punto* instead of punctuating the address.

Question 7 (b)

Many candidates misunderstood *scarpe* for 'scarf' and *fabricate* for 'fabric' or 'material'. Many relevant details were not included. Better candidates were able to convey a complete answer.

Question 8

Many candidates understood that a simple menu was required and that there was no meat. The vocabulary *stufa* caused a problem as many candidates thought that the pizza was going to be on the menu.

Question 9

Very few candidates were able to answer this question as the vocabulary *controllo bagagli* presented great difficulty.

Question 10 (a)

Generally well answered.

Question 10 (b)

Candidates gave many details but generally did not identify the 'attitudes'. Some confused *museo* with *mio zio* and many had problems with *pigrone*.

Question 11

This question was poorly answered. Very few were able to provide relevant details. The better candidates provided greater details.

Question 12

This question proved difficult for most candidates. The better candidates were able to 'explain' giving the relevant points to back up how the speaker encourages the audience to volunteer. Most candidates mentioned only a few points.

Written Examination

Section I – Reading Skills

Question 1

- (a) Most candidates were able to answer correctly.
- (b) The better candidates were able to include correct details. Some had problems with *la prima colazione* and *terza categoria*.

Question 2

- (a) Some candidates were able to identify Elisabetta's two reasons for writing.
- (b) Most candidates understood what Elisabetta enjoyed most.

Question 3

- (a) Most candidates answered correctly.
- (b) Most candidates were able to explain the Mayor's reaction. Confusing vocabulary items were *bravi* which was misunderstood as 'brave' and *manifestazione* which was translated as 'manifestation'. *Vera democrazia* was interpreted as the government being democrats and further confusion arose between *i bambini* who are suffering and *i ragazzi* who were protesting.

Question 4

- (a) Generally well answered.
- (b) Only the better candidates were able to explain Marco's shift of opinion. In many cases not enough information was provided.
- (c) Generally well answered. The 'independence from family' was sometimes confused. Many candidates did not understand that Martina was scared to do things because of the fear of upsetting her parents. Instead, they thought that she was scared of everything.

Question 5

- (a) Most candidates answered this question well.
- (b) Many candidates performed well in this question.
- (c) This proved to be a challenging question. The better candidates were able to make a comparison between Michele and Giorgio. The majority of candidates only gave isolated details with no comparison.
- (d) The better candidates were able to state how the boys felt and give reasons to explain their answer. Most candidates were able to give relevant details. Many candidates did not understand *telefonino*.

Section II – Writing Skills

Question 6 (a), (b), (c)

Most candidates attempted all three questions. The better candidates answered them succinctly while demonstrating good knowledge of grammatical structures and the ability to manipulate language appropriately for the task.

- (a) On the whole candidates coped well with the text type and register of the invitation.
- (b) The better candidates conveyed the idea of an advertisement by introducing their items with appropriate forms of the verb *vendere* (eg *vendesi, vorrei vendere...*). They then proceeded to give a brief description of items for sale rather than provide just a list.
- (c) This question proved to be challenging in so far as students needed to use the past tense well to answer the question fully. Some candidates wrote lengthy answers with irrelevant or unnecessary reference to future plans.

Question 7 (a), (b)

Candidates who performed well in this question were able to show their knowledge of how to use the language while at the same time direct their answers specifically to the questions asked.

- (a) Most candidates were able to describe their friends and some of the activities they do together. The better responses focused on the role of their friends in their lives.
- (b) Again, most candidates were able to talk about their future plans but better candidates discussed the changes they and their friends would face in the future.

Continuers

There were 355 candidates for this course.

Oral Examination

This section of the examination again showed the continuing improvement in candidates' performance that was noted last year. Candidates were generally well prepared, spoke confidently and were able to respond to all questions in a conversation about their personal world.

Better candidates were able to observe agreements correctly (gender, number and subject/verb) and conjugate verbs in the appropriate tense, using the correct auxiliary. The most able candidates were also able to use the subjunctive where needed. These candidates combined accuracy with a wide and varied range of idiomatic expressions and sophisticated vocabulary. The use in their responses of a variety of 'linkers' (conjunctions and conjunctival phrases) enabled them to sound authentic and spontaneous. Candidates are encouraged to show initiative and expand their responses to demonstrate mastery of a range of tenses. They should not confine themselves to the present indicative, but seek to elaborate using past and future tenses.

It was evident that the more capable candidates gave authentic, personalised responses rather than simple, rehearsed descriptions of people and events. They were able to interact naturally and comfortably with the examiner, responding spontaneously to the range of questions asked and the new directions suggested by the examiner. It is important to remember that the examiner's role is to facilitate a conversation in which the candidate can demonstrate the full range of his/her linguistic competence in an authentic interaction. To achieve the optimum mark candidates should be able to add more depth to a topic.

Written Examination

Section I – Listening and Responding

Overall candidates found this section challenging.

Question 1

Most candidates were able to identify 'a double room that needed to be quiet'. Weaker students did not understand the concept of '*matrimoniale*' or identify the other requirement of a bath/bathroom.

Question 2

This question was very well answered. However, it is of concern that a number of candidates either misread or misunderstood the instruction and actually ticked two boxes.

Question 3

Again well answered, with most candidates identifying the wearing of costumes and well-known actors and singers performing at both events. Few candidates were able to identify the outdoor aspect of both '*Carnevali*'.

Question 4

Generally well answered. Some candidates were not able to express both points of view or did not stipulate which character expressed which point of view.

Question 5

This question was not well answered. Many candidates understood that it was a song but many gave B as their response rather than D.

Question 6

The majority of candidates were able to provide a clear and complete explanation of Francesca's reaction.

Question 7

The majority of candidates answered this question correctly.

Question 8

A significant number of candidates found this question difficult. Many candidates had problems with the vocabulary eg *estetico* was interpreted as ‘anaesthetic’. Many were unable to provide a summary of both points of view with many candidates only providing Marzia’s point of view. The imperfect tense became problematic to many candidates who did not understand that piercing ‘used to be’ a form of rebellion but it is no longer the case nowadays.

Question 9

(a) Many candidates understood that *Mano Tesa* was a youth volunteer organisation but did not state that it helps people in need or in difficulty. Many stated this in section (b) of the question. Candidates are advised to provide as full an answer as is needed to respond to the question.

(b) Few candidates were able to provide a comprehensive explanation of how the speaker tried to persuade the audience. Many focused on the first two paragraphs believing that they contained all the answers. These candidates disregarded the last paragraph where the remaining points were to be found. The better responses also referred to techniques employed in persuasive language as well as to elements of content.

Section II – Reading and Responding

Part A

Question 10

(a) Generally well answered.

(b) Generally well answered.

(c) Generally well answered.

(d) Generally well answered. Candidates were able to identify all elements and give a comprehensive explanation. Some candidates incorrectly identified *rete* as the Internet or a website.

Question 11

Despite being the more challenging question the majority of candidates answered this question very well.

(a) Generally well answered.

(b) The weaker candidates were unsure of the meaning of ‘address’ in the context of the question and therefore did not refer to the distinction between formal and informal address.

(c) Generally well answered. Some candidates were unaware of the meaning of *regista* translating it as ‘producer’.

(d) Many candidates gave an incomplete answer for this question. They referred to only one section of the text rather than to an earlier section, which highlighted Raffaele’s more recent career stages.

A number of candidates did not have the stages of Raffaele's career path in the correct chronological order, which was an expectation of this question.

(e) Many candidates were able to provide a general overview as an answer to this question. However, only some candidates included all relevant details that were required for a clear and perceptive understanding. Although many pointed out the parents' attitude they were unable to state Raffaele's view towards this.

It was a concern that a number of candidates made no attempt to answer this question, particularly when they answered the previous four questions well. These students possibly failed to see the note at the bottom of the page stating that Question 11 continued on the next page. Teachers are advised to remind students to check carefully for continuation notices at the bottom of the right-hand pages of examination pages.

Part B

Most candidates responded well to this question.

The better candidates responded to all the cues given in both postcards with relevant information and used language authentically and creatively. The most challenging cue was the reference to *esperimenti con le ricette tipiche*. This was sometimes interpreted as a science experiment or, in many cases, omitted entirely. Candidates are encouraged to use their dictionaries to check the meaning of new expressions.

In their letter some candidates incorrectly stated that they had already received an e-mail from Stefano or that they did not want to provide their e-mail to Stefano. A more thorough reading of the two postcards, or any information provided, is recommended.

With regard to the aspect of visiting Australia, which often emerges in the examination, the better responses contained *fantastiche informazioni sull'Australia* rather than simply a list of places to visit like 'Harbour Bridge', 'Opera House'.

Finally candidates are advised to revise the use of the verb *manicare* which was often used incorrectly.

Section III – Writing in Italian

Questions 13 (a) and (b)

An equal number of students attempted (a) and (b).

The majority of candidates answered the question to a satisfactory standard. The better candidates were able to incorporate more sophisticated language and a more idiomatic use of language.

Most candidates had a clear understanding of the demands of the question.

In many cases, candidates lacked the necessary skills required to use the dictionary effectively and spelling was generally poor. The way the dictionary was used suggests that candidates need to practise using the dictionary especially under exam conditions.

With regard to the grammar, many candidates used some tenses inappropriately (eg conditional tense) and had difficulty using modal verbs. Generally candidates made consistent errors in tense and subject pronoun agreements. Similarly, the noun and adjective agreement also emerged as a consistent error.

Structurally, poor planning led to disorganised presentation of information and repetition of ideas. However, the majority of candidates chose relevant material and made an attempt to expand on their ideas appropriately.

Question 14 (a) and (b)

(a) The majority of candidates understood the requirements of the task and were able to submit a well-structured answer accordingly. Some candidates only reflected on one friendship, not elaborating sufficiently to achieve the maximum mark possible. The weaker responses focused solely on the activities which they shared with their friends, not offering a strong argument or reflection on the nature of their friendship. The better responses focused on the nature of the friendship and the effect it has had on the candidate in the last two years of school life.

With regard to grammar, candidates demonstrated a poor knowledge of the use of modal verbs, verb agreements, possessive adjective agreements and verb endings. Spelling was also problematic demonstrating poor use of the dictionary. The weaker responses were poorly structured making it difficult to follow the sequence of events or the argument.

Some candidates tended to repeat themselves revealing a need to check over work and to manage time correctly so that proofreading can occur during the allocated examination time.

(b) Very few candidates attempted this question. Unfortunately the majority of these candidates misunderstood the question and therefore focused on irrelevant information. Others who answered with relevant information did not necessarily elaborate on the ‘school function’ itself or the suggestions/recommendations made.

Extension

There were 57 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

Most students were able to interpret the questions satisfactorily and provide relevant ideas and information within the framework of the presentation of an argument (ie introduction, body and conclusion). However, a considerable number of students were unable to develop their argument coherently.

Better students presented global as well as personal information to support their points of view, whereas the weaker ones only spoke of personal experiences.

Better students spoke confidently, fluently and accurately using sophisticated language and extensive vocabulary and expressions appropriate to the question.

Question 1

It was not clear in some responses what was meant by ‘ideal family’. Some students only addressed one aspect of the question eg ‘changes in society’ or ‘the ideal family’ without linking the two.

Question 2

Once again some responses focused only on one aspect of the question eg ‘bad news in the media’, without addressing and linking it to the other component of the question ‘not allowing us to have faith in the future.’ Some students interpreted *ci impedisce* as only referring to adolescents and not to others in society.

Question 3

Many responses gave lists of their own relevant interests without exploring how or why they are necessary for one’s happiness.

Written Examination

Section I – Response to Prescribed Text

Part A

Question 1

- (a) Candidates generally answered this question well with the majority able to identify the problems to which Aidi was referring.
- (b) This was answered well by most candidates. The better answers made specific reference to the bike and how it was used in this particular scene. Some candidates used words like ‘leitmotif’ and ‘catalyst’ incorrectly. Candidates should ensure their understanding of film jargon is correct and demonstrate their understanding of it by using it appropriately in context.
- (c) This was generally answered well with the better responses addressing both Alex’s and Aidi’s use of language in the extract and making a comparison between both. Candidates who focused on the specific language used in the scene (eg Alex using ‘noi’ form to delineate his desire for their union as against Aidi’s use of ‘io’ indicating her concern with her own problems) demonstrated a better understanding of the scope of the question. Some good responses also included a comment on the use of pauses in Aidi’s speech to indicate her hesitation. Other candidates responded to the shift in Alex’s language from flowery and romantic to forceful and vulgar.
- (d) Overall this question was answered well with the majority of the candidates illustrating the nature of the relationship between the two brothers. A better response demonstrated a perceptive understanding of the dynamics at play incorporating reference to film techniques such as ‘high angle shot’ to illustrate the comfortable inclusion of Carlo within Alex’s space. Candidates must take note to avoid retelling the story as occurred in the poorer responses.
- (e) Many candidates wrote about change in relationships, but relatively few commented on the issue of coping with change in relationships. The use of jargon such as *mise en scene* is good if used correctly. Good attempts are weakened by the incorrect use of technical words.

Part B

Candidates approached this question in two ways: the majority wrote a letter to the principal, whilst a smaller number of candidates formulated their responses purely as a report. Both approaches were acceptable in terms of the task, provided the conventions of the text type were observed by consistently using correct register and terms of address.

In terms of content, candidates also took a variety of approaches. Some candidates had Alex lying about the incidents leading up to the scene on the bus, particularly with regard to getting drunk. These candidates obviously felt that Alex would not have admitted the truth to the principal, but the better candidates were still able to show a perceptive understanding of the text despite not ‘confessing’ to drinking to excess. Other candidates took the opposite tack and had Alex admitting to truanting and drunkenness, but offering his difficulties with Aidi (and his family) as an excuse.

Unfortunately a significant number of candidates did not demonstrate sufficient understanding of the text. They either simply recounted the scene as presented on the examination paper or discussed the problems facing young people generally.

Whilst it was pleasing to see some candidates using high level, sophisticated language, appropriate in tone and register to the task, it was also disappointing that so many candidates spoilt their responses by making significant errors. Particularly jarring were the use of slang (even obscenities) and the mixing of the *Lei* and *tu* forms in addressing the principal. Other problems encountered were: incorrect auxiliaries, verb agreements, sequence of tenses, even errors in simple present tense forms and pronouns, as well as noun/adjective agreements.

Teachers and students are reminded that this question is not merely another writing task, but requires candidates to demonstrate a perceptive understanding of the prescribed text in well-expressed responses.

Section II – Writing in Italian

There was no marked preference for either question and on the whole, candidates coped well with both Question 3 and Question 4. Most seemed well prepared for this section of the examination and demonstrated knowledge of relevant vocabulary. Better candidates were able to apply their knowledge of Italian and their organisation of content to develop sophisticated, coherent responses.

It was, however, disappointing to see in so many cases basic, careless errors of gender, number, verb endings etc, which seriously detracted from otherwise high level linguistic performances. Students should develop the practice of proofreading and checking to eliminate these errors that detract from the quality of their responses.

Italian Beginners

2003 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus Outcomes
Speaking Skills Examination			
Section I —			
1	4	Planning A Days' Sightseeing	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
2	5	Shopping For Clothes	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
3	6	Reporting A Misadventure	H1.1, H1.2, H2.1, H2.3, H2.3, H2.4, H2.7
Speaking Skills Examination			
Section II — Conversation			
4	10		H1.1, H1.2, H1.5, H2.1, H2.3, H2.3, H2.4, H2.7
Listening Skills Examination			
1	2	Social Interaction – conversation between friends	H3.1, H3.3
2	1	Communication Technology – recorded message	H3.1
3	1	School – conversation between school friends	H3.1
4	2	Travel plans – phone message	H3.1, H3.3
5 (a)	1	New Share Accommodation – conversation	H3.1, H3.3
5 (b)	2	New Share Accommodation – conversation	H3.1, H3.3
6	2	Sport – telephone conversation/message	H3.1, H3.3
7 (a)	1	Consumer product online shopping — radio advertisement	H3.1, H3.3
7 (b)	2	Consumer product online shopping — radio advertisement	H3.1, H3.3
8	3	Planning a Menu/Party – conversation between friends	H3.1, H3.3
9	1	Travellers alert – radio announcement	H3.1
10 (a)	1	Work/Study – Future Plans — conversation	H3.1, H3.3
10 (b)	3	Work/Study – Future Plans — conversation	H3.1, H3.3
11	4	Holiday/Travel – backpacker in Australia — interview	H3.1, H3.3
12	4	Social Issue – volunteer fund raising — persuasive speech	H3.1, H3.3

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus Outcomes
Written Examination			
Section I — Reading Skills			
1 (a)	1	Holiday travel poster	H3.1
1 (b)	2	Holiday travel poster	H3.1, H3.3
2 (a)	2	Free time – letter	H3.1, H3.3
2 (b)	2	Free time – letter	H3.1, H3.3
3 (a)	1	Social Issues – article	H3.1, H3.2
3 (b)	3	Social Issues – article	H3.1, H3.3
4 (a)	1	Free time – internet chatroom responses	H3.1
4 (b)	3	Free time – internet chatroom responses	H3.1, H3.3
4 (c)	4	Free time – internet chatroom responses	H3.1, H3.3
5 (a)	1	Youth issues – magazine interview	H3.1, H3.3
5 (b)	2	Youth issues – magazine interview	H3.1, H3.3
5 (c)	3	Youth issues – magazine interview	H3.1, H3.3
5 (d)	5	Youth issues – magazine interview	H3.1, H3.3
Written Examination			
Section II — Writing Skills Part A			
6 (a)	2	Party invitation – invitation format	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
6 (b)	3	Item for sale – advertisement	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
6 (c)	3	Thanking host – card	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
Section II — Writing Skills Part B			
7	7	(a) Friendship – email (b) Leaving Friends – diary entry	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8

Italian Continuers

2003 HSC Examination Mapping Grid

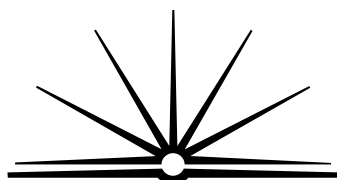
Question	Marks	Content (Theme/Topic — Text Type)	Syllabus Outcomes
Oral Examination			
	20	Conversation – covering student’s personal world	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
Written Examination			
Section I — Listening And Responding			
1	2	Tourism and hospitality – phone conversation	H3.1
2	1	World of work – radio advertisement	H3.1
3	2	Lifestyle in Italy and abroad – announcement	H3.1, H3.2
4	3	Education and future aspirations – conversation	H3.1, H3.2
5	1	Arts and entertainment – review	H3.1, H3.2
6	4	Lifestyle in Italy and abroad – conversation	H3.1, H3.2
7	1	Communication – news item	H3.1, H3.2
8	4	Youth and social issues – conversation	H3.1, H3.2
9 (a)	2	Youth and social issues – speech	H3.1
9 (b)	5	Youth and social issues – speech	H3.1, H3.2
Written Examination			
Section II — Reading And Responding			
Part A			
10 (a)	1	Italian influence – article	H3.1
10 (b)	2	Italian influence – article	H3.1
10 (c)	3	Italian influence – article	H3.1
10 (d)	4	Italian influence – article	H3.1, H3.2
11 (a)	1	Arts and entertainment – interview	H3.1
11 (b)	2	Arts and entertainment – interview	H3.1
11 (c)	3	Arts and entertainment – interview	H3.1, H3.2
11 (d)	4	Arts and entertainment – interview	H3.1, H3.2
11 (e)	5	Arts and entertainment – interview	H3.1, H3.2

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus Outcomes
Written Examination			
Section II — Reading And Responding			
Part B			
12	15	Lifestyle in Italy and abroad – postcards/letter	H1.2, H1.3, H2.1, H2.3, H3.1
Written Examination			
Section III— Writing In Italian			
13	6	Tourism and hospitality – email Health and leisure – email	H2.1, H2.2, H2.3
14	9	Relationships – reflective diary Education and future aspirations – evaluative report	H2.1, H2.2, H2.3

Italian Extension

2003 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic – text type)	Syllabus outcomes
Oral Examination			
1	5	Coping with change in relationships – monologue	H1.1, H1.2
2	5	Impact of the outside world on adolescence – monologue	H1.1, H1.2
3	5	Search for identity – monologue	H1.1, H1.2
Written Examination			
Section I — Response to Prescribed Text			
Part A			
1 (a)	2	<i>Jack Frusciante è uscito dal gruppo</i>	H2.1, H2.3
1 (b)	3	<i>Jack Frusciante è uscito dal gruppo</i>	H2.1, H2.2, H2.3
1 (c)	3	<i>Jack Frusciante è uscito dal gruppo</i>	H2.1, H2.2, H2.3
1 (d)	2	<i>Jack Frusciante è uscito dal gruppo</i>	H2.1, H2.2
1 (e)	5	<i>Jack Frusciante è uscito dal gruppo</i>	H2.1, H2.2, H2.3
Written Examination			
Section I — Response to Prescribed Text			
Part B			
2	10	<i>Jack Frusciante è uscito dal gruppo</i> – article	H2.1
Written Examination			
Section II — Writing in Italian			
3	15	Impact of the outside world on adolescence – script of talk	H1.1, H1.2
4	15	Searching for identity – short essay	H1.1, H1.2



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

2003 HSC Italian Beginners Marking Guidelines — Listening Skills

Question 1

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Clearly identifies two reasons	2
• Identifies one reason	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (D)	1

Question 3

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (C)	1

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

Criteria	Marks
• Clearly identifies BOTH elements	2
• Identifies ONE element	1

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

Criteria	Marks
• (A)	1

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

Criteria	Marks
• Clearly identifies why the apartment is ideal for Marco	2
• Identifies some details	1

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

Criteria	Marks
• Conveys the message fully	2
• Conveys the message partially	1

Question 7 (a)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Accurately transcribes the URL	1

Question 7 (b)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Fully describes the offer	2
• Partially describes the offer	1

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

Criteria	Marks
• Provides a full explanation of what has to be considered	3
• Provides a partial explanation	2
• Provides isolated details	1

Question 9*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (B)	1

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

Criteria	Marks
• (A)	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of the differing attitudes	3
• Demonstrates an understanding of the differing attitudes	2
• Identifies some relevant information	1

Question 11*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates an excellent understanding of what Carlo has learnt, with most detail	4
• Demonstrates some understanding of what Carlo has learnt with some detail	2–3
• Identifies some relevant detail	1

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

Criteria	Marks
• Demonstrates an excellent understanding of how he encourages the audience to volunteer	4
• Demonstrates some understanding of how he encourages the audience to volunteer	2–3
• Identifies some relevant detail	1

2003 HSC Italian Beginners Marking Guidelines — Written Examination

Section I — Reading Skills

Question 1 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (D)	1

Question 1 (b)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Outlines the offer with some detail	2
• Identifies some detail	1

Question 2 (a)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the reason for writing	2
• Demonstrates a limited understanding of the reason for writing	1

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

Criteria	Marks
• Provides an explanation with some detail	2
• Provides some detail	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
• Demonstrates a good understanding of the mayor's reaction including relevant detail	3
• Demonstrates some understanding of the mayor's reaction	2
• Demonstrates a limited understanding of the mayor's reaction	1

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

Criteria	Marks
• (C)	1

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

Criteria	Marks
• Provides two differing opinions and an example	3
• Provides two differing opinions only	2
• Provides one opinion	1

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

Criteria	Marks
• Demonstrates a good understanding of the way in which the film reflects Martina's situation	4
• Provides three aspects of Martina's situation including some relevant detail	2–3
• Identifies one aspect of Martina's situation	1

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

Criteria	Marks
• Identifies what Andrea was like as a student	1

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

Criteria	Marks
• Describes in detail how Andrea's life has changed	2
• Demonstrates a limited understanding of how Andrea's life has changed	1

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

Criteria	Marks
• Provides a clear comparison of their experiences	3
• Identifies some aspects of their experiences with some detail	2
• Identifies some details	1

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

Criteria	Marks
• Demonstrates a thorough understanding of how the young men's situation with relevant detail	5
• Demonstrates some understanding of their situation with some detail	3–4
• Gives isolated details	1–2

Section II — Writing Skills

Part A

Question 6 (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 an invitation including relevant detailsWrites comprehensible and generally accurate Italian	2
<ul style="list-style-type: none">Conveys the gist of the invitation in comprehensible, but not necessarily accurate Italian	1

Question 6 (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 an appropriate advertisement advertising the saleWrites comprehensible and accurate Italian	3
<ul style="list-style-type: none">Writes an advertisementWrites in comprehensible and generally accurate Italian	2
<ul style="list-style-type: none">Writes an advertisementConveys the gist of the advertisement in comprehensible, but not necessarily accurate Italian	1

Question 6 (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 cardWrites in comprehensible and accurate Italian	3
<ul style="list-style-type: none">Writes an appropriate cardWrites in comprehensible but basic Italian	2
<ul style="list-style-type: none">Writes a card conveying isolated detailsWrites basic and not necessarily accurate Italian	1

Section II (continued)

Part B

Question 7

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

2003 HSC Italian Continuers Marking Guidelines — Written Examination

Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Provides all elements of the message	2
• Provides some elements of the message	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (C)	1

Question 3

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Identifies two common elements of the two Carnevali	2
• Identifies one common element of the two Carnevali	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of the nature of the disagreement between Sandro and Loretta	3
• Provides some explanation of the nature of their disagreement	2
• Provides a limited explanation	1

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

Criteria	Marks
• (D)	1

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

Criteria	Marks
• Provides a clear and complete explanation for Francesca's reaction to Mario's invitation	4
• Provides an explanation for Francesca's reaction	2–3
• Identifies isolated reasons	1

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

Criteria	Marks
• (B)	1

Question 8

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Accurately and fully summaries the views of both Marzia and Carlo towards body piercing	4
• Provides a partial summary of both views or a full summary of one point of view	2–3
• Provides isolated details	1

Question 9 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Clearly describes what <i>Mano tesa</i> is	2
• Provides only a limited description	1

Question 9 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Provides a full and perceptive explanation of how the speaker tries to persuade the listeners	5
• Provides an explanation of how the speaker tries to persuade the listeners	3–4
• Identifies some elements of persuasion	1–2

Section II — Reading and Responding

Part A

Question 10 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (A)	1

Question 10 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies in detail how Carla's success has been acknowledged	2
• Identifies some relevant detail	1

Question 10 (c)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the difficulties faced by Carla by identifying both main reasons and including most relevant detail	3
• Supports answer with references to the text	
• Demonstrates some understanding of the difficulties with some detail	2
• Identifies some relevant details	1

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

Criteria	Marks
• Provides a comprehensive explanation of how Carla achieved success	4
• Provides some explanation of how Carla achieved success with some detail	2–3
• Identifies one aspect of her success	1

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

Criteria	Marks
• (B)	1

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

Criteria	Marks
• Provides a clear explanation of why the interviewer was unsure	2
• Provides a limited explanation	1

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

Criteria	Marks
• Provides a comprehensive explanation of why Raffaele considers this a turning point	3
• Provides an explanation of why Raffaele considers this a turning point	2
• Identifies one aspect of Raffaele's new experience	1

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

Criteria	Marks
• Clearly identifies the steps in Raffaele's career with relevant details	4
• Identifies most steps in Raffaele's career with some details	2–3
• Identifies isolated details of his career	1

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

Criteria	Marks
• Shows a clear and perceptive understanding of Raffaele's perspective	5
• Provides relevant references from the text	
• Shows some understanding of his perspective	3–4
• Provides some references from the text	
• Shows a limited understanding of his perspective	1–2

Section II — Reading and Responding

Part B

Question 12

Outcomes assessed: H1.2, H1.3, H2.1, H2.3, H3.1

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 13

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 some (most) 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

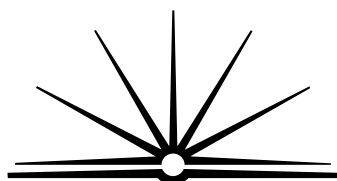
Section III (continued)

Question 14

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



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

2003 HSC Italian Extension Marking Guidelines — Written Examination

Section I — Response to Prescribed Text Part A

Question 1 (a)

Outcomes assessed: H2.1, H2.3

MARKING GUIDELINES

Criteria	Marks
• Explains fully what Aidi means	2
• Provides a partial explanation	1

Question 1 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the image bicycle in this scene	3
• Demonstrates a general understanding of the image	2
• Demonstrates a limited understanding of the image	1

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

Criteria	Marks
• Provides a sophisticated and perceptive analysis of the language	3
• Provides a general analysis of the language	2
• Demonstrates a basic understanding of the language	1

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

Criteria	Marks
• Demonstrates a clear understanding of the relationship between Alex and Carlo in this scene	2
• Demonstrates some understanding of the relationship between Alex and Carlo	1

Question 1 (e)*Outcomes assessed: H2.1, H2.2, H2.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the changing relationships in this extract and others studied	5
• Supports the answer with relevant detailed references in the text	
• Demonstrates an understanding of the changing relationships in this extract and others studied	3–4
• Identifies some relevant references in the text	
• Demonstrates limited understanding of the requirements of the questions	1–2
• Identifies one or two relevant references in the text	

Section I — Response to Prescribed Text

Part B

Question 2

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

Questions 3 and 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