

**2004 HSC Notes from  
the Marking Centre  
Italian**

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# 2004 HSC NOTES FROM THE MARKING CENTRE

## ITALIAN

### Introduction

This document has been produced for the teachers and candidates of the Stage 6 courses in Italian. It provides comments with regard to responses to the 2004 Higher School Certificate examinations, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature across the examination. It is essential for this document to be read in conjunction with the relevant syllabus, the 2004 Higher School Certificate examinations, the marking guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Italian.

### Beginners

#### Speaking Skills Examination

##### Section I – Situations

The 2004 Italian Beginners Speaking Exam was handled well by the majority of candidates. The situations progressed in order of difficulty. 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 who were able to say that they wanted a motor scooter and for how long. Many candidates had difficulty expressing the concept of ‘hire’. The majority of candidates were able to communicate their age and a form of identification.

##### Question 2

This situation proved to be more challenging than the first, however it was well attempted by the majority of candidates. Candidates were able to express a range of items that they wanted to send away, while better candidates provided plausible reasons as to why the item needed to arrive on time. Often the verb ‘to send’ proved elusive as was the idiomatic expression *quanto tempo ci vuole per arrivare?*

##### Question 3

This was the most challenging situation, although the majority of candidates were able to communicate the notion of a ‘wake up call’. This situation allowed for the better candidates to elaborate when offering a reason as to why they needed to leave early. Often candidates were not able to communicate the idiomatic expression ‘to have breakfast’ succinctly and resorted to an assortment of expressions to communicate the phrase. The better candidates used reflexive verbs well and remembered to use the correct register.

## Section II – Conversation

### Question 4

Overall the conversation questions were accessible by the majority of candidates with better candidates expanding on their responses without the need to be prompted.

### Question 1

This was well answered. The more confident candidates not only talked about a friend but also the type of relationship that they had with the person. Many described the friend's personality. Even with the more basic responses, candidates were able to at least provide a physical description of a friend.

### Question 2

This was the most challenging question. Only the better candidates were able to speak about a part time job they would like to have and fewer still were able to do so using the conditional.

### Question 3

This question was well answered.

### Question 4

Most candidates were able to speak about a trip/holiday they have been on. However a large number misunderstood and spoke about a trip/holiday on which they would like to go. The better candidates were able to speak at length using the past tense.

Candidates should note that the number of questions in this section may change from year to year. Candidates need to use the question to demonstrate their knowledge of Italian to the best of their ability within the time available, ie five minutes.

## Listening Skills Examination

Generally the candidates found the listening paper challenging. Better candidates displayed a thorough understanding of Beginner's vocabulary such as numbers, family members and frequently used verbs. Many candidates still resorted to false cognates such as translating *mobili* to mobiles (Question 7).

### Question 3

Here the majority of candidates were able to follow the directions correctly.

### Question 5

Some candidates confused 'hair appointment' with 'optometrist's appointment'.

### Question 6

In this question the order of 'grandfather' and 'father' was sometimes confused. However, this question was generally well handled.

### Question 7

This question was challenging. *Mobili* was frequently misinterpreted. Some candidates indicated that the room colour was changed and in fact it had not.

### Question 9

- (b) Some candidates were not able to isolate the tasks due on Wednesday. This proved to be the most challenging item.

### Question 11

Better responses expressed how the mother was feeling and why. Many candidates misunderstood this item entirely.

### Question 12

Although the majority of candidates were able to identify that Anna broke her arm and therefore could not join her friends, many did not mention her love of skiing. There was much confusion surrounding the bus.

### Question 13

The overall response to this item was pleasing. There was however confusion between the Principal and the Prime Minister. The tense was often misunderstood and some candidates did not realise that the event had already occurred. *L'ultimo* was confused with *l'ottimo*, *ricevere una visita* was confused with receiving a letter.

### Question 14

Generally the responses to this item were good. Candidates were able to process a great deal of information. Some candidates transcribed in the first person. *Palestra* was confused with 'basketball' and *piscina* with 'fishing'. Better responses demonstrated a comprehensive understanding of the text.

## Written Examination

### Section I – Reading Skills

#### Question 1

- (a) Generally well answered. The majority of candidates were able to identify the commonality between all three people.

#### Question 2

- (b) Better responses specified day, time and location.
- (c) Overall well answered. Better responses identified *alloggio* and provided several modes of persuasion.

#### Question 3

- (a) Well answered.
- (b) Well answered.

- (c) Many candidates described Massimiliano's activities rather than concentrating on his 'impressions of Sydney'. Very few recognised the relevance of *estesa*.
- (d) The majority of candidates identified how Massimiliano's plans for the future were affected. However, a large number included his friendship with Kylie as an experience which would affect his plans.

#### Question 4

On the whole well answered with better candidates not being hindered by false cognates.

- (a) Well answered. False cognates included: *non succede proprio niente* for 'no success' and *brava a scuola* for brave.
- (b) Many were able to identify the problem with the sister but not with the parents. The false cognates included : *si fanno una risatina alla leggera* for 'they read'. *Non mi capiscono* for 'don't understand them'. *Mia sorella mi prende in giro* for 'my sister throws/takes me around'.
- (c) The comparison between dream and reality was generally well made. The false cognates included the following: *rapporti* for 'report'. *Non parliamo poi dei ragazzi* for 'she never speaks to boys'. *Confidarmi* for 'confidence'. *Insopportabile* for 'unsupportive'. *Mi mortifica* for 'she kills me'.

### Section II – Writing Skills

#### Question 5

- (a) In the better responses, candidates elaborated on why they were thankful. The poorer responses did not demonstrate a knowledge of basic noun and adjectival agreement and did not meet the demands of the question.
- (b) This question was generally well answered. The better responses had good descriptions of the place described on the postcard. These candidates also demonstrated some understanding of the past tense.

Candidates are reminded that copying large slabs from the Reading and Responding sections of the exam is not helpful.

- (c) Generally this question was well answered with candidates elaborating on all the necessary details about the party. However, some candidates did not acknowledge that the e-mail was directed to the 'friends' and used the *tu* form instead of the *voi* form.

Overall candidates made many errors in spelling of basic vocabulary like, *auguri*, *compleanno*, *grazie*, *sorpresa*, *barca*, *la gente*, *cara mamma*.

#### Part B – Writing

#### Question 6

The majority of candidates answered this question well. Question (b) was the more popular of the two.

The better candidates made good use of the past tense and demonstrated an appropriate use of idioms. In these cases candidates also indicated the ability to structure their ideas coherently. It was pleasing



to see the candidates using the imperfect tense correctly thus providing a more descriptive piece of writing.

The less able candidates had difficulty with agreements and basic possessives. Some of these candidates omitted the auxiliary when using the past tense and found the past participle agreement challenging.

Overall candidates made errors in spelling of common simple vocabulary like *fiesta* for *festa* and a range of variations of *baci*, *abbracci* and *caro*.

## Continuers

There were 320 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.

The majority of the 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. The better candidates avoided giving long lists of names, activities etc. in response to a question opting instead to provide a more qualitative response using adjectival and adverbial phrases.

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. As advised last year, 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. Candidates are reminded that examiners will not allow them to penalise themselves by regurgitating pre-learned material expressed at length and will direct such candidates to other areas where they are better able to demonstrate this knowledge of Italian. Candidates are reminded that to achieve the optimum mark they should be prepared to give more depth to a topic.

## Written Examination

### Section I – Listening and Responding

#### Question 1

Most candidates answered this question well. Some however, misinterpreted the question and gave details of Marco's trip or said that English lessons needed to be taken. Many candidates provided fuller answers giving details on how Italians all want to learn English.

#### Question 2

Most candidates answered this question correctly.

### **Question 3**

Many candidates omitted the use of live and misunderstood that it was lovers of opera and romantic songs. The better responses understood it was to see the Italians' interpretation of jazz.

### **Question 4**

Many candidates found this question challenging. The better responses included the fact that it is prohibited to use the car on a Sunday to improve air quality but then the strike on Monday created the contradiction which needed to be established. Many candidates either did not know the word '*sciopero*' or could not interpret its meaning from the context. As a result, they did not understand there was a strike of public transport on the Monday. Others totally misinterpreted the question and wrote about what they knew about pollution without linking it to the text. Many candidates had problems with the days of the week.

### **Question 5**

Candidates appeared confused with what Marinella thought was crazy. Some thought Roberto was crazy. There was also confusion between an 'aptitude test' and an 'attitude test'. In some cases, the course was mistaken for a computer course.

### Question 6

Many candidates were confused by the word *opera* which they interpreted as an ‘opera’.

### Question 7

Candidates are advised to take note of the key words in questions. In this case ‘compare’ required a comment on the differences and similarities between the perception of work for both people in the dialogue. Many missed the point of similarity for both that they ‘missed the contact with their colleagues’.

### Question 8

Where candidates refer to language techniques it is important that candidates realise they must support the technique with an example from the text and an explanation of the effect of the technique. It is not sufficient to list a range of techniques without elaborating on them. To gain full marks in this section it was important to provide details of the argument being presented.

## Section II – Reading and Responding

### Part A

#### Question 9

This was well answered by the majority of the candidates.

- (b) Although generally well answered, some candidates did not identify sufficient relevant detail.
- (c) Many candidates found it challenging to explain the analogy between ‘shopping and surfing the net’ fully. In some cases, candidates translated the text rather than addressing the question asked.

#### Question 10

This was satisfactorily answered overall but proved challenging for some candidates.

- (a) Candidates misinterpreted *argomenti* as ‘arguments’ rather than ‘topics’. Candidates are reminded that when the question includes a plural noun such as ‘complaints’ they are required to address more than one element in their response.
- (b) This question was generally well done. Most candidates had an understanding of what Donato’s comment implied.
- (c) Candidates did not express Donato’s objections as well as Massimo’s objections. The weaker responses included too much irrelevant detail and focused on his complaints rather than his objections.
- (d) Candidates responded to the issue of ‘schoolies’ rather than ‘this type of event’, ie one that signals a transition. The better responses gave the context of this quote and stated that it was a direct response to Donato’s comment *ai miei tempi...*  
The majority of the candidates gave the relevant detail for a complete answer. However, often they did not demonstrate a clear understanding of why Massimo writes this statement.
- (e) Most candidates understood the question and were able to provide a sound answer. Many were unable to describe the final point that Massimo makes, ie the rhetorical question related to

banning all festivities/celebrations altogether. Poorer responses provided an analysis of schoolies week unrelated to the text and question.

## Part B

Most candidates responded well to this question.

In the better responses, candidates responded to all the cues given in the e-mail and used language authentically and creatively. These candidates also responded with depth appropriate to the task and were able to demonstrate a capacity to distinguish the specific and finer details of the text. Many candidates elaborated with a range of ideas and expressions demonstrating a sound knowledge of the topics in question.

In their responses the better responses demonstrated a good use of grammar, a wide range of vocabulary and syntax and used idiomatic expressions which gave authenticity to their responses. The poorer responses had errors in agreements, conjugation of verbs, inappropriate use of tenses and register.

Candidates are advised that when they use words, phrases or expressions from the text they should ensure they transcribe correctly. Furthermore, some candidates had difficulty in using the dictionary. For example, *mia nonna ha avuto una carezza* where *carezza* was used to translate ‘a stroke’.

## Section III – Writing in Italian

### Questions 12

The majority of candidates answered the question to a satisfactory standard incorporating a good range of ideas. The better responses sequenced and linked ideas coherently. A number of candidates had difficulty expressing the terms comparing and compared to. Some candidates had good ideas yet their language was inadequate and at times lacked depth and substance.

Overall the diary entry as a text type was well accepted by the majority of candidates who provided a vast range of responses. Some candidates wrote descriptively and creatively whereas other candidates had very simple ideas to express. A number of candidates were unable to express the idea of ‘finally’.

### Question 13 (a) & (b)

This question was answered by a majority of the candidates. Most candidates understood the requirements of the task and were able to submit an answer accordingly. A number of candidates found it difficult to use persuasive language and their responses lacked depth of ideas and persuasive language. Some responses contained ideas without any expansion. Some candidates displayed good dictionary skills as demonstrated in the choice of the appropriate word or expression for the context. Candidates misused the words to express ‘host’, eg *ostia*, *ostaggio*. The word for exchange student also proved problematic. The better responses were consistent in addressing the audience. Linguistic elements such as agreements, modal verbs followed by conjugated verbs were, on the whole, poorly done in this question.

Fewer candidates attempted this question. Many did not address the audience appropriately and found the persuasive task challenging. As in the above question the use of the dictionary proved problematic. With regard to grammar, many candidates demonstrated a poor knowledge of the use of modal verbs, verb agreements, and verb endings. Better responses listed points coherently and were expressive in their argument.

## **Extension**

There were 55 candidates for this course. Overall, candidates were particularly well prepared for Section I, Response to Prescribed Text, and better responses demonstrated excellent control of language. Unfortunately some candidates' performances would suggest that they may have spent considerable time on the prescribed text to the detriment of their language skills. It is important for both teachers and candidates to seek a balance between all aspects of the course.

## **Oral Examination**

Many candidates were able to use their knowledge of themes and issues to respond to the questions, presenting well developed and coherent arguments. A few of these well-constructed responses were also expressed fluently and accurately in sophisticated language. However, a disappointing number of candidates seemed unable to combine coherent discussion with grammatical accuracy and a breadth of vocabulary and sentence structure.

### **Question 1**

Better responses clearly explained why or why not alcohol is in the same category as other drugs. However, some candidates relied on pre-prepared material on drugs in general, hardly referring to alcohol in their responses.

### **Question 2**

Good responses dealt with both aspects of this question, presenting convincing arguments on whether or not living at home is easier than moving out. Once again, however, some candidates seemed to rely entirely on responses they had prepared on family relationships, and therefore did not address the question.

### **Question 3**

This question drew the least number of responses. As it allowed for a variety of interpretations, there was a significant range of achievement levels; indeed many of those who did choose this topic were able to present some of the most interesting and original responses.

Candidates should remember the importance of pacing themselves throughout the oral examination. Some candidates rushed, speaking very fast through the initial part of their response and then, apparently feeling the need to speak for a full two minutes, proceeded to become repetitious and hesitant, thereby detracting from the overall impact of their speech. Similarly some candidates rushed from one topic to the next, hardly pausing for breath. They would be better advised to take a brief pause between topics to catch their breath, glance over their notes and gather their thoughts before undertaking the second response.

## **Written Examination**

### **Section I – Response to Prescribed Text**

As mentioned above, the quality of responses to this section indicates that candidates have been very well prepared to answer questions based on the prescribed text.

## Part A

### Question 1

- (a) This question was well answered: most candidates were able to give a comprehensive explanation of what Martino means. Unfortunately a few candidates seemed to think that *amaramente* referred in some way to *amore*.
- (b) This question was also answered well by most candidates. They were able to relate the quotation to Martino's display of aggression in reaction to Alex's self-pity and relatively petty concerns. The best responses were able to demonstrate an understanding of Martino's inner turmoil and how this scene foreshadows his eventual suicide.
- (c) Many candidates were able to give good quality responses to this question, including comprehensive and detailed comments on the atmosphere created and some of the techniques used to do so. Among these techniques were the use of lighting, colour, camera angles, framing, music, language and the overall setting. Some outstanding responses noted the use of religious symbolism (eg in the cross shape of the window frame and the Christ figure in the video) and the significance of the posters on the wall in developing the atmosphere.
- (d) On the whole responses to this question were most satisfactory with most candidates showing an understanding of the text and of Alex's search for identity. Better responses included specific references to the text to show how his relationship with his parents, with Aidi, with Martino and with his group of friends contributed to his search for identity.

## Part B

In the best responses, candidates reproduced the voice-over style and used a tone and choice of vocabulary appropriate to Rocco's character. In terms of content, most responses did focus on Alex's relationship with his family and therefore wrote within the parameters of the task. Unfortunately some candidates either focused more on his relationship with Aidi or wrote in a solemn, sentimental tone totally inappropriate for Rocco.

Whilst quoting from the text is to be encouraged, candidates should take care to do so appropriately and accurately.

Grammatical accuracy is also important, as in some poorer responses basic errors obscured the expressive quality of the candidates' writing.

Teachers and candidates 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 a marked preference for Question 4 over Question 3. The relatively few candidates who chose to answer Question 3, however, did so well. They were able to present and support their point of view in well-structured, coherent responses.

Although there were some excellent responses to Question 4, it was not necessarily answered well overall. Some candidates appeared to be reproducing general pre-prepared responses on the problem of rejection without connecting them to the specific question. In some cases candidates started by agreeing with the statement but then merely proceeded to argue that being rejected is the cause of many problems.

Candidates are reminded that quality is more important than quantity. Many responses greatly exceeded 300 words, but were not well structured and were often full of careless errors. Candidates should try to respect the suggested length of the question and devote any spare time to checking their responses for common errors, such as lack of agreement in noun/adjective, subject/verb combinations.

# Italian Beginners

## 2004 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Speaking Skills Examination</b>			
<b>Section I — Situations</b>			
1	4	Hiring a motor scooter	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
2	5	At the post office	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
3	6	Making a phone enquiry	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
<b>Speaking Skills Examination</b>			
<b>Section II — Conversation</b>			
4	10	Topic	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
<b>Listening Skills Examination</b>			
1	1	Social interaction — conversation between two friends	H3.1
2	2	Completing personal details on a form	H3.1
3	1	Giving directions	H3.1
4	1	Conversation between two friends about details on a passport	H3.1
5	1	Conversation between two friends about making a date	H3.1
6	2	Conversation between friends, identifying people in a photo	H3.1
7	2	Conversation between friends, one shows the other a renovated room	H3.1
8	1	Discussing physical similarities/differences between family members	H3.1
9 (a)	1	Teacher's address to students issuing out homework	H3.1
9 (b)	2	Teacher's address to students issuing out homework	H3.1
10	1	Conversation between shop assistant and client about purchasing/ordering a CD	H3.1
11	3	Conversation between mother and son discussing son's sporting commitments	H3.1
12	3	Conversation between friends about a disastrous skiing trip	H3.1
13	4	Principal's address to students and teachers	H3.1
14	5	Argument between a couple regarding problems in their relationship	H3.1



Question	Marks	Content	Syllabus outcomes
<b>Written Examination</b>			
<b>Section I — Reading Skills</b>			
1 (a)	2	Personal profile — personal details	H3.1
1 (b)	3	Personal profile — personal details	H3.1
2 (a)	1	Social interaction — an email to a friend	H3.1
2 (b)	2	Social interaction — an email to a friend	H3.1
2 (c)	3	Social interaction — an email to a friend	H3.1
3 (a)	2	Article on a cultural exchange	H3.1
3 (b)	1	Article on a cultural exchange	H3.1
3 (c)	3	Article on a cultural exchange	H3.1
3 (d)	3	Article on a cultural exchange	H3.1
4 (a)	2	Diary entry	H3.1
4 (b)	3	Diary entry	H3.1
4 (c)	5	Diary entry	H3.1
<b>Written Examination</b>			
<b>Section II — Writing Skills</b>			
<b>Part A</b>			
5 (a)	2	Thank-you card	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
5 (b)	3	Postcard	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
5 (c)	3	Surprise party arrangements email	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
<b>Written Examination</b>			
<b>Section II — Writing Skills</b>			
<b>Part B</b>			
6 (a)	7	Letter to a friend re: a night out	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
6 (b)	7	Diary entry re: a night out	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8



## 2004 HSC Italian Beginners Marking Guidelines — Written Examination

### Section I — Reading Skills

#### Question 1 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies all similarities	2
• Identifies a similarity	1

#### Question 1 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Gives three correct answers	3
• Gives two correct answers	2
• Gives one correct answer	1

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

<b>Criteria</b>	<b>Marks</b>
• (D)	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides a complete response	2
• Provides a partial response	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides several elements of persuasion	3
• Provides some elements of persuasion	2
• Provides an element of persuasion	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides both reasons for Massimiliano's trip	2
• Provides one reason for Massimilino's trip	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies a problem	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides a thorough summary of Massimiliano's impressions of Sydney	3
• Provides a good summary of Massimiliano's impressions of Sydney	2
• Provides a basic summary of Massimiliano's impressions of Sydney	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides a thorough outline of Massimiliano's plans	3
• Provides a good outline of Massimiliano's plans	2
• Provides a basic outline of Massimiliano's plans	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides a complete response	2
• Provides a partial response	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of the family situation	3
• Demonstrates a good understanding of the family situation	2
• Demonstrates a limited understanding of the family situation	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides a thorough comparison between dream and reality	5
• Provides a good comparison between dream and reality	4
• Provides a basic comparison between dream and reality	3
• Provides a limited comparison between dream and reality	2
• Provides isolated details	1

## 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"><li>Writes a thank-you card including relevant details</li><li>Writes comprehensible and generally accurate Italian</li></ul>	2
<ul style="list-style-type: none"><li>Conveys the gist of a thank-you card in comprehensible, but not necessarily accurate Italian</li></ul>	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"><li>Writes a descriptive postcard and expresses what is nice about the place</li><li>Writes comprehensible and accurate Italian</li></ul>	3
<ul style="list-style-type: none"><li>Writes a postcard</li><li>Writes in comprehensible and generally accurate Italian</li></ul>	2
<ul style="list-style-type: none"><li>Writes a postcard</li><li>Conveys the gist of the postcard in comprehensible, but not necessarily accurate Italian.</li></ul>	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"><li>Writes an appropriate email including relevant details</li><li>Writes in comprehensible and accurate Italian</li></ul>	3
<ul style="list-style-type: none"><li>Writes an appropriate email</li><li>Writes in comprehensible but basic Italian</li></ul>	2
<ul style="list-style-type: none"><li>Writes an email conveying isolated details</li><li>Writes basic and not necessarily accurate Italian</li></ul>	1

## Section II (continued)

### Part B

#### Question 6

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

#### MARKING GUIDELINES

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



## 2004 HSC Italian Beginners Marking Guidelines — Listening Skills

### Question 1

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (D)	1

### Question 2

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Provides both of the missing details on the form	2
• Provides one missing detail	1

### Question 3

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (A)	1



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

<b>Criteria</b>	<b>Marks</b>
• Provides correct birthdate	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides missing detail in diary	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides the two correct family members in the correct positions	2
• Provides one correct family member in the correct position	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies two changes to the room	2
• Identifies one change to the room	1

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

<b>Criteria</b>	<b>Marks</b>
• (C)	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies an appropriate setting	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides thorough understanding of the tasks due by Wednesday	2
• Provides a partial understanding of the tasks due by Wednesday	1

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

<b>Criteria</b>	<b>Marks</b>
• (C)	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides a thorough explanation of how the mother is feeling	3
• Provides two aspects of the answer	2
• Provides one aspect of the answer	1

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

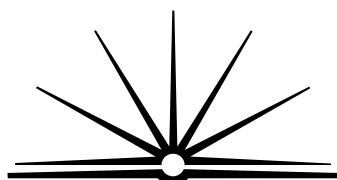
<b>Criteria</b>	<b>Marks</b>
• Provides a thorough understanding of why Marco feels sorry for Anna	3
• Provides a partial understanding of why Marco feels sorry for Anna	2
• Provides a reason why Marco feels sorry for Anna	1

**Question 13***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides a thorough understanding of why the Principal is pleased	4
• Provides a good understanding of why the Principal is pleased	3
• Provides some understanding of why the Principal is pleased	2
• Provides isolated details	1

**Question 14***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides a perceptive and thorough understanding of the problems in the relationship	5
• Provides a thorough understanding of the problems in the relationship	4
• Provides a good understanding of the problems in the relationship	3
• Provides some understanding of the problems in the relationship	2
• Provides isolated details	1



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

## **2004 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**

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

**Question 2**

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

**MARKING GUIDELINES**

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

**Question 3**

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

**MARKING GUIDELINES**

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

## Section II — Conversation

### Question 4

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

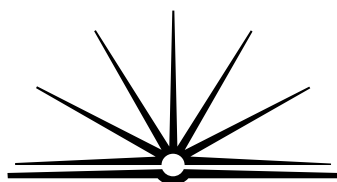
#### MARKING GUIDELINES

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

# Italian Continuers

## 2004 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Oral Examination</b>			
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
<b>Written Examination</b>			
<b>Section I — Listening and Responding</b>			
1	2	Tourism and hospitality — dialogue	H3.1
2	1	Health and leisure — phone conversation	H3.1
3	2	The arts and entertainment — radio advertisement	H3.1
4	4	Lifestyle in Italy and abroad — interview	H3.1, H3.2
5	4	Education and future aspirations — conversation	H3.1, H3.2
6	1	Italian influence — news item	H3.1, H3.2
7	5	The world of work — conversation	H3.1, H3.2
8	6	Youth and social issues — interview/speech	H3.1, H3.2
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part A</b>			
9 (a)	1	Communication — article	H3.1
9 (b)	3	Communication — article	H3.1
9 (c)	4	Communication — article	H3.1, H3.2
10 (a)	2	Youth and social issues — letters to newspaper	H3.1
10 (b)	3	Youth and social issues — letters to newspaper	H3.1, H3.2
10 (c)	3	Youth and social issues — letters to newspaper	H3.1
10 (d)	4	Youth and social issues — letters to newspaper	H3.1, H3.2
10 (e)	5	Youth and social issues — letters to newspaper	H3.1, H3.2
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part B</b>			
11	15	Relationships — email/email	H1.2, H1.3, H2.1, H2.3, H3.1
<b>Written Examination</b>			
<b>Section III — Writing in Italian</b>			
12 (a)	6	Lifestyle in Italy and abroad — letter	H2.1, H2.2, H2.3
12 (b)	6	Health and leisure — diary entry	H2.1, H2.2, H2.3
13 (a)	9	Education and future aspirations — script of speech	H2.1, H2.2, H2.3
13 (b)	9	Tourism and hospitality — script of speech	H2.1, H2.2, H2.3



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

## **2004 HSC Italian Continuers Marking Guidelines — Oral Examination**

### **Conversation**

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

#### **MARKING GUIDELINES**

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





## 2004 HSC Italian Continuers Marking Guidelines — Written Examination

### Section I — Listening and Responding

#### Question 1

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies the suggested solutions	2
• Identifies one suggested solution	1

#### Question 2

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• D	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides a full description of the kind of person to whom the event would appeal	2
• Provides a partial description of the kind of person to whom the event would appeal	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of why the caller is outraged	4
• Provides some explanation of why the caller is outraged	2–3
• Provides a limited explanation	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of what Marinella thinks is crazy	4
• Provides some explanation of what she thinks is crazy	2–3
• Provides a limited explanation	1

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

<b>Criteria</b>	<b>Marks</b>
• (B)	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides a full and perceptive comparison between Monica's and Adriano's experience of working from home	5
• Provides a comparison between Monica's and Adriano's experience of working from home	3–4
• Provides some elements of their experiences	1–2

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

<b>Criteria</b>	<b>Marks</b>
• Provides a full and perceptive explanation of how Maurizio seeks to convince the listener	5–6
• Provides an explanation of how Maurizio seeks to convince the listener	3–4
• Provides a limited explanation	1–2

## Section II — Reading and Responding

### Part A

#### Question 9 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>Identifies why people are learning to use computers</li></ul>	1

#### Question 9 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>Provides a full description of the writer's personal experience</li></ul>	3
<ul style="list-style-type: none"><li>Provides a partial description of the writer's personal experience</li></ul>	2
<ul style="list-style-type: none"><li>Provides a limited description of the writer's personal experience</li></ul>	1

#### Question 9 (c)

*Outcomes assessed: H3.1, H3.2*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>Provides a clear explanation of how shopping for food is like surfing the net</li></ul>	4
<ul style="list-style-type: none"><li>Provides a partial explanation of how shopping for food is like surfing the net</li></ul>	2–3
<ul style="list-style-type: none"><li>Provides a limited explanation</li></ul>	1

#### Question 10 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>Clearly identifies two complaints Donato makes</li></ul>	2
<ul style="list-style-type: none"><li>Identifies one complaint</li></ul>	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a clear understanding of what is implied in Donato's comment	3
• Demonstrates an understanding of what is implied in Donato's comment	2
• Identifies some relevant detail	1

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

<b>Criteria</b>	<b>Marks</b>
• Gives a clear explanation of both writers' objections	3
• Gives a partial explanation of the objections	2
• Identifies some relevant details	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a clear understanding of why Massimo makes this statement	4
• Demonstrates an understanding of why Massimo makes this statement	2–3
• Identifies some relevant detail	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides a full and comprehensive explanation of how Massimo responds to Donato's challenge	5
• Provides some explanation of how Massimo responds to Donato's challenge	3–4
• Provides a limited explanation	1–2

## Section II — Reading and Responding

### Part B

#### Question 11

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

#### MARKING GUIDELINES

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

## Section III — Writing in Italian

### Question 12

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

#### MARKING GUIDELINES

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



## Section III (continued)

### Question 13

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

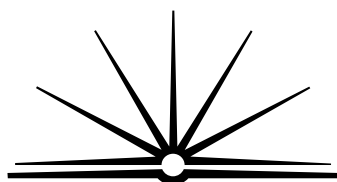
#### MARKING GUIDELINES

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

# Italian Extension

## 2004 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Oral Examination</b>			
1	5	Impact of the outside world on adolescence — monologue	H1.1, H1.2
2	5	Coping with change in relationships — monologue	H1.1, H1.2
3	5	Searching for identity — monologue	H1.1, H1.2
<b>Written Examination</b>			
<b>Section I — Response to Prescribed Text</b>			
<b>Part A</b>			
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)	4	<i>Jack Frusciante è uscito dal gruppo</i>	H2.1, H2.2, H2.3
1 (d)	6	<i>Jack Frusciante è uscito dal gruppo</i>	H2.1, H2.2, H2.3
<b>Written Examination</b>			
<b>Section I — Response to Prescribed Text</b>			
<b>Part B</b>			
2	10	<i>Jack Frusciante è uscito dal gruppo</i> — script of conversation	H2.1
<b>Written Examination</b>			
<b>Section II — Writing in Italian</b>			
3	15	Impact of the outside world on adolescence — formal letter	H1.1, H1.2
4	15	Coping with change in relationships — article	H1.1, H1.2



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

## **2004 HSC Italian Extension Marking Guidelines — Oral Examination**

### **Monologue**

#### **Questions 1–3**

*Outcomes assessed: H1.1, H1.2*

#### **MARKING GUIDELINES**

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



## 2004 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 Martino 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 what is revealed about Martino	3
• Demonstrates a general understanding of what is revealed about Martino	2
• Demonstrates a limited understanding of what is revealed about Martino	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Provides a comprehensive analysis of the atmosphere created and the techniques used to do so</li></ul>	4
<ul style="list-style-type: none"><li>Provides a general analysis of the atmosphere created and some of the techniques used to do so</li></ul>	2–3
<ul style="list-style-type: none"><li>Provides a description of the atmosphere created and at least one technique</li></ul>	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Demonstrates a perceptive understanding of the issues of Alex's search for identity</li><li>Supports the answers with relevant, detailed references to the text</li></ul>	5–6
<ul style="list-style-type: none"><li>Demonstrates an understanding of the issue of Alex's search for identity</li><li>Supports the answers with some appropriate references to the text</li></ul>	3–4
<ul style="list-style-type: none"><li>Demonstrates a limited understanding of the issues of Alex's search for identity</li><li>Supports the answers with some references to the text</li></ul>	1–2

## Section I — Response to Prescribed Text

### Part B

#### Question 2

*Outcomes assessed: H2.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a perceptive and sensitive understanding of the prescribed text</li><li>• Demonstrates flair and originality in the approach taken</li><li>• Manipulates language authentically and creatively to meet the requirements of the task</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	9–10
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the prescribed text</li><li>• Demonstrates some flair in the approach taken</li><li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	7–8
<ul style="list-style-type: none"><li>• Demonstrates an understanding of the prescribed text</li><li>• Demonstrates a satisfactory control of vocabulary and sentence structures</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	5–6
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the prescribed text</li><li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li><li>• Writes within the parameters of the task</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the prescribed text</li><li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures</li></ul>	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"><li>• Presents and develops a sophisticated, coherent argument, discussion or explanation</li><li>• Writes effectively and perceptively for a specific audience, purpose and context</li><li>• Demonstrates breadth and depth in the treatment of relevant ideas</li><li>• Writes with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li></ul>	13–15
<ul style="list-style-type: none"><li>• Presents and develops a coherent argument, discussion or explanation</li><li>• Writes effectively for a specific audience, purpose and context</li><li>• Demonstrates breadth and some depth in the use of relevant supporting material and examples</li><li>• Writes accurately using a range of vocabulary and sentence structures</li></ul>	10–12
<ul style="list-style-type: none"><li>• Attempts to present and develop a coherent argument, discussion or explanation</li><li>• Writes with some understanding of audience, purpose and context</li><li>• Supports points with relevant material and examples</li><li>• Writes using a range of vocabulary and sentence structures</li></ul>	7–9
<ul style="list-style-type: none"><li>• Presents some relevant information, opinions or ideas</li><li>• Demonstrates the use of appropriate supporting materials</li><li>• Demonstrates evidence of the use of complex sentences</li></ul>	4–6
<ul style="list-style-type: none"><li>• Presents some relevant information, opinions or ideas</li><li>• Communicates primarily in simple sentences or set formulae</li></ul>	1–3