# 2005 HSC Notes from
# The Marking Centre
# Italian

# Contents

# 2005 HSC NOTES FROM THE MARKING CENTRE
# ITALIAN

The purpose of Notes from the Marking Centre is to provide candidates and teachers with feedback in relation to the quality of responses provided by the candidates to all Italian courses in the 2005 HSC examinations. As these notes make specific reference to the examination questions, it is important that they be read along with the examination paper.

## Beginners

### Speaking Skills Examination

### Section I – Situations

The 2005 Italian Beginners Speaking Exam was handled well by the majority of candidates. Better candidates were able to use the correct register in all three situations and most candidates were able to express exclamations using a range of vocabulary rather than relying on sounds to express surprise (Question 2) and to comment on flavours of ice-cream (Question 1). Furthermore, many candidates did not resort to direct translation of the cues but rather expressed the ideas appropriately in Italian.

**Question 1**

Most candidates were able to express the plural form of 'ice creams' and talk about the flavours they wanted. It is important that candidates note that *bellissimo* and *benissimo* are not appropriate when talking about food. Many candidates did not use the correct articulated preposition to express the different ice-cream flavours, for example*, al cioccolato, alla fragola.*

**Question 2**

Better responses in this question made reference to the item and even specified the item being bought. A range of currency was nominated; however, it is recommended that candidates refer to the Euro when buying in Italy to demonstrate their cultural awareness. In the last cue the better candidates successfully used the direct pronoun object to demonstrate the item being bought, for example, *lo prendo/la prendo.* Many candidates expressed 'being prepared to pay' using the verb *preparato a pagare,* which is a direct translation and would have been better expressed as *posso solo pagare.*

**Question 3**

This was the most challenging situation, although the majority of candidates were able to communicate the notion of a friend visiting. A number of candidates were unable to greet their teacher using the polite form and were unable to explain the reason for the friend being there. It was pleasing to see that candidates were able to use *rimanere* rather than *stare* demonstrating their understanding of the difference between the two verbs. Most candidates were able to list the activities planned for the afternoon.

**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 and using a range of vocabulary and a variety of tenses. They also demonstrated knowledge of appropriate idiomatic expressions and tried to use more complex structures to demonstrate their knowledge of the grammar. It is recommended that candidates use the question as the starting point to the answer. This provides them with extra time to process their responses.

**Question 1**

Many candidates responded by specifying their activities for a particular Saturday rather than understanding that the question required a general response about Saturday activities.

**Question 2**

Better candidates were able to elaborate rather than merely list a number of activities and to use a range of tenses, especially the past tense with the imperfect tense. Some candidates misunderstood the word *passatempo* and did not make reference to the difference between the seasons.

**Question 3**

Again, better candidates were able to explain why they preferred one activity to the other. The less capable candidates merely repeated the question and only gave as a reason *mi piace*.

**Question 4**

This proved to be the most challenging question for the candidates and most of them provided only a physical description of the important person in their lives. The better candidates were able to express the reason why that person is important to them.

## Listening Skills Examination

Candidates generally performed well in the Listening Skills paper.

**Question 1**

Generally well answered.

**Question 2**

The majority of candidates did not provide all the three elements required to answer the question fully, ie day, month, and year.

**Question 3**

Well answered with many candidates being able to predict the change in weather conditions.

**Question 4**

The majority of candidates were able to identify the correct objects required to perform the task.

**Question 5**

The first detail was better presented than the second. Candidates had difficulty identifying which language was currently being studied.

**Question 6**

The majority of candidates provided only a partial response.

**Question 7**

Candidates often confused the time required for doing specific tasks. *Sale* was often interpreted as salad and *carne* for dog. Better responses provided a thorough and complete explanation of the recipe.

**Question 8**

Many candidates confused vocabulary such as *bambina* to mean baby. Basic vocabulary such as *inverno* and *estate* was not related back to the question. Better responses identified a range of reasons why this trip will be different.

**Question 9**

By far the majority of candidates simply translated what they heard. Better responses provided the advice the doctor would have given.

**Question 10**

Many candidates did not provide specific details relating to Francesco's aspirations; instead they provided isolated details.

**Question 11**

Proved to be a very challenging question.

**Question 12**

Candidates were able to interpret the dialogue comprehensively, stating valid reasons why Elena was perceived differently. They were able to support their arguments by supplying the correct details as perceived by the boy and the girl.

# Written Examination

## Section I – Reading Skills

### Question 1

Most candidates were able to answer this question fully. Better responses did not rely only on the picture. However, some candidates interpreted *avviso* to mean a visit; others thought that the notice was about rabbits for sale.

### Question 2

Most candidates correctly interpreted *invernale* and *estivo*. Many took *solo* to mean lone swimmers and *pregati* to mean pregnant women.

### Question 3

(a)    Many false cognates such as *migliorare* – millionaire, *immagine* – imagination and *affair* – safari. Better responses identified all relevant points.

(b)    The first part of this question was answered better than the second.

(c)    Candidates were expected to give a thorough and detailed comparison of the advice given by both signs. Many found this challenging.

### Question 4

Many candidates misinterpreted the meaning of words such as *annoiata* which they interpreted as 'annoyed' and *storia* which in context meant history. Many candidates interpreted Elena's problem to be that she arrived late to class or was new to the school. Many also answered much of (b) as part of their answer to (a). It is strongly recommended that candidates plan their responses carefully to avoid repetition.

Generally in both (a) and (b) candidates did not provide the specific information required and tried to guess the answer.

### Question 5

(b)    The majority of candidates were able to give a thorough response. The better responses provided support from the text as to why Elena thought Cristiano was a nice person.

(c)    A satisfactory attempt overall. The better responses provided a global response rather than merely translating. It was essential that reference be made to both girls.

## Section II – Writing Skills

## Question 6

(a)   Very well answered. In the better responses, candidates addressed the note to a relative, acknowledging that they had received the money as a gift and were able to specify what they would purchase. Candidates are encouraged to use correct agreement of *caro* with the person being addressed.

(b)   The majority of candidates made an attempt to provide a full explanation as to why they called in. The better responses demonstrated use of the correct *essere* auxiliary with the past tense and were able to maintain the correct tense throughout.

(c)   Better responses addressed a group of people using the *voi* form of the verb and were able to maintain it throughout. The candidates were capable of elaborating on the arrangements for the picnic using a variety of language structures and vocabulary.

Overall candidates made many errors in spelling of vocabulary like *mamma, regalo* and *carne.*

## Question 7

(a)   Many responses lacked depth of ideas and thus did not elaborate on what school life was like in Australia. Some candidates did not answer the question and wrote about their daily routine. A number of candidates demonstrated a basic grasp of simple grammatical structures, for example, present tense and adjectival agreement.

Candidates should note that anglicisms should be avoided.

(b)   This question was the most popular of the two and generally well answered. Better candidates presented and developed relevant information and demonstrated a wide range of vocabulary and language structures. Many candidates were able to use the present and future tenses correctly. Furthermore, they were able to sequence and structure ideas and information effectively.

Overall candidates made errors in spelling common simple vocabulary like *scuola, ciao, triste, vacanze, mese*, and the names of Italian cities*, Venezia, Milano* and *Firenze.*

# Continuers

## Oral Examination

The majority of candidates demonstrated that they were well prepared for this section of the examination and were confident in providing responses to a variety of questions about their personal world. Better candidates were able to use agreements correctly and conjugate verbs in the appropriate tenses. These candidates combined grammatical accuracy with a wide and varied range of idiomatic expressions and sophisticated vocabulary. Many were able to provide authentic and spontaneous responses using a variety of linking words (conjunctions and conjunctival clauses).

Candidates should avoid giving simple, prepared descriptions of people and events. They should also endeavour to elaborate on their responses using the past and future tenses. Better candidates were able to interact confidently with the examiner and respond to the range of questions asked and the new directions taken by the examiner leading on from the candidate's original response. It is also important to remember that the examiner's role is to facilitate a conversation in Italian and candidates will be discouraged from presenting a monologue of pre-learned material, in order to ensure that they have the opportunity to demonstrate what they know and can do. The examiner will be using the candidate's responses to formulate questions that will enable a wide range of responses which illustrate the candidate's linguistic ability.

Candidates are reminded that in order to achieve the optimum mark they should be prepared to add more depth to a topic.

## Written Examination

### Section I – Listening and Responding

The majority of candidates demonstrated some ability to comprehend and interpret spoken Italian. However, many candidates provided far more information than is required for the responses. Candidates should practise being more discerning and providing only the information required by the question.

**Question 1**

Many candidates found this item challenging. Most understood the concept of 'going to university' but not the girl's suggestion that he should not have a break between school and university. *Iscriversi* was frequently misinterpreted as 'write to' rather than 'enrol'.

**Question 2**

Many candidates answered this question correctly. Some provided a great deal of unnecessary information, and did not interpret *mantenersi in forma* correctly.

**Question 3**

(a)  Many candidates provided insufficient detail by not including the information that young people actually judged the films.

(b)  This question was answered very well.

**Question 4**

The majority of candidates understood the concept, but explained it from Gianni's point of view, rather than explaining the girl's reaction.

**Question 5**

Many candidates understood many of the aspects of the girl's complaint, but did not provide a full analysis of the young man's reaction, merely focusing on the facts.

**Question 6**

The majority of candidates were able to pick out relevant information concerning car accidents and young drivers. However, fewer responses recognised the target audience of the item and a significant number failed to recognise ages correctly. To provide a full answer about the value of the news item, words like 'warn', 'inform', 'reflect' were required.

**Question 7**

This question was generally well answered, although most responses provided only limited detail in the comparison of the two people's attitudes and did not identify the strength of the young man's opinion.

**Question 8**

Candidates must ensure that they are aware of the focus of the question when providing their response. Many candidates provided a list of facts, but did not explain why the man hired the girl. Better responses were given from the man's point of view, as the question required, and included an analysis of how impressed he was by the girl's attitude as well as her skills.


**Section II – Reading and Responding**

**Part A**

**Question 9**

Candidates should avoid translating information and providing facts, and focus on answering the question being asked.

(a)  Many candidates did not recognise *oggi più che mai* and looked at the heading of the text to answer this question.

(b)    Most candidates identified cheaper airfares as a major change but did not link improved communications to young people wanting to explore the world.

(c)    This was well answered by the majority of candidates. The three aspects of the trend were recognised by the majority of candidates.

(d)    The majority of candidates identified all the reasons for backpacking becoming more popular.

**Question 10**

(a)    Many candidates answered that Pietro had run out of money but did not explain how this made him change his plans.

(b)    A number of candidates described the city of Rome, but did not realise that the relevant information was contained in Pietro's first speech about his relationship with members of the family – how he was treated like a son and became friendly with the daughter.

(c)    This question was well answered by the majority of candidates, although some candidates did not explain why parents would not allow their children to take on manual jobs.

(d)    This question was well answered by the majority of candidates.

(e)    This question required a perceptive understanding of the text. It was not sufficient to state facts that had already been presented in previous responses. An analysis of Pietro's opinion was required – that he was not envious of their lifestyle, their feeling of independence even though they were financially dependent on their parents – and an understanding of the emphasis on *tut-to dico tut-to*. Some candidates provided only a literal translation of elements of the text, which was not an appropriate response to the question.

**Part B**

In the better responses, candidates responded to all the cues given in the advertisement with relevant information and used language authentically and creatively to persuade the reader they were the appropriate person for the job. These candidates also responded with depth appropriate to the task and provided convincing justification for all the information that was relevant for the job application. Many candidates elaborated with a range of ideas and expressions demonstrating a sound knowledge of the relevant topics.

In the better responses, candidates demonstrated a good use of grammar and a wide range of vocabulary and syntax. The poorer responses contained errors in agreements, in the conjugation of verbs, and the inappropriate use of tense and register.

In such a task it is important that candidates plan and organise their ideas, as the structure of the task is an integral part of a good response.

## Section III – Writing in Italian

### Questions 12 (a) and (b)

In the better responses, candidates showed that they could manipulate the language authentically. They used their knowledge of Italian grammar to express their emotions and feelings whilst narrating the events of the last day or describing their outdoor activities. In the better responses candidates demonstrated the ability to reminisce over events of the past year and to contemplate the future whilst remaining on task. In describing/narrating relevant information the better candidates demonstrated accurate use of a variety of tenses in the past.

In the poorer responses, candidates provided a list of names of friends, foods, sports, etc rather than discussing the relevance of these things. There were many spelling errors of common words ie *scuola, triste, giorno*, and incorrect use of 'last day' ie *oggi scorso, scorso giorno.*
Many candidates were unable to conjugate the verbs *mancare* and *piacere* with the correct preceding pronouns. There were basic recurring errors in agreement of articles, nouns, adjectives and verbs.
Most candidates attempted to use the past perfect tense and the imperfect tense, but were unable to use the correct auxiliary, past participle or subject pronoun.
Of particular note is the incorrect use of articulated prepositions, even in the better responses.
It is recommended that candidates practise completing the task within the recommended word limit.
It is also important to note the requirements of the question.
Practice in dictionary use is vital. Some errors occurred due to incorrect usage of dictionaries eg *ti raccomando di assaggiare di continuare di studiare.*

### Question 13 (a) and (b)

Better responses demonstrated the ability to persuade and reflect using language that was authentic and accurate and developed their arguments convincingly in both (a) and (b).
Poorer responses only recounted or narrated events. Even the better responses were more narrative or descriptive rather than being reflective and persuasive as demanded by the question.
Many candidates seemed to have the misconception that because the value of the question is 9 marks they needed to write more, which is not the case as the recommended word limit is 100-150 words.

# Extension

## Oral Examination

### Question 1

This was the most popular question and was generally answered well. Most candidates disagreed with the statement and stated that family, friends and health were more important than material goods. They expanded well on these points and related their argument successfully to the question. Weaker answers did not refer to the question but went on to speak generally about family and friends.

### Question 2

Few candidates answered this question. The choice of *modello* ranged from family member or friend to sporting idol and even Mother Teresa. Most responses dealt well with the first part of the question but did not address the second part and so candidates did not clearly show how their *modello* helped them become the type of person they are. Some candidates simply referred to a friend as being their inspiration and then went on to deliver a prepared answer on friends/ friendship/the group, that did not relate to the question.

### Question 3

As with Question 2, candidates did not always address both parts of the question. Generally this question was answered with a well prepared monologue on *l'amicizia* and nothing else. The better responses made reference to and linked both parts of the question.

## Written Examination

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

**Part A**

**Question 1**

Film

(a) Most candidates demonstrated a good understanding of Martino's attitude to the police. The better responses linked his disrespect for the police to the humiliating way in which he was treated.

(b) Most candidates were able to identify Martino's self-perception as negative and supported their argument with appropriate examples. In the better responses, candidates were also able to include references to Martino's disappointing relationships and to his inability to change his way of life.

(c)     Although most candidates were able to identify examples of visual imagery, many had difficulty in bringing out the meaning and significance of the imagery in their chosen examples.

(d)     Most candidates were able to identify the issues and provide points for and against. In the better responses, candidates linked the discussion to at least two of the extracts studied. Some candidates, unfortunately, wrote about extracts as numbers, eg 'Extract 1' without giving concrete examples and/or quotes to support their argument. Candidates are advised not to make merely a list of points without linking them to the text.

**Part B**

**Question 2**

In general, candidates expressed a range of appropriate emotions in keeping with Alex's character. The better responses also included pertinent references to the text and managed to convey Alex's frustration and anger.

Candidates are advised to ensure consistency with the text type required, to avoid incorrect text references, wrong sequence of events and misattribution. They should also avoid generalisations and repetition.

## Section I – Response to Prescribed Text – Novel

**Part A**

**Question 3**

(a)     This question was well answered. A good response displayed a clear understanding of the link between Martino's disrespect for the police and the humiliating way he was treated.

(b)     In this question a good argument was well supported with appropriate examples.

(c)     This question was answered clearly and perceptively with appropriate examples of imagery and appropriate comments on its significance in reference to the text.

(d)     This question was well answered with candidates providing meaningful references to the text and demonstrating a sound understanding of the issue of conformity.

**Part B**

**Question 4**

Candidates demonstrated a sound understanding of the requirements of the task and succeeded in expressing feelings consistent with Alex's character and context.

The better responses also included a good range of references to the text and were creative in their approach.

Candidates are, however, advised to avoid incorrect text references and wrong sequence of events.

## Section II – Writing in Italian

**Question 5**

The question was generally well answered and, in many cases, very well answered. Most candidates were able to keep within the parameters of the appropriate text type. The better responses demonstrated a good level of grammatical accuracy.

The poorer responses merely listed means of communication whereas the better responses dealt with the issue of the 'quality of communication'.

**Question 6**

The majority of the candidates approached this question successfully. In the best responses, candidates developed their argument coherently and, in some cases, with relevant ideas and a sense of humour. However, the text type requirements were adhered to only in a minority of cases. Many candidates were able to write with a good level of grammatical accuracy and used vocabulary in an appropriate way.

# Italian Continuers

## 2005 HSC Examination Mapping Grid

| Question | Marks | Content | Syllabus outcomes |
|---|---|---|---|
| **Oral Examination** | | | |
| | 20 | Conversation — covering student's personal world | H1.1, H1.2, H1.3, H1.4, H2.1, H2.3 |
| **Written Examination** | | | |
| **Section I — Listening and Responding** | | | |
| 1 | 1 | The Individual/Education and future aspirations — conversation | H3.1 |
| 2 | 2 | Health and leisure — conversation | H3.1 |
| 3 (a) | 2 | Italian – speaking communities/ Arts and Entertainment – interview | H3.1 |
| 3 (b) | 1 | Italian – speaking communities/ Arts and Entertainment – interview | H3.1 |
| 4 | 3 | Italian – speaking communities/ Lifestyle in Italy and abroad – conversation | H3.1, H3.2 |
| 5 | 3 | The Changing world/communications – conversation | H3.1, H3.2 |
| 6 | 4 | Italian – speaking communications Youth and social issues – radio announcement | H3.1, H3.2 |
| 7 | 4 | The Changing world/Italian influence – conversation | H3.1, H3.2 |
| 8 | 5 | The world of work – interview | H3.1, H3.2 |

| Question | Marks | Content | Syllabus outcomes |
|---|---|---|---|
| **Written Examination** | | | |
| **Section II — Reading and Responding** | | | |
| **Part A** | | | |
| 9 (a) | 1 | The Changing world/tourism and hospitality — article | H3.1 |
| 9 (b) | 2 | The Changing world/tourism and hospitality — article | H3.1 |
| 9 (c) | 3 | The Changing world/tourism and hospitality — article | H3.1 |
| 9 (d) | 4 | The Changing world/tourism and hospitality — article | H3.1, H3.2 |
| 10 (a) | 2 | The Italian – speaking communities/lifestyle in Italy and abroad — interview | H3.1 |
| 10 (b) | 2 | The Italian – speaking communities/lifestyle in Italy and abroad — interview | H3.1 |
| 10 (c) | 3 | The Italian – speaking communities/lifestyle in Italy and abroad — interview | H3.1, H3.2 |
| 10 (d) | 3 | The Italian – speaking communities/lifestyle in Italy and abroad — interview | H3.1, H3.2 |
| 10 (e) | 5 | The Italian – speaking communities/lifestyle in Italy and abroad — interview | H3.1, H3.2 |
| **Written Examination** | | | |
| **Section II — Reading and Responding** | | | |
| **Part B** | | | |
| 11 | 15 | The Changing world/The World of work — advertisement/personal profile | H1.2, H1.3, H2.1, H2.3, H3.1 |
| **Written Examination** | | | |
| **Section III — Writing in Italian** | | | |
| 12 (a) | 6 | The Individual/education and future aspirations — diary entry | H2.1, H2.2, H2.3 |
| 12 (b) | 6 | The Individual/health and leisure — email | H2.1, H2.2, H2.3 |
| 13 (a) | 9 | The Individual/personal identity/education — letter | H2.1, H2.2, H2.3 |
| 13 (b) | 9 | The Individual/education and future aspirations — letter | H2.1, H2.2, H2.3 |

# Italian Beginners

## 2005 HSC Examination Mapping Grid

| Question | Marks | Content | Syllabus outcomes |
|---|---|---|---|
| **Speaking Skills Examination** | | | |
| **Section I — Situations** | | | |
| 1 | 4 | Buying gelato | H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7 |
| 2 | 5 | Bargaining at the markets | H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7 |
| 3 | 6 | Introducing a friend | H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7 |
| **Speaking Skills Examination** | | | |
| **Section II — Conversation** | | | |
| 4 | 10 | Topic | H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7 |
| **Listening Skills Examination** | | | |
| 1 | 1 | Father/daughter borrowing the car — conversation | H3.1 |
| 2 | 1 | Broadcast about dates | H3.1 |
| 3 | 2 | Mother and son talking about weather — conversation | H3.1 |
| 4 | 1 | Classmates discussing school equipment — dialogue | H3.1 |
| 5 | 2 | Mother and son re school subjects — dialogue | H3.1 |
| 6 | 3 | Boss and employee re job requirements — conversation | H3.1 |
| 7 | 3 | Recipe | H3.1 |
| 8 | 3 | Travel — conversation | H3.1 |
| 9 | 4 | Statistics — report | H3.1 |
| 10 | 4 | Sport — interview | H3.1 |
| 11 | 1 | Restaurant — request | H3.1 |
| 12 | 5 | Personalities — conversation | H3.1 |

| Question | Marks | Content | Syllabus outcomes |
|---|---|---|---|
| **Written Examination** | | | |
| **Section I — Reading Skills** | | | |
| 1 | 2 | Lost and found — notice | H3.1 |
| 2 (a) | 2 | Notice: rules to be observed in a pool | H3.1 |
| 2 (b) | 2 | Notice: rules to be observed in a pool | H3.1 |
| 3 (a) | 2 | Horoscope | H3.1 |
| 3 (b) (i) | 1 | Horoscope | H3.1 |
| 3 (b) (ii) | 1 | Horoscope | H3.1 |
| 3 (c) | 3 | Horoscope | H3.1 |
| 4 (a) | 3 | Letter from a teacher | H3.1 |
| 4 (b) | 4 | Letter from a teacher | H3.1 |
| 5 (a) | 2 | Internet forum | H3.1 |
| 5 (b) | 3 | Internet forum | H3.1 |
| 5 (c) | 5 | Internet forum | H3.1 |
| **Written Examination** | | | |
| **Section II — Writing Skills** | | | |
| **Part A** | | | |
| 6 (a) | 2 | Thankyou — note | H2.1, H2.2, H2.3, H2.5, H2.7, H2.8 |
| 6 (b) | 3 | Message for a friend not at home — note | |
| 6 (c) | 3 | Email to arrange a picnic | H2.1, H2.2, H2.3, H2.5, H2.7, H2.8 |
| **Written Examination** | | | |
| **Section II — Writing Skills** | | | |
| **Part B** | | | |
| 7 (a) | 7 | Exchange student — report for a magazine | H2.1, H2.2, H2.3, H2.5, H2.7, H2.8 |
| 7 (b) | 7 | End of school — letter | H2.1, H2.2, H2.3, H2.5, H2.7, H2.8 |

# Italian Extension

## 2005 HSC Examination Mapping Grid

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|---------|-------------------|
| **Oral Examination** | | | |
| 1 | 5 | Impact of the outside world on adolescence — monologue | H1.1, H1.2 |
| 2 | 5 | Searching for identity — monologue | H1.1, H1.2 |
| 3 | 5 | Coping with change in relationships — monologue | H1.1, H1.2 |
| **Written Examination** | | | |
| **Section I — Response to Prescribed Text** | | | |
| **Part A** | | | |
| 1 (a) | 2 | *Jack Frusiante è uscito dal gruppo* — film | H2.2, H2.3 |
| 1 (b) | 3 | *Jack Frusiante è uscito dal gruppo* — film | H2.1, H2.2, H2.3 |
| 1 (c) | 4 | *Jack Frusiante è uscito dal gruppo* — film | H2.1, H2.2, H2.3 |
| 1 (d) | 6 | *Jack Frusiante è uscito dal gruppo* — film | H2.1, H2.2, H2.3 |
| 3 (a) | 2 | *Jack Frusiante è uscito dal gruppo* — novel | H2.2, H2.3 |
| 3 (b) | 3 | *Jack Frusiante è uscito dal gruppo* — novel | H2.1, H2.2, H2.3 |
| 3 (c) | 4 | *Jack Frusiante è uscito dal gruppo* — novel | H2.1, H2.2, H2.3 |
| 3 (d) | 6 | *Jack Frusiante è uscito dal gruppo* — novel | H2.1, H2.2, H2.3 |
| **Written Examination** | | | |
| **Section I — Response to Prescribed Text** | | | |
| **Part B** | | | |
| 2 | 10 | *Jack Frusiante è uscito dal gruppo* — letter | H2.1 |
| 4 | 10 | *Jack Frusiante è uscito dal gruppo* — letter | H2.1 |
| **Written Examination** | | | |
| **Section II — Writing in Italian** | | | |
| 5 | 15 | Impact of the outside world on adolescence — speech | H1.1, H1.2 |
| 6 | 15 | Searching for identity — short essay | H1.1, H1.2 |
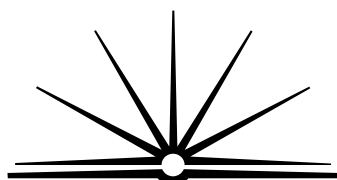
# 2005 HSC Italian Extension
# Marking Guidelines — Oral Examination

## Monologue

### Questions 1–3

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

### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Presents and develops a sophisticated, coherent argument<br>• Demonstrates breadth and depth in the treatment of relevant ideas and information<br>• Communicates confidently and fluently with correct intonation and pronunciation<br>• Communicates with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure | 5 |
| • Presents and develops a coherent argument<br>• Demonstrates breadth and some depth in the use of relevant ideas and information<br>• Communicates effectively, with some degree of fluency and authenticity<br>• Communicates with a range of vocabulary, language structures and complex sentences, but with some inaccuracies of expression or syntax | 4 |
| • Attempts to present and develop a coherent argument<br>• Supports the argument with a range of relevant examples<br>• Communicates with some degree of fluency, but with repetition and inaccuracies in grammar and vocabulary | 3 |
| • Attempts to present an argument using some relevant information or ideas with limited fluency of presentation<br>• Communicates using simple sentences and language structures and a limited vocabulary with pauses and errors | 2 |
| • Communicates some relevant information or ideas with pauses and repetitions<br>• Communicates using simple sentences and language structures, set formulae, limited vocabulary with evidence of English syntax and vocabulary | 1 |
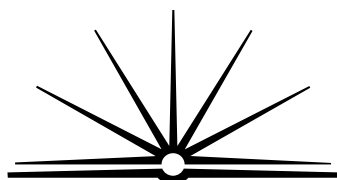
# 2005 HSC Italian Beginners
# Marking Guidelines — Listening Skills

## Question 1

*Outcomes assessed: H3.1*

### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Provides the correct condition | 1 |

## Question 2

*Outcomes assessed: H3.1*

### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Provides correct birth date | 1 |

## Question 3

*Outcomes assessed: H3.1*

### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Provides all the reasons why the mother is concerned | 2 |
| • Provides an isolated reason why the mother is concerned | 1 |

## Question 4

*Outcomes assessed: H3.1*

### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • (D) | 1 |

## Question 5

*Outcomes assessed: H3.1*

### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Provides both correct school subjects | 2 |
| • Provides one correct school subject | 1 |

## Question 6

*Outcomes assessed: H3.1*

### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Provides a thorough response | 3 |
| • Provides a partial response | 2 |
| • Provides one complaint | 1 |

## Question 7

*Outcomes assessed: H3.1*

### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Provides a thorough and complete explanation of the recipe | 3 |
| • Provides a good explanation of the recipe | 2 |
| • Provides a basic explanation of the recipe | 1 |

## Question 8

*Outcomes assessed: H3.1*

### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Provides thorough details of how the trip will be different | 3 |
| • Provides some details of how the trip will be different | 2 |
| • Provides one detail of how the trip will be different | 1 |

## Question 9

*Outcomes assessed: H3.1*

### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Provides a thorough prediction of the advice the doctor will give | 4 |
| • Provides a good prediction of the advice the doctor will give | 3 |
| • Provides an adequate prediction of the advice the doctor will give | 2 |
| • Provides ONE piece of advice | 1 |

## Question 10

*Outcomes assessed: H3.1*

### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Shows a thorough understanding of Francesco's aspiration | 4 |
| • Shows a good understanding of Francesco's aspirations | 3 |
| • Shows some understanding of Francesco's aspirations | 2 |
| • Provides an isolated detail | 1 |

## Question 11

*Outcomes assessed: H3.1*

### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • (B) | 1 |

## Question 12

*Outcomes assessed: H3.1*

### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Provides a perceptive explanation of why Elena seems different | 5 |
| • Provides a thorough explanation of why Elena seems different | 4 |
| • Provides a good explanation of why Elena seems different | 3 |
| • Acknowledges that TWO opinions exist | 2 |
| • Provides an isolated detail about Elena | 1 |

# 2005 HSC Italian Beginners
# Marking Guidelines — Written Examination

## Section I — Reading Skills

### Question 1

*Outcomes assessed: H3.1*

**MARKING GUIDELINES**

| Criteria | Marks |
|---|---|
| • Clearly states what the notice is about | 2 |
| • Provides ONE detail of the notice | 1 |

### Question 2 (a)

*Outcomes assessed: H3.1*

**MARKING GUIDELINES**

| Criteria | Marks |
|---|---|
| • Correctly interprets opening and closing times for both seasons | 2 |
| • Correctly interprets the opening and closing times of one season | 1 |

### Question 2 (b)

*Outcomes assessed: H3.1*

**MARKING GUIDELINES**

| Criteria | Marks |
|---|---|
| • Provides a full explanation of how the lanes have been allocated | 2 |
| • Provides a partial explanation of how the lanes have been allocated | 1 |

## Question 3 (a)

*Outcomes assessed: H3.1*

### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Fully identities the news | 2 |
| • Partially identifies the news | 1 |

## Question 3 (b) (i)

*Outcomes assessed: H3.1*

### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Identifies Capricorn | 1 |

## Question 3 (b) (ii)

*Outcomes assessed: H3.1*

### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Identifies Scorpio | 1 |

## Question 3 (c)

*Outcomes assessed: H3.1*

### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Provides a thorough comparison of advice given to Capricorn and Acquarius | 3 |
| • Provides a partial comparison of the advice | 2 |
| • Provides isolated details | 1 |

## Question 4 (a)

*Outcomes assessed: H3.1*

### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Identifies fully the problems with Erica's behaviour | 3 |
| • Identifies some aspects of the problems with Erica's behaviour | 2 |
| • Identifies an isolated detail of the problems with Erica's behaviour | 1 |

## Question 4 (b)

*Outcomes assessed: H3.1*

### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Explains fully why Erica is more settled | 4 |
| • Explains substantially why Erica is more settled | 3 |
| • Explains satisfactorily why Erica is more settled | 2 |
| • Explains partially why Erica is more settled | 1 |

## Question 5 (a)

*Outcomes assessed: H3.1*

### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Provides both aspects of Anna's background | 2 |
| • Provides a detail of Anna's background | 1 |

## Question 5 (b)

*Outcomes assessed: H3.1*

### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Provides a thorough response | 3 |
| • Provides a good response | 2 |
| • Provides an isolated detail | 1 |

## Question 5 (c)

*Outcomes assessed: H3.1*

### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Provides a thorough and perceptive explanation of the assistance | 5 |
| • Provides a good explanation of the assistance | 4 |
| • Provides a substantial explanation of the assistance | 3 |
| • Provides a partial explanation of the assistance | 2 |
| • Provides an isolated detail of the assistance | 1 |

## 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 |
|---|---|
| • Writes a thankyou card including relevant details<br>• Writes in comprehensible and generally accurate Italian | 2 |
| • Conveys the gist of a thankyou card in comprehensible, but no 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 |
|---|---|
| • Writes detailed explanation of the reasons for calling in<br>• Writes in comprehensible and accurate Italian | 3 |
| • Writes an explanation<br>• Writes in comprehensible and generally accurate Italian | 2 |
| • Writes an explanation<br>• Conveys the gist using 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**

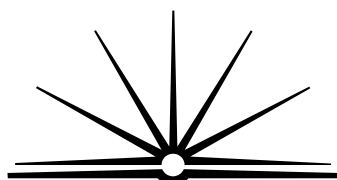| Criteria | Marks |
|---|---|
| • Writes an appropriate email including relevant details<br>• Writes in comprehensible Italian | 3 |
| • Writes an appropriate email<br>• Writes in comprehensible and generally accurate Italian | 2 |
| • Writes an email conveying isolated details<br>• Writes basic but 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 |
|---|:---:|
| • Presents and develops relevant information, ideas and/or opinions<br>• Demonstrates a wide range of vocabulary and language structures<br>• Demonstrates a high degree of accuracy with only minor errors<br>• Sequences and structures ideas and information effectively<br>• Correctly observes all conventions of the discourse form | 7 |
| • Presents and develops relevant information, ideas and/or opinions<br>• Demonstrates some variety of vocabulary and language structures<br>• Demonstrates a degree of accuracy with occasional (sometimes even significant) errors<br>• Sequences and structures ideas and information coherently<br>• Observes all conventions of the discourse form | 5–6 |
| • Presents some relevant information, ideas and/or opinions<br>• Uses only basic vocabulary and simple language structures<br>• Demonstrates some consistency in the use of language, with more frequent errors, but generally achieves communication<br>• Organises and sequences some information<br>• Generally observes conventions of the discourse form | 3–4 |
| • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax<br>• Achieves limited communication, using single words, set formulae and anglicisms to express information<br>• Demonstrates little evidence of organisation and sequencing<br>• Is often repetitive<br>• Rarely observes conventions of the discourse form | 2 |
| • Uses single words, set phrases in isolation and anglicisms<br>• Barely addresses topic<br>• Demonstrates minimal knowledge of vocabulary and language structures | 1 |

# 2005 HSC Italian Continuers
# Marking Guidelines — Oral Examination

**Conversation**

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

## MARKING GUIDELINES

| Criteria | Marks |
|---|:---:|
| • Communicates confidently and fluently with correct intonation and pronunciation<br>• Demonstrates depth of the treatment through the presentation of relevant information, opinions and/or comments<br>• Responds with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure | 17–20 |
| • Communicates effectively, with some degree of fluency and authenticity<br>• Responds with relevant information and a range of relevant opinions and/or comments<br>• Responds with a range of vocabulary and structures, but with some minor inaccuracies | 13–16 |
| • Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary<br>• Responds with relevant information and opinions | 9–12 |
| • Maintains a basic level of communication using simple structures and vocabulary with frequent pauses and errors<br>• Presents some relevant information, opinions or ideas | 5–8 |
| • Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using anglicisms and English syntax | 1–4 |

# 2005 HSC Italian Beginners
# Marking Guidelines — Speaking Skills

## Section I — Situations

### Question 1

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

**MARKING GUIDELINES**

| Criteria | Marks |
|---|---|
| • Uses Italian effectively to convey the meaning of the cues <br> • Demonstrates control of complex Italian structures | 4 |
| • Uses Italian appropriately to convey the meaning of most of the cues <br> • Demonstrates an appropriate range of language and structures | 3 |
| • Uses Italian to convey the meaning of some of the cues | 2 |
| • Conveys the gist of some of the cues in comprehensible, but not necessarily accurate Italian | 1 |

### Question 2

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

**MARKING GUIDELINES**

| Criteria | Marks |
|---|---|
| • Uses Italian effectively and fluently to convey the meaning of the cues <br> • Demonstrates control of complex Italian structures | 5 |
| • Uses Italian appropriately to convey the meaning of most of the cues <br> • Demonstrates an appropriate range of language and structures | 3–4 |
| • Uses basic Italian to convey the meaning of some of the cues | 2 |
| • Conveys the gist of some of the cues in comprehensible, but not necessarily accurate Italian | 1 |

**Question 3**

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

**MARKING GUIDELINES**

| Criteria | Marks |
|---|---|
| • Uses Italian effectively and fluently to convey the meaning of the cues<br>• Demonstrates control of complex Italian structures | 6 |
| • Uses Italian appropriately to convey the meaning of most of the cues<br>• Demonstrates an appropriate range of language and structures | 4–5 |
| • Uses basic Italian to convey the meaning of some of the cues | 2–3 |
| • Conveys the gist of some of the cues in comprehensible, but not necessarily accurate Italian | 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 |
|---|---|
| • Responds confidently and fluently with relevant answers to questions asked<br>• Demonstrates correct intonation and pronunciation<br>• Demonstrates control of complex Italian vocabulary and structures (within the context of the Beginners' course)<br>• Uses correct register | 9–10 |
| • Responds well with relevant answers to questions asked<br>• Demonstrates good intonation and pronunciation<br>• Demonstrates good understanding of Italian grammar and vocabulary<br>• Generally uses correct register | 7–8 |
| • Responds to questions asked, generally with relevant answers, with some pauses, repetitions and mispronunciations<br>• Demonstrates a good understanding of basic Italian grammar and vocabulary<br>• Attempts to use correct register | 5–6 |
| • Demonstrates basic communication skills, by responding to some questions, not always with relevant answers<br>• Frequently pauses, repeats and mispronounces (words and phrases) | 3–4 |
| • Demonstrates limited comprehension of questions<br>• Is frequently hesitant and repetitive<br>• Demonstrates limited knowledge of Italian grammar and vocabulary | 1–2 |
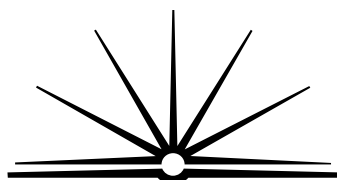
# 2005 HSC Italian Extension
# Marking Guidelines — Written Examination

**Section I — Response to Prescribed Text:**
**Film – *Jack Frusciante è uscito dal gruppo***
## Part A

### Question 1 (a)

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

#### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Provides a full explanation of Martino's attitude | 2 |
| • Provides a partial explanation of Martino's attitude | 1 |

### Question 1 (b)

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

#### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Demonstrates a clear understanding of Martino's perception of himself | 3 |
| • Demonstrates a general understanding of Martino's perception of himself | 2 |
| • Demonstrates a limited understanding of Martino's perception of himself | 1 |

**Question 1 (c)**

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

### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Provides a comprehensive analysis of the effectiveness of the visual imagery | 4 |
| • Provides a general analysis of the effectiveness of the visual imagery | 2–3 |
| • Provides a limited analysis of the effectiveness of the visual imagery | 1 |

**Question 1 (d)**

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

### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Demonstrates a perceptive understanding of how society's pressure to conform impacts on young people<br><br>• Supports the answer with relevant, detailed references to the text | 5–6 |
| • Demonstrates some understanding of how society's pressure to conform impacts on young people<br><br>• Supports the answer with some references to the text | 3–4 |
| • Demonstrates a limited understanding of how society's pressure to conform impacts on young people<br><br>• Supports the answer with reference to the text | 1–2 |

## Section I — Response to Prescribed Text:
### Novel – *Jack Frusciante è uscito dal gruppo*
## Part A

### Question 3 (a)

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

**MARKING GUIDELINES**

| Criteria | Marks |
|---|---|
| • Provides a full explanation of Martino's attitude | 2 |
| • Provides a partial explanation of Martino's attitude | 1 |

### Question 3 (b)

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

**MARKING GUIDELINES**

| Criteria | Marks |
|---|---|
| • Demonstrates a clear understanding of Martino's perception of himself | 3 |
| • Demonstrates a general understanding of Martino's perception of himself | 2 |
| • Demonstrates a limited understanding of Martino's perception of himself | 1 |

### Question 3 (c)

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

**MARKING GUIDELINES**

| Criteria | Marks |
|---|---|
| • Provides a comprehensive analysis of the significance of the imagery | 4 |
| • Provides a general analysis of the significance of the imagery | 2–3 |
| • Provides a limited analysis of the significance of the imagery | 1 |

**Question 3 (d)**

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

## MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Demonstrates a perceptive understanding of how society's pressure to conform impacts on young people<br><br>• Supports the answer with relevant, detailed references to the text | 5–6 |
| • Demonstrates some understanding of how society's pressure to conform impacts on young people<br><br>• Supports the answer with some references to the text | 3–4 |
| • Demonstrates a limited understanding of how society's pressure to conform impacts on young people<br><br>• Supports the answer with reference to the text | 1–2 |

## Section I — Response to Prescribed Text
## Part B

**Questions 2 and 4**

*Outcomes assessed: H2.1*

### MARKING GUIDELINES

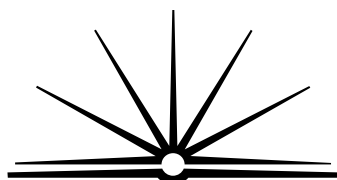| Criteria | Marks |
|---|---|
| • Demonstrates a perceptive and sensitive understanding of the prescribed text <br> • Demonstrates flair and originality in the approach taken <br> • Manipulates language authentically and creatively to meet the requirements of the task <br> • Organises information and ideas to meet the requirements of the task | 9–10 |
| • Demonstrates a comprehensive understanding of the prescribed text <br> • Demonstrates some flair in the approach taken <br> • Manipulates language with some degree of authenticity and creativity to meet the requirements of the task <br> • Organises information and ideas to meet the requirements of the task | 7–8 |
| • Demonstrates an understanding of the prescribed text <br> • Demonstrates a satisfactory control of vocabulary and sentence structures <br> • Organises information and ideas to meet the requirements of the task | 5–6 |
| • Demonstrates some understanding of the prescribed text <br> • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures <br> • Writes within the parameters of the task | 3–4 |
| • Demonstrates a limited understanding of the prescribed text <br> • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures | 1–2 |

## Section II — Writing in Italian

### Questions 5 and 6

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

**MARKING GUIDELINES**

| Criteria | Marks |
|---|---|
| • Presents and develops a sophisticated, coherent argument, discussion or explanation<br>• Writes effectively and perceptively for a specific audience, purpose and context<br>• Demonstrates breadth and depth in the treatment of relevant ideas<br>• Writes with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure | 13–15 |
| • Presents and develops a coherent argument, discussion or explanation<br>• Writes effectively for a specific audience, purpose and context<br>• Demonstrates breadth and some depth in the use of relevant supporting material and examples<br>• Writes accurately using a range of vocabulary and sentence structures | 10–12 |
| • Attempts to present and develop a coherent argument, discussion or explanation<br>• Writes with some understanding of audience, purpose and context<br>• Supports points with relevant material and examples<br>• Writes using a range of vocabulary and sentence structures | 7–9 |
| • Presents some relevant information, opinions or ideas<br>• Demonstrates the use of appropriate supporting materials<br>• Demonstrates evidence of the use of complex sentences | 4–6 |
| • Presents some relevant information, opinions or ideas<br>• Communicates primarily in simple sentences or set formulae | 1–3 |

# 2005 HSC Italian Continuers
# Marking Guidelines — Written Examination

## Section I — Listening and Responding

### Question 1

*Outcomes assessed: H3.1*

**MARKING GUIDELINES**

| Criteria | Marks |
|---|---|
| • Identifies the girl's opinion | 1 |

### Question 2

*Outcomes assessed: H3.1*

**MARKING GUIDELINES**

| Criteria | Marks |
|---|---|
| • Provides a full description of Lisa's attitude towards sport | 2 |
| • Provides one aspect of Lisa'a attitude towards sport | 1 |

## Question 3 (a)

*Outcomes assessed: H3.1*

### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Identifies fully the features which make the festival unusual | 2 |
| • Identifies a feature which makes the festival unusual | 1 |

## Question 3 (b)

*Outcomes assessed: H3.1*

### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • C | 1 |

## Question 4

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

### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Provides a full account of Sandra's reaction | 3 |
| • Provides a partial account of Sandra's reaction | 2 |
| • Identifies some relevant information | 1 |

## Question 5

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

### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Demonstrates a good understanding of his reactions with relevant details | 3 |
| • Demonstrates some understanding of his reactions with some details | 2 |
| • Identifies some relevant information | 1 |

## Question 6

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

### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Provides a full explanation of the value of the news item | 4 |
| • Provides a partial explanation of the value of the news item | 2–3 |
| • Provides limited explanation of the value of the news item | 1 |

## Question 7

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

### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Provides a full comparison between the male's and female's attitudes | 4 |
| • Provides most elements of the comparison between the male's and female's attitudes | 3 |
| • Provides some elements of the comparison between the male's and female's attitudes | 2 |
| • Provides ONE element of the comparison between the male's and the female's attitudes | 1 |

## Question 8

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

### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Provides a full and perceptive explanation of why the man decides to hire the girl | 5 |
| • Provides most elements of the explanation of why the man decides to hire the girl | 4 |
| • Provides some elements of the explanation of why the man decides to hire the girl | 3 |
| • Provides a limited explanation of why the man decides to hire the girl | 1–2 |

## Section II — Reading and Responding
## Part A

### Question 9 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Provides a clear explanation of what young people are doing | 1 |

### Question 9 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Identifies both changes in travel | 2 |
| • Identifies some relevant information about changes in travel | 1 |

### Question 9 (c)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Provides a full description of the trend | 3 |
| • Provides a partial description of the trend | 2 |
| • Identifies some of the relevant information | 1 |

### Question 9 (d)

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

#### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Demonstrates a comprehensive understanding of the increased popularity | 4 |
| • Demonstrates some understanding of the increased popularity | 2–3 |
| • Identifies some relevant information | 1 |

**Question 10 (a)**

*Outcomes assessed: H3.1*

### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Identifies fully how Pietro's plans changed | 2 |
| • Identifies partially how Pietro's plans changed | 1 |

**Question 10 (b)**

*Outcomes assessed: H3.1*

### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Provides a full explanation of the reasons the stay was so pleasant | 2 |
| • Provides a partial explanation of the reasons the stay was so pleasant | 1 |

**Question 10 (c)**

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

### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Identifies all the reasons why most young Italians are not working in part-time jobs | 3 |
| • Identifies some of the reasons why most young Italians are not working in part-time jobs | 2 |
| • Identifies one of the reasons why most young Italians are not working in part-time jobs | 1 |

## Question 10 (d)

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

### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Provides a full explanation as to why Pietro feels compelled to look for a part-time job while in Italy | 3 |
| • Provides a partial explanation as to why Pietro feels compelled to look for a part-time job while in Italy | 2 |
| • Provides a limited explanation as to why Pietro feels compelled to look for a part-time job while in Italy | 1 |

## Question 10 (e)

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

### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Provides a perceptive and comprehensive analysis of Pietro's opinion | 5 |
| • Provides a substantial analysis of Pietro's opinion | 4 |
| • Provides some analysis of Pietro's opinion | 2–3 |
| • Provides a limited analysis of Pietro's opinion | 1 |

## 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 |
|---|---|
| • Responds to the information, ideas and/or opinions of the text (includes main points) <br> • Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text <br> • Demonstrates extensive knowledge and understanding of vocabulary and sentence structures <br> • Manipulates language authentically and creatively to meet the requirements of the task <br> • Organises information and ideas to meet the requirements of the task | 13–15 |
| • Responds to most of the information, ideas and/or opinions of the text (includes main points) <br> • Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions <br> • Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures <br> • Manipulates language with some degree of authenticity and creativity to meet the requirements of the task <br> • Organises information and ideas to meet the requirements of the task | 10–12 |
| • Responds to some of the information, ideas and/or opinions of the text (includes some points) <br> • Demonstrates an attempt to address requirements through the development of some information <br> • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures <br> • Organises information and ideas to meet the requirements of the task | 7–9 |
| • Responds to some of the information, ideas and/or opinions of the text <br> • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures <br> • Demonstrates limited evidence of the ability to organise information and ideas | 4–6 |
| • Demonstrates a limited understanding of the text <br> • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax <br> • Uses single words and set formulae to express information | 1–3 |

## Section III — Writing in Italian

**Question 12**

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

### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Writes descriptively with well-selected information relevant to the demands of the task<br>• Demonstrates extensive knowledge and understanding of relevant and appropriate vocabulary, tense, adjectives, adverbs and syntax<br>• Manipulates language authentically and creatively to describe or inform<br>• Sequences and structures information coherently and effectively | 5–6 |
| • Writes descriptively to meet the general requirements of the task<br>• Demonstrates a satisfactory knowledge and understanding of relevant vocabulary, tense, adjectives, adverbs and syntax<br>• Sequences and structures information effectively | 3–4 |
| • Demonstrates a limited understanding of the requirements of the task<br>• Demonstrates an elementary knowledge and understanding of relevant vocabulary, adjectives and adverbs with evidence of the influence of English syntax and vocabulary<br>• Demonstrates limited evidence of the ability to organise information | 1–2 |

# Section III (continued)

## Question 13

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

### MARKING GUIDELINES

| Criteria | Marks |
|---|---|
| • Demonstrates depth and breadth in the treatment of the task through the presentation and development of relevant information, ideas and/or opinions<br>• Demonstrates extensive knowledge and understanding of vocabulary, tense, mood, syntax<br>• Manipulates language authentically and creatively to persuade, reflect and evaluate<br>• Sequences and structures ideas and information coherently and effectively | 8–9 |
| • Demonstrates breadth in the presentation and some depth in the development of information, ideas and/or opinions relevant to the task<br>• Demonstrates a thorough knowledge and understanding of vocabulary, tense, mood, syntax<br>• Manipulates language with some degree of authenticity and creativity to persuade, reflect and evaluate<br>• Sequences and structures ideas and information effectively | 6–7 |
| • Presents information and a range of ideas and/or opinions in order to persuade and evaluate<br>• Demonstrates a satisfactory knowledge and understanding of vocabulary, tense, mood and syntax<br>• Organises information and ideas to meet the requirements of the task | 4–5 |
| • Presents some information, opinions or ideas relevant to the task<br>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures<br>• Demonstrates limited evidence of the ability to organise information and ideas | 2–3 |
| • Demonstrates a limited understanding of the requirements of the task<br>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax<br>• Uses single words, set formulae and anglicisms to express information | 1 |