

**2006 HSC Notes from
the Marking Centre
Italian**

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2006 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 2006 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

This document should be read along with the relevant syllabus, the 2006 Higher School Certificate examination, 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.

In 2006, approximately 373 candidates attempted Italian Beginners, 369 candidates attempted Italian Continuers and 77 candidates attempted the Italian Extension examination.

Beginners

Speaking Skills Examination

Section I – Situations

Generally, candidates handled the Situations well, especially Questions 1 and 2. In Question 3, the better candidates took the opportunity to demonstrate a range of vocabulary and verb tenses. Overall, in better responses, candidates demonstrated a variety of language structures and the ability to use more complex structures. In the more perceptive responses, candidates used a formal register when required. Some candidates would have enhanced their fluency by using linking words such as *allora*, *comunque*, *vediamo*, to fill in pauses and link sentences. The majority of candidates used the word *euro* rather than *lire* when referring to currency, although some candidates needed to deliver a better pronunciation of *euro*.

Question 1

In this question some candidates did not read the cue carefully and referred to one item of clothing rather than some items, as required by the cue. Better speakers used a formal register and recognised that the ‘cost’ was in reference to the drycleaning and not to the price or cost of the items being drycleaned. Many candidates used modal verbs correctly, for example, *Quando posso tornare?*

Question 2

In better responses, candidates elaborated with extended answers and demonstrated good control of the future tense. In these responses, candidates had a clear and logical sequence of ideas that added authenticity and fluency. Some candidates did not discriminate between the meaning of *prossimo* and *scorso*.

Question 3

In the better responses, candidates demonstrated good control of complex Italian vocabulary and grammatical structures. Candidates are advised to read the cues carefully, as some asked for their Italian teacher whereas the cue stated they were ‘with their Italian teacher’. The majority of candidates were able to express the concept of ‘assignment’, even if they did not use the word *compito*. In the better responses, candidates provided a logical explanation for the lateness of the assignment and followed it with a logical reason as to why it would not happen again. Candidates who gave an exaggerated explanation in the first instance found it harder to express why this would not be repeated. In the third cue, the more proficient candidates used expressions such as *la prossima volta, non succederà di nuovo, le prometto*.

Section II – Conversation

Question 4

The majority of candidates responded to all five conversation questions. Better candidates answered the questions asked and provided extended responses. In so doing, these candidates demonstrated clear comprehension of the question, knowledge of vocabulary and idiomatic expressions, and control of verb tenses (present, future and past). Most candidates were able to respond to the question: *Preferisci...?* In the better responses to cues (i) and (v), candidates justified their choices with detailed reasons and opinions.

- (i) In the better responses, candidates provided reasons for their preference and focused on the verb *uscire* in giving examples. Poorer responses expressed their choice and then merely described their family members or friends without directing their focus on where they go with either their family or friends.
- (ii) In the better responses, candidates provided a number of options or plans for next year and demonstrated a good command of the future tense. Some candidates discussed their plans for the end of this year (re the celebrations after the HSC examination) rather than for next year.
- (iii) In the better responses, candidates used language relevant to birthdays, for example, *festeggiamo, ceniamo insieme, mi piace ricevere tanti regali, mi piace mangiare la torta al cioccolato, facciamo una bella festa*. Some candidates missed the cue *di solito* and talked exclusively about their next birthday or their last birthday, rather than using these just as an example. Some candidates confused *compleanno* with *compiti*.
- (iv) In the better responses, candidates demonstrated knowledge and control of the past tense. More convincing candidates also used the imperfect tense appropriately: for example, *faceva caldo, la gente era simpatica*. Some candidates misunderstood the question and spoke of their ideal trip in the future. The word *viaggio* was not understood by some candidates.
- (v) Most candidates were able to talk about sport. In the better responses, candidates expressed detailed reasons why they liked their preferred sport or why they did not like sport in general.

Listening Skills Examination

Question 2

The majority of candidates were able at least to determine partly why the woman decided to return later.

Question 3

Many students used general knowledge to answer this question rather than interpreting the information given. Some candidates did not include the cognate *votare* in their response. However, there was opportunity for candidates to score marks from the information provided. This question was accessible to most candidates.

Question 4

In the better responses, candidates were able to identify the correct Marco and relay the purpose of the message. Many candidates misinterpreted the message about who should call back.

Question 5

Most candidates identified at least one reason why Monica was flustered, with the better candidates able to provide extensive responses.

Question 6

This question was answered correctly by the majority of candidates.

Question 7

This proved to be the most challenging question. Many candidates did not identify the feeling and in turn explain why Vittorio felt the way he did. Better candidates distinguished correctly who was trying on the jeans. The concept that the shopping was taking a long time was understood by most.

Question 8

This was generally well answered, with the better candidates able to infer the idea that Mario was giving in to Laura's suggestion.

Question 9

Most candidates drew on general knowledge to respond to this question, rather than from the text. Better responses did not just list the concrete reasons needed to have a good time at the concert, but also identified the importance of attitude and behaviour.

Question 11

In the better responses, candidates identified the key messages and qualified their answers with strong supporting arguments. A significant number of candidates focused on individual words such as *tanti auguri* and related this to birthday greetings leading to an inaccurate global comprehension of the text. Some false cognates included: *tra ragazzi*: three girls, *irlandese*: Holland, *Temani*: mum, *Jad*: dad, *non ti sembra*: December.

Written Examination

Section I – Reading Skills

Question 2

- (a) This was generally poorly answered as candidates assumed chronological order of the timetable and hence missed the first month although they correctly answered the finishing date.
- (b) In general, responses were not specific enough.

Question 3

- (a) Although most candidates were able to achieve marks in this question, the better responses provided more than one memory.
- (b) Most candidates were able to identify the parents' advice. However, the better responses linked the parents' advice to Teresa's decisions.

Question 4

- (a) The more perceptive responses established when and where. Many candidates were not familiar with days of the week or months of the year. Basic vocabulary such as *ieri* was not recognised.
- (b) Generally, candidates demonstrated some understanding and were able to provide some response. Some false cognates included: *corsa*: course, *ospitale*: hospital or hostile, *una strada in collina*: in Collina Street.

Question 5

- (b) Most candidates explained the reason for the mood change. In the better responses, candidates identified the moods.
- (c) In the best responses, candidates identified that the public has a choice when it comes to early Christmas preparations. Most candidates achieved marks by demonstrating varying degrees of understanding of Massimo's and Mirella's attitudes.

Section II – Writing Skills

Question 6

- (a) In the better responses, candidates addressed the requirement of the question to have the hotel concierge make the booking on their behalf, using the correct form of address. These responses also supplied all the necessary details, such as the time and day of booking (tonight), number of people and the name of the restaurant. In addition, some candidates demonstrated greater knowledge of language by providing table location, eg *vorrei un tavolo vicino alla finestra*. Candidates should be aware of the distinction between *prenotare* (to book) and *noleggiare* (to hire).
- (b) Most candidates provided a good description of themselves, including details of physical appearance, clothing and accessories while utilising a wide variety of interesting adjectives. In the better responses, candidates demonstrated control of adjectival agreement and word order. They also expressed arrangements for the meeting more clearly, using structures such as *c'incontriamo davanti alla pizzeria, non vedo l'ora di conoscerti, finalmente ci vediamo in persona*. Better responses demonstrated control of prepositions in phrases such as *al cinema, alla stazione*.
- (c) The stimulus of the photograph encouraged most candidates to provide a detailed response. In the better responses, candidates expressed themselves creatively while using the correct forms of the past tense to recount their memories. Candidates are encouraged to know their *avere* idioms eg *avevo otto anni* and *fare* idioms. In addition candidates are encouraged to be familiar with the correct form of auxiliary verbs (*essere* or *avere*) in front of past participles. Better responses provided a variety of language structures and vocabulary pertinent to the photograph eg *abbiamo costruito un castello di sabbia*.

Overall candidates are encouraged to know the spelling of vocabulary such as *ristorante, tavolo, finestra, cappello, sorella, fratello* and *fotografia*.

Question 7

- (a) In the better responses, candidates not only described the problem but also sought advice and/or assistance from a friend and even provided some possible alternatives. Some useful phrases used by these candidates included, *ci credi?, cosa ne pensi?, cosa devo fare? Cosa mi consigli? È preferibile fare questo o quello?, rispondimi presto*. A number of candidates illustrated a good range of language structures while communicating their problems clearly and creatively.

Candidates are encouraged to observe the conventions of letter writing. In addition, candidates should be familiar with adjectival agreement with the common irregular noun *problema* eg *un gran problema*.

- (b) This question was the more popular of the two and generally well answered. In the best responses, candidates demonstrated their creative flair in describing their good or bad event. These candidates were also able to express emotions effectively and accurately eg *Che disastro! Che meraviglia! Che giornata stupenda!*

Candidates should be aware of the differences between *l'anno scorso* and *l'anno prossimo*. Some included errors relating to possessive structures eg *il compleanno di Mario*.

Candidates should be able to spell common vocabulary items such as *mamma, papà, vacanza, viaggio, gelati, vorrei, diario*. In addition, candidates should familiarise themselves with common irregular past participles such as *rimasto, preso, detto, venuto, successo*.

Continuers

Oral Examination

The majority of students 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 used agreements correctly and conjugated verbs in the appropriate range of present, past and future tenses. These candidates combined consistent 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 clauses).

Students should avoid giving simple, prepared descriptions of lists and events. In order to achieve the optimum mark students should be prepared to add depth to a topic and justify and expand their comments and opinions.

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 their original response.

It is also important to remember that the examiner's role is to facilitate a conversation in Italian on topics relating to the student's personal world. Candidates should avoid presenting a whole range of pre-learned material and should be prepared to express opinions and ideas on a variety of appropriate topics. The examiner will be using the candidate's responses to formulate questions that will encourage a wide range of responses which will illustrate the candidate's linguistic ability.

Written Examination

Section I – Listening and Responding

Question 1

Most candidates answered this question well and were able to provide the two pieces of information required to complete the message.

Question 3

The majority of candidates explained why Franco had chosen Australia as his destination. However, there was some difficulty with the correct interpretation of *fattoria* and *aria aperta* which was frequently misinterpreted as *airport*.

Question 4

Candidates needed to focus their response on the information provided about the *promotional offer* mentioned in the question. A number of candidates concentrated on the literary skills rather than the actual question and often included irrelevant detail in this response.

Question 5

The majority of candidates identified most details in their response but many were unable to identify the concept of the change of attitude that occurred for Franco when he went to TAFE.

Question 6

Most candidates provided a large amount of information about the teachers, but some missed the concept of them being in Italy with students. It was also necessary to identify the conditional tense to provide a complete response.

Question 7

The majority of candidates identified features of the club but did not relate this to a reason for joining the club. The elements of *anti-consumerism* and *exchanging goods* were not identified by all candidates.

Question 8

When presenting their opinion in this response, candidates had to refer directly to the text rather than state their own personal opinions. Many candidates tended to present general summaries. Candidates had to be aware of the tone of the speakers' voices and had to ensure comments related to the effectiveness of the speakers in presenting their points of view, as required by the question.

Section II – Reading and Responding

Part A

Question 9

- (b) In the weaker responses, candidates did not identify specific details relevant to the question, such as the fact that there were more finalists than usual this year.
- (c) Some candidates did not explain what the students and teachers were reacting to, which detracted from the strength of their response.
- (d) Many candidates concentrated on the aspect of the prolonged applause, instead of the actual features which made this result important.

Question 10

- (a) A large number of candidates did not identify that the two girls had met online.
- (b) The idea that he was restricted from joining the club because he was male was not well expressed. The concept of him wanting female advice because of his difficulty in forming relationships with girls was identified and explained by the majority of candidates.
- (d) All parts of this question needed to be explained, including the fact that the parents would never change their attitude towards the internet. An explanation of the quotation in the question was required to provide a full response.

- (e) The implication of the word *compare* in the question had to be understood. The response had to relate to both speakers' attitudes. Many candidates spoke about the differences, but did not identify what was the same in their attitudes. Comparable information was required about both speakers.

Part B

Question 11

Better responses were in character and in the context of the task. Better responses systematically and logically addressed the main points raised. They used varied, accurate and often sophisticated language within the parameters of the Continuers course.

It is recommended that the candidates deconstruct the question and plan an organised response. Candidates would benefit from being selective, choosing information carefully in order to stay on task. Exceeding the word limit does not necessarily ensure a better quality response and can often lead to responses lacking coherence. Candidates should avoid random and inappropriate insertion of idiomatic expressions.

As this task is a combined reading and writing task, grammatical accuracy is as important as the demonstrated understanding of the stimulus text.

Section III – Writing in Italian

Questions 12 (a) and (b)

In the better responses, candidates wrote creatively and used authentic expressions. Their responses demonstrated the ability to select information appropriate to the task and elaborate effectively. Better responses used a variety of past tenses accurately.

In the poorer responses candidates did not respond to all the appropriate cues. It is recommended that candidates read the questions carefully and also take note of the text type. The poorer responses displayed English syntax eg *la famiglia mi ha preso a Sydney, abbiamo mangiato pranzo*.

Candidates are encouraged to be creative in their content and to recount an interesting story with a logical and coherent sequence. Candidates should avoid the listing of foods, friends, names etc. In order to enhance the sequencing and flow of their description candidates are advised to make use of linking words beyond *poi* and *dopo*.

Most candidates attempted to use the past and imperfect tenses, but did not use the correct auxiliary, past participle or subject pronoun.

Candidates are advised to use the dictionary correctly to avoid errors in translation such as *era tutto pianto* – it was all planned, *io orologio calcio* – I watch soccer.

Questions 13

More candidates attempted (a) than (b).

Better responses used language that was authentic and accurate and developed their arguments convincingly in both (a) and (b).

In the poorer responses, candidates recounted or narrated events. Even the better responses were more narrative or descriptive rather than being reflective as required by the question. Many students 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. Candidates are advised to read the questions carefully and address the specific requirements of the question, including only relevant information.

Candidates are encouraged to provide a variety of ideas and elaborate on each point in order to create depth and breadth. It is important to keep responses concise and on topic. Common errors were the poor use of idioms, lack of direct object pronouns which led to repetition, incorrect use of articulated prepositions and overuse of the gerund.

- (a) In the poorer responses, candidates focused on future plans in general and included information on choices for university and travelling rather than focusing on entering the world of work.
- (b) The poorer responses focused on an account of what they did at their formal and gave superficial, simplistic details, rather than reflecting on its importance. Some candidates used an incorrect text type instead of a report eg letter, invitation, speech.

Extension

Oral Examination

General comments

Generally all three questions were well answered. More candidates opted for Questions 2 and 3. The most successful were able to introduce their point of view clearly, to maintain their argument through the use of pertinent examples and to conclude by recapping their ideas effectively. Most candidates displayed excellent language skills and were able to argue the question confidently, using appropriate structures and vocabulary. Weaker candidates displayed a tendency to use memorised statements and had difficulty in manipulating language and in linking statements to manageable coherent examples.

Some candidates had difficulty with the structure of the argument. They are advised to read the question correctly and begin with an efficient introduction which sets the pace and gives a positive first impression of their ability. Furthermore, they must avoid mispronunciation at the beginning of the monologue as this counteracts positive first impressions. Candidates should also avoid references to personal detail such as identifying the area where they live.

Candidates should also take care of the way in which they approach the conclusion to their argument. Often candidates would say *In conclusione*, but rather than concluding their argument they would proceed to speak for another minute and become repetitive. When arguing both sides of an argument, ie *for* and *against*, some candidates were constantly swapping from one supporting example to the other which made for confusion in the argument.

Candidates are reminded that choosing correct terminology to substantiate a point of view is important. Appropriate adjectives and phrases should be used when describing issues, behaviours and situations, for example, *Il chat può avere un effetto negativo* rather than *Il chat può essere grave*. Candidates also confused reflexive verbs and the impersonal construction and only a few were able to use the impersonal form of the reflexives, for example, *ci si sente*. Literal translation of idioms (such as ‘lend an ear’— *dare un orecchio*), Anglicisms as well as English sentence structure were also an issue in some of the candidates’ responses, eg the expression *trovare l’identità* is not rendered in Italian as *cercare l’identità*; feeling comfortable should be rendered as *sentirsi a proprio agio*.

Other language problems were: the verb ‘to succeed’ rendered incorrectly as *succedere*; *la gente* perceived as a plural noun; ‘the group’ incorrectly rendered as *la gruppo*; and the lack of knowledge of irregular past participles.

Some of the issues with pronunciation were with words such as *società*, where students were emphasizing the *e* rather than the accented *à*, and very often *giovani* pronounced as *giovanni*.

Question 1

This was the least popular question. Most candidates agreed with the statement and provided some supporting examples and sustained their argument successfully. Weaker responses tended to avoid answering the question from the “privacy” perspective and argued about technology in general. Others chose to use some unrelated examples or simply ineffective ones and did not link the examples to the issue in the question.

Question 2

Most successful responses identified the meaning of “society” from an adolescent perspective ie school, family, friends and media, and effectively discussed their point of view with clarity. However, some candidates experienced difficulty focusing on examples and attempted to answer the question solely by providing philosophical arguments which were too general and repetitive. Some of the weaker responses discussed the question from a single point of view, mainly that of the group in reference to conformity or individualism.

Question 3

This question was accessible to the majority of the candidature. Candidates were consistent in their ability to link the issues of the beneficial nature of a culturally diverse group. Even candidates who had the opposite point of view were able to argue effectively. Some weaker responses focused their argument on the benefit of being part of a group in general rather than a group consisting of individuals from different backgrounds.

Written Examination

Section I – Response to Prescribed Text

Part A

Question 1

- (a) This question was generally well done. Most responses described and explained the reasons for Alex’s tone. Very few candidates referred to the ‘tone of voice’ rather than the tone of the comment.
- (b) Most candidates were able to comment on Aidi’s expectations by highlighting the contradictory nature of her behaviour. In the best responses, candidates referred to the whole extract as the question required.
- (c) Most candidates were thoroughly prepared on visual techniques and were able to respond perceptively and accurately. However, some candidates did not extend the analysis of the visual techniques to all scenes covered in the given extract, for example in the scene of Alex and Aidi walking back to the classroom.

- (d) Most responses made appropriate references to the group's attitude to the changes in Alex, providing relevant and accurate examples. The better responses provided perceptive and reflective comments rather than simply factual ones. Candidates should be made aware that it is unnecessary to translate the quotation used in the question and then explain it. Furthermore, if quoting from other extracts, candidates should be encouraged to use correct Italian quotations.

Question 2

Most candidates demonstrated above average knowledge of the text and made appropriate and relevant contextual references. The better responses demonstrated flair in identifying with Alex's character by using appropriate language to express his views, emotional state and personal style. Candidates are encouraged to avoid simply re-telling the events and to adhere to the recommended length requirements by refraining from including irrelevant information which detracts from the clarity of the response. Candidates are also reminded to be careful not to include in the response contextual references/details which have not occurred at the stage of the film represented in the chosen extract, for example, mentioning Martino's death in a task based on Extract 1.

Candidates should be encouraged to focus their attention on improving their level of accuracy, since the lack of accuracy sometimes detracted from the intended meaning of the task.

Questions 3 and 4

No candidates attempted these questions this year.

Section II – Writing in Italian

Questions 5 and 6 were attempted by an equal number of candidates.

Question 5

In the better responses, candidates developed their argument coherently and provided pertinent supporting examples of the contribution that young people can make in creating a more caring society.

The poorer responses were somewhat superficial, lacked grammatical accuracy and did not demonstrate an understanding of the term *altruista*.

Question 6

Some responses successfully expressed abstract ideas using appropriate vocabulary and relevant examples as well as an acceptable level of linguistic expression. However, many candidates provided repetitive responses which were often not relevant to the question and demonstrated a limited ability to manipulate language successfully.

Candidates should be discouraged from presenting memorised writing tasks which bear no relevance to the question.

2006 HSC Italian Beginners

Marking Guidelines — Listening Skills

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Two correct answers	2
• One correct answer	1

Question 2

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Provides both reasons why she decides to return later	2
• Provides one reason why she decides to return later	1

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

Criteria	Marks
• Demonstrates a good understanding of the advantages	2
• Provides some relevant information	1

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

Criteria	Marks
• A detailed message	3
• TWO correct pieces of information	2
• ONE correct piece of information	1

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

Criteria	Marks
• Demonstrates a good understanding of why Monica is flustered	3
• Demonstrates some understanding of why Monica is flustered	2
• Identifies some relevant details	1

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

Criteria	Marks
• (D)	1

Question 7

Outcomes assessed: H3.1, H.3

MARKING GUIDELINES

Criteria	Marks
• Provides a thorough explanation of how the boy feels	3
• Provides a partial explanation	2
• Provides some relevant detail	1

Question 8

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Provides a thorough understanding of their decision	4
• Provides a good understanding of their decision	3
• Provides a partial understanding of their decision	2
• Provides an isolated detail	1

Question 9

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Provides a thorough and perceptive response	4
• Provides a good response	3
• Provides a satisfactory response	2
• Provides a basic response	1

Question 10

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (A)	1

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

Criteria	Marks
• Provides a global, perceptive and thorough understanding of the messages	5
• Provides a thorough understanding of the messages	4
• Provides a good understanding of the messages	3
• Provides a basic understanding of one message	2
• Provides an isolated detail	1

2006 HSC Italian Beginners

Marking Guidelines — Written Examination

Section I — Reading Skills

Question 1 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Provides correct response	1

Question 1 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (D), (E)	2

Question 2 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies start and finish	2
• Identifies either start or finish	1

Question 2 (b)

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

MARKING GUIDELINES

Criteria	Marks
• A complete and specific response	3
• A partial response	2
• An isolated detail	1

Question 3 (a)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• A complete recollection of her early memories	2
• A partial recollection of her early memories	1

Question 3 (b)

Outcomes assessed: H3.1, H3.2, H3.7

MARKING GUIDELINES

Criteria	Marks
• Identifies and links the parents' advice to Teresa's decisions	4
• Demonstrates some understanding of the parents' advice and Teresa's decisions	2–3
• Provides some relevant information	1

Question 4 (a)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• A thorough response	2
• A partial response	1

Question 4 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Identifies and explains the reasons for the positive experience	4
• Demonstrates some understanding of the reasons for the positive experience	2–3
• Provides a relevant detail	1

Question 5 (a)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Fully identifies who the letter is addressing	2
• Partially identifies who the letter is addressing	1

Question 5 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Thoroughly explains Massimo's change of mood	3
• Partially explains Massimo's change of mood	2
• A limited explanation of Massimo's change of mood	1

Question 5 (c)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Provides a thorough contrast of the two attitudes including choice	5
• Provides a thorough contrast of the two attitudes	4
• Provides a thorough opinion of one and a partial of the other	3
• Provides an opinion of one only/partial opinion of both	2
• Provides basic contrast/partial opinion of one	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
<ul style="list-style-type: none"> Writes a note including all relevant details Writes comprehensible and generally accurate Italian using correct form of address 	2
<ul style="list-style-type: none"> Conveys the gist of the note in comprehensible, but not necessarily accurate Italian 	1

Question 6 (b)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Writes an email giving all necessary details Writes comprehensible and accurate Italian 	2
<ul style="list-style-type: none"> Attempts to write an email Conveys the gist of the email in comprehensible but not necessarily accurate Italian 	1

Question 6 (c)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Writes a good recount Writes in clear accurate Italian 	4
<ul style="list-style-type: none"> Writes an appropriate recount Writes in comprehensible and accurate Italian 	3
<ul style="list-style-type: none"> Writes a recount Writes in comprehensible but basic Italian 	2
<ul style="list-style-type: none"> Attempts to write a recount Writes basic and not necessarily accurate Italian 	1

Section II (continued)

Part B

Question 7

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

MARKING GUIDELINES

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

2006 HSC Italian Continuers Marking Guidelines — Written Examination

Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Completes the message with relevant details	2
• Provides some relevant detail	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (D)	1

Question 3

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Provides a full explanation of why Franco has chosen Australia	3
• Provides a partial explanation of why Franco has chosen Australia	2
• Provides a limited explanation of why Franco has chosen Australia	1

Question 4

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Provides a comprehensive explanation of why the offer would appeal to listeners	3
• Provides a partial explanation of why the offer would appeal to listeners	2
• Provides a limited explanation of why the offer would appeal to listeners	1

Question 5

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a clear understanding of the advice Carolina would give her sister	3
• Demonstrates some understanding of the advice Carolina would give her sister	2
• Provides some relevant detail	1

Question 6

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the two teachers' attitudes	4
• Provides most elements of the comparison of the two teachers' attitudes	3
• Provides some elements of the comparison of the two teachers' attitudes	2
• Provides one element of the comparison between the two teachers' attitudes	1

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

Criteria	Marks
• Provides a full and perceptive explanation of why students might join the club	4
• Provides most elements of the explanation of why students might join the club	2–3
• Provides one element of the explanation of why students might join the club	1

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

Criteria	Marks
• Provides a perceptive assessment of each speaker's effectiveness in presenting their point of view	5
• Provides a comprehensive assessment of each speaker's effectiveness in presenting their point of view	3–4
• Provides a limited assessment of each speaker's effectiveness in presenting their point of view	2
• Identifies some detail	1

Section II — Reading and Responding

Part A

Question 9 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies the author of the report 	1

Question 9 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies why it was difficult for the judges to make a decision 	2
<ul style="list-style-type: none"> Provides some relevant detail 	1

Question 9 (c)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a full understanding of what caused the different reactions 	3
<ul style="list-style-type: none"> Demonstrates some understanding of what caused the different reactions 	2
<ul style="list-style-type: none"> Provides some relevant detail 	1

Question 9 (d)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a comprehensive understanding of the significance of the unexpected result of the Talent Quest 	4
<ul style="list-style-type: none"> Demonstrates some understanding of the significance of the unexpected result of the Talent Quest 	2–3
<ul style="list-style-type: none"> Provides some relevant detail 	1

Question 10 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies why Raffaella and Silvana formed a club	2
• Provides some relevant detail	1

Question 10 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Provides a full explanation for Mauro's decision	3
• Provides a partial explanation for Mauro's decision	2
• Provides some relevant detail	1

Question 10 (c)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (A)	1

Question 10 (d)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of Valentina's statement	4
• Demonstrates some understanding of Valentina's statement	2–3
• Provides some relevant detail	1

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

Criteria	Marks
• Provides a comprehensive and perceptive comparison of Raffaella and Federico's attitudes	5
• Provides a detailed comparison of Raffaella and Federico's attitudes	4
• Provides some elements of comparison between Raffaella and Federico's attitudes	3
• Provides some relevant details	2
• Provides limited details	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
<ul style="list-style-type: none"> • Responds to the information, ideas and/or opinions of the text (includes main points) • Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text • Demonstrates extensive knowledge and understanding of vocabulary and sentence structures • Manipulates language authentically and creatively to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	13–15
<ul style="list-style-type: none"> • Responds to most of the information, ideas and/or opinions of the text (includes main points) • Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions • Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures • Manipulates language with some degree of authenticity and creativity to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	10–12
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text (includes points) • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Organises information and ideas to meet the requirements of the task 	7–9
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited evidence of the ability to organise information and ideas 	4–6
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the text • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Uses single words and set formulae to express information 	1–3

Section III — Writing in Italian

Question 12

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

MARKING GUIDELINES

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

Section III (continued)

Question 13

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

MARKING GUIDELINES

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

2006 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: H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
• Identifies and explains the tone of Alex's remark	2
• Provides a partial explanation	1

Question 1 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a clear understanding of Aidi's perception of their relationship.	3
• Demonstrates a general understanding of Aidi's perception of their relationship.	2
• Demonstrates a limited understanding of Aidi's perception of their relationship.	1

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

Criteria	Marks
• Provides a comprehensive analysis of the director's use of visual techniques	4
• Provides a general analysis of the director's use of visual techniques	2–3
• Provides a limited analysis of the director's use of visual techniques	1

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

Criteria	Marks
• Demonstrates a comprehensive and perceptive understanding of the group's attitude to the changes in Alex • Supports the answer with relevant detailed references to the text	5–6
• Demonstrates a general understanding of the group's attitude to the changes in Alex • Supports the answer with some references to the text	3–4
• Demonstrates a limited understanding of the group's attitude to the changes in Alex • Supports the answer with some 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: H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
• Identifies and explains the tone of Alex's remark	2
• Provides a partial explanation	1

Question 3 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a clear understanding of Aidi's perception of their relationship	3
• Demonstrates a general understanding of Aidi's perception of their relationship	2
• Demonstrates a limited understanding of Aidi's perception of their relationship	1

Question 3 (c)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of Alex's statement	4
• Demonstrates some understanding of Alex's statement	2–3
• Demonstrates a limited understanding of Alex's statement	1

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

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

Section II — Writing in Italian

Questions 3 and 4

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

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