

**2007 HSC Notes from
the Marking Centre
Italian**

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2007 HSC NOTES FROM THE MARKING CENTRE ITALIAN

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Italian. It contains comments on candidate responses to the 2007 Higher School Certificate examination, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabus, the 2007 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 2007, 373 candidates attempted Italian Beginners, 369 candidates attempted Italian Continuers and 77 candidates attempted the Italian Extension examination.

Beginners

Speaking Skills Examination

Situations

Generally, candidates performed well in the Situations.

Question 1

In this question most candidates used the formal address appropriately. In the better responses, candidates sought to extend themselves on giving and repeating the directions. They attempted more complex structures and more specificity such as including landmarks (eg *accanto alla chiesa*) demonstrating knowledge of articulated prepositions. In the weaker responses, candidates found it challenging to convey the directions given in the first person.

Question 2

In the weaker responses, candidates left out vocabulary such as *possiamo*, and did not handle the verb *partire* correctly. These candidates had difficulty with expressing time phrases and in the use of basic structures in Italian. In the better responses, candidates expanded on their responses by using tenses other than the present, such as *mi piacerebbe* and *partirò*.

Some candidates need to consider the logic of the given situation, and read the cues more carefully. Questions such as *Dov'è il cinema?* or *Quando comincia il film?* were not relevant to being at a train station.

Question 3

In the better responses, candidates communicated the idea of a farewell party and sought to elaborate. They used both the past and imperfect tenses appropriately and correctly while expressing more difficult structures such as *mi sono divertito/a* and *mi è piaciuto il cibo*. Some weaknesses were the omission of information on where or when the party was held, or on an explanation of why the people had a good time or Anglicisms such as *ho avuto un buon tempo* or *una buona volta*. Many candidates did not read the cue carefully and referred to their birthday party or a party for someone leaving for Italy rather than a farewell party for someone leaving Italy to return home.

Conversation

Question 1

In the better responses, candidates gave an elaborate response speaking about different aspects of school life. The weaker responses described the speaker's own school.

Question 2

Better responses included additional relevant detail. Candidates spoke of the day in detail clearly expressing why they preferred it to other days, often including idiomatic expressions used correctly.

Question 3

In the weaker responses, candidates either provided a physical description of themselves or attempted to describe a friend. Better responses provided a description using phrases rather than just listing attributes.

Question 4

In the weaker responses, candidates spoke about their weekend in general, rather than specifically referring to a weekend in the past. Often tenses were mixed with an attempt to use the past tenses and then shifting to the present. When the past tense was attempted, the wrong auxiliary often accompanied the past participle. The better responses demonstrated correct use of the Passato Prossimo and Imperfect.

Question 5

Most candidates responded with confidence providing a variety of reasons for having chosen to study Italian.

Written Examination

Section I – Listening Skills

Question 1

In the weaker responses *sole* was confused with ‘silver’.

Question 3

The prices were well understood. Candidates were not required to include the € sign in the correct position for full marks. However, it was evident that the positioning of this sign was not well understood by all candidates.

Question 4

In better responses, candidates identified the coach/player relationship. Many candidates understood the association with the sporting team, but not necessarily the nature of the relationship.

Question 5

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

Question 6

This question was answered correctly by the majority of candidates.

Question 7

In the better responses, candidates included all relevant aspects of the response. In the weaker responses, candidates referred only to the fact that the Piazza Navona was too far to get to on foot, often repetitively.

Question 8

In the better responses, candidates understood that ‘helping’ did not only refer to physical assistance, but also offering suggestions or advice. Many candidates incorrectly responded that the mother was offering monetary assistance such as paying for the fridge.

Question 9

Many candidates appeared to have only understood isolated words and attempted to create a context out of these, such as travelling to Italy and summer holidays. Many candidates ‘identified’ the target groups but did not ‘describe’ them as required by the question. Many candidates gave a thorough description of one target group but not of the ‘groups’ as was required.

Question 10

In the better responses, candidates identified the key elements and qualified their answers with strong supporting arguments. A significant number of candidates focused on individual words such as *corsi d’inglese* and related this to language courses which led to an incorrect interpretation of the text. Other candidates focused on *nuovi gruppi etnici* and gave answers that reflected general knowledge rather than the text.

Question 11

Most candidates identified the answer as A.

Question 12

The question required candidates to explain a reaction and not just describe it. In the weaker responses, candidates identified a reaction but did not explain it in relation to the text and retold the story or translated what they understood of the text. Better responses focused on an explanation of Chiara’s reaction, supported by references to the text.

Written Examination

Section II – Reading Skills

Question 3

- (a) In the better responses, candidates referred to the fact that Torino had wide, straight streets with large squares and undercover walkways (*gallerie*) which shelter from the elements.
- (b) In the better responses, candidates provided all relevant information such as *a unique museum* with reference to *Egyptian Art and mysterious mummies*. Better responses included the comment that the article would be appealing to a diverse group of people.

Question 4

- (c) Only in the best responses did candidates mention the important point, that children needed to develop self-control and be responsible for the way they use the internet.

Question 5

- (a) The best responses referred to the fact that the speech was about Agata's birthday and that the speech was made at the request of Agata's father.
- (b) In the weaker responses, candidates described Agata's present characteristics rather than what she was like as a child. The better responses contrasted her cuteness with her negative characteristics.
- (c) In the better responses, candidates provided precise information on the different aspects of Agata's influence on the speaker's life, such as their travelling experiences, and the effect she had on him as an only child. A significant number of candidates thought the speaker was a female rather than male.

Section III – Writing Skills

In (b) and (c), candidates took the opportunity to demonstrate knowledge of wide vocabulary and the ability to use more complex grammatical structures. In the better responses, candidates used more sophisticated vocabulary and the correct form of the imperative form where required.

Question 6

- (a) Most responses provided reasonable, even unusual, excuses for not being able to go out on Saturday. Many used modal verbs correctly, for example, *non posso uscire questo sabato...* Candidates are reminded that when using modal verbs, the main verb is to be used in its infinitive form. A few candidates did not distinguish *il sabato / al sabato* (regularly, every Saturday) and *sabato* (singular event). Candidates should also pay attention to the use of disjunctive pronouns, eg use *con te* rather than *con tu*.
- (b) In the best responses, candidates demonstrated knowledge and control of the past and imperfect tenses. In the better responses, candidates elaborated creatively on their descriptions by recounting their memories associated with the photo and providing a context as to when the photograph had been taken, while others described the personality of the members of their family or gave an indication of what they are like now in comparison to the past. The best responses also demonstrated the imperfect tense: for example, *faceva caldo, avevo 5 anni, mia madre era così bella*.

Poor responses only focused on descriptions of some of the people in the photograph. Some general problems were control of the use of definite articles with *madre* and *padre*, and use of 'to be' rather than 'to have' with ages.

The word 'photograph' created problems for a few candidates. It was commonly misspelt or used as a masculine word. *Nella questa fotografica* was a common error. Candidates are also reminded that in Italian one writes *fare una foto* rather than *prendere una foto*.

- (c) In the best responses, candidates expressed *lateness* and provided creative and detailed instructions to their siblings. They used the imperative correctly to address their brother/sister. Some candidates attempted also double pronouns in their instructions. The imperative form was also avoided using the modal verbs, eg *puoi dire alla mamma che... per favore?*

A few creative candidates addressed this question differently, giving detailed complex reasons for being late while asking the brother/sister not to tell their parents anything or providing an alternative reason for them to pass onto their parents.

In the weakest responses, candidates gave inappropriate reasons as to the lateness (eg *bus was late* or *lost their passport*) while giving minimum instructions or no instructions at all.

Candidates are reminded to pay special attention to the tense forms required in the response. Some candidates used the past tense instead of the present and future tenses. Candidates are encouraged to revise their *essere* and *avere* verbs in the past tense and to decline single verbs in the present tense.

Question 7

Both responses required the use of the past tense although some better responses also included other tenses. Candidates are advised to revise the *avere* and the *essere* verbs in the past tense and to remember that the past participle requires both the correct auxiliary verb and the past participle of the main verb, eg *hai incontrato* instead of *ho incontrato*.

- (a) In the very good responses, candidates gave a very detailed, creative and descriptive account. They demonstrated control of complex structures, reflexive verbs in the past tense, single and double pronouns, a range of adverbs and a variety of verb forms including the past, present and future tenses and even the subjunctive mood.

In the better responses, candidates provided unusual events rather than the usual *sono andata alla spiaggia ogni giorno* and when the beach scene was used they gave details about the overall atmosphere – the waves, sand, sunsets, etc – giving a postcard type description rather than just eating spaghetti and ice cream at the beach.

In the weaker responses, candidates described a typical weekend without making reference to a special holiday experience, making reference to work and school homework.

Some candidates displayed poor knowledge of the major Italian icons and/or geography of Italy. For example *Piazza San Marco* (Venice) was in the same city as *La Fontana di Trevi* (Rome) and Juliet's balcony was in Rome. Candidates are reminded that the writing text provides them with an opportunity to demonstrate their knowledge and understanding of written Italian and not their facility in copying material from elsewhere in the paper. Such a practice attracts no marks.

Verbs such as *giocare*, *mangiare*, *viaggiare*, *piacere* were poorly spelt in all tenses and candidates should pay attention to use of *a* after the verb *giocare*.

- (b) In the better responses, candidates not only described the girl or boy of their dreams but also expressed problems, provided some possible alternatives or gave an indication as to what will happen in the future. This allowed for the use of various verb tenses. Some useful phrases used by these candidates included, *ci credi?*, *diario*, *cosa ne pensi?*, *osa devo fare?* *Cosa mi consigli?* *È preferibile fare questo o quello?* A number of these candidates demonstrated a good range of language structures while communicating their problems clearly and creatively. They used a wide range of idiomatic expressions and descriptive vocabulary. In the weaker responses, candidates did not write even the simplest description, involving eyes and hair, accurately.

Continuers

Oral Examination

Most candidates were confident in providing responses to a variety of questions about their personal world. Better candidates used agreements correctly and conjugated verbs in a range of appropriate tenses, including the future, past and conditional. 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 number of linking words (conjunctions and clauses). Candidates are encouraged to vary their language, eg using *dato che* instead of continually using *perchè* to justify their responses. It is also important that they pronounce Italian correctly and use correct verb forms.

Candidates should avoid listing and giving simple, prepared descriptions of events. In order to achieve the optimum mark, candidates should be prepared to add depth to a topic and justify and expand on their comments and opinions when they have an opportunity to do so.

Better candidates interacted confidently with the examiner and responded to the range of questions which sometimes led the candidate onto new topics. Candidates understood the need to provide personalised information while demonstrating the ability to reflect on experiences and opinions.

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 are strongly discouraged from presenting a whole range of pre-learned material, and should be prepared to express opinions and ideas on a variety of topics. The examiner sometimes uses the candidate's responses to formulate related questions to elicit response that will illustrate the candidate's linguistic ability.

Written Examination

Section I – Listening and Responding

Question 1

The best responses included both the fact that Amanda did not want to stay home because of the little cousins and that they were noisy or messy or never able to keep still. Many candidates understood *gli zii* as aunt or aunts.

Question 2

Most responses gave a complete explanation as to why the caller was annoyed. Many understood *segreteria telefonica* to be a secretary rather than an answering machine. In most cases, however, this did not affect the mark awarded.

Question 3

Most candidates understood that the advertisement was addressing lovers of the sea who wanted a relaxing holiday away from the city. In the better responses, candidates referred to the fact that the advertisement was targeting people NOT going overseas but remaining in Italy to rediscover the beauty of southern Italy and experience a new cuisine. Although not essential to the response, it was evident that few candidates understood that the advertisement concerned the region of Puglia and the Costa Ionica.

Question 4

All candidates performed well in this question. Some candidates did not understand that the new dance channel was a live production.

Question 5

Most candidates understood that Silvio Buonarotta was asked to speak against the proposal. In the better responses, candidates gave a comprehensive and detailed explanation as to why he was asked. The best responses responded carefully and comprehensively to the ‘explanation’ required by the question.

Question 6

Most candidates understood that Dina and Mike disagreed about the celebrations and gave a correct description of both their opinions. Only in the better responses did candidates give a perceptive

Question 7

In the weaker responses, candidates retold parts of the conversation. In the better responses, candidates inferred that Signora Brambilla was not sympathetic to her son's plight, critical of young people's reliance on technology and sarcastically wanted to teach them a lesson. Perceptive responses demonstrated an understanding of the nuances of the conversation and referred to them using correct terminology. In the weaker responses, candidates drew conclusions from isolated words and expressions (eg *compiti, scuola professori, biblioteca*) and assumed that the conversation was between a student and teacher.

Section II – Reading and Responding

Part A

Question 8

- (a) The better responses referred to why David was not able to attend, not just his age.
- (b) Many candidates wrote *films were enthusiastic* instead of *the films made him feel enthusiastic*. Although this did not necessarily affect the mark, candidates are advised to check their response to ensure that the English expression makes sense.
- (c) Most candidates included all the elements in the text. Tense was an issue in some responses as all the activities needed to be expressed using the past tense, ie *He has been to Italy, has studied the language and has participated in an exchange programme*. Many candidates understood *lo stile di vita...e I film lo illustrano bene* as meaning *illustrated films*.
- (d) In the better responses, candidates identified all the finer details required to fully respond. Some candidates understood *come si vive* as 'how to live', rather than 'way of life' or 'lifestyle'. Many candidates did not understand that *paese* meant country in the context and used words like 'town', 'city', 'village'. Candidates are reminded to check meanings of words in their dictionaries especially in the case of false cognates such as *preoccupazioni* – worries, concerns.

Question 9

- (a) In the better responses, candidates interpreted the expression *inquinare la campagna*, going beyond the literal translation. Many candidates had trouble explaining *le loro ossessioni*. In the better responses, candidates commented on the irony in the expression and the contradiction implied by city people going to the country and complaining about smell, cold and then polluting the peace and quiet with their loud, raucous behaviour.
- (b) In the better responses, candidates defined the writer's attitude and supported their responses with relevant references using correct language techniques such as sarcasm, humour, irony. Candidates are reminded to read questions carefully. For example, too much information from the first text was used in response to more than one question. In some weak responses, candidates summarised the second passage without referring to the writer's attitude.

Part B

Question 10

In the better responses, candidates identified whether or not they regarded themselves as part of Generation Y. They were able to express their personal attitude towards the internet and the role technology plays in their lives. These responses elaborated on candidates' own use of the internet rather than just a list of the ways it can be used.

In the better responses, candidates responded to the main theme of 'on-line shopping' which was reflected in both the title and the passage. They also identified the degree to which they considered themselves to be part of Generation Y as indicated in the passage – *a che punto ti senti parte della Generazione Y?*, rather than just providing a definition.

Candidates must identify and respond to specific cues in the text, but gaining a global understanding of the whole text, including the title, is also important. In their responses, candidates should use the ideas contained in the text but express themselves without transcribing text.

In their responses, the more capable candidates demonstrated a good use of grammar and used a wide variety of vocabulary and syntax. The poorer responses contained errors in agreements, conjugation of verbs and the use of tenses 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 11

- (a) Better responses included reasons for having left their part-time job and were effective and creative. Overall, candidates demonstrated a good knowledge and understanding of appropriate vocabulary, eg *un lavoretto, un lavoro part time, un lavoro saltuario*.
- (b) In the better responses, candidates manipulated language authentically and used the *passato prossimo* and the *imperfetto*. Many responses also used a variety of tenses, verb forms and connectives (*quindi, comunque, inoltre*). In the better responses, candidates provided appropriate cultural information.

The following grammatical points need attention:

- the use of the verb *mancare*
- adjectival and verbal agreements
- incorrect accents, eg *anchè*
- inaccurate use of pronouns and definite articles.

Question 12

- (a) While most candidates presented valid and convincing points regarding the value of learning other languages, better responses provided depth and breadth in their arguments.

Poorer responses included recounts of personal reasons for choosing to study Italian rather than the presentation of a convincing argument on the value of studying other languages,

- (b) In the better responses, candidates demonstrated an ability to reflect, evaluate and elaborate on the importance of using free time effectively during Year 12.

Poorer responses merely presented a description of what they did in their free time. Overall, these responses lacked the development of a coherent argument.

Grammatical points that need attention include:

- conjugation of present tense verbs
- verb/subject agreements
- incorrect use of subjunctive
- confusion of *imparare* and *insegnare*
- definite and indefinite articles.

Extension

Oral Examination

General comments

In the better responses, candidates went beyond a simplistic response to include a certain degree of reflection in expressing their point of view. They showed their level of ability through appropriate references to the issues set for study, appropriate vocabulary, language structures and pertinent examples.

In some weaker responses, candidates focused on only one aspect of the question. This was particularly the case in Question 2 where some candidates did not discuss the change by comparing and contrasting elements of the relationship between teachers and candidates but focused on the quality of the relationship in the senior years of school. Question 1 lent itself to speculation about the journey and the possible obstacles from a hypothetical perspective. The better candidates did this.

Candidates should also ensure that appropriate examples are used to substantiate a point of view. This was particularly the case with Question 3, where some candidates tended to speculate in general terms rather than refer to specific relevant examples. Some did not differentiate between mass media and technology.

Candidates are reminded that the choice of appropriate vocabulary used in the correct context is important, eg *professore* rather than *maestro*. They are reminded that English sentence structures translated literally into Italian often result in the incorrect use of prepositions and adverbs, eg *una persona che posso parlare con*; and *sono lì per noi*.

Candidates are reminded of the importance of preparing good, well-structured notes during their 10 minutes preparation time. Many candidates did not structure the monologue effectively and repeated themselves. The use of appropriate linking words and phrases should also be considered as an important preparation for this task. Candidates should also train themselves to project their voice adequately in order to put appropriate emphasis on the particular point they are trying to express.

Written Examination

Section I – Response to Prescribed Text

The quality of the responses in this section indicate that candidates were very well prepared to answer questions based on the prescribed text.

Part A – Film

Question 1

- (a) This question was generally well done. Most candidates explained the significance of Alex's question.
- (b) Generally this question was handled well. Most candidates commented on the relevance of Alex's statement by successfully connecting the meaning of the statement to the scene and by giving an explanation of its function in the scene, in some cases incorrectly. In some weaker responses, candidates only translated the statement.
- (c) Most candidates responded well. They demonstrated how the film techniques related to the relationships between the characters rather than making general comments about the techniques. Comprehensive responses by the candidates included an explanation of camera, editing, the positioning of the characters at the dinner table and the diegetic sound of the television set in the background.
- (d) In the better responses, candidates demonstrated the ability to provide succinct, perceptive and reflective comments rather than a retelling of the story and a list of expectations. Candidates are reminded of the importance of depth rather than breadth in the treatment of examples and the importance of demonstrating an understanding of any Italian quotes referred to in the question.

Question 2

The question was generally well answered in the appropriate text type. In the better responses, candidates provided a perceptive response as the character of Giulia, with appropriate references to the text. These candidates demonstrated originality and flair as well as the ability to manipulate meaningful language with subtlety and a high level of grammatical accuracy. The weaker responses lacked focus and relied on very general or vague references to the text. Candidates are encouraged to adhere to the length requirements as specified in the syllabus and reproduced in the examination paper. They should refrain from including irrelevant information which detracts from the clarity and structure of the response. Candidates are also encouraged to focus on improving their level of grammatical accuracy as the development of the task and its overall meaning were often compromised by the many basic grammatical errors.

Part A – Novel

Question 3

- (a) This question was generally well done. The candidates explained the meaning of Alex's remark.
- (b) This question was handled well by most candidates who commented on the significance of Alex's statement by successfully placing the statement in the context of the extract. In the better responses, candidates interpreted Alex's state of mind and gave appropriate references to support the response.
- (c) Candidates commented on Alex's attitude to Martino with some in-depth interpretation and appropriate references to the text.
- (d) The responses were perceptive and provided thoughtful and insightful comments in regard to Alex's emotional growth substantiated by appropriate references to the text. Candidates are reminded to remain focused on the question and to support their answer with textual references.

Question 4

The question was generally well answered in the appropriate text type. In the better responses, candidates provided a perceptive response as the character of Alex, with appropriate references to the text. These candidates demonstrated originality and flair as well as the ability to manipulate language with subtlety and a high level of grammatical accuracy. Weaker responses lacked focus and relied on very general or vague references to the text. Candidates are encouraged to adhere to the length requirements as specified in the syllabus and reproduced on the examination paper by refraining from including irrelevant information which detracts from the clarity and structure of the response. Candidates are also encouraged to focus on improving their level of grammatical accuracy as the development of the task and its overall meaning were often compromised by the many basic grammatical errors.

Section II – Writing

Both questions were answered well. In the better responses, candidates presented a well-developed response within the prescribed word limit, and manipulated language creatively. Some candidates wrote well beyond the prescribed word limit. This affected focus, relevancy and structure. The inclusion of large quantities of irrelevant information detracts from the quality of the response. Candidates are strongly advised against wasting their time in this way. Candidates are encouraged to focus on the application of basic grammatical structures as basic errors detract from the overall impact of the response.

Question 5

In better responses, candidates developed their argument coherently providing insightful comments based on the quality of the relationships rather than listing the effects of the HSC on candidates' lives.

Question 6

Some candidates expressed their ideas successfully using appropriate vocabulary and relevant examples as well as an acceptable level of linguistic expression. In many weaker responses, candidates focused on providing solutions to the problem stated in the question rather than responding to the question by giving their opinion on the topic using the appropriate text-type.

Italian Beginners

2007 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Speaking Skills Examination			
Section I — Situations			
1	4	Asking directions	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
2	5	Purchasing train ticket	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
3	6	Talking about a recent party	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
Speaking Skills Examination			
Section II — Conversation			
4	10	Personal life	H1.1, H1.2, H1.5, H2.1, H2.2, H2.3, H2.4, H2.7
Listening Skills Examination			
1	1	Colours — dialogue	H3.1
2	1	Seasons — dialogue	H3.1
3	2	Prices — dialogue	H3.1
4	2	Sport — dialogue	H3.1
5	3	Time schedule — dialogue	H3.1
6	1	Family members — dialogue	H3.1
7	3	Public transport — dialogue	H3.1
8	3	Household items — dialogue	H3.1
9	4	Clothing — advertisement	H3.1
10	4	Nationalities — interview	H3.1
11	1	Doctor/patient — dialogue	H3.1
12	5	Family plans — dialogue	H3.1

Question	Marks	Content	Syllabus outcomes
Written Examination			
Section I — Reading Skills			
1	3	Food — menu	H3.1
2 (a)	2	Excursion information — notice	H3.1
2 (b)	2	Excursion information — notice	H3.1
3 (a)	2	City of Italy — advertisement	H3.1
3 (b)	4	City of Italy — advertisement	H3.1
4 (a)	1	Children's issues — article	H3.1
4 (b)	2	Children's issues — article	H3.1
4 (c)	4	Children's issues — article	H3.1
5 (a)	2	Birthday party — speech	H3.1
5 (b)	3	Birthday party — speech	H3.1
5 (c)	5	Birthday party — speech	H3.1

Question	Marks	Content	Syllabus outcomes
Written Examination			
Section II — Writing Skills			
Part A			
6 (a)	2	Apology — email	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
6 (b)	3	Family — description	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
6 (c)	3	Instructions — note	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
Written Examination			
Section II — Writing Skills			
Part B			
7 (a)	7	Recent holiday — email	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
7 (b)	7	Relationships — diary entry	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8

Italian Continuers

2007 HSC Examination Mapping Grid

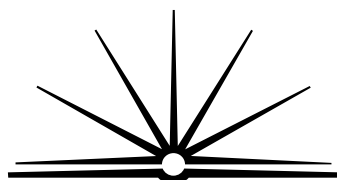
Question	Marks	Content	Syllabus outcomes
Oral Examination			
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
Written Examination			
Section I — Listening and Responding			
1	2	Health and leisure — conversation	H3.1
2	2	Communication — (voice mail) message	H3.1
3	3	Tourism and hospitality — (radio) announcement	H3.1
4	4	Arts and entertainment — interview	H3.1
5	4	Youth and social issues — speech	H3.1, H3.2
6	5	Lifestyle in Italy and abroad — conversation	H3.1, H3.2
7	5	Personal identity — conversation	H3.1, H3.2
Written Examination			
Section II — Reading and Responding			
Part A			
8 (a)	2	Italian influence — interview	H3.1
8 (b)	2	Italian influence — interview	H3.1
8 (c)	2	Italian influence — interview	H3.1
8 (d)	4	Italian influence — interview	H3.1, H3.2
9 (a)	2	Lifestyle in Italy and abroad — article	H3.1
9 (b)	2	Lifestyle in Italy and abroad — article	H3.1
9 (c)	3	Lifestyle in Italy and abroad — article	H3.1, H3.2
9 (d)	3	Lifestyle in Italy and abroad — article	H3.1, H3.2
9 (e)	5	Lifestyle in Italy and abroad — article	H3.1, H3.2
Written Examination			
Section II — Reading and Responding			
Part B			
10	15	Personal identity – article/letter	H1.2, H1.3, H2.1, H2.3, H3.1

Question	Marks	Content	Syllabus outcomes
Written Examination			
Section III — Writing in Italian			
11(a)	6	The world of work — email	H2.1, H2.2, H2.3
11 (b)	6	Tourism and hospitality — email	H2.1, H2.2, H2.3
12 (a)	9	Education and future aspirations — speech	H2.1, H2.2, H2.3
12 (b)	9	Health and leisure — diary entry	H2.1, H2.2, H2.3

Italian Extension

2007 HSC Examination Mapping Grid

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



2007 HSC Italian Beginners Marking Guidelines — Listening Skills

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies correct colour	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (A)	1

Question 3

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• TWO correct prices	2
• ONE correct price	1

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

Criteria	Marks
• Both coach and player	2
• Either coach OR player	1

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

Criteria	Marks
• THREE correct entries	3
• TWO correct entries	2
• ONE correct entry	1

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

Criteria	Marks
• (D)	1

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

Criteria	Marks
• Provides a good explanation	3
• Provides a partial explanation	2
• Provides an isolated detail	1

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

Criteria	Marks
• Demonstrates a good understanding of the mother's help	3
• Demonstrates a partial understanding of the mother's help	2
• Provides isolated details	1

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

Criteria	Marks
• Identifies target audience with thorough detail	4
• Identifies target audience with some detail	3
• Partially identifies target audience	2
• Provides an isolated detail	1

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

Criteria	Marks
• Thoroughly identifies the provisions of the school for its students	4
• Adequately identifies the provisions of the school for its students	3
• Partially identifies the provisions of the school for its students	2
• Provides isolated details	1

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

Criteria	Marks
• (B)	1

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

Criteria	Marks
• Demonstrates a perceptive and thorough understanding of Chiara's reaction	5
• Demonstrates a thorough understanding of Chiara's reaction	4
• Demonstrates a good understanding of Chiara's reaction	3
• Demonstrates some understanding of Chiara's reaction	2
• Provides isolated details	1

2007 HSC Italian Beginners Marking Guidelines — Written Examination

Section I — Reading Skills

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• All THREE correct responses	3
• TWO correct responses	2
• ONE correct response	1

Question 2 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies what the notice is about	2
• Partially identifies what the notice is about	1

Question 2 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• TWO correct times	2
• ONE correct time	1

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

Criteria	Marks
• Provides a thorough response	2
• Provides a partial response	1

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

Criteria	Marks
• A precise and comprehensive response	4
• A substantial response	3
• An adequate response	2
• A partial response	1

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

Criteria	Marks
• (D)	1

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

Criteria	Marks
• A thorough explanation of how the internet affects friendships	2
• A partial explanation of how the internet affects friendships	1

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

Criteria	Marks
• Thoroughly identifies the aims of the article	4
• Adequately identifies the aims of the article	3
• Partially identifies the aims	2
• Provides isolated details	1

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

Criteria	Marks
• A complete explanation of why the speech is being made	2
• A partial explanation of why the speech is being made	1

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

Criteria	Marks
• A good description of the type of child Agata was	3
• A partial description of the type of child Agata was	2
• Provides isolated details	1

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

Criteria	Marks
• Displays a thorough and perceptive understanding of the relationship	5
• Displays a thorough understanding of the relationship	4
• Displays a good understanding of the relationship	3
• Displays a partial understanding of the relationship	2
• Provides isolated details	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 good apology	2
• Writes an adequate apology	1

Question 6 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Provides a good description	3
• Provides an adequate description	2
• Provides some relevant details	1

Question 6 (c)

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

MARKING GUIDELINES

Criteria	Marks
• Provides detailed instructions	3
• Provides adequate instructions	2
• Provides minimal instructions	1

Section II (continued)

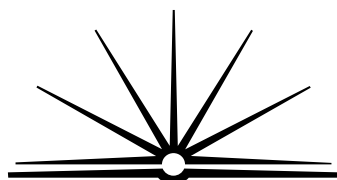
Part B

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



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

2007 HSC Italian Continuers Marking Guidelines — Written Examination

Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the reason for Amanda's decision	2
• Provides some relevant information	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Provides a full explanation for the caller's annoyance	2
• Provides a partial explanation for the caller's annoyance	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of the type of person being targeted	3
• Demonstrates some understanding of the type of person being targeted	2
• Provides some relevant information	1

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

Criteria	Marks
• Completes the survey form with all relevant information	4
• Demonstrates a good understanding of the girl's suitability as a subscriber	3
• Demonstrates some understanding of the girl's suitability as a subscriber	2
• Provides some relevant information	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of why Silvio Buonarotta has been asked to address the meeting	4
• Demonstrates some understanding of why Silvio Buonarotta has been asked to address the meeting	2 - 3
• Provides some relevant information	1

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

Criteria	Marks
• Demonstrates a perceptive understanding of the two speakers' attitudes towards Australian celebrations	5
• Demonstrates a comprehensive understanding of the two speakers' attitudes towards Australian celebrations	4
• Demonstrates some understanding of the two speakers' attitudes towards Australian celebrations	3
• Demonstrates a basic understanding of the two speakers' attitudes towards Australian celebrations	2
• Provides some relevant information	1

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

Criteria	Marks
• Demonstrates a perceptive understanding of Signora Brambilla, as revealed in the conversation	5
• Demonstrates a good understanding of Signora Brambilla, as revealed in the conversation • Demonstrates the ability to infer	4
• Identifies a range of characteristics from the conversation	3
• Identifies at least ONE characteristic from the conversation	2
• Provides some relevant information	1

Section II — Reading and Responding

Part A

Question 8 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Explains why David has not attended the Festival previously	2
• Provides some relevant information	1

Question 8 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Explains why attending the Festival is important for David	2
• Provides some relevant information	1

Question 8 (c)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Explains why David is interested in things Italian	2
• Provides some relevant information	1

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

Criteria	Marks
• Demonstrates a good understanding of the relevance of the Festival in the Australian context	4
• Demonstrates some understanding of the relevance of the Festival in the Australian context	2-3
• Provides some relevant information	1

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

Criteria	Marks
• Explains why a growing number of people are moving to the country	2
• Provides some relevant information	1

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

Criteria	Marks
• Identifies what is unusual about the reported trend	2
• Provides some relevant information	1

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

Criteria	Marks
• Identifies all the advantages of establishing an <i>agriturismo</i>	3
• Identifies some of the advantages of establishing an <i>agriturismo</i>	2
• Provides some relevant information	1

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

Criteria	Marks
• Demonstrates a good understanding of the significance of the expression <i>inquinare la campagna</i>	3
• Demonstrates some understanding of the significance of the expression <i>inquinare la campagna</i>	2
• Provides some relevant information	1

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

Criteria	Marks
• Demonstrates a perceptive understanding of how the second text reflects the writer's attitude to the trend	5
• Demonstrates a good understanding of how the second text reflects the writer's attitude to the trend	4
• Demonstrates some understanding of how the second text reflects the writer's attitude to the trend	3
• Demonstrates a limited understanding of how the second text reflects the writer's attitude to the trend	2
• Provides some relevant information	1

Section II — Reading and Responding

Part B

Question 10

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

MARKING GUIDELINES

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

Section III — Writing in Italian

Question 11

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

MARKING GUIDELINES

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

Section III (continued)

Question 12

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates depth and breadth in the treatment of the task through the presentation and development of relevant information, ideas and/or opinions • Demonstrates extensive knowledge and understanding of vocabulary, tense, mood, syntax • Manipulates language authentically and creatively to persuade, 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 thorough knowledge and understanding of vocabulary, tense, mood, syntax • Manipulates language with some degree of authenticity and creativity to persuade, reflect and evaluate • Sequences and structures ideas and information effectively 	6–7
<ul style="list-style-type: none"> • Presents information and a range of ideas and/or opinions in order to persuade, 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

2007 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

MARKING GUIDELINES

Criteria	Marks
• Explains the significance of Alex's question	2
• Provides a partial explanation	1

Question 1 (b)

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
• Provides a comprehensive explanation of the relevance of Alex's statement	3
• Provides some explanation of the relevance of Alex's statement	2
• Identifies some relevant information	1

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

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

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

Criteria	Marks
• Demonstrates a comprehensive and perceptive understanding of how Alex copes with the expectations of others • Supports the answers with relevant detailed references to the text	6
• Demonstrates a good understanding of how Alex copes with the expectations of others • Supports the answers with some references to the text	4–5
• Demonstrates some understanding of how Alex copes with the expectations of others • Supports the answers with minimal references to the text	2–3
• Demonstrates a limited understanding of how Alex copes with the expectations of others	

Section I — Response to Prescribed Text:**Novel – *Jack Frusciante è uscito dal gruppo*****Part A****Question 3 (a)***Outcomes assessed: H2.1***MARKING GUIDELINES**

Criteria	Marks
• Explains the meaning of the remark in Alex's diary	2
• Provides a partial explanation	1

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

Criteria	Marks
• Provides a comprehensive explanation of the significance of Alex's statement	3
• Provides some explanation of the significance of Alex's statement	2
• Identifies some relevant information	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of Alex's attitude to Martino	4
• Demonstrates some understanding of Alex's attitude to Martino	2–3
• Demonstrates a limited understanding of Alex's attitude to Martino	1

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive and perceptive understanding Alex's growth in his relationship with others• Supports the answers with relevant detailed references to the text	6
<ul style="list-style-type: none">• Demonstrates a good understanding Alex's growth in his relationship with others• Supports the answers with some references to the text	4–5
<ul style="list-style-type: none">• Demonstrates a general understanding Alex's growth in his relationship with others• Supports the answers with some references to the text	2–3
<ul style="list-style-type: none">• Demonstrates a limited understanding Alex's growth in his relationship with others	1

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 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 good 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 5 and 6

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