

**2008 HSC Notes from
the Marking Centre
Italian**

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2008 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 2008 Higher School Certificate examinations, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabuses, the 2008 Higher School Certificate examinations, the marking guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Italian.

In 2008, approximately 370 candidates attempted Italian Beginners, approximately 370 candidates attempted Italian Continuers and approximately 80 candidates attempted the Italian Extension examination.

Beginners

Oral examination

Most candidates maintained a five-minute conversation during which they discussed their personal world as it relates to the prescribed topics.

In better responses, candidates demonstrated they could interact in Italian providing well-elaborated, fluent responses to a variety of questions, exchanging information and expressing opinions with acceptable pronunciation.

Better responses used a variety of vocabulary and language structures correctly and showed excellent control of tenses and confidently conjugated a range of verbs in the present, past, future and conditional.

In the better responses, candidates used idiomatic expressions appropriately and language which included correct noun and adjectival agreements, conjunctions, modal verbs and reflexives.

Candidates are reminded to avoid simply listing or giving one word or just 'yes' or 'no' responses to questions. Candidates are also strongly advised not to present pre-learnt material that is not an appropriate response to a question asked by the examiner.

Candidates should expect to be redirected by the examiner in order to cover a range of topics relating to their personal world.

Written examination

Section I – Listening

Question 1

This question was well answered and most candidates understood B to be the answer.

Question 2

In the better responses, candidates understood correctly that Paolo was going to watch the soccer with his brother rather than watch his brother play soccer.

Question 3

In the weaker responses, candidates confused *francobolli* to be a person *Franco Bolli* and *pacco* to be a park. Candidates are reminded that they can use a dictionary.

Question 4

Candidates are reminded that it is useful to make notes in the section provided on the examination paper and then use a dictionary in order to check spelling and meaning of words such as *terzo piano*, *scarpe* instead of *sciarpe*, *uomo* instead of *uovo*.

Question 5

Most candidates did not understand that the mother's complaint regarding Adamo was that he did not help enough around the house.

Question 6

In the best responses, candidates clearly explained why the girl was eligible for the scholarship. In the weaker responses, candidates did not show that they understood that the girl needed to have completed her final school exams to make her eligible.

Question 7

Most of the candidates demonstrated a thorough understanding of why Giulia was seeking her teacher's advice.

Question 8

Most candidates did not show that they completely understood Roberto's concern. In the weaker responses, Luca the person was confused with Lucca the place. Candidates did not understand that the mother could no longer drive Roberto and his friend.

In the weaker responses, candidates took *frequentemente* to mean late and unreliable.

Question 9

In the better responses, candidates demonstrated a thorough understanding of all the reasons why the student would consider renting the apartment, and also that the apartment would be affordable only if the rent could be shared.

Question 10

In the better responses, candidates showed a thorough understanding of what the interviewer thought of the racing car driver, giving both her positive and negative comments and picking up on the interviewer's sarcastic tone.

Question 11

Most candidates correctly identified the answer as D.

Question 12

Although most candidates identified an outcome of the conversation, they did not justify their response. In the weaker responses, candidates simply described or translated the conversation and did not support their response with relevant information from the text.

Weaker responses did not give an accurate quotation and confused which speaker wanted to go on a houseboat and which one wanted to go to a hotel.

Section II – Reading skills

Question 15

- (c) Most candidates demonstrated a good understanding of what contestants needed to do to claim their prize. In weaker responses, candidates simply stated how they would be contacted but not how to claim the prize.

Question 16

- (a) Most candidates demonstrated a good understanding of the purpose of the text.
- (b) In the better responses, candidates linked aspects of the tour with the targeted participants and clearly explained why the offer was particularly suited to them. In the weaker responses, candidates simply translated slabs of the text, then linked the material to the question without an explanation.

Question 17

- (a) Most candidates understood that Johnny was doing a task for school. However, in the weaker responses, candidates thought that Johnny was seeking a job.
- (c) In the better responses, candidates provided a clear explanation as to why Salvatore was sacked by not only giving all the reasons why the owner would be justified but also by

commenting on Salvatore's attitude to his job. In the better responses, candidates referred to appropriate parts of the text.

In the weaker responses, candidates misunderstood the text and thought that Salvatore needed to give notice if he wanted the weekend off, or that he was sacked because he was often late to work.

Section III – Writing in Italian

In the better responses, candidates produced original and accurate language, demonstrating a sophisticated knowledge of vocabulary and grammatical structures. Candidates are advised to use dictionaries correctly and check the translations they use so as to avoid meaningless expressions such as *orologio un film* for to 'watch a movie'. Candidates should also be careful in the use of idioms to ensure that they are relevant in the context.

Question 18

Most candidates succinctly explained why the photo was being sent and the better responses included a plausible and interesting explanation. *Foto* was consistently misspelt. *Piacere* and *mancare* were poorly conjugated. Most candidates wrote *io manco* instead of *mi manchi*.

Question 19

In the better responses, candidates clearly explained why they would not be allowed to attend. In the better responses, candidates elaborated and expressed relevant ideas and opinions about their inability to attend, and the content of the email.

In the weaker responses, candidates gave an excuse for not being able to attend, ignoring the content of the email or showing no understanding of its content. Some candidates thought it was the parents' anniversary or that they had been invited on a trip to France.

Question 20

The majority of candidates attempted Part (a), the diary entry on an extremely enjoyable weekend.

In the better responses, candidates organised ideas and used good linking words. The better responses were characterised by the correct and appropriate use of a variety of sentence structures, appropriate idioms and a range of vocabulary and tenses used correctly.

In the better responses, candidates sequenced their ideas and met the word length. These candidates produced an interesting and original diary entry and explained convincingly why they had an extremely enjoyable weekend or why they had a really unusual day.

In weaker responses, candidates only used present tense, or conjugated tenses incorrectly. A frequent error was to use the incorrect auxiliary with the present perfect tense. Many candidates confused *scorso* and *prossimo* and did not use lower case for the days of the week. Many candidates did not conjugate *divertirsi* correctly.

Candidates are advised to take care with agreement of adjectives and nouns, and to learn the conjugation of irregular verbs.

Candidates are advised to focus on the requirements of the question and not to include irrelevant material by way of a pre-learnt responses. Candidates are also encouraged to pace themselves so that they leave some time to edit their responses in Italian.

Continuers

Oral examination

Most candidates maintained a ten-minute conversation and were confident in providing responses to a variety of questions about their personal world. In the better responses, candidates were well prepared and were able to manipulate language structures in order to respond relevantly to the questions. In the better responses, candidates showed correct conjugation of past, present, future and conditional tenses and used the subjunctive mood appropriately. These candidates combined consistent grammatical accuracy with a wide and varied range of idiomatic expressions and sophisticated vocabulary. Many provided authentic and spontaneous responses using a number of linking words (conjunctions and clauses). In the better responses, candidates responded in depth, not only offering information but also expressing opinions, reflections and comments on a range of topics pertaining to the candidate's personal world. These responses used correct intonation and pronunciation.

In the weaker responses, candidates limited their responses to pre-learnt, prepared descriptions of events or people, using expressions or idioms that were not relevant to the question. These candidates often just listed or gave 'yes' or 'no' responses. In order to achieve the optimum mark, candidates should be prepared to add depth to a topic, and to justify and expand on their comments and opinions when they have an opportunity to do so.

Weaker candidates resorted to use of dialect, other languages whose origins are from Latin or English. Words like *scorso*, *prossimo*, *soggetto* and *memoria* were frequently used incorrectly.

Candidates are reminded that only responses in Italian are rewarded.

Better candidates interacted confidently with the examiner and expected to be redirected by the examiner in order to cover a range of topics relating to their personal world.

The examiner sometimes uses the candidate's responses to formulate related questions to elicit responses that will illustrate the candidate's linguistic ability and will also introduce new topics relating to the candidate's personal world. It is important to remember that this is the examiner's role.

Written examination

Section I – Listening and responding

Question 1

The best responses indicated that Lucia needed to telephone Marco for a lift.

Question 2

Generally well answered, although in the weaker responses, candidates ticked more than three items.

Question 3

In the better responses, candidates gave all the reasons why Marco would likely be annoyed – that is, he forgot to sign the form and may now miss the flight if he goes back to do it, or risks not getting the scholarship if he does not go back – and included the mother’s annoying, nagging tone.

Weaker responses confused *borsa di studio* as meaning ‘school bag’.

Question 5

Most candidates gave B as the correct response.

Question 6

In the weaker responses, candidates translated slabs of the text without addressing the question. To justify their answer, they needed to give an explanation of what they thought Valeria would most likely do next and why, using the text to support their response.

In the better responses, candidates justified their answer that Valeria is likely to talk to the host parents despite the fact that she doesn’t want to offend them, without translating the whole text.

Question 7

Most candidates understood the general purpose of the speech was to show that there is a difference of attitude towards food, drink and having fun between Italians and Australians.

In the better responses, candidates understood that the purpose of the speaker was also to make the audience reflect on how they consume alcohol and relate it to having fun, and to consider changing their attitudes and think more carefully when they organise their next outing.

Question 8

In the better responses, candidates used strong and relevant references from the text to justify their saying that Fabio presented a better argument.

In the weaker responses, candidates simply stated their own point of view or agreed with Marina because that was her experience.

Section II – Reading and responding

Part A

Question 9

- (a) Most candidates responded to this part correctly by saying that the poster was everywhere and easily accessible to the public at stations, on buses and even in public toilets.
- (b) Most candidates stated what the first chatter disliked about his situation. In the better responses, candidates clearly explained the chatter's concern about job security.
- (c) In the better responses, candidates clearly showed the second chatter's frustration in explaining his situation (he had a job but was not earning enough to meet his living costs), his feelings of insecurity as to whether he will ever get a regular salary or permanent job, and his use of sarcasm when referring to how misleading the poster was because he has not received any help at all.

Question 10

- (a) Most candidates indicated that Italians no longer leave Italy in search of work or that Italy is no longer a country of emigration.
- (b) In the weaker responses, candidates provided the statistics presented by the survey but did not comment on how the first writer uses the statistics to support his negative view of immigration.
- (c) In the better responses, candidates showed clearly that the first writer felt that the truth needs to be expressed even if it is not politically correct, that Italians should have a say in immigration and that real problems are caused by immigration.
- (d) Most candidates showed how Fausto argued against Umberto's interpretation of the first survey result. In the better responses, candidates indicated that the survey results needed to be interpreted and not just used to support a racist point of view, and that attitudes have changed in the last three years and fewer Italians feel migrants are a threat to their cultural identity. They added that there are Italians who believe migrants can benefit the Italian economy and social life.
- (e) In the weaker responses, candidates misunderstood the word *insegnare* to mean *imparare* and this altered the meaning of the quote. In the better responses, candidates showed that the greatest change in attitude towards immigration and immigrants has been among young Italians, that there is a need for mutual understanding between Italians and immigrants and that this is happening in the schools. These candidates demonstrated the irony of allowing the immigrants to look after the young and elderly and then feeling threatened by them. Candidates are advised that in order to answer this sort of question fully, they must support their answer with reference to the text as a whole.

Part B

Question 11

In such a task candidates needed to respond to the main points in the text by elaborating and demonstrating depth in the treatment of the information, questions, ideas, opinions contained in it. They also needed to plan and organise their ideas, as the structuring of the task is an integral part of a good response.

Most candidates responded well to the reference to the singer; however, some misunderstood *Vieni a Roma per Natale* and discussed the reasons for not being able to go to Italy. As a result they did not address the question directly and gave unnecessary detail such as how they could save money so as to travel there.

In the better responses, candidates responded to the question *Ma voi in Australia cosa fate di solito a Capodanno?*, one of the main points of the email, by giving detail about how New Year is usually celebrated in Australia. Some responses only focused on recounting how they celebrated last year rather than *di solito*, usually.

In the better responses, candidates responded well to the attachment in the email, which was another main point. The poorer responses made either a brief reference to it or did not respond to it at all. In their response to *Andate in cerca di canguri* the more capable candidates responded creatively and with humour, rather than just with a brief reference.

In the better responses, candidates responded with a good range of authentic expressions and approached the task with creativity. The poorer responses lacked variety and correct use of vocabulary, syntax and grammar and displayed a lack of good dictionary skills. These responses also contained many errors in agreements, conjugation of verbs and the use of appropriate tenses and register.

Candidates are reminded that this question is a reading as well as a responding task which requires them to identify and respond to specific cues and show a global understanding of the whole text. Candidates are advised not to transcribe sections of the text but respond to the task using their own words and expressions.

Section III – Writing in Italian

Questions 12

- (a) In the better responses, candidates described a memorable experience within the holiday rather than simply writing general information about a holiday. These candidates demonstrated a good use of grammar and manipulated language effectively.

Candidates are reminded that the word length is 100–150 words. It is important that they use well-selected information relevant to the question, rather than provide lengthy responses that include irrelevant information.

The following grammatical points need attention:

- auxiliaries (which were often missing or incorrect)
- prepositions

- verb/subject agreements
- relative pronouns
- use of conjunctions

Questions 13

- (a) In the better responses, candidates sustained a persuasive argument throughout the response and encouraged the friend with reasoned information and opinions. Many attempted to manipulate language, including the use of subjunctive mood and the hypothetical conditional.
- (b) Candidates persuaded strongly in the better responses, and clearly showed the friend the value of a study holiday, and provided ideas and opinions that showed depth and breadth in their treatment of the response. The verbs *andare* and *venire* as well as *insegnare* and *imparare* were often confused.

Although cultural awareness was evident it was general and stereotypical. In the weaker responses, candidates included a lot of information about their holiday but did not persuade a friend to join them.

Candidates are reminded to plan and organise their ideas, as a good response should sequence and structure ideas and information coherently and effectively.

Extension

Oral examination

General comments

The overall quality of the responses was good, especially when introducing the topic. Candidates stated their point of view and supported it with a variety of relevant examples. In the better responses, candidates developed a coherent argument or point of view and elaborated on it, using a range of vocabulary and language structures with a high level of accuracy, using correct intonation and pronunciation. 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 the weaker responses, and particularly in Question 3, candidates only focused on one aspect of the question – for example, by giving a general response on the need for independence, rather than also presenting strategies for dealing with independence.

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 emphasise a the particular point they are trying to express.

Written examination

Section I – Response to prescribed text

Part A – Film

Question 1

- (a) This question was generally well done. Most candidates explained correctly that Aidi wanted to achieve an element of intimacy by introducing the issue of trust.
- (b) Most candidates understood that Aidi’s question changed the direction of the conversation from a light-hearted, playful mood to a more serious and intense one. In the better responses, candidates elaborated on and discussed Aidi’s philosophical and mature response about her future in comparison to Alex’s less serious, joking one.
- (c) Most candidates identified the choice of setting as showing that Aidi and Alex were getting closer. In the better responses, candidates demonstrated how film techniques and choice of setting highlighted the developing relationship and growing bond between Alex and Aidi. These responses commented on the positioning of the characters in the bathroom, lighting, close-up shots and the use of props such as the mirror to reflect the feelings of both protagonists.
- (d) Few candidates successfully linked the issues of self-image and of searching for identity when discussing the main characters. The notion of self-image in the context of the film was not generally understood. Candidates wrote about the personalities of the protagonists and viewed self-image only in terms of how they dressed instead of also looking at how they behaved in various situations.

In the better responses, candidates gave relevant and appropriate examples from the extracts studied to show how the main characters dealt with the issue of self-image, and how it controlled and determined their behaviour and how it was linked to their search for identity.

Question 2

In the better responses, candidates provided a perceptive response and reflected on the persona of Alex and his impressions of the encounter with Martino, using appropriate language and accurate references to the text. These candidates demonstrated originality and flair as well as the ability to manipulate language authentically with subtlety and a high level of grammatical accuracy.

The weaker responses relied on storytelling and general, or vague, and sometimes incorrect, references to the text. Candidates are encouraged to adhere to the length requirements as specified in the syllabus. 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) The candidates responded adequately but did not elaborate in regard to Aidi's character.
- (b) In the better responses, candidates referred to the extract and commented on several aspects of the situation that were humorous.
- (c) Most candidates responded well and commented on how the author developed and presented the contrast between the characters using a variety of examples from the extract.
- (d) In the better responses, candidates not only provided some thoughtful and clearly expressed comments on how the main characters in the novel dealt with the issue of self-image in their search for identity, but also used appropriate examples from one other extract to support their comments.

Question 4

In the better responses, candidates provided a perceptive response to 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.

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 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. They are encouraged to focus on the application of basic grammatical structures as basic errors detract from the overall impact of the response.

Question 5

Many candidates supported their response with relevant examples. The better responses demonstrated the ability to express ideas in a sophisticated and perceptive manner, and they linked ideas to the issues set for study. In these responses, candidates manipulated language accurately and used sentence structures of a complex nature.

In weaker responses, candidates' attempts to use more complex structures could not be sustained. It is strongly advised that candidates use their dictionaries to check spelling to avoid basic errors like *scoula*.

Question 6

This question proved to be more challenging as it required the conventions of a formal letter to be adopted. Even in the better responses, candidates did not maintain the *Lei* form beyond the introductory greetings. In the better responses, candidates expressed a personal opinion while at the same time maintaining a well-developed argument linked to the issue of the importance of friendship.

In the weaker responses, candidates did not produce a coherent argument. Responses were repetitive and unclear, with candidates using irrelevant pre-learnt expressions and idioms. In these responses, candidates' attempts to use more complex structures could not be sustained. It is strongly advised that candidates use their dictionaries to check spelling to avoid basic errors.

Italian Beginners

2008 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
	20	Conversation covering the candidate's personal world as it relates to the prescribed topics	H1.1, H1.2, H1.3
Written Examination			
Section I — Listening			
1	1	Holidays, travel and tourism — announcement	H2.5
2	2	Friends, recreation and pastimes — conversation	H2.3
3	2	People, places and communities — conversation	H2.2
4	2	People, places and communities — announcement	H2.5
5	1	Family life, home and neighbourhood — conversation	H2.4
6	3	Education and work— conversation	H2.2
7	3	Future plans and aspirations — conversation	H2.1
8	3	Friends, recreations and pastimes— telephone message	H2.2
9	3	Home and neighbourhood, people and places — conversation	H2.4
10	4	People, places and communities — interview	H2.4
11	1	Education and work — radio advertisement	H2.5
12	5	Holidays, travel and tourism — conversation	H2.4
Section II — Reading			
13	2	People, places and communities — advertisement	H2.4
14 (a)	1	Friends, recreation and pastimes — contents page	H2.4
14 (b)	3	Friends, recreation and pastimes — contents page	H2.1
15 (a)	1	Friends, recreation and pastimes — advertisement	H2.2
15 (b)	2	Friends, recreation and pastimes — advertisement	H2.2
15 (c)	4	Friends, recreation and pastimes — advertisement	H2.2
16 (a)	2	Holidays, travel and tourism — advertisement	H2.5
16 (b)	5	Holidays, travel and tourism — advertisement	H2.1
17 (a)	2	Education work — internet chat	H2.4
17 (b)	3	Education work — internet chat	H2.1
17 (c)	5	Education work — internet chat	H2.4
Section III — Writing in Italian			
Part A			
18	4	Friends, recreation and pastimes — note	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3
19	6	Friends, recreation and pastimes — email	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3

Question	Marks	Content	Syllabus outcomes
Section III — Writing in Italian			
Part B			
20 (a)	10	Friends, recreation and pastimes	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3
20 (b)	10	People, places and communities	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3

Italian Continuers

2008 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	Relationships – conversation	H3.1
2	3	Health and leisure – conversation	H3.1
3	3	Personal identity – (voice mail) message	H3.1
4	3	The world of work – (radio) advertisement	H3.1
5	1	Youth and social issues – speech	H3.2
6	4	Lifestyle in Italy and abroad – conversation	H3.1, H3.2
7	4	Italian influence – speech	H3.1, H3.2
8	5	Education and future aspirations – (radio) conversation	H3.1, H3.2
Section II — Reading and Responding			
Part A			
9 (a)	2	The world of work – chat room conversation	H3.1
9 (b)	3	The world of work – chat room conversation	H3.1
9 (c)	5	The world of work – chat room conversation	H3.1
10 (a)	2	Youth and social issues – letters to newspaper	H3.1
10 (b)	2	Youth and social issues – letters to newspaper	H3.1
10 (c)	3	Youth and social issues – letters to newspaper	H3.1, H3.2
10 (d)	3	Youth and social issues – letters to newspaper	H3.1, H3.2
10 (e)	5	Youth and social issues – letters to newspaper	H3.1, H3.2
Section II — Reading and Responding			
Part B			
11	15	Arts and entertainment – email/email	H1.2, H1.3, H2.1, H2.3, H3.1
Section III — Writing in Italian			
12 (a)	6	Tourism and hospitality – diary entry	H2.1, H2.2, H2.3
12 (b)	6	Health and leisure – diary entry	H2.1, H2.2, H2.3
13 (a)	9	Education and future aspirations – email	H2.1, H2.2, H2.3
13 (b)	9	Communication – email	H2.1, H2.2, H2.3

Italian Extension

2008 HSC Examination Mapping Grid

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



2008 HSC Italian Beginners Marking Guidelines

The following marking guidelines were developed by the examination committee for the 2008 HSC examination in Italian Beginners, and were used at the marking centre in marking student responses. For each question the marking guidelines are contained in a table showing the criteria associated with each mark or mark range. For some questions, 'Sample Answers' or 'Answers may include' sections are included. These are developed by the examination committee for two purposes. The committee does this:

- (1) as part of the development of the examination paper to ensure the questions will effectively assess students' knowledge and skills, and
- (2) in order to provide some advice to the Supervisor of Marking about the nature and scope of the responses expected of students.

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Section I — Listening

Question 1

Outcomes assessed: H2.5

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 2

Outcomes assessed: H2.3

MARKING GUIDELINES

Criteria	Marks
• Provides all of information to complete the diary	2
• Provides some of information to complete the diary	1

Sample answer:

Soccer match
8pm

Question 3

Outcomes assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates good understanding of why the man is at the post office	2
• Identifies some relevant information	1

Sample answer:

To send a package (a book) to Australia and to buy two stamps.

Question 4

Outcomes assessed: H2.5

MARKING GUIDELINES

Criteria	Marks
• Demonstrates good understanding of the purpose of this announcement	2
• Identifies some relevant information	1

Sample answer:

To inform customers of a sale on women's shoes and men's clothing.

Question 5*Outcomes assessed: H2.4***MARKING GUIDELINES**

Criteria	Marks
• (B)	1

Question 6*Outcomes assessed: H2.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a thorough understanding of the reasons why the girl is eligible for the scholarship	3
• Demonstrates some understanding of the reasons why the girl is eligible for the scholarship	2
• Identifies some relevant information	1

Sample answer:

She has completed her HSC, she is under 18 years of age and her parents are Italian.

Question 7*Outcomes assessed: H2.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a thorough understanding of why Giulia seeks the teachers advice	3
• Demonstrates some understanding of why Giulia seeks the teachers advice	2
• Identifies some relevant information	1

Sample answer:

Giulia is seeking the teacher's advice because she would like to continue studying Italian at University, however, her parents do not want her to. She has always been interested in the language and culture.

**Question 8***Outcomes assessed: H2.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a thorough understanding of Roberto's concern	3
• Demonstrates good understanding of Roberto's concern	2
• Identifies some relevant information	1

Sample answer:

Roberto's mother can no longer drive them so now they will have to catch the train. On Sundays, trains travel less frequently and they may have to wait at the station.

Question 9*Outcomes assessed: H2.4***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a thorough understanding of why the student will rent the apartment	3
• Demonstrates a good understanding of why the student will rent the apartment	2
• Identifies some relevant information	1

Sample answer:

The student will rent the apartment because it is very close to the university and she doesn't have a car. The apartment is large enough for her to share with someone hence the rent is shared.

Question 10*Outcomes assessed: H2.4***MARKING GUIDELINES**

Criteria	Marks
• Provides a thorough understanding of the interviewer's opinions	4
• Provides a good understanding of the interviewer's opinions	3
• Provides an adequate understanding of the interviewer's opinions	2
• Identifies some relevant information	1

Sample answer:

The interviewer thinks the racing car driver is brave because it's a risky job, he's lucky because he survived an accident. She suggests he's selfish to continue now he has a family, however she admires him for his passion, despite the dangers.

**Question 11***Outcomes assessed: H2.5***MARKING GUIDELINES**

Criteria	Marks
• D	1

Question 12*Outcomes assessed: H2.4***MARKING GUIDELINES**

Criteria	Marks
• Provides a thorough and perceptive response to the outcome	5
• Provides a thorough response to the outcome	4
• Provides an adequate response to the outcome	3
• Provides a partial response	2
• Identifies some relevant information	1

Sample answer:

The woman will organise the holiday because the man cannot be relied on to organise a holiday as shown by the way he badly organised the last camping trip. Although he promises this time will be different, she doesn't trust him.

Section II — Reading**Question 13***Outcomes assessed: H2.4***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding of who might call	2
• Provides some relevant information	1

Sample answer:

Anyone wanting to buy a second hand scooter at a very low price.

**Question 14 (a)***Outcomes assessed: H2.4***MARKING GUIDELINES**

Criteria	Marks
• (C)	

Question 14 (b)*Outcomes assessed: H2.1***MARKING GUIDELINES**

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

Sample answer:

Pages 12, 28, and 34

Question 15 (a)*Outcomes assessed: H2.2***MARKING GUIDELINES**

Criteria	Marks
• Clearly identifies who could enter this competition	2
• Partially identifies who could enter this competition	1

Sample answer:

Students from all the (high) schools in Sicily

Question 15 (b)*Outcomes assessed: H2.2***MARKING GUIDELINES**

Criteria	Marks
• (A)	1

**Question 15 (c)***Outcomes assessed: H2.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a thorough understanding of how contestants claim their prize	4
• Demonstrates a good understanding of how contestants claim their prize	3
• Demonstrates an adequate understanding of how contestants claim their prize	2
• Provides some relevant detail	1

Sample answer:

They will need to ring the number provided on the SMS message to confirm their name, address and school details.

Question 16 (a)*Outcomes assessed: H2.5***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding of the purpose of the text	2
• Identifies some relevant information	1

Sample answer:

An article promoting/advertising a tour to Italy aimed at students of Italian

Question 16 (b)*Outcomes assessed: H2.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a thorough understanding of why the tour is suitable	5
• Demonstrates a good understanding of why the tour is suitable	4
• Demonstrates a satisfactory understanding of why the tour is suitable	3
• Demonstrates a partial understanding of why the tour is suitable	2
• Identifies some relevant information	1

Question 16 (b) (continued)**Sample answer:**

The tour is particularly suited to students of Italian because most of the activities planned imply interacting with native Italians. For example, the students have opportunities to practise speaking Italian and to hear it. For example the local guides are native Italian speakers and the students will have the possibility of using the language whilst shopping. Furthermore, the tour is suited to those students of Italian who wish to enhance their knowledge of Italian culture. There are many visits planned to museums and famous sites with local guides.

Question 17 (a)

Outcomes assessed: H2.4

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of Johnnie's reasons for participating in the online chatroom	2
• Demonstrates a partial understanding of Johnnie's reasons for participating in the online chatroom	1

Sample answer:

To do research for an assignment on summer (part-time) jobs in Italy.

Question 17 (b)

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of what Luisa and Renzo have in common	3
• Demonstrates a good understanding of what Luisa and Reno have in common	2
• Provides some relevant details	1

Sample answer:

They both enjoyed their summer jobs. They both worked long hours but were paid well. They both would return to the same job place next summer.

Question 17 (c)*Outcomes assessed: H2.4***MARKING GUIDELINES**

Criteria	Marks
• Provides a perceptive explanation of why the employer was justified	5
• Provides a thorough explanation of why the employer was justified	4
• Provides a good explanation of why the employer was justified	3
• Provides a some explanation of why the employer was justified	2
• Provides some relevant information	1

Sample answer:

The employer was justified in sacking Salvatore, because Salvatore does not appear suited to working in a restaurant. He was unhappy about washing plates, working long hours and unwilling to work on weekends. He was sacked because of his poor attitude and lack of enthusiasm.

**Section III — Writing in Italian
Part A****Question 18***Outcomes assessed: H1.1, H1.2, H1.3, H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Communicates ideas and information appropriate to audience, purpose and context • Applies knowledge of vocabulary, language structures and features to the task	4
• Communicates with some awareness of audience, purpose and context • Demonstrates some knowledge of vocabulary, language structures and features	2–3
• Produces some comprehensible language related to the task	1

Question 19*Outcomes assessed: H1.1, H1.2, H1.3, H3.1, H3.2, H3.3*

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Communicates relevant ideas and information appropriate to audience, purpose and context• Organises information and ideas coherently• Applies knowledge of a variety of vocabulary, language structures and features to the task	6
<ul style="list-style-type: none">• Communicates with some awareness of audience, purpose and context• Organises ideas and information• Demonstrates knowledge of vocabulary, language structures and features	4–5
<ul style="list-style-type: none">• Demonstrates some understanding of the requirements of the task• Demonstrates limited evidence of the ability to organise ideas• Demonstrates some knowledge of vocabulary, language structures and features	2–3
<ul style="list-style-type: none">• Produces some comprehensible language related to the task	1

**Section III — Writing in Italian
Part B****Question 20**

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Presents and develops original ideas, information, and/or opinions relevant to context, purpose and audience• Organises information and ideas coherently• Demonstrates knowledge of a variety of vocabulary, language structures and features	9–10
<ul style="list-style-type: none">• Presents and develops original ideas, information, and/or opinions mostly relevant to context, purpose and audience• Organises information and ideas• Demonstrates some knowledge of a variety of vocabulary, language structures and features	7–8
<ul style="list-style-type: none">• Presents and develops some ideas, information, and/or opinions relevant to context, purpose and audience• Organises information and ideas with some coherence• Demonstrates some knowledge of vocabulary, language structures and features	5–6
<ul style="list-style-type: none">• Presents some information relevant to the task• Demonstrates elementary knowledge of vocabulary, language structures and features	3–4
<ul style="list-style-type: none">• Produces some comprehensible language related to the task	1–2



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Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the solution Franco suggests	2
• Provides some relevant information	1

Sample answer:

Lucia can phone Mario and he can pick her up.

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Ticks the THREE items Claudia will pack	3
• Ticks TWO items Claudia will pack	2
• Ticks ONE item Claudia will pack	1

Sample answer:

evening dress	
shorts	√
T-shirts	√
high heel sandals	
jumper	
comfortable shoes	√

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

Criteria	Marks
• Explains fully why Marco is likely to be annoyed	3
• Explains partially why Marco is likely to be annoyed	2
• Provides some relevant information	1

Sample answer:

He is likely to be annoyed because he has to decide whether to risk missing his flight in order to go back to university to sign the form and because of his mother's attitude.

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

Criteria	Marks
• Identifies all the key features of the <i>English school for you</i> courses	3
• Identifies some of the key features of the <i>English school for you</i> courses	2
• Provides some relevant information	1

Sample answer:

English school for you courses are run by teachers who have studied and worked in English-speaking countries. They focus on practical communication and they also offer the opportunity to interact with young native English speakers, who are hosted by the school each year.

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

Criteria	Marks
• B	1

Question 6

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Provides a perceptive example of what Valeria is likely to do next, with comprehensive references to the text	4
• Provides a good example of what Valeria is likely to do next, with some references to the text	3
• Provides a basic example of what Valeria is likely to do next, with limited references to the text	2
• Provides some relevant information	1

Sample answer:

She is likely to speak openly to her host family, explaining that she is independent, needs more freedom to make new friends and experience life in Italy. However, she has to find the right way of doing this politely, without offending them as they have always been nice to her.

Question 7

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the purpose of the speech with comprehensive references to the text	4
• Demonstrates a good understanding of the purpose of the speech with some references to the text	3
• Demonstrates a basic understanding of the purpose of the speech with limited references to the text	2
• Provides some relevant information	1

Sample answer:

The purpose of the speech is to share with the listeners his new personal perspective on Italians' attitude to eating and drinking which he thinks may be useful to them.

He points out that Italians, even young ones, enjoy sharing a meal with family and friends rather than getting together just to consume alcohol. He asks his audience to reflect on this when organising their next weekend.

Question 8

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Identifies Fabio's as the stronger argumentProvides a thorough justification for the choice with comprehensive references to the text	5
<ul style="list-style-type: none">Identifies Fabio's as the stronger argumentProvides a sound justification for the choice with satisfactory references to the text	4
<ul style="list-style-type: none">Identifies Fabio's as the stronger argumentProvides a partial justification for the choice with some references to the text	3
<ul style="list-style-type: none">Provides a basic justification for a choice with limited references to the text	2
<ul style="list-style-type: none">Provides some relevant information	1

Sample answer:

Fabio's argument is the stronger because he sees the bigger picture. He values school education and thinks that Marina was influenced by her negative experience with a job interview. He points out that learning certain subjects teaches you to think critically and that she would not have been invited to the interview if she had not attended school. Marina's argument is not very objective and is very extreme.

**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 fully how accessible the poster is	2
<ul style="list-style-type: none">Provides some relevant information	1

Sample answer:

Very. It is displayed in many public places, even in public toilets.

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

Criteria	Marks
• Demonstrates a good understanding of what the first chatter dislikes about his situation	3
• Demonstrates some understanding of what the first chatter dislikes about his situation	2
• Provides some relevant information	1

Sample answer:

Despite having tertiary qualifications he has to spend many hours at the cash register in a supermarket dealing with angry and impatient customers and has no real job security or job satisfaction.

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

Criteria	Marks
• Provides comprehensive justification for the second's chatter's comments	5
• Provides a sound justification for the comments	4
• Provides satisfactory justification for the comments	3
• Provides partial justification for the comments	2
• Provides some relevant information	1

Sample answer:

The poster suggests that work is readily available, that there are more chances for stable work, and practical help is available when needed. However despite the fact he has found a job, as an apprentice he does not know when he will be able to find a permanent one. He has insufficient income to survive, no idea if and when his situation will change and no practical help available.

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

Criteria	Marks
• Identifies the social change	2
• Provides some relevant information	1

Sample answer:

Italians no longer leave Italy looking for work. Italy is now a country to which people migrate.

Question 10 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies how the first writer uses the survey results	2
• Provides some relevant information	1

Sample answer:

He uses only the statistical data that helps him to argue against immigration to Italy and its negative effects.

Question 10 (c)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Provides a complete explanation of the meaning of the statement	3
• Provides some explanation of the meaning of the statement	2
• Provides some relevant information	1

Sample answer:

With this statement he suggests that although the truth is that many Italians fear immigrants coming into the country, he is the only person prepared to speak out on the issue even though it is politically incorrect.

Question 10 (d)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the argument used by Fausto	3
• Demonstrates some understanding of the argument used by Fausto	2
• Provides some relevant information	1

Sample answer:

He points out that while a quarter of Italians fear immigrants as a danger to their own cultural identity, this number is now lower than it was three years ago. This means that people are changing their opinion.

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

Criteria	Marks
• Provides a perceptive justification for the second writer's final remark	5
• Provides a good justification for the second writer's final remark	4
• Provides some justification for the second writer's final remark	3
• Provides a limited justification for the second writer's final remark	2
• Provides some relevant information	1

Sample answer:

He is justified because he sees the changes to attitudes towards migrants that have taken place in the last three years, especially among young people. In his opinion, adults like Umberto Chiusi seem to be racist and hypocritical in regard to immigration. They use statistics to put forward racist points of view without taking into account the positive changes that are occurring in society. He feels that for a change, young people have a lot to teach adults such as Mr Chiusi.

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

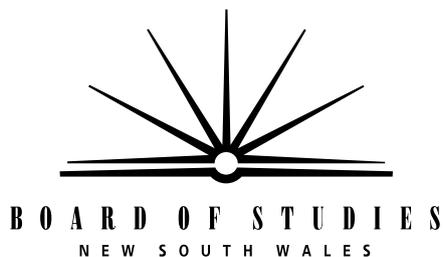
Outcomes assessed: H2.1, H2.2, H2.3

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 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 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 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



2008 HSC Italian Extension Marking Guidelines

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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 fully what Aidi is trying to achieve	2
• Provides a partial explanation	1

Sample answer:

Aidi is testing Alex's trust in her and uses a practical device (shaving) to ensure that when he says: *Be' sì, quasi in tutto* he is telling the truth.

Question 1 (b)

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
• Explains fully how Alex's question changes the direction of the conversation.	3
• Explains partially how Alex's question changes the direction of the conversation.	2
• Identifies some relevant information	1

Sample answer:

Prior to this question Alex and Aidi are engaging in a game-like exchange. Alex's question changes the direction of the conversation by eliciting a more serious response from Aidi. Because of Alex's prompt, Aidi is now willing to express her feelings and talk about her concerns and dreams for the future.

Question 1 (c)

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
• Provides a comprehensive comment on the choice of setting and other filming techniques	4
• Provides a satisfactory comment on the choice of setting and other filming techniques	2–3
• Provides a limited comment on the choice of setting and other filming techniques	1

Question 1 (c) (continued)**Sample answer:**

The scene opens with a close-up shot of Alex in the kitchen of Aidi's house and then moves to the bathroom where Aidi is combing her hair. The setting is unusual for a serious conversation however it is appropriate because it reflects its intimate nature. The close-up shots aim to reflect the inner feelings of both Alex and Aidi. Aidi appears serious and focussed on the essence of her thoughts. Alex's facial expression and smile show that he is not taking the situation as seriously, an attitude reflected in his responses.

Question 1 (d)

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive and perceptive understanding of how the main characters deal with the issue of self-image• Supports the answers with relevant detailed references to the text	6
<ul style="list-style-type: none">• Demonstrates a sound understanding of how the main characters deal with the issue of self-image• Supports the answers with relevant references to the text	4–5
<ul style="list-style-type: none">• Demonstrates some understanding of how the main characters deal with the issue of self-image• Supports the answers with minimal references to the text	2–3
<ul style="list-style-type: none">• Demonstrates a limited understanding of how the main characters deal with the issue of self-image	1

Sample answer:

The issue of self-image for Alex recurs throughout the film. His self-image in a family context is different to what he would like to have. For his family he needs to be a good student and adopt certain traditional and accepted behaviours, while in order to fit in the group he needs to conform to their vision and behaviour. Alex deals with this issue by changing his behaviour in order to maintain a self-image acceptable to others. However this creates a state of conflict for him. This can be discussed in reference to all Extracts.

For Aidi, self-image is not an issue or a struggle as she is very much her own person since she does not follow trends and she has ideals she is considering. Her behaviour is consistent with her plans and ideals. This can be discussed in reference to Extracts 1, Extract 2, Extract 4.

Martino presents an image of self-confidence and indifference to other people's opinions yet he has inner conflicts caused by his inability to conform to society's expectations of him, which he cannot face up to. He deals with this conflict in a variety of ways. He can be very aggressive with others and very helpful with Alex, but ultimately his way of dealing with this issue is not to deal with it at all. This can be discussed in reference to Extract 5.

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 fully what the expression conveys about Aidi's character	2
• Provides a partial explanation	1

Sample answer:

Aidi seems to be a calm person, unruffled by the cares of the world. She is other-worldly, a kind of goddess, but a very kind and understanding one.

Question 3 (b)

Outcomes assessed: H2.1

MARKING GUIDELINES

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

Sample answer:

As Alex goes to meet Aidi, he might have liked to be seen as a strong cool and macho image such as that presented by screen and music celebrities. Instead he is down on his knees, near his bike, fumbling about clumsily with his chain lock, breathing heavily and can barely blurt out a greeting to her.

Question 3 (c)

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of how the author presents and develops the contrast	4
• Demonstrates some understanding of how the author presents and develops the contrast	2–3
• Demonstrates a limited understanding of how the author presents and develops the contrast	1

Question 3 (c) (continued)**Sample answer:**

The author begins with a description of the two characters as they see each other outside the bookshop. The contrast is immediate, Aidi is self-poised whereas Alex behaves awkwardly and is self-conscious. In both descriptions the characters are compared to someone else: Aidi to a goddess, Alex on the other hand is compared to what he is not that is the strong silent type such as De Niro. The author develops the contrast further by exploring the young people's future aspirations. Both have grand plans but hers seem more serious and focussed on service to others whereas Alex is more concerned with his look as a journalist. The contrast is highlighted even more by the impact of Aidi on Alex as he is in awe of her.

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 of how the main characters deal with the issue of self-image• Supports the answers with relevant detailed references to the text	6
<ul style="list-style-type: none">• Demonstrates a good understanding of how the main characters deal with the issue of self-image• Supports the answers with some references to the text	4–5
<ul style="list-style-type: none">• Demonstrates some understanding of how the main characters deal with the issue of self-image• Supports the answers with minimal references to the text	2–3
<ul style="list-style-type: none">• Demonstrates a limited understanding of how the main characters deal with the issue of self-image	1

Sample answer:

The issue of self-image for Alex recurs throughout the novel. His self-image in a family context is different to what he would like to have. For his family he needs to be a good student and adopt certain traditional and accepted behaviours, while in order to fit in the group he needs to conform to their vision and behaviour. Alex deals with this issue by changing his behaviour in order to maintain a self-image acceptable to others. However this creates a state of conflict for him. It is only when he is with Aidi that he can be himself. This can be discussed in reference to all Extracts.

For Aidi, self-image is not an issue or a struggle as she is very much her own person since she does not follow trends and she has ideals she is considering. Her behaviour is consistent with her plans and ideals. This can be discussed in reference to Extracts 1, Extract 2, Extract 4 and 5

Martino presents an image of self-confidence and indifference to other people's opinions yet he has inner conflicts caused by his inability to conform to society's expectations of him, which he cannot face up to. He deals with this conflict in a variety of ways. He can be very aggressive with others and very helpful with Alex, but ultimately his way of dealing with this issue is not to deal with it at all. This can be discussed in reference to Extract 5.

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 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