

## 2018 HSC Italian Beginners Marking Guidelines

### Section I — Listening

#### Question 1

| Criteria                                                  | Marks |
|-----------------------------------------------------------|-------|
| • Identifies what the friends are planning to do tomorrow | 2     |
| • Provides some relevant information                      | 1     |

**Sample answer:**

They are planning to go to the movies and then have a pizza.

#### Question 2

| Criteria                                                                          | Marks |
|-----------------------------------------------------------------------------------|-------|
| • Demonstrates a full understanding of why Marco does not want to go to the beach | 2     |
| • Provides some relevant information                                              | 1     |

**Sample answer:**

Marco does not want to go to the beach because it is raining and cold.

#### Question 3

| Criteria | Marks |
|----------|-------|
| • A      | 1     |

**Sample answer:**

A

### Question 4

| Criteria                                       | Marks |
|------------------------------------------------|-------|
| • Completes the recipe card accurately         | 3     |
| • Provides the majority of the correct details | 2     |
| • Provides some relevant information           | 1     |

**Sample answer:**

|                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Classic cake</i></p> <p>300 grams of <i>flour</i></p> <p>2 eggs</p> <p>1 <i>cup</i> sugar</p> <p>3 <i>lemons</i></p> <p>Cooking time: <i>half an hour</i></p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Question 5

| Criteria                                                                  | Marks |
|---------------------------------------------------------------------------|-------|
| • Provides a thorough explanation of why the conversation is taking place | 3     |
| • Provides a partial explanation of why the conversation is taking place  | 2     |
| • Provides some relevant information                                      | 1     |

**Sample answer:**

Because Giovanni wants his sister’s help in deciding what to wear to the party. He wants to look good so Monica will notice him/impress Monica.

### Question 6

| Criteria                                                        | Marks |
|-----------------------------------------------------------------|-------|
| • Provides a thorough explanation of the purpose of the message | 3     |
| • Provides a partial explanation of the purpose of the message  | 2     |
| • Provides some relevant information                            | 1     |

**Sample answer:**

The purpose of the message is to inform Vanessa that they want to offer her a job at Luna Park. He also wants her to phone him to confirm that she will be able to start work on Monday.

**Question 7**

| Criteria                                                                                      | Marks |
|-----------------------------------------------------------------------------------------------|-------|
| • Explains fully who would be interested in going to the venue advertised                     | 3     |
| • Demonstrates some understanding of who would be interested in going to the venue advertised | 2     |
| • Provides some relevant information                                                          | 1     |

**Sample answer:**

People of all ages who love virtual reality games and modern technology. Also, people who would like to celebrate their birthday in a different and modern way.

**Question 8**

| Criteria                                                                                           | Marks |
|----------------------------------------------------------------------------------------------------|-------|
| • Summarises all complaints                                                                        | 4     |
| • Summarises most main complaints<br>OR<br>• Identifies all main complaints but does not summarise | 3     |
| • Identifies some complaints                                                                       | 2     |
| • Provides some relevant information                                                               | 1     |

**Sample answer:**

- The time spent at the airport
- The accommodation was unsuitable
- The weather was bad/no indoor activities
- He made no friends/was alone.

**Question 9**

| Criteria                                                                                                                               | Marks |
|----------------------------------------------------------------------------------------------------------------------------------------|-------|
| • Demonstrates a thorough understanding of how the mother tries to persuade Riccardo to agree to her plans with reference to the text  | 4     |
| • Demonstrates a good understanding of how the mother tries to persuade Riccardo to agree to her plans with some reference to the text | 3     |
| • Demonstrates some understanding of how the mother tries to persuade Riccardo to agree to her plans                                   | 2     |
| • Provides some relevant information                                                                                                   | 1     |

**Sample answer:**

She points out that he needs a break from studying and that it is still five months till the exams. She indicates that he is stressed and needs to rest. The mother also points out that he needs physical activity and she has already bought his plane ticket.

**Question 10**

| <b>Criteria</b>                                                                     | <b>Marks</b> |
|-------------------------------------------------------------------------------------|--------------|
| • Shows a comprehensive understanding of what has contributed to Vittoria's success | 5            |
| • Shows a thorough understanding of what has contributed to Vittoria's success      | 4            |
| • Shows a sound understanding of what has contributed to Vittoria's success         | 3            |
| • Shows some understanding of Vittoria's success                                    | 2            |
| • Provides some relevant information                                                | 1            |

**Sample answer:**

Vittoria's success in being chosen for the national soccer team has come about as a result of her exposure to a variety of sports which have helped develop her skills, the support of her family, her coaches and other players. Also, her hard work contributed to her success through lots of training. Her best friend who recognised her talent and convinced her to play in her soccer team at an early age.

## Section II — Reading

### Question 11

| Criteria                                            | Marks |
|-----------------------------------------------------|-------|
| • Identifies all the highlights of Matteo's holiday | 2     |
| • Provides some relevant information                | 1     |

**Sample answer:**

Matteo is able to ski in the morning and the afternoon and the food is very good.

### Question 12 (a)

| Criteria                              | Marks |
|---------------------------------------|-------|
| • Identifies what is being advertised | 1     |

**Sample answer:**

A position as a waiter.

### Question 12 (b)

| Criteria                                                 | Marks |
|----------------------------------------------------------|-------|
| • Identifies fully the target audience                   | 3     |
| • Demonstrates some understanding of the target audience | 2     |
| • Provides some relevant information                     | 1     |

**Sample answer:**

People who can work shift work, work weekends and who have at least one year's experience in a top class restaurant or someone who is ready to start work immediately.

### Question 13 (a)

| Criteria                                                       | Marks |
|----------------------------------------------------------------|-------|
| • Provides a full explanation of the influence colours have    | 3     |
| • Provides a partial explanation of the influence colours have | 2     |
| • Provides some relevant information                           | 1     |

**Sample answer:**

They can change our mood and our ideas. They can influence the impression others have of us.

### Question 13 (b)

| Criteria                              | Marks |
|---------------------------------------|-------|
| • Identifies the colour to be avoided | 1     |

**Sample answer:**

Red

### Question 13 (c)

| Criteria                                     | Marks |
|----------------------------------------------|-------|
| • Identifies the main purpose of the article | 2     |
| • Provides some relevant information         | 1     |

**Sample answer:**

To advise people of what colours to wear to a job interview.

### Question 13 (d)

| Criteria                                         | Marks |
|--------------------------------------------------|-------|
| • Completes the table correctly                  | 4     |
| • Provides the majority of the details correctly | 3     |
| • Provides some of the details correctly         | 2     |
| • Provides some relevant information             | 1     |

**Sample answer:**

| Colour | Effects                                                                                                             |
|--------|---------------------------------------------------------------------------------------------------------------------|
| Black  | <ul style="list-style-type: none"> <li>• professional</li> <li>• depressing</li> </ul>                              |
| Yellow | <ul style="list-style-type: none"> <li>• stimulates anger</li> <li>• gives the idea of physical strength</li> </ul> |
| Purple | <ul style="list-style-type: none"> <li>• scares actors</li> <li>• helps to calm people</li> </ul>                   |

**Question 14**

| <b>Criteria</b>                                                                                                                     | <b>Marks</b> |
|-------------------------------------------------------------------------------------------------------------------------------------|--------------|
| • Provides a comprehensive explanation of whether Giulia is justified in making this statement with detailed reference to the text  | 5            |
| • Provides a substantial explanation of whether Giulia is justified in making this statement with appropriate reference to the text | 4            |
| • Provides a sound explanation of whether Giulia is justified in making this statement with some reference to the text              | 3            |
| • Shows some understanding of Giulia's statement                                                                                    | 2            |
| • Provides some relevant information                                                                                                | 1            |

**Sample answer:**

No, she is not justified. Although she says it was a bad day, nothing terrible really happened. Her alarm clock didn't go off, but her mum drove her to school. She didn't know there was a maths test, but it wasn't a difficult test. She didn't like the lunch her dad cooked her, but she still ate a sandwich. Although her hairdresser called to cancel her appointment, she can still go tomorrow. So she spent the afternoon studying a bit and listening to music. None of these events were tragic.

**Question 15 (a)**

| Criteria                                              | Marks |
|-------------------------------------------------------|-------|
| • Identifies why Regina Speranza is being interviewed | 2     |
| • Provides some relevant information                  | 1     |

**Sample answer:**

Regina is an expert in the field of technology in education, so she has been asked her opinion on the use of smartphones in the classroom.

**Question 15 (b)**

| Criteria                                                                                               | Marks |
|--------------------------------------------------------------------------------------------------------|-------|
| • Provides a full explanation of the negative aspects of smartphones, as presented in the interview    | 3     |
| • Provides a partial explanation of the negative aspects of smartphones, as presented in the interview | 2     |
| • Provides some relevant information                                                                   | 1     |

**Sample answer:**

Their use is disrespectful towards teachers and other students. There are negative health consequences, such as having to wear glasses and a lack of vitamin D.

**Question 15 (c)**

| Criteria                                                                                              | Marks |
|-------------------------------------------------------------------------------------------------------|-------|
| • Provides a thorough explanation of why Regina does not support the ban with reference to the text   | 4     |
| • Provides a sound explanation of why Regina does not support the ban with some reference to the text | 3     |
| • Provides some explanation of why Regina does not support the ban                                    | 2     |
| • Provides some relevant information                                                                  | 1     |

**Sample answer:**

Because she believes this is not the solution. She thinks students shouldn't want or have the time to check their phones, because they should be more engaged in the lesson. Therefore, teachers should learn to be more creative and use different resources.

## Section III — Writing in Italian

### Part A

#### Question 16

| Criteria                                                                                                                                                                                                                                                | Marks |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <ul style="list-style-type: none"> <li>Communicates ideas and information appropriate to audience, purpose and context</li> <li>Organises ideas and information</li> <li>Applies knowledge of vocabulary and language structures to the task</li> </ul> | 4     |
| <ul style="list-style-type: none"> <li>Communicates with some awareness of audience, purpose and context</li> <li>Demonstrates some knowledge of vocabulary and language structures</li> </ul>                                                          | 2–3   |
| <ul style="list-style-type: none"> <li>Produces some comprehensible language related to the task</li> </ul>                                                                                                                                             | 1     |

#### Question 17

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

## Section III — Writing in Italian

### Part B

#### Questions 18 and 19

| Criteria                                                                                                                                                                                                                                                                    | Marks |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <ul style="list-style-type: none"> <li>• Presents ideas and information relevant to audience, purpose and context</li> <li>• Organises ideas and information coherently</li> <li>• Demonstrates control of a range of vocabulary and language structures</li> </ul>         | 9–10  |
| <ul style="list-style-type: none"> <li>• Presents ideas and information mostly relevant to audience, purpose and context</li> <li>• Organises ideas and information with some coherence</li> <li>• Demonstrates knowledge of vocabulary and language structures</li> </ul>  | 7–8   |
| <ul style="list-style-type: none"> <li>• Presents some ideas and information relevant to audience, purpose and context</li> <li>• Demonstrates some ability to organise information</li> <li>• Demonstrates some knowledge of vocabulary and language structures</li> </ul> | 5–6   |
| <ul style="list-style-type: none"> <li>• Presents some information relevant to the task</li> <li>• Demonstrates a basic knowledge of vocabulary and language structures</li> </ul>                                                                                          | 3–4   |
| <ul style="list-style-type: none"> <li>• Produces some comprehensible language related to the task</li> </ul>                                                                                                                                                               | 1–2   |

# 2018 HSC Italian Beginners Mapping Grid

## Oral Examination

| Question | Marks | Content                                                                                     | Syllabus outcomes |
|----------|-------|---------------------------------------------------------------------------------------------|-------------------|
|          | 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

| Question | Marks | Content                                                  | Syllabus outcomes |
|----------|-------|----------------------------------------------------------|-------------------|
| 1        | 2     | Friends, recreation and pastimes — conversation          | H2.2              |
| 2        | 2     | Friends, recreation and pastimes — conversation          | H2.1              |
| 3        | 1     | Education and work — announcement                        | H2.5              |
| 4        | 3     | Family life, home and neighbourhood — radio announcement | H2.2              |
| 5        | 3     | Family life, home and neighbourhood — conversation       | H2.1              |
| 6        | 3     | Education and work — phone message                       | H2.1              |
| 7        | 3     | People, places and communities — advertisement           | H2.4              |
| 8        | 4     | Holidays, travel and tourism — conversation              | H2.3              |
| 9        | 4     | Future plans and aspirations — conversation              | H2.4              |
| 10       | 5     | People, places and communities — radio interview         | H2.1              |

### Section II — Reading

| Question | Marks | Content                                           | Syllabus outcomes |
|----------|-------|---------------------------------------------------|-------------------|
| 11       | 2     | Holidays, travel and tourism — postcard           | H2.1              |
| 12 (a)   | 1     | Education and work — advertisement                | H2.2              |
| 12 (b)   | 3     | Education and work — advertisement                | H2.2              |
| 13 (a)   | 3     | People, places and communities — article          | H2.2              |
| 13 (b)   | 1     | People, places and communities — article          | H2.1              |
| 13 (c)   | 2     | People, places and communities — article          | H2.4              |
| 13 (d)   | 4     | People, places and communities — article          | H2.3              |
| 14       | 5     | Family life, home and neighbourhood — diary entry | H2.4              |
| 15 (a)   | 2     | Education and work — interview                    | H2.1              |
| 15 (b)   | 3     | Education and work — interview                    | H2.1              |
| 15 (c)   | 4     | Education and work — interview                    | H2.4              |

**Section III — Writing in Italian**  
**Part A**

| <b>Question</b> | <b>Marks</b> | <b>Content</b>                           | <b>Syllabus outcomes</b> |
|-----------------|--------------|------------------------------------------|--------------------------|
| 16              | 4            | Friends, recreation and pastimes — email | H3.1, H3.2, H3.3         |
| 17              | 6            | Holidays, travel and tourism — note      | H3.1, H3.2, H3.3         |

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

| <b>Question</b> | <b>Marks</b> | <b>Content</b>                               | <b>Syllabus outcomes</b> |
|-----------------|--------------|----------------------------------------------|--------------------------|
| 18              | 10           | Family life, home and neighbourhood — letter | H3.1, H3.2, H3.3         |
| 19              | 10           | Education and work — letter                  | H3.1, H3.2, H3.3         |