

2016 HSC Italian Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

| Criteria | Marks |
|---|-------|
| • Identifies what the speakers are discussing | 2 |
| • Provides some relevant information | 1 |

Sample answer:

They are discussing what gift to buy for their Italian teacher and where to buy it.

Question 2

| Criteria | Marks |
|--|-------|
| • Provides a detailed explanation as to why Amanda rings Roberto | 3 |
| • Provides some explanation as to why Amanda rings Roberto | 2 |
| • Provides some relevant information | 1 |

Sample answer:

She is concerned that she saw him driving without his drivers' licence. He left his wallet at her house the night before and shouldn't be driving or he may risk losing his licence. She will pick him up this evening.

Question 3

| Criteria | Marks |
|---|-------|
| • Demonstrates thorough understanding of the type of person targeted by the advertisement | 3 |
| • Demonstrates some understanding of the type of person targeted by the advertisement | 2 |
| • Provides some relevant information | 1 |

Sample answer:

It targets those who prefer a quiet intimate holiday in Italy, away from crowds of tourists, and who enjoy the natural environment. It also targets people who love food and would love to learn how to cook Italian regional cuisine.

Question 4

| Criteria | Marks |
|--|-------|
| • Identifies the correct film genre and provides a complete overview | 3 |
| • Identifies the correct film genre and provides a partial overview OR • Incorrect film genre with substantial film overview | 2 |
| • Identifies the correct film genre OR provides some relevant information | 1 |

Sample answer:

Film genre: Comedy

Film overview:

- Two young people of very different backgrounds fall in love.
- Despite misadventures with their families, they manage to overcome many obstacles and stay together.

Question 5

| Criteria | Marks |
|--|-------|
| • Provides a thorough explanation of the attitudes of the two speakers to the use of emoticons | 4 |
| • Provides a sound explanation of the attitudes of the two speakers to the use of emoticons | 3 |
| • Provides some explanation of the attitudes of the two speakers to the use of emoticons | 2 |
| • Provides some relevant information | 1 |

Sample answer:

The man is against the use of emoticons because he feels that they undermine the language and promote illiteracy. He has a traditional attitude to language and learning and is amazed at the fact that the word of the year is not a word but an image.

The woman is more flexible /open-minded to the use of emoticons in communication because nowadays it is an accepted mode of expression. She believes that emoticons enrich communication and reflect the fact that language constantly evolves.

Question 6

| Criteria | Marks |
|-----------------------------|-------|
| • Identifies correct answer | 1 |

Sample answer:

(B) To persuade

Question 7

| Criteria | Marks |
|--|-------|
| • Provides a thorough explanation of why Giorgio does not feel Linda is justified in making her complaint, with detailed reference to the text | 4 |
| • Provides a sound explanation of why Giorgio does not feel Linda is justified in making her complaint, with some reference to the text | 3 |
| • Provides some explanation of why Giorgio does not feel Linda is justified in making her complaint, with limited reference to the text | 2 |
| • Provides some relevant information | 1 |

Sample answer:

Giorgio does not feel that Linda is justified. He points out that she has been late to work several times; she often socialises with the customers instead of working, often makes mistakes when taking orders, disregards the customers' complaints and is unable to see that her behaviour affects the reputation of the restaurant.

Question 8

| Criteria | Marks |
|--|-------|
| • Provides a comprehensive and perceptive explanation of how the father's attitude changes during the course of the conversation with detailed reference to the text | 5 |
| • Provides a thorough explanation of how the father's attitude changes during the course of the conversation with reference to the text | 4 |
| • Provides a sound explanation of how the father's attitude changes during the course of the conversation with minimal reference to the text | 3 |
| • Provides a limited explanation of how the father's attitude changes | 2 |
| • Provides some relevant information | 1 |

Sample answer:

At first the father is against the idea (*I don't even want to hear about it*) and says that his daughter has been sheltered and over-protected and is not experienced enough for such a trip.

He understands and is relieved to hear that the daughter will be travelling with a very experienced and well-organised group.

He is still concerned about the terrible things happening in the world (*So many bad things happen, you just need to watch the news*).

His attitude becomes more positive when the mother reminds him of how they met when they were young; he acknowledges that they too had some risky adventures but survived and had fun.

By the end of the conversation he accepts that his daughter has to grow up, have her own experiences and become independent (*The chick has to fly the coop sooner or later, doesn't it?*)

Section II — Reading and Responding

Part A

Question 9 (a)

| Criteria | Marks |
|---|-------|
| • Provides all the information that we learn about Marisa | 2 |
| • Provides some relevant information | 1 |

Sample answer:

Marisa is a 30 something year old career woman who works in a male-dominated field as a pilot.

Question 9 (b)

| Criteria | Marks |
|---|-------|
| • Explains fully the author's personal interest in writing the article | 3 |
| • Explains satisfactorily the author's personal interest in writing the article | 2 |
| • Provides some relevant information | 1 |

Sample answer:

His personal interest is that he has young children and he wants to open up a discussion about inequality in the workforce, as he wants equal opportunities for them.

Question 9 (c)

| Criteria | Marks |
|--|-------|
| • Demonstrates a thorough understanding of how well the title relates to the article | 4 |
| • Demonstrates a sound understanding of how well the title relates to the article | 3 |
| • Demonstrates a limited understanding of how well the title relates to the article | 2 |
| • Provides some relevant information | 1 |

Sample answer:

The title relates well because it is sarcastic and implies that to be well prepared for their work life, girls should get used to receiving less pocket money than their brothers. The title relates well because it brings into focus the issue that Italy is still a long way from providing equity between men and women in the workforce. Women are still earning less and don't have the same opportunities for promotion. This disadvantage continues on into their retirement age.

Question 10 (a)

| Criteria | Marks |
|-----------------------------|-------|
| • Identifies correct answer | 1 |

Sample answer:

(B) language

Question 10 (b)

| Criteria | Marks |
|---|-------|
| • Demonstrates the reasons for these two letters being chosen | 2 |
| • Provides some relevant information | 1 |

Sample answer:

They have been chosen because they represent the opposing views of the two experts interviewed on the use of foreign words, especially English, in Italian.

Question 10 (c)

| Criteria | Marks |
|--|-------|
| • Summarises all the points of agreement | 3 |
| • Summarises some points of agreement | 2 |
| • Provides some relevant information | 1 |

Sample answer:

- They agree that Italian is an effective language for modern communication when used well.
- People who use English have a mediocre knowledge of Italian.

Question 10 (d)

| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none"> • Provides a thorough explanation of why Luisa Ferventi says <i>È ovvio che la risposta non può essere che sì.</i> | 4 |
| <ul style="list-style-type: none"> • Provides a sound explanation of why Luisa Ferventi says <i>È ovvio che la risposta non può essere che sì.</i> | 3 |
| <ul style="list-style-type: none"> • Provides a limited explanation of why Luisa Ferventi says <i>È ovvio che la risposta non può essere che sì.</i> | 2 |
| <ul style="list-style-type: none"> • Provides some relevant information | 1 |

Sample answer:

Luisa says ‘It is obvious that the answer must be yes’ as she is answering the question of whether it is necessary to use English when there is a need for concise language as in radio and TV journalism. According to Luisa the use of foreign terms is unavoidable because it will save time and money. She supports her argument by saying that the use of English can also provide more options when expressing one’s self. This allows clearer and more immediate communication.

Question 10 (e)

| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none"> Provides a comprehensive and perceptive understanding of the statement <i>Queste lettere ... evidenziano anche altre connotazioni sottintese che non hanno niente a che fare con la lingua</i> with excellent and detailed reference to the text | 6 |
| <ul style="list-style-type: none"> Provides a comprehensive understanding of the statement <i>Queste lettere ... evidenziano anche altre connotazioni sottintese che non hanno niente a che fare con la lingua</i> with excellent reference to the text | 5 |
| <ul style="list-style-type: none"> Provides a sound understanding of the statement <i>Queste lettere ... evidenziano anche altre connotazioni sottintese che non hanno niente a che fare con la lingua</i> with some reference to the text | 4 |
| <ul style="list-style-type: none"> Provides a satisfactory understanding of the statement <i>Queste lettere ... evidenziano anche altre connotazioni sottintese che non hanno niente a che fare con la lingua</i> with reference to the text | 3 |
| <ul style="list-style-type: none"> Provides a limited understanding of the statement <i>Queste lettere ... evidenziano anche altre connotazioni sottintese che non hanno niente a che fare con la lingua</i> | 2 |
| <ul style="list-style-type: none"> Provides some relevant information | 1 |

Sample answer:

This statement means that these letters highlight underlying issues that have little to do with language and more to do with immigration and its consequences.

Riccardo Rossi feels that the invasion by other cultures threatens not only the Italian language but also its cultural identity. This is inferred by Riccardo Rossi when he mentions the invasion of other cultures, for example ‘they threaten to change our identity’ and ‘at least let’s keep our own language intact’.

Luisa Ferventi also makes reference to the issue of immigration; however, she has a more positive attitude. She points out that foreign words must be accepted because they are part of the cultural heritage of the people who now live in Italy and as a consequence, Italians must embrace the cultural and linguistic changes. For example ‘we must have an open mind in the 21st century to maintain a certain level of global communication’.

Section II — Reading and Responding

Part B

Question 11

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none"> • Demonstrates an excellent understanding of the whole text • 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"> • Demonstrates a good understanding of the text • 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 questions, statements, comments and/or specific information in the text • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Attempts to structure relevant information and ideas | 7–9 |
| <ul style="list-style-type: none"> • Responds to some of the questions, statements, comments and/or specific information in the text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited ability to link information and ideas or structure text | 4–6 |
| <ul style="list-style-type: none"> • Responds to isolated elements in the text • Uses single words or set formulae to express information | 1–3 |

Section III — Writing in Italian

Question 12

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none"> • Writes effectively and appropriately in relation to the audience, purpose and context of the task • Manipulates vocabulary, language structures and features authentically and creatively relevant to the task | 5 |
| <ul style="list-style-type: none"> • Writes with a good understanding of the audience, purpose and context of the task • Demonstrates a good understanding of vocabulary, language structures and features relevant to the task | 4 |
| <ul style="list-style-type: none"> • Writes with some awareness of the audience, purpose and context of the task • Demonstrates some understanding of vocabulary, language structures and features relevant to the task | 2–3 |
| <ul style="list-style-type: none"> • Produces some comprehensible language relevant to the task | 1 |

Section III (continued)**Question 13**

| Criteria | Marks |
|--|--------------|
| <ul style="list-style-type: none"> • Writes effectively and appropriately for the audience, purpose and context of the task • Manipulates language structures authentically and creatively relevant to the task • Sequences and structures ideas and information coherently and effectively | 10 |
| <ul style="list-style-type: none"> • Writes with a good understanding of the audience, purpose and context of the task • Demonstrates an excellent understanding of language structures relevant to the task • Sequences and structures ideas and information effectively | 8–9 |
| <ul style="list-style-type: none"> • Writes with an understanding of the audience, purpose and context of the task • Demonstrates a good understanding of language structures relevant to the task • Organises some information and ideas | 6–7 |
| <ul style="list-style-type: none"> • Presents some information, opinions or ideas relevant to the task • Demonstrates a rudimentary understanding of vocabulary and sentence structures • Attempts to organise information and ideas | 4–5 |
| <ul style="list-style-type: none"> • Attempts to address the requirements of the task • Uses single words, set formulae and unrelated sentences to express information | 2–3 |
| <ul style="list-style-type: none"> • Produces some comprehensible language relevant to the task | 1 |

2016 HSC Italian Continuers

Mapping Grid

Oral Examination

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|--|------------------------|
| | 20 | Conversation — covering student's personal world | H1.1, H1.2, H1.3, H1.4 |

Written Examination

Section I — Listening and Responding

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|--|-------------------|
| 1 | 2 | Relationships — face-to-face conversation | H3.1 |
| 2 | 3 | Education and future aspirations — telephone message | H3.5 |
| 3 | 3 | Lifestyle in Italy and abroad — radio advertisement | H3.1, H3.2 |
| 4 | 3 | The arts and entertainment — announcement | H3.3 |
| 5 | 4 | Communication — face-to-face conversation | H3.4 |
| 6 | 1 | Youth and social issues — speech | H3.3 |
| 7 | 4 | The world of work — face-to-face conversation | H3.4 |
| 8 | 5 | Youth and social issues — face-to-face conversation | H3.6 |

Section II — Reading and Responding

Part A

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|---------------------------------------|-------------------|
| 9 (a) | 2 | The world of work — article | H3.1 |
| 9 (b) | 3 | The world of work — article | H3.3 |
| 9 (c) | 4 | The world of work — article | H3.5 |
| 10 (a) | 1 | Communication — letters to the editor | H3.5 |
| 10 (b) | 2 | Communication — letters to the editor | H3.1 |
| 10 (c) | 3 | Communication — letters to the editor | H3.2 |
| 10 (d) | 4 | Communication — letters to the editor | H3.5 |
| 10 (e) | 6 | Communication — letters to the editor | H3.6 |

Section II — Reading and Responding

Part B

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|-------------------|-------------------|
| 11 | 15 | Education — email | H1.2, H1.3, H3.1 |

Section III — Writing in Italian

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|---------------------------------------|-------------------|
| 12 | 5 | Relationships — message | H2.1, H2.2, H2.3 |
| 13 (a) | 10 | Lifestyle in Italy and abroad — blogs | H2.1, H2.2, H2.3 |
| 13 (b) | 10 | Lifestyle in Italy and abroad — blogs | H2.1, H2.2, H2.3 |