

2019 HSC Italian Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Identifies fully why Massimo is leaving this message	2
• Provides some relevant information	1

Sample answer:

Massimo is leaving this message to advise his friend he will not be attending training and to ask her to tell the coach.

Question 2 (a)

Criteria	Marks
• Identifies the topic of the conversation	1

Sample answer:

It is about a job.

Question 2 (b)

Criteria	Marks
• Demonstrates a sound understanding of how relevant to Elena the information provided by Gianfranco is	3
• Demonstrates some understanding of how relevant to Elena the information provided by Gianfranco is	2
• Provides some relevant information	1

Sample answer:

It is very relevant because photography is her passion, she needs money and it pays well, she does not have to work on weekends, therefore she can use her weekend to study.

Question 3

Criteria	Marks
• Demonstrates a sound understanding as to why Carla is upset with Stefano	3
• Demonstrates some understanding as to why Carla is upset with Stefano	2
• Provides some relevant information	1

Sample answer:

Carla is upset because Stefano is late as usual and the party is about to start. He is not dressed appropriately for the occasion, which shows he does not understand the importance of the occasion for her and her family.

Question 4

Criteria	Marks
• Provides a summary of the benefits people will derive from the campaign	3
• Provides details of the benefits people will derive from the campaign	2
• Provides some relevant information	1

Sample answer:

- The opportunity of walking the city without cars in a cleaner environment.
- Enjoyment of rediscovering/reacquainting themselves with their city.

Question 5

Criteria	Marks
<ul style="list-style-type: none"> Identifies what Riccardo is likely to purchase, supported with relevant and detailed reference to the text 	3
<ul style="list-style-type: none"> Identifies what Riccardo is likely to purchase, supported with some reference to the text 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Riccardo is likely to buy a car rather than a bike, because he has already saved some money and can afford to buy a car. (Even though travelling to school is quicker by both car and bike), he prefers the safety and comfort of a car and being able to take out his friends in a car.

Question 6

Criteria	Marks
<ul style="list-style-type: none"> Selects correct response 	1

Sample answer:

A

Question 7

Criteria	Marks
<ul style="list-style-type: none"> Provides a thorough explanation of Jessica Prato's feelings while residing in Italy 	4
<ul style="list-style-type: none"> Provides a sound explanation of Jessica Prato's feelings while residing in Italy 	3
<ul style="list-style-type: none"> Provides some information about Jessica Prato's feelings while residing in Italy 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

At the beginning, she felt homesick and isolated because she only had a few friends, she couldn't speak the language and she was made to feel like a foreigner. Due to her language issues, she was given minor roles and didn't win auditions. Therefore, she felt unrecognised/undervalued and felt she was a victim of discrimination. Later on however, things improved, she found a good teacher and felt valued and was able to adjust to the Italian world of Opera and the Italian lifestyle. Now she feels at home and accepted.

Question 8

Criteria	Marks
<ul style="list-style-type: none"> Provides a thorough comparison of how the speakers convey their ideas using detailed and relevant references to language and content 	5
<ul style="list-style-type: none"> Provides a sound comparison of how the speakers convey their ideas using relevant references to language and content 	4
<ul style="list-style-type: none"> Provides some comparison of how the speakers convey their ideas using some references to language and/or content 	3
<ul style="list-style-type: none"> Demonstrates some understanding of the speakers' ideas using few references to language and/or content 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

The speakers are debating the requirements of a school of the future and their ideas are very different. The male's enthusiasm about education which is flexible, without physical boundaries, timetables and exams shows when he uses emotive language eg 'How wonderful!'. He strongly opposes the female's opposite perspective by saying 'I don't agree' and argues that this type of education is viable because 'Technology is the future'. He feels that the woman is 'old-fashioned' in her approach to meeting friends.

The female is very sceptical and uses rhetorical questions to refute views, eg 'And how does this system work?'. She uses emotive language when she describes this potential school as 'a ghost school', the concept as 'a stupid idea' and needing teachers in 'flesh and blood' present in the classroom. She emphasises the need for school friendships saying she could not live without them.

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
• Demonstrates a sound understanding of why Frances is writing this letter	3
• Demonstrates some understanding of why Frances is writing this letter	2
• Provides some relevant information	1

Sample answer:

She is replying to an article published in an Italian newspaper because she wants to share her views, give advice and help other students like her who love Italian and live in an Australian country town.

Question 9 (b)

Criteria	Marks
• Provides a thorough description of the beginning of Frances's 'love story with Italian'	3
• Provides an outline of the beginning of Frances's 'love story with Italian'	2
• Provides some relevant information	1

Sample answer:

Frances's love story began at school as she had an excellent Italian teacher who made her love the language and culture. In doing so, she acquired a new identity/mentality and adopted a new Italian name.

Question 9 (c)

Criteria	Marks
• Provides a thorough explanation of the extent to which Frances's strategies to achieve this have been effective	4
• Provides a sound explanation of the extent to which Frances's strategies to achieve this have been effective	3
• Provides some description of Frances's strategies to achieve this	2
• Provides some relevant information	1

Sample answer:

The strategies have been effective only to a certain extent. From Frances's point of view, cooking Italian style can be difficult because ingredients are not always available and sitting at a nicely set table is not an Australian habit, meeting up with friends after school is not always possible and learning to appreciate beauty in Australia can only be in reference to the natural world. The only strategy she provides that has been effective is to immerse herself in the culture by watching Italian shows and films, and singing songs to feel Italian. However, the internet may not always work, therefore this strategy has not always been very effective.

Question 10 (a)

Criteria	Marks
• Demonstrates a sound understanding of how the writer describes Generation X	2
• Provides some relevant information	1

Sample answer:

As a rather sad and cynical generation scarred by world events such as the Cold War, and ongoing economic and social crises.

Question 10 (b)

Criteria	Marks
• Demonstrates a sound understanding of how the writer conveys her feelings about Generation Y	3
• Demonstrates some understanding of how the writer conveys her feelings about Generation Y	2
• Provides some relevant information	1

Sample answer:

The writer's positive feelings about Generation Y are evident, in the way she rejects the view that Generation Y is characterised by childlike behaviour and refusal to accept advice from parents. The writer strongly disagrees with the references to these alleged behaviours by stating that she does not accept these unjust judgements.

Question 10 (c)

Criteria	Marks
• Demonstrates a thorough understanding of the extent to which the writer sees her generation's change in approach to life and work as positive	4
• Demonstrates a sound understanding of the extent to which the writer sees her generation's change in approach to life and work as positive	3
• Demonstrates some understanding of how the writer sees her generation's change in approach to life and/or work as positive	2
• Provides some relevant information	1

Sample answer:

The writer has mixed feelings about the different approach to life and work taken by her generation. She sees that a life filled with endless activities is not healthy. On the positive side she sees her generation as people who are adaptable and, because they hate the idea of a boring and static future, are willing to sacrifice security in exchange for creativity in the workplace.

Question 10 (d)

Criteria	Marks
• Demonstrates a thorough and perceptive understanding of what the last paragraph reveals about the writer's personality, with detailed and relevant references to the text	6
• Demonstrates a thorough understanding of what the last paragraph reveals about the writer's personality, with relevant reference to the text	5
• Demonstrates a sound understanding of what the last paragraph reveals about the writer's personality, with some references to the text	4
• Demonstrates some understanding of what the last paragraph reveals about the writer's personality, with limited references to the text	2–3
• Provides some relevant information	1

Sample answer:

In the last paragraph, the author reveals herself to be confident to the point of appearing a little arrogant when she asks the question 'Isn't it obvious?', referring to the reasons why her generation would be seen as 'fluid' and adaptable. She also states that her generation has the ability to face the future and that the world will need them to survive. She is optimistic, despite acknowledging the difficulties that must be faced such as lack of certainty for the future when she refers to the young people of her generation as being able to operate in a chaotic world because they are able to embrace chaos as the font of the best ideas. She is proud to be of a generation that thrives in two worlds (paper and digital). She is socially aware when she outlines the need for the world to rid itself of prejudices, be open-minded enough to accept everyone and the need to help others.

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

2019 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	Health and leisure — voicemail message	H3.1
2 (a)	1	World of work — conversation	H3.1
2 (b)	3	World of work — conversation	H3.5
3	3	Relationships — conversation	H3.1
4	3	Youth and social issues — radio advertisement	H3.2
5	3	Education and future aspirations — conversation	H3.4
6	1	Communication — speech	H3.3
7	4	The arts and entertainment — interview	H3.5
8	5	Education and future aspirations — conversation	H3.6

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	3	Lifestyle in Italy and abroad — letter to the editor	H3.1
9 (b)	3	Lifestyle in Italy and abroad — letter to the editor	H3.1
9 (c)	4	Lifestyle in Italy and abroad — letter to the editor	H3.4
10 (a)	2	Youth and social issues — blog article	H3.1
10 (b)	3	Youth and social issues — blog article	H3.5
10 (c)	4	Youth and social issues — blog article	H3.4
10 (d)	6	Youth and social issues — blog article	H3.5

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
11	15	Online forum — the world of work — email	H1.2, H1.3, H3.1

Section III — Writing in Italian

Question	Marks	Content	Syllabus outcomes
12	5	Tourism and hospitality — notice	H2.1, H2.2, H2.3
13 (a)	10	Personal identity — diary entry	H2.1, H2.2, H2.3
13 (b)	10	Relationships — diary entry	H2.1, H2.2, H2.3