

## 2020 HSC Italian Continuers Marking Guidelines

### Section I — Listening and Responding

#### Question 1

Criteria	Marks
• Identifies the way in which Marco has changed, according to Michela	2
• Provides some relevant information	1

**Sample answer:**

He has become muscular and he has much shorter hair.

#### Question 2

Criteria	Marks
• Provides a sound explanation of what Vittoria requires Alessandro to do	3
• Demonstrates some understanding of what Vittoria requires Alessandro to do	2
• Provides some relevant information	1

**Sample answer:**

Vittoria requires Alessandro to book the restaurant (for Marina's party) because she does not have time. She also wants him to ask his aunt to bake a cake as she is not capable.

### Question 3

Criteria	Marks
• Provides details of the museum's events	3
• Provides some details of the museum's events	2
• Provides some relevant information	1

**Sample answer:**

<i>National Museum of Cinema—events for Tuesday</i>	
10 am	Screening of famous movies from the 1950s
12 pm	Guided tour
3 pm	Treasure hunt for children
6 pm	Presentation/lecture on the language of cinema

### Question 4

Criteria	Marks
• Demonstrates a comprehensive understanding of Vincenzo's personality with reference to the text	3
• Demonstrates some understanding of Vincenzo's personality with some reference to the text	2
• Provides some relevant detail	1

**Sample answer:**

The interview shows Vincenzo to be humble/modest as he does not see himself as a genius (on the field). He dreams of becoming a professional footballer but is realistic as he understands that it is difficult to be chosen for Series A given the huge numbers attending football schools.

**Question 5**

Criteria	Marks
• Demonstrates a thorough understanding of the extent to which Federica's argument is convincing to Luca with reference to the text	4
• Provides a sound understanding of the extent to which Federica's argument is convincing to Luca with some reference to the text	3
• Provides some understanding of the extent to which Federica's argument is convincing to Luca	2
• Provides some relevant information	1

**Sample answer:**

Federica tries to convince Luca to catch a train, instead of going by car, because it is better for the environment. He acknowledges that cars contribute to pollution/have a negative impact. However, her argument is not convincing enough to him, because at the end, he still expects her to give him a lift. He does not see that it would make a difference if they went by car today, and he also makes it clear that he hates and feels he cannot rely on public transport.

**Question 6**

Criteria	Marks
• Identifies the correct answer: A	1

**Question 7**

Criteria	Marks
• Demonstrates a thorough understanding of how the speaker attempts to achieve his purpose	4
• Demonstrates a sound understanding of how the speaker attempts to achieve his purpose	3
• Demonstrates some understanding of what the speaker communicates	2
• Provides some relevant information	1

**Sample answer:**

As school is finishing, the teacher seeks to reassure his students. He empathises/connects with them saying that he too felt anxious at their age and that it is normal to feel sad and worried about exams and the future. He reassures them that friendships will remain. He seeks to inspire/motivate/empower them by saying that they are ready for the future.

**Question 8**

Criteria	Marks
• Demonstrates a comprehensive understanding of the motivation behind Mirella's decisions	5
• Demonstrates a sound understanding of the motivation behind Mirella's decisions	4
• Demonstrates some understanding of the motivation behind Mirella's decision(s)	3
• Demonstrates some understanding of Mirella's life	2
• Provides some relevant information	1

**Sample answer:**

Initially Mirella was motivated to leave the country by her dream to live in the big city and experience more opportunities and adventures.

However, having completing her degree, she found the city lifestyle too frenetic, the people too disrespectful, and she missed her family. Hence, she was motivated to return to her hometown.

She has been motivated to stay in the country despite the physical isolation, as she felt even lonelier in the city. She feels that she can live rather than just survive in the country. Her decision is also motivated/supported by the fact that she has access to technology in the country, allowing her to take advantage of her degree.

## Section II — Reading and Responding

### Part A

#### Question 9 (a)

Criteria	Marks
• Identifies why Prof Prati started the forum discussion	2
• Provides some relevant information	1

**Sample answer:**

Prof Prati wants to know people's opinion on whether music in the classroom enhances learning and if music should be allowed in class.

#### Question 9 (b)

Criteria	Marks
• Demonstrates a good understanding of what Prof Fedele believes are the benefits	3
• Demonstrates some understanding of what Prof Fedele believes are the benefits	2
• Provides some relevant information	1

**Sample answer:**

Music has a relaxing/calming effect. Listening to music (at a moderate volume) helps memory and improves the capacity to learn. Also, it eliminates distractions.

#### Question 9 (c)

Criteria	Marks
• Identifies the correct answer: A	1

### Question 9 (d)

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a thorough understanding of the extent to which Prof Moro agrees with Prof Fedele</li> <li>• Supports answer with reference to the text</li> </ul>	4
<ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of the extent to which Prof Moro agrees with Prof Fedele</li> <li>• Provides some reference to the text</li> </ul>	3
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of what Prof Moro or Prof Fedele believes</li> </ul>	2
<ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>	1

**Sample answer:**

Prof Moro agrees that music is beneficial but takes it further saying that it's important to choose the right music for each subject. For example, Prof Moro says that classical music helps memorise information and rock music helps creativity. However, where Prof Fedele sees nothing at all wrong with music in the classroom, Prof Moro points out that listening to music with headphones diminishes social interaction.

### Question 10 (a)

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of the situation that has motivated the author to write this blog</li> </ul>	2
<ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>	1

**Sample answer:**

The author sees that there are too many tourists in Venice and that 'overtourism' is having many negative effects on the city, even stating in the title that they are killing Venice.

**Question 10 (b)**

Criteria	Marks
• Demonstrates a thorough understanding of what leads the author to make this statement	4
• Demonstrates a sound understanding of what leads the author to make this statement	3
• Demonstrates some understanding of what leads the author to make this statement	2
• Provides some relevant information	1

**Sample answer:**

The author says that he/she and Venetians are feeling very concerned about how their city has changed. The author uses the example of large ships that are displacing water upon entry and emitting harmful pollution. There is also concern over the 'uncontrollable' increase in the number of B & Bs which means a decline in the number of residents, and that small artisan shops are being replaced with 10-euro souvenir shops which sell everything but local/Venetian products.

**Question 10 (c)**

Criteria	Marks
• Demonstrates a thorough understanding of the author's attitude towards the behaviour of tourists • Supports answer with reference to the text	4
• Demonstrates a sound understanding of the author's attitude towards the behaviour of tourists • Provides some reference to the text	3
• Demonstrates some understanding of the author's attitude towards the behaviour of tourists	2
• Provides some relevant information	1

**Sample answer:**

The author dislikes the tourists. He/she likens their luggage to armed tanks invading the city, juxtaposed with the city's otherwise absolute silence. The author reflects on how tourists used to be cultured and lists their motives for visiting: study, visit museums and learn about history. Now they just want to be able to say that they've been to Venice. They have bad habits, such as diving into the canal and treating Ponte Rialto as if they are in a camping ground.

## Question 10 (d)

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a thorough evaluation of the author's attempt to address the issues</li> <li>Supports answer with reference to language and content</li> </ul>	5
<ul style="list-style-type: none"> <li>Provides a sound evaluation of the author's attempt to address the issues</li> <li>Provides some reference to language and/or content</li> </ul>	4
<ul style="list-style-type: none"> <li>Demonstrates some understanding of the author's attempt to address the issues</li> <li>Provides some reference to language and/or content</li> </ul>	3
<ul style="list-style-type: none"> <li>Demonstrates some understanding of the issues and/or the solution(s)</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

### Sample answer:

The author has identified issues related to tourism: the number, the behaviour and the effect on the economy. He/she tries to address the issue of the behaviour of tourists by appealing to them. He/she recalls the title and states that we can't kill Venice, including the reader with the use of the first person (*noi* form). The author says that we need to support local artisans by buying their goods and in turn, help the city. He/she uses the imperative to encourage tourists to keep coming to Venice, but encourages them to be responsible, understanding the precarious balance of the city. He/she also encourages tourists to stay longer than four days, as it's the only way to discover the hidden treasures of the city and be enchanted, and uses vocabulary such as *discover*, *hidden*, *treasure*, *enchanted* to entice the reader.

## Section II — Reading and Responding

### Part B

#### Question 11

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates an excellent understanding of the whole text</li> <li>• Manipulates language authentically and creatively to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Demonstrates a good understanding of the text</li> <li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Responds to some of the questions, statements, comments and/or specific information in the text</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li> <li>• Attempts to structure relevant information and ideas</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Responds to some of the questions, statements, comments and/or specific information in the text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates limited ability to link information and ideas or structure text</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Responds to isolated elements in the text</li> <li>• Uses single words or set formulae to express information</li> </ul>	1–3

## Section III — Writing in Italian

### Question 12

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

## Section III (continued)

### Question 13

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

# 2020 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	Personal identity — conversation	H3.1
2	3	Relationships — phone message	H3.1
3	3	The arts and entertainment — announcement	H3.1
4	3	Health and leisure — interview	H3.5
5	4	Youth and social issues — conversation	H3.6
6	1	Youth and social issues — conversation	H3.4
7	4	Education and future aspirations — speech	H3.5
8	5	Lifestyle in Italy and abroad — interview	H3.6

### Section II — Reading and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Education and future aspirations — forum	H3.1
9 (b)	3	Education and future aspirations — forum	H3.1
9 (c)	1	Education and future aspirations — forum	H3.4
9 (d)	4	Education and future aspirations — forum	H3.5
10 (a)	2	Tourism and hospitality — blog article	H3.3
10 (b)	4	Tourism and hospitality — blog article	H3.4
10 (c)	4	Tourism and hospitality — blog article	H3.6
10 (d)	5	Tourism and hospitality — blog article	H3.6

### Section II — Reading and Responding

#### Part B

Question	Marks	Content	Syllabus outcomes
11	15	Communication — email	H2.1, H2.2, H2.3

### Section III — Writing in Italian

Question	Marks	Content	Syllabus outcomes
12	5	Relationships — message	H2.1, H2.2, H2.3
13 (a)	10	World of work — article	H2.1, H2.2, H2.3
13 (b)	10	Education and future aspirations — article	H2.1, H2.2, H2.3