

## 2022 HSC Italian Continuers Marking Guidelines

### Section I — Listening and Responding

#### Question 1

Criteria	Marks
• Provides why Lisa is ringing Matteo	2
• Provides some relevant information	1

**Sample answer:**

Lisa is ringing Matteo to let him know that they have been selected for the cooking competition and also to invite him to her place to practise (cooking) their recipes (for the competition).

#### Question 2

Criteria	Marks
• Demonstrates a comprehensive understanding of the disagreement	3
• Demonstrates a sound understanding of the disagreement	2
• Provides some relevant information	1

**Sample answer:**

The son no longer wants to go to Italian lessons on Saturdays. He feels he already speaks well enough and he's sick of missing out on doing things with his friends on Saturdays. His mother feels he cannot speak Italian well (he mainly speaks a dialect). The parents want him to continue the classes to maintain his Italian culture and be able to speak Italian well.

**Question 3**

Criteria	Marks
• Demonstrates a comprehensive understanding of what the mother learns	3
• Demonstrates a sound understanding of what the mother learns	2
• Provides some relevant information	1

**Sample answer:**

She learns that Daniele messages his grandmother most weeks and that he has taught his grandmother some text message abbreviations. She also learns that Daniele is genuinely interested in maintaining a relationship with his grandmother.

**Question 4**

Criteria	Marks
• Provides what Marco is most likely to say next	1

**Sample answer:**

B

**Question 5**

Criteria	Marks
• Demonstrates a comprehensive understanding of the decisions the speakers make	4
• Demonstrates a sound understanding of the decisions the speakers make	3
• Demonstrates some understanding of the decision(s) the speakers make	2
• Provides some relevant information	1

**Sample answer:**

They decide to go on a trip to see regional Australia as, in their two years in Australia, they have only seen their city. Also, they have been enticed by the publicity about the beauty of regional Australia. They both hate organised tours as there is no sense of adventure or spontaneity. So, they decide to have a road trip which gives them the freedom to see and do what they each want.

## Question 6

Criteria	Marks
• Demonstrates a comprehensive understanding of how the mother tries to persuade Carlo, with detailed reference to the text	5
• Demonstrates a sound understanding of how the mother tries to persuade Carlo, with reference to the text	4
• Demonstrates some understanding of how the mother tries to persuade Carlo, with some reference to the text	3
• Demonstrates some understanding of the conversation	2
• Provides some relevant information	1

### **Sample answer:**

She tries to persuade him by praising him, saying that he always answers the brother's questions well. She highlights how much his little brother admires him, loves spending time with him and reminds him that reading together is important for their relationship. She also pleads with him, saying that he would be doing her a favour because today she has no time to read to the younger brother.

## Question 7 (a)

Criteria	Marks
• Provides why Alinta is being interviewed	2
• Provides some relevant information	1

### **Sample answer:**

She is being interviewed because, since she participated in the New Singer-Songwriter concert, she has captured a wide audience due to her unique music and/or provocative lyrics.

**Question 7 (b)**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of what Alinta's responses reveal about her, with detailed reference to the text	5
• Demonstrates a sound understanding of what Alinta's responses reveal about her, with reference to the text	4
• Demonstrates some understanding of what Alinta's responses reveal about her, with some reference to the text	3
• Demonstrates some understanding of Alinta	2
• Provides some relevant information	1

**Sample answer:**

The interview reveals that she is proud of her dual Aboriginal and Italian origins. This is evident in her use of elements from both cultures in her music. She has strong personal values about the importance of family and cultural history that she believes are shared universal qualities and not unique to her two cultures. She has a social conscience hoping her music will break down barriers that allow superficial differences to divide people and that her music will contribute to bringing harmony and respect (She is hopeful that she can make a difference).

## Section II — Reading and Responding

### Part A

#### Question 8 (a)

Criteria	Marks
• Provides a sound explanation of the need for this decision	3
• Provides some explanation of the need for this decision	2
• Provides some relevant information	1

**Sample answer:**

Because technology is a must for learning (no longer a novelty) both at school and at home, schools have decided to help students in need by providing access to the internet and suitable technology outside the classroom.

#### Question 8 (b)

Criteria	Marks
• Demonstrates a sound understanding of the challenge	3
• Demonstrates some understanding of the challenge	2
• Provides some relevant information	1

**Sample answer:**

Students have embraced technology for enjoyment and for personal use such as for social media and shopping. (They need to be educated, however, that technology offers so much more, particularly in education/learning.) The challenge is to ensure appropriate implementation of technology in the classroom in order to help students see the value of applying their technological skills to their learning.

### Question 8 (c)

Criteria	Marks
• Demonstrates a comprehensive understanding of whether the author is optimistic, with detailed reference to the text	4
• Demonstrates a sound understanding of whether the author is optimistic, with some reference to the text	3
• Demonstrates some understanding of the author's views	2
• Provides some relevant information	1

**Sample answer:**

Yes. The author is optimistic because he believes that teachers know that by constant upskilling, they can make effective use of technology in the delivery of lessons to engage different learner types.

He also acknowledges that teachers know that through the proper use of technology, they can focus on collaboration and connectedness to help students become adaptable/flexible/resilient learners in a technological world (where learning can take place anytime, anywhere).

### Question 9 (a)

Criteria	Marks
• Provides what is understood by the label	2
• Provides some relevant information	1

**Sample answer:**

The label indicates certain unique qualities of products from one particular sector of industry for which the country is known.

### Question 9 (b)

Criteria	Marks
• Demonstrates a sound understanding of how Italian products are different	3
• Demonstrates some understanding of Italian products	2
• Provides some relevant information	1

**Sample answer:**

Italian products are renowned and appreciated around the world for their style and refinement not only in one sector, but across four major sectors that touch every aspect of life (clothing, automobiles, furniture and food).

**Question 9 (c)**

Criteria	Marks
• Demonstrates a sound understanding of what has caused the boycott	3
• Demonstrates some understanding of the meaning of the quotation	2
• Provides some relevant information	1

**Sample answer:**

The so-called 'Italian' products are being boycotted by consumers as many of these products are almost completely made overseas. Additionally, the boycott is due to the actions of some companies who use cheaper overseas labour, leading to an increase in unemployment in the Italian manufacturing industry.

**Question 9 (d)**

Criteria	Marks
• Identifies the true statement	1

**Sample answer:**

C

**Question 9 (e)**

Criteria	Marks
• Demonstrates a comprehensive understanding of the author's opinion in relation to the title, with detailed reference to language and content	6
• Demonstrates a sound understanding of the author's opinion in relation to the title, with reference to language and content	5
• Demonstrates some understanding of the author's opinion in relation to the title, with some reference to language and/or content	3–4
• Demonstrates some understanding of the author's opinion	2
• Provides some relevant information	1

**Sample answer:**

The title asks what is the future of Italian products. The author makes it quite clear that products labelled as Italian can no longer be trusted because companies are copying the label and applying it to items that lack the quality it signifies. He conveys his opinion by referring to Italian products as being 'victims', describing some companies as acting 'without shame' and 'unscrupulously' and those products as 'not worthy' of the label.

He finds it 'even more shocking' that products can be labelled as Italian even if they are made almost entirely overseas. He follows with a set of rhetorical questions to show that the prestige of Italian products and their reputation are being put into question eg 'Quality? Style?'

He reminds us of the smaller businesses which have produced high quality items in Italy for generations. He expresses his sadness that they are no longer able to compete.

He concludes with a rhetorical question asking whether consumers can continue to trust the quality and authenticity of items labelled as Italian.

## Section II — Reading and Responding

### Part B

#### Question 10

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 11

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 12

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

# 2022 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 — voice mail	H3.1
2	3	Communication — conversation	H3.5
3	3	Relationships — conversation	H3.4
4	1	Education and future aspirations — conversation	H3.4
5	4	Tourism and hospitality — conversation	H3.5
6	5	Relationships — conversation	H3.5
7 (a)	2	The arts and entertainment — radio interview	H3.1
7 (b)	5	The arts and entertainment — radio interview	H3.4

### Section II — Reading and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
8 (a)	3	Education and future aspirations — article	H3.1
8 (b)	3	Education and future aspirations — article	H3.5
8 (c)	4	Education and future aspirations — article	H3.4
9 (a)	2	Italian influence — article	H3.1
9 (b)	3	Italian influence — article	H3.1
9 (c)	3	Italian influence — article	H3.4
9 (d)	1	Italian influence — article	H3.2
9 (e)	6	Italian influence — article	H3.6

### Section II — Reading and Responding

#### Part B

Question	Marks	Content	Syllabus outcomes
10	15	Email — youth and social issues — email	H2.1, H2.2, H2.3

### Section III — Writing in Italian

Question	Marks	Content	Syllabus outcomes
11	5	Personal identity — diary entry	H2.1, H2.2, H2.3
12 (a)	10	Education and future aspirations — text of a speech	H2.1, H2.2, H2.3
12 (b)	10	Lifestyle in Italy and abroad — text of a speech	H2.1, H2.2, H2.3