



BOARD OF STUDIES  
NEW SOUTH WALES

## 2013 HSC Italian Continuers Marking Guidelines

### Section I — Listening and Responding

#### Question 1

Criteria	Marks
• Gives a full explanation as to why Rosanna leaves the message	2
• Provides some relevant information as to why Rosanna leaves the message	1

*Sample answer:*

Because she would like Carlo to record her favourite TV program as she won't be home in time to watch it.

#### Question 2

Criteria	Marks
• Explains fully why Gianna is annoyed	2
• Provides some relevant information as to why Gianna is annoyed	1

*Sample answer:*

She's annoyed because she's been waiting for 20 minutes despite the fact they had agreed to meet at 8 o'clock sharp and it's not the first time he has kept her waiting.

**Question 3**

Criteria	Marks
• Explains fully Adele's reaction to Mario's offer	3
• Explains adequately Adele's reaction to Mario's offer	2
• Provides some relevant information	1

**Sample answer:**

Adele is grateful about Mario's offer, however she doesn't want him to spend all that money on something she is not going to use because they do not go out much. She would rather spend that money on doing something together.

**Question 4**

Criteria	Marks
• Correct answer	1

**Sample answer:**

(D)

**Question 5**

Criteria	Marks
• Explains fully what this conversation reveals about Francesca and supports answer with reference to the text	3
• Explains adequately what this conversation reveals about Francesca and supports answer with reference to the text	2
• Provides some relevant information	1

**Sample answer:**

She's impulsive as she is reacting to the way she is feeling now.

She is immature/unrealistic, as she wants to move out without having a job.

She is unrealistic/immature/selfish as she expects friends to support her financially until she can get a job.

(Adjectives not prescriptive. Can use synonyms and support answer.)

**Question 6**

<b>Criteria</b>	<b>Marks</b>
• Provides a thorough explanation of what the mother is trying to teach her son	4
• Provides a sound explanation of what the mother is trying to teach her son	3
• Provides an adequate explanation of what the mother is trying to teach her son	2
• Provides some relevant information	1

***Sample answer:***

He needs to understand that playing in a team sport does not mean winning all the time. It's about working together and being part of a team and taking responsibility rather than blaming others. Having his negative attitude is not helpful to himself or his team.

**Question 7**

<b>Criteria</b>	<b>Marks</b>
• Provides a thorough explanation of why the radio station has given this dedication	4
• Provides a sound explanation of why the radio station has given this dedication	3
• Provides an adequate explanation of why the radio station has given this dedication	2
• Provides some relevant information	1

***Sample answer:***

The radio station gave this dedication to Lucio Dalla because the Italian singer had recently died. He became famous when he started to write and sing his own songs. His songs appealed to everyone because of their universal message. He even made a mark in Australia as his songs were studied in the HSC in the 1990s.

**Question 8 (a)**

Criteria	Marks
• Identifies the new trend being discussed	1

**Sample answer:**

The new trend is the change in the relationship between Italians and migrants in films.

**Question 8 (b)**

Criteria	Marks
• Provides a sophisticated comparison of the two speakers' opinions	5
• Provides a thorough comparison of the two speakers' opinions	4
• Provides a sound comparison of the two speakers' opinions	3
• Provides a limited comparison of the two speakers' opinions	2
• Provides some relevant information	1

**Sample answer:**

The male speaker recognises that changes in Italian cinema are reflecting the reality in Italian society in which migrants are becoming integrated. He sees it as a positive contribution to Italian lifestyle. The male speaker does not feel threatened by this but rather sees it as reflecting a dynamic society in the process of changing and acquiring new cultural values. The female speaker sees migrants only as a nuisance and a threat. She's sceptical about their integration and thinks film directors are creating a false reality to attract viewers. According to her, if this were a reality it would signal the end of Italian society.

## Section II — Reading and Responding

### Part A

#### Question 9 (a)

Criteria	Marks
• States what <i>cucina fusion</i> is according to Letizia_2013	2
• Provides some relevant information	1

**Sample answer:**

*Cucina fusion* is a new way of cooking using different ingredients, herbs and spices that are not traditionally Italian.

#### Question 9 (b)

Criteria	Marks
• Explains fully Angel@’s reaction to <i>cucina fusion</i>	2
• Provides some relevant information	1

**Sample answer:**

Angel@ sees it as a negative trend which will eventually see the disappearance of ‘authentic’ Italian cuisine as we know it. Angel@ feels it needs to be avoided or even prohibited.

#### Question 9 (c)

Criteria	Marks
• States that Letizia_2013 does not agree with Angel@ and clearly supports answer with full reference to the text	3
• States that Letizia_2013 does not agree with Angel@ and supports answer with some reference to the text	2
• Provides some relevant information	1

**Sample answer:**

Letizia\_2013 totally disagrees with Angel@’s opinion. She believes that there is no such thing as ‘authentic’ Italian cuisine. Rather there is regional cuisine and often you can even find marked differences between one town and another in the same vicinity.

**Question 9 (d)**

Criteria	Marks
• Provides a thorough explanation of how effective Downunder_18 is in expressing his thoughts on <i>cucina fusion</i>	3
• Provides a satisfactory explanation of how effective Downunder_18 is in expressing his thoughts on <i>cucina fusion</i>	2
• Provides some relevant information	1

**Sample answer:**

Downunder\_18 is very effective because he presents his arguments with examples based on historical facts eg pasta from Asia and tomato and coffee from America. Downunder\_18 reinforces his argument by using his personal experience. Being an Italian living in Australia he enjoys a vast variety in choice of cuisines.

Also he uses expressions such as ‘well done Letizia’, ‘what kind of meal would it be without these ingredients’, ‘a feast for the palate’.

**Question 10 (a)**

Criteria	Marks
• Explains what the expression <i>hai trovato l’America</i> means within the context of the text	2
• Provides some relevant information	1

**Sample answer:**

Italians were able to start a new life and make their fortune by migrating to America.

**Question 10 (b)**

Criteria	Marks
• Provides the main reasons for Italian migration to Australia in the 1950s according to the text	3
• Provides some of the reasons for Italian migration to Australia in the 1950s according to the text	2
• Provides some relevant information	1

**Sample answer:**

Italy was impoverished by the Second World War and the Australian government made it easy for Italians by subsidising/encouraging migration. There was also work available for unskilled people.

**Question 10 (c)**

Criteria	Marks
• Provides a thorough explanation as to how coming to Australia might benefit young Italians today	4
• Provides a sound explanation as to how coming to Australia might benefit young Italians today	3
• Provides an adequate explanation as to how coming to Australia might benefit young Italians today	2
• Provides some relevant information	1

**Sample answer:**

Enables them to work and earn money and therefore might be able to become autonomous / independent from their parents and thus gain self esteem. They can improve their English language skills. They can explore a new country / have new life experiences.

**Question 10 (d)**

Criteria	Marks
• Compares and contrasts thoroughly and perceptively the profile of Italians coming to Australia in the past with those who have come more recently	6
• Compares and contrasts thoroughly the profile of Italians coming to Australia in the past with those who have come more recently	5
• Compares and contrasts soundly the profile of Italians coming to Australia in the past with those who have come more recently	4
• Compares and contrasts adequately the profile of Italians coming to Australia in the past with those who have come more recently	3
• Gives a limited comparison and a contrast of the profile of Italians coming to Australia in the past with those who have come more recently	2
• Provides some relevant information	1

**Sample answer:**

Migrants both of the past and the present are motivated by economic reasons. In the past they were usually male, poor and uneducated who came out alone mainly from South and North East taking on any back breaking job/hard manual labour in order to make a new life for themselves, hoping to bring out their family/extended family permanently to start afresh. On the other hand since 2008 both males and females from all over Italy, often already with a degree/diploma, have come to Australia on a temporary visa with the aim to not only gain travel experience, make new friends but to have the opportunity to work, accepting jobs that they would not dare do in Italy, and which cannot be compared with the hard labour of their predecessors, and earn money which they would not be able to do in Italy.

## 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**

<b>Criteria</b>	<b>Marks</b>
<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

# Italian Continuers

## 2013 HSC Examination 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	Arts and entertainment — telephone message	H3.1
2	2	Relationship — conversation	H3.1
3	3	Relationship / Italian influence (design) — conversation	H3.1, H3.4
4	1	Travelling in Italy — radio announcement	H3.4
5	3	Personal identity / adolescent world / relationship — dialogue	H3.4, H3.5, H3.6
6	4	Health and leisure / sport — conversation	H3.4, H3.5, H3.6
7	4	Italian influence / arts and entertainment / music — dedication on radio	H3.1, H3.2
8 (a)	1	Italian cinema / arts and entertainment / social issues / immigrants in Italy — conversation	H3.1
8 (b)	5	Italian cinema / arts and entertainment / social issues / immigrants in Italy — conversation	H3.3, H3.4, H3.5, H3.6

#### Section II — Reading and Responding

##### Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Lifestyle in Italy and abroad / Italian passions: Italian cuisine — internet chat	H3.1
9 (b)	2	Lifestyle in Italy and abroad / Italian passions: Italian cuisine — internet chat	H3.1 H3.4
9 (c)	3	Lifestyle in Italy and abroad / Italian passions: Italian cuisine — internet chat	H3.1, H3.4, H3.5
9 (d)	3	Lifestyle in Italy and abroad / Italian passions: Italian cuisine — internet chat	H1.3, H3.4, H3.5, H3.6
10 (a)	2	Youth and social issues / world of work / tourism and travelling in Australia — article	H3.1
10 (b)	3	Youth and social issues / world of work / tourism and travelling in Australia — article	H3.1, H3.4
10 (c)	4	Youth and social issues / world of work / tourism and travelling in Australia — article	H3.4, H3.5
10 (d)	6	Youth and social issues / world of work / tourism and travelling in Australia — article	H3.4, H3.5

**Section II — Reading and Responding**  
**Part B**

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
11	15	Education and future aspirations / relationships — email / email	H1.2, H1.3, H3.1, H3.3

**Section III — Writing in Italian**

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
12	5	Education and future aspirations / relationship — note	H2.1, H2.2, H2.3
13 (a)	10	Personal identity / event — article for a blog	H2.1, H2.2, H2.3
13 (b)	10	Personal identity / school — article for a blog	H2.1, H2.2, H2.3