

2014 HSC Italian Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Gives the reason why Filippo is ringing Letizia	2
• Gives some relevant information	1

Sample answer:

Filippo is ringing Letizia because he wants to tell her that he has two tickets to a concert and to invite her to go with him because he knows she is a fan.

- He has two tickets to a concert
- He knows she is a fan/she likes this music hence he is inviting her.

Question 2

Criteria	Marks
• Provides the information contained in the letter	2
• Gives some relevant information	1

Sample answer:

The letter informs the parents that they have to make an appointment with the school as their son has behaved aggressively/badly.

Question 3

Criteria	Marks
• Explains how Paolo feels about Lorenza's news	2
• Gives some relevant information	1

Sample answer:

He is happy that she has got her licence and excited because now they are independent of their parents they can drive where they want.

- The word licence needs to be implied (it doesn't need to be used but suggested)
- Must suggest sense of independence/don't have to rely on parents.

Question 4

Criteria	Marks
• Gives a full explanation of how Massimo's mood changes	4
• Gives a sound explanation of how Massimo's mood changes	3
• Gives a satisfactory explanation of how Massimo's mood changes	2
• Gives some relevant information	1

Sample answer:

Initially he is happy/excited and is looking forward to celebrating the news that he has finally got his visa to go to Australia. However, he is becoming frustrated with his girlfriend's negative reaction and her concerns with the survival of their relationship. In the end he is disappointed and has lost his enthusiasm because of her lack of support and trust.

- Must focus on the change in his mood

Answers could include:

- excited about finally getting his visa/going to Australia
- frustrated with her negativity
- disappointed in her lack of faith in the relationship
- loss of enthusiasm/does not feel like going anymore plus support from text

Question 5

Criteria	Marks
• Correct answer is C	1

Question 6

Criteria	Marks
• Gives a full comparison of the two speakers' opinions about the project	4
• Gives a sound comparison of the two speakers' opinions about the project	3
• Gives an adequate comparison of the two speakers' opinions about the project	2
• Some relevant information	1

Sample answer:

Carla supports the proposal of the development of a tourist theme park on one of the islands in Venice because she believes it will open up new job opportunities and benefit the smaller islands financially. Franco on the other hand thinks it is an absurd/ ridiculous idea to have a theme park. He thinks that people don't go to Venice to have fun on the rides and that a theme park will not fit in with either the natural environment or the history and tradition of the city. Carla looks at the project as a commercial venture where Franco worries about the environmental, cultural side of things.

Answers could include:

- she supports proposal
 - job opportunities
 - economically
- he believes idea absurd
- it does not fit in with natural environment or history and tradition

Question 7

Criteria	Marks
• Gives the main points in the radio advertisement	4
• Gives most of the main points in the radio advertisement	3
• Gives some of the main points	2
• Gives some relevant details	1

Sample answer:

The main points should be:

It is advertising a marathon that is neither a race nor a competition.

It is a walking marathon that one does with one's eyes in order to appreciate, in order to revisit historic places.

By participating, part of the funds raised from the enrolment fee goes towards the restoration of the cultural/ historical places that need it.

Refer to the website to get further information or sign up to participate/the idea of how to participate needs to be conveyed.

Everyone can participate!/don't have to be fit.

Question 8 (a)

Criteria	Marks
• States where Michele is inviting Nadia to go	1

Sample answer:

He is inviting her to go to a market/fair where you can exchange goods.

Question 8 (b)

Criteria	Marks
• Gives a perceptive explanation of what this conversation reveals about Nadia, with detailed reference to the text	5
• Gives a good explanation of what this conversation reveals about Nadia, with reference to the text	4
• Gives a satisfactory explanation of what this conversation reveals about Nadia, with some reference to the text	3
• Gives a limited explanation of what this conversation reveals about Nadia	2
• Gives some relevant information	1

Sample answer:

This conversation reveals that Nadia is fashion-conscious when she says she hates the idea of wearing and buying used clothes and if she wanted to wear used clothes she could get them from her grandmother's wardrobe.

She likes society as it is and does not want to change anything.

She is a strong/assertive/independent person. She is happy with her consumerist outlook on life and feels she is entitled to spend her hard-earned money as she pleases.

She does not like his judgemental attitude and is offended by the fact that she is always the target of it. She is fed up with his talk about capitalism and consumerism, and stands up to him as shown by the language she uses such as 'You always go on about it', 'I don't like your arrogant manner towards me.'

The answer should express the idea that:

- she is fashion conscious/does not like wearing used clothes
- reference to grandmother
- she is happy with the materialistic/consumerist society she lives in/does not want to change anything
- she is strong/stubborn/assertive
- she feels she is entitled to spend her money as she pleases as she works hard for it
- she stands up to him/she is fed up/annoyed/offended by his judgemental attitude
- 'perception' – should explore elements of her character backed up by the text

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
• Explains what annoys the father	2
• Gives some relevant information	1

Sample answer:

The new craze/habit/obsession of young people with phones (in their hands) constantly taking photos of themselves. Students may answer globally → response may refer to people's vanity/self obsession.

Question 9 (b)

Criteria	Marks
• Explains the daughter's initial reaction to the father's comments	2
• Gives some relevant information	1

Sample answer:

- He has no understanding of young people/their world
- She corrects him saying that they are called 'selfies'
- She is irritated by OR the fact he does not know that the photos young people take are called 'selfies'

Question 9 (c)

Criteria	Marks
• Explains why the father says <i>Che insulto ...</i>	2
• Gives some relevant information	1

Answers could include:

- Reference made to the comparison of selfies to the masterpieces of the past
- He is shocked/insulted that she should undermine the artistic value of famous artists
- He refers to selfies as frivolous/silly etc

Students should:

- Refer to the comparison made and
- why he would be offended.

Question 9 (d)

Criteria	Marks
• Explains fully how the daughter responds to the father's criticism	4
• Explains soundly how the daughter responds to the father's criticism	3
• Explains adequately how the daughter responds to the father's criticism	2
• Gives some relevant information	1

Sample answer:

Students should: make reference to the fathers' criticism → everything is made public which may cause regret/embarrassment/trouble in the future/one day

Answers could include:

- taking selfies enables her be in control/she can choose what to make public/she can choose how to present herself
- privacy no longer exists
- the word selfie is even in the Oxford dictionary, therefore should be taken seriously/it is not a passing trend.

Question 10 (a)

Criteria	Marks
• Explains what <i>Non voglio discriminare, ma ...</i> implies according to the author	2
• Gives some relevant information	1

Sample answer:

When people say that they do not want to discriminate/offend it implies that they will offend/people actually do the opposite.

Question 10 (b)

Criteria	Marks
• Explains fully what the author thinks about stereotypes of young and old drivers	3
• Explains adequately what the author thinks about stereotypes of young and old drivers	2
• Gives some relevant information	1

Sample answer:

According to the author, the reality is that there are good and bad drivers of all ages as can be seen in the statistics. Anyone can be distracted and could fail a driving test if they were to sit for one without warning.

The idea that stereotypes do not reflect the truth as there are good and bad drivers of all ages as the statistics show. Therefore age is not the determining factor.

Question 10 (c)

Criteria	Marks
• Gives a full explanation of why some of the prejudices exist in the work-place according to the author	4
• Gives a sound explanation of why some of the prejudices exist in the work-place according to the author	3
• Gives a limited explanation of why some of the prejudices exist in the work-place according to the author	2
• Gives some relevant information	1

Sample answer:

The young are seen as unable to accept advice from those who are wiser. They have no respect for those with experience. The elderly are seen as not being open to changes. The fast spread of new technology further increases the prejudice/divide between young and old. The prejudice is aggravated by the fact that the elderly are staying in the workforce for longer and are perceived as preventing the young from getting the jobs/promotions.

Question 10 (d)

Criteria	Marks
• Gives a full and perceptive explanation of the significance of the author ending the article with <i>O sono troppo sognatore?</i>	6
• Gives a full explanation with some perception of the significance of the author ending the article with <i>O sono troppo sognatore?</i>	5
• Gives a sound explanation of the significance of the author ending the article with <i>O sono troppo sognatore?</i>	4
• Gives an adequate explanation of the significance of the author ending the article with <i>O sono troppo sognatore?</i>	3
• Gives a limited explanation of the significance of the author ending the article with <i>O sono troppo sognatore?</i>	2
• Gives some relevant information	1

Sample answer:

He asks 'is he a dreamer/to optimistic'. Is a society without prejudice attainable since it has always existed? In order to do so, we would need to change our vision of the world/mindset. In an ideal world, young and old would work together for the betterment of society. Young and old have talents and skills to contribute which should be valued, therefore, it would be a waste not to collaborate.

Is it wishful thinking that this could happen?

Is it possible?

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 with some minor errors • 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 more errors yet still has a variety of tenses • Organises information and ideas to meet the requirements of the task 	10–12
<ul style="list-style-type: none"> • Responds well 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

Italian Continuers

2014 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 — Phone conversation	H3.1
2	2	Education — Conversation	H3.1
3	2	Leisure — Conversation	H3.1, H3.4
4	4	Relationships — Conversation	H3.3, H3.5,
5	1	Relationships — Conversation	H3.1, H3.3, H3.4
6	4	Tourism, Arts & Entertainment — Conversation	H3.5, H3.6
7	4	Cultural heritage — Radio advertisement	H3.2, H3.5
8 (a)	1	Lifestyle — Conversation	H3.1
8 (b)	5	Lifestyle — Conversation	H3.4, H3.5, H3.6

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Personal identity and communication	H3.1
9 (b)	2	Personal identity and communication	H3.1
9 (c)	2	Personal identity and communication	H3.1
9 (d)	4	Personal identity and communication	H3.5, H3.4
10 (a)	2	Social issues/The world of work	H3.1
10 (b)	3	Social issues/The world of work	H3.1, H3.5
10 (c)	4	Social issues/The world of work	H3.4, H3.5
10 (d)	6	Social issues/The world of work	H3.4, H3.5, h3.6

Section II — Reading and Responding
Part B

Question	Marks	Content	Syllabus outcomes
11	15	Tourism and hospitality — email with attachment	H1.2, H1.3, H3.1

Section III — Writing in Italian

Question	Marks	Content	Syllabus outcomes
12	5	Notice — Future aspirations/moving out	H2.1, H2.2, H2.3
13 (a)	10	Script of a speech — Health and leisure (Extracurricular activities)	H2.1, H2.2, H2.3
13 (b)	10	Script of a speech — Health and leisure (Healthier lifestyle)	H2.1, H2.2, H2.3