

## 2015 HSC Italian Continuers Marking Guidelines

### Section I — Listening and Responding

#### Question 1

Criteria	Marks
• Gives details of what he learns from his conversation with Manuela	2
• Provides some relevant information	1

*Sample answer:*

The French exam is tomorrow and dictionaries are allowed.

#### Question 2

Criteria	Marks
• Provides the relevant details to be included in the note	2
• Provides some relevant information	1

*Sample answer:*

Hi mum, dad rang to say that his flight has been cancelled.

He needs to be picked up from the airport at 10:30 am tomorrow.

#### Question 3

Criteria	Marks
• Provides the correct answer	1

*Sample answer:*

D

**Question 4**

Criteria	Marks
• Demonstrates a good understanding of the type of student Professor Rossi is appealing to	3
• Demonstrates a satisfactory understanding of the type of student Professor Rossi is appealing to	2
• Provides some relevant information	1

**Sample answer:**

Students of Italian who want to keep their passion for the language alive, are keen to study and live in Italy and are eager to take advantage of scholarships offered.

**Question 5**

Criteria	Marks
• Gives a good explanation of how relevant this conversation is to Sofia	3
• Gives a satisfactory explanation of how relevant this conversation is to Sofia	2
• Provides some relevant information	1

**Sample answer:**

The conversation is very relevant to her, as she would like to work and earn some money and also because she would love to work with him but right now she has family issues and cannot commit. Also Carlo has indicated that work will be available at a later time.

**Question 6**

Criteria	Marks
• Provides a comprehensive explanation of how Luana is likely to feel after this conversation	4
• Provides a good explanation of how Luana is likely to feel after this conversation	3
• Provides a satisfactory explanation of how Luana is likely to feel after this conversation	2
• Provides some relevant information	1

**Sample answer:**

She is likely to feel upset because she didn't even get an interview for the job even though she felt very confident of her chances. She may feel she has no hope because her qualifications and work experience are not considered sufficient and she may be worried for her future prospects. She is likely to feel angry because he dismissed her quite rudely.

**Question 7**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of Giovanna's reaction with detailed reference to the text	4
• Demonstrates a good understanding of Giovanna's reaction with reference to the text	3
• Demonstrates a satisfactory understanding of Giovanna's reaction with limited reference to the text	2
• Provides some relevant information	1

***Sample answer:***

Giovanna's reaction is justified to a certain extent because she is upset. She feels that Claudio betrayed her by revealing that she liked Roberto.

She is embarrassed because Claudio also lied to Roberto about her Maths abilities, so she feels she will never be able to face Roberto again. However, her reaction shows that she does not appreciate/understand that he was only trying to help to bring them together.

**Question 8**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough and perceptive understanding of how Francesco uses language to convey his ideas	6
• Demonstrates a thorough understanding of how Francesco uses language to convey his ideas	5
• Demonstrates a good understanding of how Francesco uses language to convey his ideas	4
• Demonstrates a satisfactory understanding of ideas conveyed and/or the language used	3
• Demonstrates a limited understanding of the ideas conveyed and/or the language used	2
• Provides some relevant information	1

***Sample answer:***

The speaker conveys three main ideas.

The first idea is that public space (on trains) has become a private domain. This is conveyed through strong negative language/imagery (eg per forza, condannati) to emphasise the idea that people are unwillingly subjected to other people's loud annoying conversations.

His second idea is that in the past conversing with other passengers on trains was much easier. He uses humour/exaggeration/sarcasm (eg missione impossibile) to highlight the difference between positive past and negative present behaviour on trains.

Thirdly, he is disgusted by people's indifference/lack of consideration towards those who need assistance. To convey this idea he uses strong imagery (eg chiusi nel loro mondo egoista).

## Section II — Reading and Responding

### Part A

#### Question 9 (a)

Criteria	Marks
<ul style="list-style-type: none"> <li>States the topic introduced by Mario</li> </ul>	1

**Sample answer:**

School as a safe (and) happy place for everyone/bullying at school.

#### Question 9 (b)

Criteria	Marks
<ul style="list-style-type: none"> <li>Explains why Claudia says <i>che inferno</i></li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

**Sample answer:**

She refers to her school experiences as hell because her classmates would either ignore her/tease her/bully her.

#### Question 9 (c)

Criteria	Marks
<ul style="list-style-type: none"> <li>Explains fully why Lucia's entry is NOT relevant to Mario's initial comments</li> </ul>	3
<ul style="list-style-type: none"> <li>Explains adequately why Lucia's entry is NOT relevant to Mario's initial comments</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

**Sample answer:**

It is not relevant because Lucia is referring to young children. Her viewpoint is based only on her two grandchildren's school experiences. Also she doesn't acknowledge the problem (as she is convinced that school is always a happy place and that young kids are innocent).

**Question 9 (d)**

Criteria	Marks
• Demonstrates a thorough understanding of how the views of Claudia and Stefano differ	4
• Demonstrates a sound understanding of how the views of Claudia and Stefano differ	3
• Demonstrates a limited understanding of how the views of Claudia and Stefano differ	2
• Provides some relevant information	1

**Sample answer:**

They differ on whether bullying continues after school and how it should be dealt with.

Claudia believes one should avoid contact with unpleasant people, keep quiet and the problem will eventually disappear as it doesn't happen in the workforce because this issue is linked to school age.

Stefano disagrees and believes that bullying also exists in the workforce and has nothing to do with age. He also states it should be reported and punished, both at school and at the workplace.

**Question 10 (a)**

Criteria	Marks
• Demonstrates fully the purpose of this edition	2
• Provides some relevant information	1

**Sample answer:**

To present various opinions and suggestions on graffiti as art or vandalism as a response to the issue raised by Marco's original letter.

**Question 10 (b)**

Criteria	Marks
• Describes fully Marco's attitude towards the issue presented	3
• Describes partially Marco's attitude towards the issue presented	2
• Provides some relevant information	1

**Sample answer:**

Marco has a positive attitude towards graffiti. He sees it as an art form, which has value and merit. He claims that it brings colour and beauty as well as conveying a message to society. He makes a clear distinction between *writers* who are ethical and respect monuments and vandals who just vent their frustration (with provocative sentences or obscene symbols).

**Question 10 (c)**

Criteria	Marks
• Provides a full description of how Elena's view on the issue changed	4
• Provides a sound description of how Elena's view on the issue changed	3
• Provides an adequate description of how Elena's view on the issue changed	2
• Provides some relevant information	1

**Sample answer:**

Elena was firstly against street art and did not support the school initiative. However when the murals were done at her school, she noticed how happy everyone was and how the school environment had changed for the better. She now can see how she was prejudiced against this form of art.

**Question 10 (d)**

Criteria	Marks
• Provides a perceptive understanding of how Fabio's views are conveyed by the language he uses	6
• Provides a thorough understanding of how Fabio's views are conveyed by the language he uses	5
• Provides a good understanding of how Fabio's views are conveyed by the language he uses	4
• Provides a sound understanding of how Fabio's views are conveyed by the language he uses	3
• Provides a limited understanding of how Fabio's views are conveyed by the language he uses	2
• Provides some relevant information	1

**Sample answer:**

He thinks that graffiti is not an art form and that graffitiists are not artists. He conveys this through the use of strong language, eg vandals (vandali) / scribbles (scarabocchi) / obscene drawings (disegni osceni).

He also thinks that graffiti ruins personal properties and national monuments. He uses emotive language to express his disappointment / sadness eg 'I only see ugliness' (io vedo solo bruttezza). He also uses a simile 'as though someone were burning...' (come se bruciassero...), and a metaphor 'my heart cries' (mi piange il cuore).

Lastly, he believes that graffitiists should be punished. He asks a rhetorical question 'do we want to continue...' (vogliamo continuare a...?), followed by imperatives, eg 'let us rebel' (ribelliamoci) to encourage others to take action.

## 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

# 2015 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	Education and future aspirations — conversation	H3.1
2	2	Health and leisure — telephone conversation	H3.1
3	1	The world of work — telephone message	H3.5
4	3	Communication — speech	H3.3
5	3	Relationships, the world of work — face-to-face conversation	H3.5
6	4	The world of work — telephone conversation	H3.5
7	4	Relationships — face-to-face conversation	H3.4
8	6	Communication — speech	H3.6

#### Section II — Reading and Responding

##### Part A

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

#### Section II — Reading and Responding

##### Part B

Question	Marks	Content	Syllabus outcomes
11	15	Future aspirations — text of an email	H1.2, H1.3, H3.1

#### Section III — Writing in Italian

Question	Marks	Content	Syllabus outcomes
12	5	Email — work	H2.1, H2.2, H2.3
13 (a)	10	Personal identity — diary entry	H2.1, H2.2, H2.3
13 (b)	10	Growing up — diary entry	H2.1, H2.2, H2.3