

BOARD OF STUDIES
NEW SOUTH WALES

2008 HSC Specimen Examination Package

Italian Beginners

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Italian Beginners

Introduction

This package contains:

- a specimen examination paper for the 2008 Higher School Certificate written examination in Italian Beginners (including a transcript of the Section I Listening texts);
- a mapping grid, showing how each question in the examination relates to the syllabus outcomes and content, and to the performance bands;
- sample marking guidelines for questions in Sections I, II and III;
- the marking guidelines for the oral examination;
- the performance band descriptions for Italian Beginners, which have been modified to reflect the changes in the revised syllabus.

The HSC examination in Italian Beginners consists of a written paper worth 80 marks and an oral examination worth 20 marks. The oral examination is a general conversation between the candidate and an examiner, in which they discuss the candidate's personal world as it relates to the prescribed topics in the syllabus. The marking guidelines for the oral examination are also published on the Board's website at http://www.boardofstudies.nsw.edu.au/syllabus_hsc/.

This specimen paper has been produced in accordance with the Board's *Principles for Setting HSC Examinations in a Standards-Referenced Framework*, published in Board Bulletin Volume 8 Number 9 (Nov/Dec 1999), which is available on the Board's website at <http://www.boardofstudies.nsw.edu.au/bulletins/index.html>. Questions are closely related to the outcomes of the course, and the papers as a whole are structured to allow for appropriate differentiation of student performance at all levels on the performance scale.

The paper has been designed so that students have a clear understanding of what they are required to do in each question, and in working through the paper. Where key words such as 'discuss', 'analyse', and 'explain', appear in questions, they have been used consistently in accordance with the Board's Glossary of Key Words (available on the Board's website at http://www.boardofstudies.nsw.edu.au/syllabus_hsc/).

This specimen paper is one example of the type of examination that could be prepared within the examination specifications in the revised Italian Beginners syllabus. Examinations will be based on the syllabus, and will test a representative sample of syllabus outcomes. Therefore, the range and balance of outcomes tested in HSC examinations in 2008 and subsequent years may differ from those addressed in the specimen paper. In subsequent examinations, the style and structure of the questions may differ from those in this specimen paper. As a suite, the specimen papers for all the Beginners courses indicate a range of possible variations in terms of structure and question style.

The mapping grid is an important feature of the development of the examination. It aids in ensuring that the examination as a whole samples a range of content and outcomes, and allows the full range students the opportunity to demonstrate their level of achievement.

Marking guidelines are developed at the same time as the examination questions, and show the criteria to be applied to the responses to questions, together with the marks to be awarded in line with the quality of the responses. Where appropriate, a sample answer is provided. The sample answer is one example of the type of response that would be sufficient to gain full marks, and is included as an indication of the scope and depth required. For extended-response questions, performance is described at a number of levels of performance, each covering a range of marks. Marking guidelines may require some refinement at the marking centre to take account of unanticipated responses that students may present. In many cases, the standard described at each mark range will be made clear during pilot-marking by the selection of sample scripts.

There are a number of points to note in considering the Italian Beginners specimen paper:

- The Italian Beginners specimen paper is one of eight Beginners specimen papers. The syllabuses share a common structure, and the examination specifications are essentially the same for all eight syllabuses. The specimen examinations were developed together as a suite, so that some identical or similar items appear in a number of the specimen papers. This will not be the case for the HSC examinations. A number of the items in the papers have been sourced from recent Beginners HSC examinations, which reflects the similarities between the revised courses and the courses they replaced.
- The format of the specimen paper follows the new examination specifications. The examination specifications allow variation in a number of aspects of the examination, such as the number of listening texts in Section I and the word limits for the two writing tasks in Section III. The eight Beginners specimen papers, as a suite, reflect a range of possible examinations. These aspects of HSC examination papers in 2008 and subsequent years may differ from the specimen paper.
- Rubrics indicating general criteria for judging performance for extended response questions have been placed at the beginning of Parts A and B of Section III, to indicate the criteria that will be used to assess responses to the question(s). These criteria are in addition to criteria specific to each question.
- Sample marking guidelines are included for one short-answer question from each of Section I – Listening and Section II – Reading, as well as for the three writing tasks in Section III. An indication of the range of marking guidelines for short-answer questions can be gained by considering the sample Section I and Section II marking guidelines from across the suite of Beginners specimen papers.

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Centre Number

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Student Number

2008
HIGHER SCHOOL CERTIFICATE
SPECIMEN EXAMINATION

Italian Beginners

General Instructions

- Reading time – 10 minutes
- Working time – 2 hours and 30 minutes
- Write using black or blue pen
- Monolingual and/or bilingual print dictionaries may be used
- Write your Centre Number and Student Number at the top of this page and pages 9 and 17

Total marks – 80

Section I Pages 2–6

30 marks

- Attempt Questions 1–10
- This section should take approximately 40 minutes

Section II Pages 9–15

30 marks

- Attempt Questions 11–15
- Allow about 1 hour for this section

Section III Pages 17–20

20 marks

This section has two parts, Part A and Part B

- Allow about 50 minutes for this section

Part A – 10 marks

- Attempt Questions 16–17

Part B – 10 marks

- Attempt Question 18

Section I — Listening

30 marks

Attempt Questions 1–10

This section should take approximately 40 minutes

You will hear TEN texts. Each text will be read twice. The question for each text will be read once before the first reading of the text. There will be a pause after the first reading in which you may make notes. However, you may make notes at any time. You will be given adequate time after the second reading to complete your answer. Answer the questions in ENGLISH in the spaces provided. In the case of multiple-choice questions, tick the box that corresponds to the correct response. You may proceed to Section II as soon as you have finished Question 10.

	Marks	Candidate's Notes
Question 1 (1 mark)		
Which train will the man have to take?	1	
The train leaving at:		
(A) 11:00 am	<input type="checkbox"/>	
(B) 11:30 am	<input type="checkbox"/>	
(C) 1:00 pm	<input type="checkbox"/>	
(D) 1:30 pm	<input type="checkbox"/>	
Question 2 (1 mark)		
What type of text is this?	1	
(A) An advertisement	<input type="checkbox"/>	
(B) A news item	<input type="checkbox"/>	
(C) A phone message	<input type="checkbox"/>	
(D) A speech	<input type="checkbox"/>	
Question 3 (2 marks)		
Why is the man happy?	2	
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Question 4 (3 marks)

How does Cristina complete her sport choice form?

3

School Sport Choice	
Tick your sport choice. In the remaining boxes state why you have NOT chosen the other sports.	
Name	
	<i>Cristina Catalana</i>
Sport	<i>Please complete ALL boxes</i>
Basketball	✓
Bowling	
Dance	
Volleyball	

Question 5 (3 marks)

How does Luca try to persuade Luciana to go to *Da Ruggero*?

3

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	Marks	Candidate's Notes
Question 6 (3 marks)		
Why is the teacher annoyed with the student?	3	
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Question 7 (4 marks)		
(a) Why does Olivia ring Pietro?	1	
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(b) What is the misunderstanding between Olivia and Pietro?	3	
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Question 8 (4 marks)

Marks

**Candidate's
Notes**

Why is the woman unsure of what to do?

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Question 9 (4 marks)

Do you think that Giovanni is serious in his search for a job? Support your answer with evidence from the text.

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Question 10 (5 marks)

Marks | **Candidate's
Notes**

How did the two speakers reach their decision? Support your answer with evidence from the text.

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You may now proceed to Section II

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Italian Beginners

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Centre Number

Section II — Reading

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Student Number

30 marks

Attempt Questions 11–15

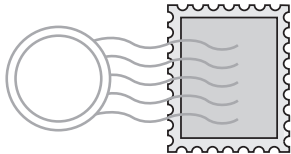
Allow about 1 hour for this section

Read the texts, then answer the questions in ENGLISH in the spaces provided.

Question 11 (3 marks)

Marks

Read the text, then answer the questions that follow.

<p>Roma il 16 ottobre 2006</p> <p>Caro Gino,</p> <p>Roma è bellissima. Ho trascorso quattro settimane da mio cugino che lavora e risiede qui. È molto più comodo di un albergo. Ieri sono andato allo zoo. Come mi sono divertito guardando le scimmie – come erano buffe! Mentre pranzavo, guardavo le scimmie che mangiavano le banane e le buttavano alla gente che passava! Dopo ti faccio vedere le foto.</p> <p>Ritorno a Sydney la settimana prossima. Sarò contento di rivedere tutta la mia famiglia.</p> <p>A presto</p> <p>Il tuo amico</p> <p>Paolo</p>	 <hr/> <hr/> <hr/> <hr/>
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(a) Where is Paolo staying in Rome? 1

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(b) Describe what Paolo did yesterday. 2

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Question 12 (4 marks)

Read the text, then answer the questions that follow.

**TUTTI A BORDO! L'ESPRESSO PER LE VACANZE
SCOLASTICHE È PRONTO PER PARTIRE!**

15 euro. Qualsiasi studente. Qualsiasi destinazione. Qualsiasi treno.

- ❖ Passate una giornata alla spiaggia di Rimini
- ❖ Divertitevi nel parco 'L'Italia in miniatura'
- ❖ Vedete la statua di Davide nel museo a Firenze
- ❖ Salite la Torre di Pisa
- ❖ Fate un giro in gondola sul Canal Grande
- ❖ Visitate il Duomo a Milano

Mostrate la vostra tessera di studente allo sportello per avere una
tariffa ridotta.

Le cuccette non sono incluse nella tariffa.

Tariffa ridotta valida solo entro il mese di agosto.

(a) What is being advertised? 2

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(b) What restrictions have been placed on the offer? 2

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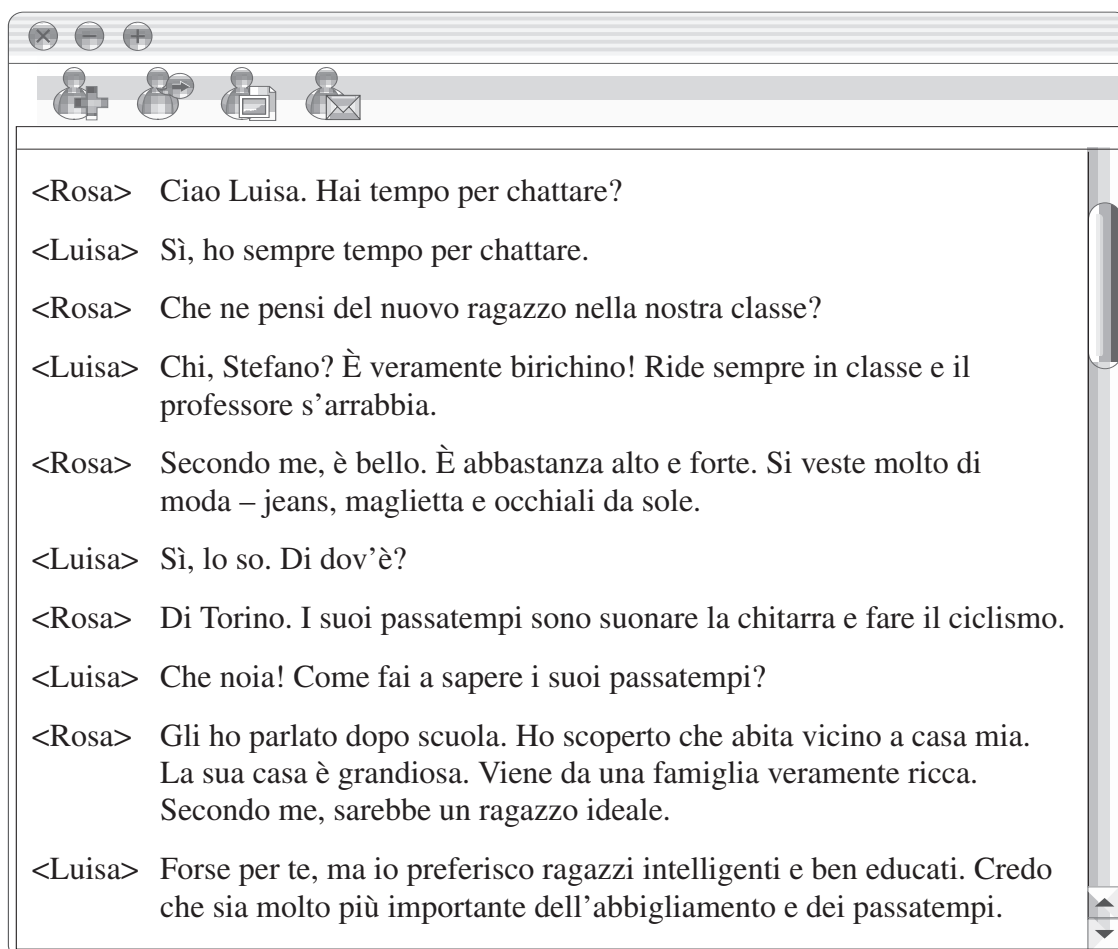
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Question 13 (5 marks)

Read the text, then answer the question that follows.



Who would be more likely to choose Stefano as a boyfriend, Luisa or Rosa? Justify your answer with evidence from text.

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Question 14 (9 marks)

Read the text, then answer the questions that follow.

SIMBA – Tutto ciò che volete sapere

Rivista Rock parla con Sebastiano Pacetta, cantante del gruppo SIMBA.

RR: Come avete scelto il nome SIMBA?

SP: Beh, non è molto originale, abbiamo solo usato la prima lettera dei nostri nomi.

RR: Adesso che siete famosi, è cambiata molto la vostra vita?

SP: Ah sì, un sacco. Viaggiamo molto più di prima e visitiamo molti paesi. Mi piace molto incontrare tanta gente di diversi paesi. Abbiamo anche la possibilità di assaggiare cibo diverso ed interessante. Purtroppo, non vedo la mia famiglia quanto vorrei, ma meno male che mia madre ha imparato a mandarmi messaggi. E poi, mi manca la sua cucina.

RR: Come descrivete la vostra musica?

SP: Siamo tutti immigranti, e siamo venuti da paesi dove ci sono conflitti e guerre. E così spesso usiamo strumenti tradizionali dei nostri paesi. I nostri temi trattano di guerra e di pace.

RR: Quali sono i vostri piani per il futuro?

SP: Vorremmo fare dei concerti nei nostri paesi, sai, cantare nella nostra lingua. Abbiamo anche discusso la possibilità di fare un concerto di beneficenza per raccogliere fondi per gli orfani.

RR: Avete dei consigli per quelli che vogliono formare un gruppo?

SP: Sì, bisogna esercitare ogni giorno. È anche utile ascoltare altri gruppi per ispirazione. All'inizio noi siamo stati rifiutati tante volte dalle ditte discografiche ma bisogna insistere. Non abbandonate i vostri sogni. Infine ci si può mandare un' email al nostro sito per chiederci altri consigli.

Question 14 continues on page 13

Question 14 (continued)

(a) What is the origin of the band's name? **1**

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(b) What new experiences has Sebastiano had since becoming a rock star? **2**

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(c) How does SIMBA maintain its heritage? **2**

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(d) In what ways is SIMBA a good role model for young people? **4**






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End of Question 14

Question 15 (9 marks)

Read the text, then answer the questions that follow.

 New ▾	 Reply	 Reply All	 Forward	 Send & Receive
To:	<input type="text" value="hotel.com"/>			
Cc:	<input type="text"/>			
Subject:	<input type="text"/>			
<p>Egregio Direttore</p> <p>Recentemente siamo stati nel Suo albergo dal 4 al 6 gennaio. Il personale è stato amichevole e la camera era spaziosa e pulita. Abbiamo prenotato facilmente sull'Internet. Ci è piaciuta la colazione, e l'assistenza dal personale riguardo le gite è stata molto utile e gradita.</p> <p>Comunque, siamo rimasti un po' delusi per alcuni motivi. Abbiamo prenotato una camera matrimoniale con vista che dà sul fiume, ma abbiamo trovato che, invece, dava sul palazzo accanto. Inoltre, l'ascensore non funzionava, così abbiamo dovuto portare il nostro bagaglio al terzo piano e due volte non c'era abbastanza acqua per fare la doccia.</p> <p>Per questi motivi chiediamo un rimborso di una notte.</p> <p>Distinti saluti</p> <p>Carlo Pietrangeli</p>				

 New ▾	 Reply	 Reply All	 Forward	 Send & Receive
To:	<input type="text" value="Carlo Pietrangeli"/>			
Cc:	<input type="text"/>			
Subject:	<input type="text"/>			
<p>Caro Signor Pietrangeli</p> <p>Grazie per la Sua email riguardo il Suo soggiorno all' Hotel Bocciani. Mi fa piacere sentire che è stato contento di molti aspetti del Suo soggiorno. Mi dispiace che ha avuto problemi con la camera, l'ascensore e la doccia. Comunque, la nostra documentazione mostra che Lei non ha richiesto un tipo di camera in particolare. L'ascensore era guasto per soltanto un giorno, ma abbiamo impiegato più personale per assistere a portare il bagaglio. Abbiamo domandato a tutti gli ospiti di avere pazienza e darci il tempo di portare il bagaglio. Riguardo la doccia, la mancanza d'acqua è stata dovuta al Comune che ha tagliato l'acqua.</p> <p>Purtroppo, non possiamo darLe un rimborso ma la prossima volta Le daremo uno sconto del 10% e la colazione gratis.</p> <p>Distinti saluti</p> <p>Antonio Pavesi</p> <p>Direttore</p>				

Question 15 continues on page 15

Question 15 (continued)

- (a) Why did Carlo Pietrangeli write the email? **1**
- (A) To request tourist advice
 - (B) To make another booking
 - (C) To ask for a refund
 - (D) To confirm accommodation details

- (b) To what extent was he satisfied with his stay in the hotel? **3**
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- (c) Would Carlo Pietrangeli be satisfied with the manager’s response? Support your answer with evidence from the text. **5**
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End of Question 15

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Italian Beginners

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Centre Number

Section III — Writing in Italian

20 marks

Allow about 50 minutes for this section

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Student Number

Part A – 10 marks

Attempt Questions 16–17

Answer the questions in the spaces provided.

In your answers you will be assessed on how well you:

- demonstrate relevance of ideas, information or opinions
- write texts appropriate to context, purpose and audience
- sequence and structure information and ideas
- demonstrate control of a range of vocabulary and language structures

Marks

Question 16 (4 marks)

You have a part-time job in an Italian restaurant. Write a message to your boss asking to have Saturday night off, giving reasons for your request. Write approximately 40 words in ITALIAN.

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Question 17 (6 marks)

You are either Natalia OR Marco. Read the following email from Cristina and write an email in response. Write approximately 80 words in ITALIAN.

6

Natalia/Marco

Ti abbiamo aspettato mezz'ora alla stazione, ma abbiamo deciso di partire siccome eravamo in ritardo per l'inizio del film. Cosa ti è successo? La prossima volta, facci sapere se farai ritardo.

Cristina

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Section III (continued)

Part B – 10 marks

Attempt Question 18

Answer the question in the space provided.

In your answer you will be assessed on how well you:

- demonstrate relevance of ideas, information or opinions
 - write texts appropriate to context, purpose and audience
 - sequence and structure information and ideas
 - demonstrate control of a range of vocabulary and language structures
-

Marks

Question 18 (10 marks)

Answer ONE of the following questions. Write approximately 125 words in ITALIAN.

- (a) Sei appena tornato/a in Australia dopo un anno a Firenze dove hai fatto uno scambio di studente. Scrivi una lettera ad un amico/un' amica che hai conosciuto in Italia che spiega come hai trovato quest' esperienza. **10**

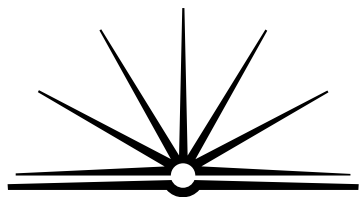
You have just returned to Australia from a year's school exchange in Florence. Write a letter to a friend you met in Italy about your experiences there.

OR

- (b) Recentemente hai vinto un biglietto per l'Italia in un concorso. Scrivi una lettera al tuo amico/all' tua amica in Italia, descrivendo la tua contentezza e i tuoi piani per il viaggio. **10**

Recently you won a ticket to Italy in a competition. Write a letter to your Italian friend describing your excitement and your plans for the trip.

Question 18 continues on page 20



B O A R D O F S T U D I E S
NEW SOUTH WALES

2008

**HIGHER SCHOOL CERTIFICATE
SPECIMEN EXAMINATION**

Italian Beginners

(Section I — Listening)

Transcript

Question 1

MALE: Scusi, Signora. Vorrei due biglietti nello scompartimento non fumatori per Firenze sul prossimo treno.

FEMALE: Ah, sì. Il prossimo treno parte alle undici e trenta, ma abbiamo soltanto posti negli scompartimenti fumatori.

MALE: Ah, che peccato! Allora, a che ora parte il prossimo treno con posti liberi non fumatori?

FEMALE: Alle tredici, Signore.

MALE: Ah, purtroppo non va bene per me. Se prendo il treno delle tredici arriverò troppo tardi per la mia riunione e non posso essere in ritardo.

Question 2

FEMALE: I giovani oggi giorno stanno diventando troppo grassi. Dopo scuola tornano a casa, si siedono davanti al computer e giocano lì per ore. Dopo cena, si siedono davanti al televisore. I dottori consigliano che i bambini dovrebbero fare un po' di esercizio tre volte alla settimana. Abbiamo un programma speciale proprio per i giovani e sconti per famiglie. Abbonatevi alla nostra palestra. Non perdetevi questa occasione!

Question 3

FEMALE: Signore, quella Fiat rossa è la Sua?

MALE: Sì è la mia. Ecco quindici euro per la benzina.

FEMALE: Grazie, Signore. Oggi abbiamo un'offerta speciale: per solo due euro in più Le laviamo la macchina e Le offriamo un caffè.

MALE: Ottimo! La mia macchina è così sporca e mi va un caffè!

Question 4

- MALE: Cristina, che fai? Scegli pallacanestro per lo sport a scuola?
- FEMALE: Non sono sicura, Paolo. Mi piace molto ma già la faccio dopo scuola. Un altro sport sarebbe bello. Sto pensando di giocare a pallavolo.
- MALE: Pallavolo? Ma lo sai che per pallavolo bisogna allenarsi tre volte alla settimana prima di andare a scuola?
- FEMALE: Non lo sapevo. La mattina arrivo appena in tempo per la prima lezione. Forse allora scelgo bocce. Sai, durante l'estate quando fa caldo al centro bocce c'è l'aria condizionata.
- MALE: Bocce? C'è troppo rumore lì ed è troppo caro.
- FEMALE: Veramente? Che difficile scegliere uno sport! Anche la danza sarebbe divertente e mi piacerebbe imparare a ballare.
- MALE: Non è possibile perchè per fare la danza bisogna avere già esperienza e bisogna partecipare ai concorsi.
- FEMALE: Beh, allora, non cambierò sport.

Question 5

- MALE: Luciana, c'è un nuovo ristorante italiano in centro. Si chiama 'Da Ruggero'. Ci andiamo?
- FEMALE: No Luca, io sono a dieta.
- MALE: Non ti preoccupare. Guarda, ecco il menù. Puoi scegliere un piatto semplice.
- FEMALE: Ma sembra un po' caro!
- MALE: Ma guarda, durante questo mese c'è uno sconto del venti per cento.
- FEMALE: Non sono sicura.
- MALE: Ma dai, sta proprio accanto al cinema. Dopo cena possiamo andare a vedere quel film che volevi tanto vedere.

Question 6

MALE: Professoressa, può controllare la domanda per la mia borsa di studio?

FEMALE: È l'ora di pranzo adesso. Perché non me l'hai chiesto in classe?

MALE: Mi sono dimenticato.

FEMALE: Lo faccio domani. Al momento sto mangiando il pranzo.

MALE: Ma devo spedirla oggi.

FEMALE: Ma hai avuto un mese per farlo!

MALE: Per favore, Professoressa! È molto importante e se non mi aiuta oggi non farò in tempo!

FEMALE: Il mese scorso mi hai chiesto di aiutarti con il compito proprio il giorno che dovevi consegnarlo. Non fai mai le cose in tempo. Va bene, dammela adesso e te la ridò dopo scuola. Veramente, non sono molto contenta!

Question 7

MALE: Pronto.

FEMALE: Ciao Pietro, sono Olivia. Come stai?

MALE: Bene, grazie. E tu?

FEMALE: Benone. Senti, sto telefonando perché ho dei biglietti per il concerto di Eros questo sabato. Vuoi venire?

MALE: Mi piacerebbe. Ma non andavi con Giorgio?

FEMALE: Sì, ma lui non ha la macchina ed i miei genitori non mi fanno andare in treno perché il concerto finirà tardi.

MALE: Ma hai parlato con Giorgio? Guarda, è il mio migliore amico. Sicuramente s'arrabbierà.

FEMALE: No, no, non hai capito. Andremo tutti e tre al concerto in macchina tua.

Question 8

- FEMALE: Uffa! Finalmente sono a casa. Ho avuto una brutta giornata.
- MALE: Cos'è successo, Sofia?
- FEMALE: Il mio capo è molto maleducato. Non ringrazia mai e si lamenta sempre. Voglio veramente cambiare lavoro.
- MALE: Ma pensaci bene. La paga è buona e abitiamo così vicino al tuo lavoro! E poi sarà difficile trovare un altro lavoro dove non devi guidare molto.
- FEMALE: Sì, ma non sono contenta.
- MALE: Ci sono vantaggi e svantaggi in qualsiasi lavoro. E poi non ti mancheranno i tuoi colleghi?
- FEMALE: Sì, va bene. Forse hai ragione.

Question 9

- FEMALE: Giovanni, cosa fai?
- MALE: Sto cercando un lavoro nel giornale.
- FEMALE: Hai trovato qualcosa?
- MALE: Ancora no, non so cosa fare.
- FEMALE: Vediamo un po'. Ah, ecco qui qualcosa. Un ufficio turistico che cerca una guida. Dovresti portare i turisti in giro a vedere i posti più interessanti di Sydney.
- MALE: Sì, ma cosa gli dirò tutto il giorno?
- FEMALE: Ma parli quattro lingue, Giovanni. Sei sempre un tipo allegro e ti piace incontrare la gente.
- MALE: Vediamo cos'altro c'è. Guarda, un ristorante italiano cerca un cameriere, ma le ore sono lunghe e si finisce troppo tardi.
- FEMALE: Ma è vicino a casa e ci si arriva in cinque minuti. In più ti daranno i pasti gratis.
- MALE: Conosco quel ristorante e mi piace molto il cibo lì, ma quando vedrei i miei amici?
- FEMALE: Ma non lavorano anche loro? Allora cosa pensi di un lavoro in banca?
- MALE: Cosa farò in banca?
- FEMALE: Potresti fare il cassiere. È un lavoro facile e la paga è buona. Non si lavora la sera e tu sei bravo in matematica.
- MALE: Non sono convinto. Uffa, non ci voglio pensare più. Dai, andiamo a fare una passeggiata.

Question 10

FEMALE: Secondo te, chi sarà eletto rappresentante di classe – Maria o Giancarlo?

MALE: Non lo so. È molto difficile. Maria è veramente simpatica ed in gamba.

FEMALE: Generalmente, sì, ma alcuni pensano che lei sia antipatica. Comunque lei è forte a scuola. Mi è piaciuto molto il discorso che ha fatto l'altro giorno.

MALE: Sì, ma il discorso era molto serio. Invece quello di Giancarlo era molto comico. Ha fatto ridere tutti.

FEMALE: Infatti lui è divertente. Giancarlo ha molti amici ed è molto sportivo. Gioca a pallacanestro, a tennis ed a calcio.

MALE: Però lo sai che arriva sempre in ritardo per l'allenamento. Non è mai in tempo e l'allenatore si arrabbia molto con lui.

FEMALE: Invece Maria non è mai in ritardo, è così organizzata. Infatti, la settimana scorsa, ha aiutato ad organizzare il ballo a scuola.

MALE: Sì, sì, Giancarlo si è divertito un mondo lì, ballando con tutte le ragazze.

FEMALE: Però non ha dato una mano a Maria per organizzare la festa e per essere rappresentante di classe bisogna avere qualcuno su cui si può contare.

MALE: Hai ragione. Beh, allora abbiamo deciso.

Italian Beginners

2008 HSC Specimen Examination Mapping Grid

For each item in the examination, this mapping grid shows the marks allocated, the syllabus content and syllabus outcomes it relates to, and the bands on the performance scale it is targeting. If an item is shown as targeting Bands 3–5, it indicates that candidates who demonstrate overall performance equivalent to the Band 3 descriptions should be able to score some marks on the item, while those who perform at Band 5 or above could reasonably be expected to gain high marks on the item. In the case of one-mark items, candidates who demonstrate performance at or above the bands shown could usually be expected to answer the item correctly.

Question	Marks	Content (Topic – Text Type)	Syllabus outcomes	Targeted performance bands
Oral Examination				
	20	Conversation covering the candidate's personal world as it relates to the prescribed topics	H1.1, H1.2, H1.3	2–6
Written Examination				
Section I – Listening				
1	1	Holiday, travel and tourism – conversation	H2.1	2–3
2	1	Family life, home and neighbourhood – advertisement	H2.1, H2.5	2–3
3	2	People, places and communities – conversation	H2.1, H2.2	2–4
4	3	Education and work – conversation	H2.1, H2.2, H2.3, H2.5	2–4
5	3	Friends, recreation and pastimes – conversation	H2.1, H2.2	2–4
6	3	Education and work – conversation	H2.1, H2.2, H2.3	2–4
7(a)	1	Friends, recreation and pastimes – conversation	H2.1, H2.2	2–3
7(b)	3	Friends, recreation and pastimes – conversation	H2.1, H2.2, H2.3, H2.4	2–5
8	4	Education and work – conversation	H2.1, H2.2, H2.4	2–5
9	4	Education and work – conversation	H2.1, H2.2, H2.3, H2.4	2–6
10	5	People, places and communities – conversation	H2.1, H2.2, H2.3, H2.4	2–6
Section II – Reading				
11(a)	1	Holidays, travel and tourism – postcard	H2.1	2–3
11(b)	2	Holidays, travel and tourism – postcard	H2.1, H2.2	2–3
12(a)	2	Holidays, travel and tourism – advertisement	H2.1, H2.2	2–4
12(b)	2	Holidays, travel and tourism – advertisement	H2.1, H2.2	2–4
13	5	Friends, recreation and pastimes – chat room	H2.1, H2.2, H2.4	2–5
14(a)	1	People, places and communities – interview	H2.1, H2.2	2–3
14(b)	2	People, places and communities – interview	H2.1, H2.2, H2.3	2–4
14(c)	2	People, places and communities – interview	H2.1, H2.2, H2.4	2–5
14(d)	4	People, places and communities – interview	H2.1, H2.2, H2.4	2–6
15(a)	1	Holidays, travel and tourism – email	H2.1, H2.2	3–4
15(b)	3	Holidays, travel and tourism – email	H2.1, H2.2, H2.4	2–5
15(c)	5	Holidays, travel and tourism – email	H2.1, H2.2, H2.3, H2.4, H2.5	2–6
Section III – Writing in Italian				
Part A				
16	4	Education and work – note	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3	2–6
17	6	Friends, recreation and pastimes – email	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3	2–6
Part B				
18(a)	10	Holidays, travel and tourism – letter	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3	2–6
18(b)	10	Future plans and aspirations – letter	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3	2–6

2008 HSC Italian Beginners Specimen Paper Marking Guidelines

Section I — Listening

Question 1

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 7 (b)

Outcomes assessed: H2.1, H2.2, H2.3, H2.4

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a sound understanding of the misunderstanding between Olivia and Pietro	3
• Demonstrates some understanding of the misunderstanding between Olivia and Pietro	2
• Provides some relevant information	1

Sample answer:

Pietro thinks Olivia is inviting him to go out on a date. He is concerned because she is the girlfriend of his best mate, Giorgio. However she only wants him to give her and Giorgio a lift.

Question 9

Outcomes assessed: H2.1, H2.2, H2.3, H2.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of how serious Giovanni is in his search for a job• Supports the answer with evidence from the text	4
<ul style="list-style-type: none">• Demonstrates a good understanding of how serious Giovanni is in his search for a job• Supports the answer with evidence from the text	2–3
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

He is not really serious because he finds fault with every job the woman suggests: eg tourist guide (he wouldn't know what to say) and waiter (hours are too long). He is not interested in talking about it and wants to go for a walk instead.

Section II — Reading

Question 11 (a)

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
• Identifies where Paolo is staying	1

Sample answer:

Paolo is staying at his cousin's.

Question 14 (b)

Outcomes assessed: H2.1, H2.2, H2.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of how SIMBA maintains its heritage	2
• Provides some relevant information	1

Sample answer:

They use traditional instruments from their countries of origin and sing in their own languages.

Question 15 (c)

Outcomes assessed: H2.1, H2.2, H2.3, H2.4, H2.5

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the way the manager has responded to the email• Supports the answer with relevant evidence from the text	5
<ul style="list-style-type: none">• Demonstrates a good understanding of the way the manager has responded• Supports the answer with some relevant evidence from the text	3–4
<ul style="list-style-type: none">• Provides some relevant information	1–2

Sample answer:

He is superficially polite but quite dismissive in refusing a refund. He has an answer for each of Carlo Pietrangeli's complaints, eg computer records showing no specific room requirements, extra staff to carry luggage when the lift was out of order and saying it was the council that cut off the water. His only concession is to offer a 10% discount and free breakfast if Mr Pietrangeli decides to return. The implication is that he doesn't much care if Mr Pietrangeli does not return.

Section III — Writing in Italian

Part A

Question 16

Outcomes assessed: H1.1, H1.2, H1.3, H3.1, H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Communicates ideas and information appropriate to audience, purpose and contextApplies knowledge of vocabulary, language structures and features to the task	4
<ul style="list-style-type: none">Communicates with some awareness of audience, purpose and contextDemonstrates some knowledge of vocabulary, language structures and features	2–3
<ul style="list-style-type: none">Produces some comprehensible language related to the task	1

Question 17

Outcomes assessed: H1.1, H1.2, H1.3, H3.1, H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Communicates relevant ideas and information appropriate to audience, purpose and contextOrganises information and ideas coherentlyApplies knowledge of a variety of vocabulary, language structures and features to the task	6
<ul style="list-style-type: none">Communicates with some awareness of audience, purpose and contextOrganises ideas and informationDemonstrates knowledge of vocabulary, language structures and features	4–5
<ul style="list-style-type: none">Demonstrates some understanding of the requirements of the taskDemonstrates limited evidence of the ability to organise ideasDemonstrates some knowledge of vocabulary, language structures and features	2–3
<ul style="list-style-type: none">Produces some comprehensible language related to the task	1

Part B**Question 18**

Outcomes assessed: H1.1, H1.2, H1.3, H3.1, H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Presents and develops original ideas, information, and/or opinions relevant to context, purpose and audience• Organises information and ideas coherently• Demonstrates knowledge of a variety of vocabulary, language structures and features	9–10
<ul style="list-style-type: none">• Presents and develops original ideas, information, and/or opinions mostly relevant to context, purpose and audience• Organises information and ideas• Demonstrates some knowledge of a variety of vocabulary, language structures and features	7–8
<ul style="list-style-type: none">• Presents and develops some ideas, information, and/or opinions relevant to context, purpose and audience• Organises information and ideas with some coherence• Demonstrates some knowledge of vocabulary, language structures and features	5–6
<ul style="list-style-type: none">• Presents some information relevant to the task• Demonstrates elementary knowledge of vocabulary, language structures and features	3–4
<ul style="list-style-type: none">• Produces some comprehensible language related to the task	1–2

Conversation
20 marks*Outcomes assessed: HI.1, HI.2, HI.3*

Criteria	Marks
<ul style="list-style-type: none">• Converses effectively by exchanging relevant information, opinions and comment• Uses acceptable intonation and pronunciation• Demonstrates an excellent control of a variety of vocabulary and language structures	17 – 20
<ul style="list-style-type: none">• Converses using relevant information and opinions• Uses acceptable intonation and pronunciation in most instances• Demonstrates a sound knowledge of vocabulary and language structures	13 – 16
<ul style="list-style-type: none">• Expresses relevant information and opinions in response to questions• Demonstrates some knowledge of vocabulary and language structures	9 – 12
<ul style="list-style-type: none">• Responds to simple questions, using single words and some formulaic expressions• Demonstrates a basic knowledge of vocabulary and language structures	5 – 8
<ul style="list-style-type: none">• Achieves minimal communication through the use of single words and formulaic expressions	1 – 4

ITALIAN BEGINNERS PERFORMANCE BANDS

The typical performance in this band:

<i>Band 6</i>	<ul style="list-style-type: none"> • Communicates effectively across a range of topics in spoken Italian • Writes cohesive, well-structured texts appropriate to a range of audiences, purposes and contexts • Demonstrates an excellent control of vocabulary and language structures • Demonstrates an excellent understanding of a range of texts by identifying their audience, purpose and context; by interpreting and summarising information; and by drawing conclusions and justifying opinions about them
<i>Band 5</i>	<ul style="list-style-type: none"> • Communicates across a range of topics in spoken Italian • Writes cohesive texts appropriate to audience, purpose and context • Demonstrates a good control of vocabulary and language structures • Demonstrates a good understanding of a range of texts by identifying their audience, purpose and context; by interpreting and summarising information; and by drawing some conclusions and justifying opinions about them
<i>Band 4</i>	<ul style="list-style-type: none"> • Communicates ideas and information in spoken Italian • Writes texts with some regard to audience, purpose and context, linking ideas and information • Demonstrates some control of vocabulary and language structures • Demonstrates a general understanding of and identifies some specific information in a range of texts
<i>Band 3</i>	<ul style="list-style-type: none"> • Communicates some ideas and information in familiar contexts in spoken Italian • Writes texts with some regard to purpose • Demonstrates a basic knowledge of Italian vocabulary and applies Italian grammar and syntax inconsistently • Demonstrates a general understanding of straightforward texts and identifies some specific information in more complex ones
<i>Band 2</i>	<ul style="list-style-type: none"> • Understands some simple questions and responds in comprehensible spoken Italian • Writes some words, phrases and sentences in comprehensible Italian • Identifies some information in texts
<i>Band 1</i>	