

BOARD OF STUDIES  
NEW SOUTH WALES

# 2001 HSC Specimen Paper

**Italian Extension**

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## Italian Extension

### **Introduction**

This booklet contains the specimen examination paper for the 2001 Higher School Certificate examination in Italian Extension. A mapping grid is also included, showing how each question in the examination relates to the syllabus outcomes and content, and to the performance bands.

The specimen paper shows the format of the New HSC examination. It has been printed on A4 paper and side-stapled to make it convenient for use in schools. Actual examination papers will be produced as A4 booklets. All New HSC papers will be printed on white paper.

The 2001 HSC specimen papers have 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 99). Questions are closely related to the outcomes of the course, and the paper as a whole is structured to allow for appropriate differentiation of student performance at all levels on the performance scale.

The papers have 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. Instructions have been standardised, and the demands of the questions have been made explicit. Key words in questions, such as 'discuss', 'analyse', and 'explain', have been used consistently in accordance with the glossary published in the Board's *Assessment Support Document*.

This specimen paper is an example of the type of examination that could be prepared within the examination specifications in the Italian Extension 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 2001 and subsequent years may differ from those addressed in the specimen paper.

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 all students the opportunity to demonstrate their level of achievement. Where courses have components in the examination other than written papers, the grid indicates the wider range of outcomes that are assessed by including these other components.

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

- A rubric indicating general criteria for judging performance has been placed at the beginning of each section or part of the paper to clearly indicate the factors that will be used to assess responses to the question(s).
- The number and type of questions in Section I, Part A may vary each year within the range determined by the syllabus.
- The prescribed texts and issues for the specimen paper are those prescribed for the 2001 HSC examination. .

# Italian Extension

## HSC Specimen Examination Mapping Grid

For each item in the examination, the grid shows the marks allocated, the syllabus content and syllabus outcomes it relates to, and the bands on the performance scale it is targeting. The range of bands shown indicates the performance candidates may be able to demonstrate in their responses. That is, if an item is shown as targeting Bands E2 – E3, it indicates that candidates who demonstrate performance equivalent to the Band E2 descriptions should be able to score some marks on the item, while those who perform at Band E3 or above could reasonably be expected to gain high marks. In the case of one-mark items, candidates who demonstrate performance at or above the bands shown generally could be expected to answer the item correctly.

Question	Marks	Content (Prescribed Issue / Prescribed Text – Text type)	Syllabus outcomes	Targeted performance bands
<b>Oral Examination</b>				
1	5	The impact of the outside world on adolescence – monologue	H1.1, H1.2	E2 – E4
2	5	Coping with change in relationships – monologue	H1.1, H1.2	E2 – E4
3	5	Searching for identity – monologue	H1.1, H1.2	E2 – E4
<b>Written Examination</b>				
1(a)	3	Jack Frusciante Left the Band	H2.1, H2.2	E2 – E4
1(b)	2	Jack Frusciante Left the Band	H2.1, H2.2	E2 – E4
1(c)	2	Jack Frusciante Left the Band	H2.3	E2 – E4
1(d)	2	Jack Frusciante Left the Band	H2.2	E2 – E4
1(e)	6	Jack Frusciante Left the Band	H2.1, H2.2, H2.3	E2 – E4
2	10	Jack Frusciante Left the Band – diary entry	H2.1	E2 – E4
3	15	The impact of the outside world on adolescence – article	H1.1, H1.2	E2 – E4
4	15	Coping with change in relationships – article	H1.1, H1.2	E2 – E4



## Sample marking guidelines for Italian Extension

The following marking guidelines have been developed for selected questions from the 2001 HSC Specimen Examination in Italian Extension. These guidelines indicate the approach that would be taken to marking questions.

For each question, the following are typically included:

1. The syllabus outcomes that are targeted by the question.
2. The assessment rubric from the specimen paper, where there is one, listing the set of general criteria that are used to assess responses.
3. The marking guidelines, which show the criteria to be applied to responses along with the marks to be awarded in line with the quality of the responses. For extended-response questions, performance is described at a number of levels of performance, each covering a range of marks.
4. A sample answer or some points that answers might include. Sample answers indicate the scope and depth of treatment expected, and are not intended to be prescriptive. Similarly, the points that could be included in answers are not intended to be an exhaustive list, but rather an indication of the considerations that students could include in their responses.

Marking guidelines will generally require some refinement at the Marking Centre to take account of unanticipated responses that students present. For essay-type questions, the standard described at each mark range will be made clear during pilot-marking by the selection of sample scripts.

In a standards-referenced framework, examination questions are closely linked to syllabus content and outcomes. Expectations of the question are to be clear in the wording of the question. Marking guidelines will be developed at the same time as the examination questions, by examination committees. The development of marking guidelines will be guided by the Board's *Principles for Developing Marking Guidelines in a Standards-Referenced Framework*, published in Board Bulletin Volume 9 Number 3 (May 2000).

## Sample Marking Guidelines – Italian Extension

### Oral Examination

#### Monologue - Questions 1 – 3

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

- present and support a point of view
  - demonstrate clarity of expression (pronunciation, intonation, stress)
  - demonstrate accuracy and variety of vocabulary and sentence structures
- 

#### **Outcomes assessed: H1.1, H1.2**

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents and develops a sophisticated, coherent argument</li> <li>• Demonstrates breadth and depth in the treatment of relevant ideas and information</li> <li>• Communicates confidently and fluently with correct intonation and pronunciation</li> <li>• Communicates with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li> </ul>	5
<ul style="list-style-type: none"> <li>• Presents and develops a coherent argument</li> <li>• Demonstrates breadth and some depth in the use of relevant ideas and information</li> <li>• Communicates effectively, with some degree of fluency and authenticity</li> <li>• Communicates with a range of vocabulary, language structures and complex sentences, but with some inaccuracies of expression or syntax</li> </ul>	4
<ul style="list-style-type: none"> <li>• Attempts to present and develop a coherent argument</li> <li>• Supports the argument with a range of relevant examples</li> <li>• Communicates with some degree of fluency, but with repetition and inaccuracies in grammar and vocabulary</li> </ul>	3
<ul style="list-style-type: none"> <li>• Attempts to present an argument using some relevant information or ideas with limited fluency of presentation</li> <li>• Communicates using simple sentences and language structures and a limited vocabulary with pauses and errors</li> </ul>	2
<ul style="list-style-type: none"> <li>• Communicates some relevant information or ideas with pauses and repetitions</li> <li>• Communicates using simple sentences and language structures, set formulae, limited vocabulary with evidence of English syntax and vocabulary</li> </ul>	1

## Written Examination

### Question 1 (15 marks)

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

- respond critically to the prescribed text
- analyse how meaning is conveyed
- demonstrate an understanding of the relationship between the prescribed text and prescribed issues

Read the extract from the film *Jack Frusciante è uscito dal gruppo* and answer the questions that follow in ENGLISH in the spaces provided.

Refer to the text on pages 2 – 4 of the Specimen Paper.

- (a) Comment on the way in which the bicycle journey at the beginning of the extract is used as a metaphor. **3**

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Identifies the metaphor</li> <li>• Demonstrates a perceptive understanding of the relationship between the bicycle journey and Alex’s relationship with his surroundings and with Aidi</li> </ul>	3
<ul style="list-style-type: none"> <li>• Identifies the metaphor</li> <li>• Demonstrates an understanding of the relationship between the bicycle journey and Alex’s relationship with Aidi</li> </ul>	2
<ul style="list-style-type: none"> <li>• Provides some relevant comments on the bicycle journey</li> </ul>	1

Answers could include:

- The bicycle journey is a metaphor for the relationship between Aidi and Alex
- Initially through the familiar territory of Bologna, Alex is at ease and confident and the ride is smooth, fast, easy. This represents Alex’s enthusiasm/zest for life/sense of exhilaration/energy
- This is contrasted with the uphill journey to Aidi’s home which is laboured/difficult/more of a challenge/pace slows down
- The metaphor also includes the journey from adolescence to adulthood, or self-discovery to disillusionment. The fact that Alex is the only student who still rides a bike might indicate he is yet to begin this journey

- (b) What does the exchange between Alex and Aidi at lines 6 – 8 reveal about Alex’s character? **2**

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

**MARKING GUIDELINES**

Criteria	Marks
• Comments perceptively and in detail on the exchange	2
• Refers to one relevant aspect of the exchange	1

Sample answer:

- Alex feels he needs to impress Aidi and believes that appearances are important. However, because he is unsure about the relationship and what Aidi thinks, he feels he has to lie about why he has dressed in this way.

- (c) Comment on the reference to *il piccolo principe*. (line 10) **2**

**Outcomes assessed: H2.3**

**MARKING GUIDELINES**

Criteria	Marks
• Comments perceptively and in detail on the reference	2
• Refers to one relevant aspect of the reference	1

Answers could include:

- Allusion to a simple/complex story
- The storybook aspect of the film
- Comparison between Alex and little prince

- (d) Explain the irony of the exchange between Aidi and Alex at lines 28–29. **2**

**Outcomes assessed: H2.2**

**MARKING GUIDELINES**

Criteria	Marks
• Explains the irony of the exchange between Aidi and Alex	2
• Provides some relevant comments on lines	1

Sample answer:

- Aidi is the one who has definite plans and knows where she is going. She doesn’t want to get involved with anyone because she is going on an exchange. Alex loves plans that are successful but in reality has no plans and nothing works out for him.

- (e) Describe and comment on the way in which Aidi’s and Alex’s families are portrayed in this extract. **6**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Demonstrates breadth and depth of understanding of the effect of the language and features used in the scene</li> <li>• Demonstrates clearly an understanding of the relationship between text and character</li> <li>• Demonstrates perceptively and critically the effect created by a range of features such as type of shot, lighting, editing, sound, etc</li> <li>• Cites and explains relevant examples from the scene appropriate to the question</li> </ul>	5 – 6
<ul style="list-style-type: none"> <li>• Demonstrates a breadth of understanding of the effect of the language and features used in the scene</li> <li>• Demonstrates some understanding of the relationship between text and character, and the effect created by some features, by citing relevant examples from the scene</li> </ul>	3 – 4
<ul style="list-style-type: none"> <li>• Cites and explains relevant examples from the scene appropriate to the question without sufficient elaboration</li> </ul>	1 – 2

Answers could include:

**Aidi’s family**

- The relationship between Aidi and her mother, ie easygoing, casual, but mother is aware of what is going on in Aidi’s life
- The way the mother’s arrival and departure are presented visually

**Alex’s family**

- Alex is not as open/evasive with parents but there is no open conflict
- Mother uncomfortable with Alex’s frequent absences
- Father doesn’t like arguments, uncomfortable discussing difficult issues
- Relationship with parents fairly relaxed and trusting
- Close/amicable relationship with younger brother
- The way in which the relationships between the family members are presented visually

**Question 2** (10 marks)

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

- demonstrate an understanding of the prescribed text
- write in Italian for a specific context

Read the extract from the film *Jack Frusciante è uscito dal gruppo* and answer the question that follows the extract by writing approximately 200 words in ITALIAN.

*Refer to the text on pages 7 – 8 of the Specimen Paper.*

After this scene Alex writes in his diary reflecting on what has just happened. Write the diary entry.

**Outcomes assessed: H2.1**

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a perceptive and sensitive understanding of the prescribed text in relation to the characterisation of Alex and the events described</li> <li>• Demonstrates flair and originality in the approach taken</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>	9 – 10
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the prescribed text in relation to the characterisation of Alex and the events described</li> <li>• Demonstrates some flair in the approach taken</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>	7 – 8
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the prescribed text in relation to the characterisation of Alex and the events described</li> <li>• Demonstrates a satisfactory control of vocabulary and sentence structures</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	5 – 6
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the prescribed text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Writes within the parameters of the task</li> </ul>	3 – 4
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the prescribed text</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures</li> </ul>	1 – 2

You have been asked to write an article for a teen magazine on ONE of the following topics. Write approximately 300 words in ITALIAN.

**Question 3** (15 marks)

What can be done to relieve the pressures on young people?

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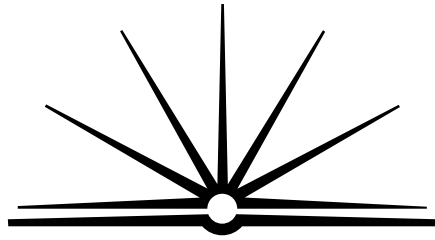
In your answer you will be assessed on how well you:

- present and support a point of view
  - write for a specific audience and/or purpose and/or context
  - demonstrate accuracy and variety of vocabulary and sentence structures
  - structure and sequence ideas and information
- 

**Outcomes assessed: H1.1, H1.2**

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Presents and develops a sophisticated, coherent argument, discussion or explanation</li><li>• Writes effectively and perceptively for a specific audience, purpose and context</li><li>• Demonstrates breadth and depth in the treatment of relevant ideas</li><li>• Writes with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li></ul>	13 – 15
<ul style="list-style-type: none"><li>• Presents and develops a coherent argument, discussion or explanation</li><li>• Writes effectively for a specific audience, purpose and context</li><li>• Demonstrates breadth and some depth in the use of relevant supporting material and examples</li><li>• Writes accurately using a range of vocabulary and sentence structures</li></ul>	10 – 12
<ul style="list-style-type: none"><li>• Attempts to present and develop a coherent argument, discussion or explanation</li><li>• Writes with some understanding of audience, purpose and context</li><li>• Supports points with relevant material and examples</li><li>• Writes using a range of vocabulary and sentence structures</li></ul>	7 – 9
<ul style="list-style-type: none"><li>• Presents some relevant information, opinions or ideas</li><li>• Demonstrates the use of appropriate supporting material</li><li>• Demonstrates evidence of the use of complex sentences</li></ul>	4 – 6
<ul style="list-style-type: none"><li>• Presents some relevant information, opinions or ideas</li><li>• Communicates primarily in simple sentences or set formulae</li></ul>	1 – 3



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

**2001**  
HIGHER SCHOOL CERTIFICATE  
SPECIMEN EXAMINATION

# Italian Extension

## Oral Examination

### **General Instructions**

- Preparation time – 10 minutes
- The oral examination should take approximately 5 minutes
- Dictionaries may not be used
- You may make brief notes in the space provided on the paper
- You may refer to these notes during the examination but must not read directly from them

Total marks (10)

- Attempt TWO questions from Questions 1 – 3

**Total marks (10)**

**Attempt TWO questions from Questions 1 – 3**

---

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

- present and support a point of view
  - demonstrate clarity of expression (pronunciation, intonation, stress)
  - demonstrate accuracy and variety of vocabulary and sentence structure
- 

Choose TWO of the following three questions and speak for approximately TWO minutes in ITALIAN on each.

**Question 1** (5 marks)

*È difficile dire “no” alla droga. Discutine.*

It is difficult to say ‘no’ to drugs. Discuss.

*CANDIDATE’S NOTES. Write ONLY in this space. These notes will NOT be marked.*

**Question 2** (5 marks)

*È possibile affrontare il futuro senz'amore? Esprimi la tua opinione.*

Is it possible to face the future without love? What is your opinion?

*CANDIDATE'S NOTES. Write ONLY in this space. These notes will NOT be marked.*

**Question 3** (5 marks)

*Per i giovani oggi è più importante conformarsi che essere un individuo. Che ne pensi?*

For young people today it is more important to conform than to be an individual. Do you agree?

*CANDIDATE'S NOTES. Write ONLY in this space. These notes will NOT be marked.*

**End of paper**

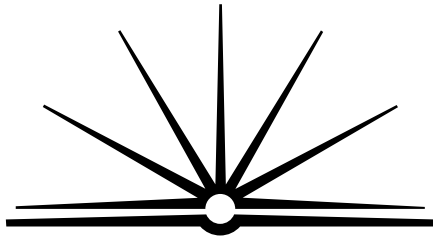
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Centre Number

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Student Number



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

**2001**  
**HIGHER SCHOOL CERTIFICATE**  
**SPECIMEN EXAMINATION**

# Italian Extension

## Written Examination

### General Instructions

- Reading time – 10 minutes
- Working time – 1 hour and 50 minutes
- Write using blue or black pen
- Monolingual and/or bilingual print dictionaries may be used
- Write your Centre Number and Student Number at the top of this page

### Section I Pages 2 – 8

Total marks (25)

This section has two parts, Part A and Part B

- Attempt Question 1 and Question 2
- Allow about 1 hour and 10 minutes for this section

### Section II Page 9

Total marks (15)

- Attempt either Question 3 or Question 4
- Allow about 40 minutes for this section

**Section I – Response to Prescribed Text**  
**Allow about 1 hour and 10 minutes for this section**  
**Total marks (25)**

**Part A**  
**Attempt Question 1**

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

- respond critically to the prescribed text
  - analyse how meaning is conveyed
  - demonstrate an understanding of the relationship between the prescribed text and prescribed issues
- 

**Question 1 (15 marks)**

Read the extract from the film *Jack Frusciante è uscito dal gruppo* and answer the questions that follow in ENGLISH in the spaces provided.

- 1        Narratore – Il vecchio Alex pedalava con l'energia disperata di un Girardengo appena, più basso e rock, era perchè andava a casa di una persona speciale. Più che una ragazza gli pareva un intero disco di Battisti.
- Aidi:        Ciao.
- 5        Alex:        Ciao.
- Aidi:        Come sei elegante!
- Alex:        Hai visto! Sono appena stato dal dottore e mia madre che ha insistito perchè se no ci fai fare la figura dei pezzenti.
- Aidi:        Sarebbe stato meglio ritornare alla stessa ora ...
- 10        Oh, grazie. Entriamo ... Sai cosa dice la volpe al piccolo principe?
- Alex:        Cosa?
- Aidi:        Se, per esempio, arrivi alle quattro del pomeriggio comincio ad essere felice sin dalle tre. Più, passerà il tempo e più sarò felice. Quando ormai saranno le quattro, mi agiterò e mi preoccuperò. Così scoprirò il prezzo della felicità.
- 15        Alex:        Se arrivo alle cinque?
- Aidi:        Non ci sarò più. Vuoi un pezzo di dolce?
- Alex:        No, dell'acqua. Liscio.

**Question 1 continues on page 3**

Question 1 (continued)

- Aidi: È il tuo drink preferito?
- 20 Alex: Beh, non proprio. Comunque bevo 100 litri d'acqua al giorno.
- Aidi: Greco. Una versione sul Cirio, il re giardiniere.
- Alex: Autore?
- Aidi: Xenofonte. Mi da una mano?
- Alex: Mm, hmmm. A che punto sei?
- 25 Aidi: L'ho finita, ma mi sembra un disastro. Accusas ditauta ocuros epitheto mancai emeram.
- Alex: Allora, il piano del pomeriggio è che risolviamo la versione e poi non facciamo un cavollo.
- Aidi: Sempre bisogno dei piani?
- 30 Alex: Sì adoro i piani ben riusciti.
- Aidi: Non riesco a trovare questo verbo.
- Alex: Per me non è un verbo.
- Aidi: E questo cos'è?
- Alex: Un participio predicativo.
- 35 Aidi: Ah, mia madre!
- Madre: Ciao.
- Aidi: Ciao. Eh lui è Alex.
- Alex: Buongiorno, oh.
- Madre: Il famoso Alex.
- 40 Alex: Scusi ... Buongiorno.
- Madre: Ci pensi tu?
- Aidi: Sì, sì.
- Madre: Vi lascio ai vostri studi. Bella camicia!
- Alex: Eh, grazie.
- 45 Aidi: Vai in palestra?
- Madre: Sì. Ciao.
- Aidi: Ciao.
- Alex: Arrivederci.
- Padre: Alex?
- 50 Alex: Sì.

**Question 1 continues on page 4**

Question 1 (continued)

- Padre: Lo sai che quando ero giovane io al massimo invitavo le ragazzine in casa di pomeriggio con i genitori in casa sfilando le porte della camera dei cardini.
- 55 Alex: Faceva un gran caldo quando eri ragazzo? Eh, meno male che adesso voi genitori siete tanto hippy che avete cambiato tutte le regole della barracca.
- Madre: Senti, aver fatto il '68 non vuol mica dire essere dei superficiali che permettono tutto ai figli.
- Padre: Comunque, volevo dirti che se vuoi far vedere le carte geografiche hai ... di là ... insomma, va bene. Solo che quello che volevo dirti è ...
- 60 Madre: Solo che non ci sentiremo a posto con la coscienza se non ti dicessimo che bisogna stare attenti con certe cose.
- Padre: Tu lo usi, non?
- Alex: Che cosa?
- Padre: Come cosa?
- 65 Madre: Il condom.
- Alex: Ah, beh solo che non sono proprio gratis.
- Padre: Se è per stare tranquilli, te li do io.
- Madre: Mi raccomando, eh!
- Padre: To.
- 70 Alex: Grazie.
- Madre: Dai, dagliene quindici, è meglio non risparmiare su queste cose.

**Marks**

- (a) Comment on the way in which the bicycle journey at the beginning of the extract is used as a metaphor. **3**

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**Question 1 continues on page 5**

Question 1 (continued)

- (b) What does the exchange between Alex and Aidi at lines 6 – 8 reveal about Alex’s character? 2

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- (c) Comment on the reference to *il piccolo principe*. (line 10) 2

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- (d) Explain the irony of the exchange between Aidi and Alex at lines 28 – 29. 2

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**Question 1 continues on page 6**



## Section I – Response to Prescribed Text

### Part B

#### Attempt Question 2

Answer the question in a writing booklet. Extra writing booklets are available.

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

- demonstrate understanding of the prescribed text
  - write in Italian for a specific context
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#### Question 2 (10 marks)

Read the extract from the film *Jack Frusciante è uscito dal gruppo* and answer the question that follows the extract by writing approximately 200 words in ITALIAN.

- Alex: Perché non c'è Carlo?
- Madre: Eeeeh ... è dalla nonna.
- Padre: Dobbiamo parlare.
- Madre: Senti, noi ci fidiamo di te.
- 5 Padre: Senti, ho parlato, per telefono, con un avvocato Forlivesi, sai che è molto dentro alle cose della questura.
- Alex: Complimentissimi.
- Padre: Mi ha detto ... che quel Martino...
- Madre: Tu tientelo per te.
- 10 Padre: ... che quel Martino aveva dei precedenti.
- Alex: È scotta; la pasta è scotta. A me piace al dente.
- Padre: Droga.
- Madre: Lo fa capire anche il giornale.
- Padre: Ecco noi volevamo sapere se nella scuola...
- 15 Alex: Cosa?
- Padre: Non so se gira roba.
- Alex: Che roba?
- Madre: Vogliamo sapere se qualcuno si droga?
- Padre: Eh?

**Question 2 continues on page 8**

Question 2 (continued)

- 20     Alex:     A parte il preside?  
Padre:     Eh dai, cerchiamo di essere seri, siamo preoccupati.  
Madre:     Non so ... hai visto qualcuno spinellare?  
Padre:     E dai, la verità. Che tanto ...  
              Cos'è, fai il tuo numero, adesso?
- 25     Alex:     Spi-nel-la-re?  
Madre:     Fare gli spinelli.  
Alex:     Anche se li avessi visti, non ve lo direi e comunque ... canne si chiamano  
              canne.

*(Alex Esce)*

*Dopo di questo Alex scrive nel suo diario pensando a quello che è appena successo. Scrivi l'aggiornamento per il diario.*

After this scene Alex writes in his diary reflecting on what has just happened. Write the diary entry.

**End of Question 2**

## Section II – Writing in Italian

**Total marks (15)**

**Attempt either Question 3 or Question 4**

**Allow about 40 minutes for this section**

Answer the question in a SEPARATE writing booklet. Extra writing booklets are available.

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

- present and support a point of view
  - write for a specific audience and/or purpose and/or context
  - demonstrate accuracy and variety of vocabulary and sentence structures
  - structure and sequence ideas and information
- 

You have been asked to write an article for a teen magazine on ONE of the following topics. Write approximately 300 words in ITALIAN.

**Question 3** (15 marks)

*Cosa si può fare per alleviare le pressioni che un giovane potrebbe subire.*

What can be done to relieve the pressures on young people?

**OR**

**Question 4** (15 marks)

*Per gli adolescenti gli amici sono più importanti della propria famiglia.*

For adolescents, their friends are more important than their family.

**End of paper**

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