

BOARD OF STUDIES
NEW SOUTH WALES

2001 HSC Specimen Paper

Italian Continuers

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Italian Continuers

Introduction

This booklet contains the specimen examination paper for the 2001 Higher School Certificate examination in Italian Continuers. 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 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 Continuers specimen paper:

- The specimen paper consists of the question paper, including Sections I – III, and a separate answer booklet for Section II Part A.
- The Listening and Responding Section will be answered on the question paper, Section II Part A in the answer booklet provided, and Section II Part B and the two writing tasks in separate writing booklets.

- The writing tasks within Section III have been graded in difficulty with the second task being more demanding. The mark for each task is commensurate with its level of difficulty and may vary from year to year within the 15 mark total.
- The criteria for judging performance have been included as a rubric at the beginning of each section and part. The criteria are taken from the syllabus.
- All questions have been numbered sequentially across all sections.
- The number and type of questions/listening texts in Section I may vary each year within the range determined by the examination specifications in the syllabus.
- The texts for the specimen paper have been drawn from a range of sources and reflect the modern standard language in its contemporary context.

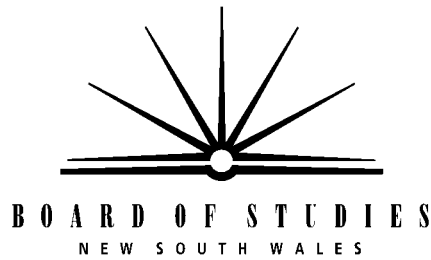
Italian Continuers

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 3 – 5, it indicates that candidates who demonstrate 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. 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 (Theme / Topic – Text Type)	Syllabus outcomes	Targeted performance bands
Oral Examination				
	20	Conversation Covering Student's Personal World	H1.1, H1.2, H1.3, H1.4	2 – 6
Written Examination				
1(a)	1	The Changing World / Tourism and Hospitality – Announcement	H3.1	2 – 3
1(b)	1	The Changing World / Tourism and Hospitality – Announcement	H3.1	2 – 3
2(a)	1	The Changing World / Communication – Announcement	H3.1, H3.2	2 – 3
2(b)	2	The Changing World / Communication – Announcement	H3.1, H3.2	2 – 3
3(a)	1	The Individual / Education and Future Aspirations – Conversation	H3.1	2 – 3
3(b)	1	The Individual / Education and Future Aspirations – Conversation	H3.1	2 – 3
3(c)	2	The Individual / Education and Future Aspirations – Conversation	H3.1	3 – 4
4(a)	1	The Changing World / Communication – Announcement	H3.1	3 – 4
4(b)	1	The Changing World / Communication – Announcement	H3.1	3 – 4
5(a)	1	The Italian-speaking Communities / Lifestyle in Italy and Abroad – Conversation	H3.1	4 – 5
5(b)	2	The Italian-speaking Communities / Lifestyle in Italy and Abroad – Conversation	H3.1	3 – 4
5(c)	1	The Italian-speaking Communities / Lifestyle in Italy and Abroad – Conversation	H3.1	3 – 4
5(d)	2	The Italian-speaking Communities / Lifestyle in Italy and Abroad – Conversation	H3.1	5 – 6
6(a)	1	The Changing World / Communication – News Item	H3.1	4 – 5
6(b)	1	The Changing World / Communication – News Item	H3.1	5 – 6
7(a)	1	The Italian-speaking Communities / Lifestyle in Italy and Abroad – Announcement	H3.1	3 – 4
7(b)	1	The Italian-speaking Communities / Lifestyle in Italy and Abroad – Announcement	H3.1	4 – 5
8	4	The Individual / Health and Leisure – Conversation	H3.1	3 – 6
9(a)	2	The Changing World / Tourism and Hospitality – Conversation	H3.1, H3.2	2 – 3

Question	Marks	Content (Theme / Topic – Text Type)	Syllabus outcomes	Targeted performance bands
9(b)	1	The Changing World / Tourism and Hospitality – Conversation	H3.1	2 – 3
9(c)	2	The Changing World / Tourism and Hospitality – Conversation	H3.1	3 – 4
9(d)	2	The Changing World / Tourism and Hospitality – Conversation	H3.1	4 – 5
9(e)	2	The Changing World / Tourism and Hospitality – Conversation	H3.1	4 – 5
10(a)	1	Changing World / World of Work – Article	H3.1	3 – 4
10(b)	2	Changing World / World of Work – Article	H3.1	3 – 4
10(c)(i)	1	Changing World / World of Work – Article	H3.1	3 – 4
10(c)(ii)	1	Changing World / World of Work – Article	H3.1	3 – 4
10(d)	1	Changing World / World of Work – Article	H3.1	3 – 4
10(e)	2	Changing World / World of Work – Article	H3.1	4 – 5
10(f)	2	Changing World / World of Work – Article	H3.1	4 – 5
10(g)	2	Changing World / World of Work – Article	H3.1	4 – 6
10(h)	2	Changing World / World of Work – Article	H3.1	4 – 6
10(i)	2	Changing World / World of Work – Article	H3.1	4 – 6
11	15	The Italian-speaking Communities / Lifestyle in Italy and Abroad – Letter	H1.2, H1.3, H1.4, H3.1, H3.2	2 – 6
12(a)	5	The Individual / Relationships – Description	H2.1, H2.2, H2.3	2 – 6
12(b)	5	The Italian-speaking Communities / Lifestyle in Italy and Abroad – Diary Entry	H2.1, H2.2, H2.3	2 – 6
13(a)	10	The Individual / Education and Future Aspirations – Report	H2.1, H2.2, H2.3	2 – 6
13(b)	10	The Individual / Personal Identity – Narrative Account	H2.1, H2.2, H2.3	2 – 6



Sample marking guidelines for Italian Continuers

The following marking guidelines have been developed for selected questions from the 2001 HSC Specimen Examination in Italian Continuers. 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 Continuers

Conversation

Refer to the syllabus for a description of this task.

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

- capacity to maintain a conversation (comprehension, communication strategies)
 - relevance and depth of treatment of information, opinions, comment
 - clarity of expression (pronunciation, intonation, stress)
 - accuracy of vocabulary and sentence structures
 - variety and appropriateness of vocabulary and sentence structures
-

Outcomes assessed: H1.1, H1.2, H1.3, H1.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Communicates confidently and fluently with correct intonation and pronunciation• Demonstrates depth of treatment through the presentation of relevant information, opinions and/or comment• Responds with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure	17 – 20
<ul style="list-style-type: none">• Communicates effectively, with some degree of fluency and authenticity• Responds with relevant information and a range of relevant opinions and/or comment• Responds with a range of vocabulary and structures, but with some minor inaccuracies	13 – 16
<ul style="list-style-type: none">• Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary• Responds with relevant information and opinions	9 – 12
<ul style="list-style-type: none">• Maintains a basic level of communication using simple structures and vocabulary with frequent pauses and errors• Presents some relevant information, opinions or ideas	5 – 8
<ul style="list-style-type: none">• Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using anglicisms and English syntax	1 – 4

Question 8 (4 marks)

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

- capacity to understand general and/or specific aspects of text, through, for example, summarising or evaluating
 - capacity to convey the information accurately and appropriately
-

Use only the information from the conversation to complete the party invitation to your friends. The invitation must be written in ITALIAN.

Refer to page 6 of the Specimen Paper and page 4 of the accompanying transcript.

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Identifies all the relevant information under the correct headings • All the information is correct notwithstanding minor spelling mistakes that do not impede effective communication 	4
<ul style="list-style-type: none"> • Identifies all relevant information relating to reason for the invitation, ie Adriano's 18th birthday • Provides most relevant information relating to date, time and venue <p>OR</p> <ul style="list-style-type: none"> • Provides all relevant information but with significant errors, ie spelling that makes comprehension difficult, use of English 	3
<ul style="list-style-type: none"> • Identifies relevant information relating to the reason for the invitation, ie Adriano's 18th birthday • Provides some information about the date, time and venue <p>OR</p> <ul style="list-style-type: none"> • Provides information as for 3 marks but with significant errors, ie spelling that makes comprehension difficult or use of English 	2
<ul style="list-style-type: none"> • Identifies some relevant information in comprehensible Italian 	1

Sample answer

➤ *Occasione*

Il diciottesimo compleanno di Adriano

➤ *Dove*

Ristorante la Fontana, via Roma 125

➤ *Quando*

Sabato, il 6. gennaio

➤ *Ora*

Le sette

Question 11 (15 marks)

Imagine you are Chris and you have just completed your final year of high school. You receive this letter from your friend Laura. Write an appropriate letter of 150–200 words in ITALIAN in which you respond to questions asked, or comments made in the letter.

Refer to the text on page 10 of the Specimen Paper.

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

- capacity to understand general and/or specific aspects of text by identifying, analysing and responding to information
- relevance of ideas, information or opinions
- accuracy of vocabulary and sentence structures
- variety of vocabulary and sentence structures

Outcomes assessed: H1.2, H1.3, H1.4, H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Responds to the information, ideas and/or opinions of the text: New Year celebration, Christmas presents, shopping in Florence, examinations and free time • Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text • Demonstrates extensive knowledge and understanding of vocabulary and sentence structures • Manipulates language authentically and creatively to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	13 – 15
<ul style="list-style-type: none"> • Responds to most of the information, ideas and/or opinions of the text: New Year celebration, Christmas presents, shopping in Florence, examinations and free time • Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions • Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures • Manipulates language with some degree of authenticity and creativity to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	10 – 12
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text: New Year celebration, Christmas presents, shopping in Florence, examinations and free time • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Organises information and ideas to meet the requirements of the task 	7 – 9

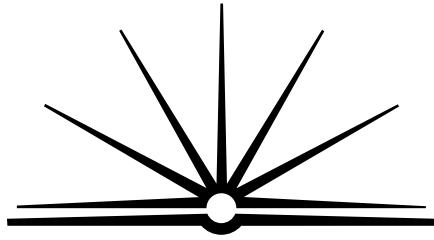
Criteria	Marks
<ul style="list-style-type: none">• Responds to some of the information, ideas and/or opinions of the text• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures• Demonstrates limited evidence of the ability to organise information and ideas	4 – 6
<ul style="list-style-type: none">• Demonstrates a limited understanding of the text• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax• Uses single words and set formulae to express information	1 – 3

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Centre Number

--	--	--	--	--	--	--	--	--

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 Continuers

General Instructions

- Reading time – 10 minutes
- Working time – 2 hours 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 – 6

Total marks **(25)**

- Attempt Questions 1 – 8
- This section should take approximately 30 minutes

Section II Pages 7 – 10

Total marks **(40)**

This section has two parts, Part A and Part B

- Attempt Questions 9 – 11
- Allow about 1 hour and 20 minutes for this section

Section III Page 11

Total marks **(15)**

- Attempt Questions 12 – 13
- Allow about 1 hour for this section

Section I – Listening and Responding
This section should take approximately 30 minutes

Total marks (25)
Attempt Questions 1 – 8

You will hear eight passages. Each passage will be read twice. There will be a pause after the first reading in which you may take notes. You will be given time after the second reading to complete your responses. Listen carefully to each passage and then answer the corresponding questions in the spaces provided or, in the case of multiple-choice questions, tick the box corresponding to the correct response. Answer Questions 1 – 7 in ENGLISH. Answer Question 8 in ITALIAN. You may proceed to Section II as soon as you have finished Question 8.

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

- capacity to understand general and specific aspects of texts by identifying and analysing information
 - capacity to convey the information accurately and appropriately
-

	Marks	Candidate's Notes
Question 1 (2 marks)		
(a) Name ONE age group that will benefit from Alitalia's special offer.	1	
(b) State ONE condition applying to the offer.	1	
Question 2 (3 marks)		
(a) Which TWO buildings were damaged?	1	

Question 2 continues on page 3

	Marks	Candidate's Notes
Question 2 (continued)		
(b) Why is this announcement being made?	2	
.....		
.....		
.....		
Question 3 (4 marks)		
(a) According to Massimo, how did he perform in his exams?	1	
.....		
.....		
(b) How did his parents feel about his results?	1	
.....		
.....		
(c) What does he intend to do now that he has received his exam results?	2	
.....		
.....		
.....		

	Marks	Candidate's Notes
Question 4 (2 marks)		
Tick the box corresponding to the correct answer.		
(a) The weather will be very cloudy	1	
(A) in northern Italy. <input type="checkbox"/>		
(B) all over Italy. <input type="checkbox"/>		
(C) in the south-east. <input type="checkbox"/>		
(D) in seven regions. <input type="checkbox"/>		
(b) Seas will be	1	
(A) calm. <input type="checkbox"/>		
(B) rough. <input type="checkbox"/>		
(C) moderate. <input type="checkbox"/>		
(D) slight. <input type="checkbox"/>		
Question 5 (6 marks)		
(a) Why was the class surprised by the teacher's question?	1	
.....		
.....		
(b) Give TWO reasons why Andrea wants to have a party.	2	
.....		
.....		
.....		
(c) According to Stefano, how are celebrations treated today?	1	
.....		
.....		

Question 5 continues on page 5

	Marks	Candidate's Notes
Question 5 (continued)		
(d) According to Andrea, what is so ironic about the whole situation?	2	
Question 6 (2 marks)		
(a) For what is Taronga Zoo already known?	1	
(b) What is ONE benefit of the new technology?	1	
Question 7 (2 marks)		
Tick the box corresponding to the correct answer.		
(a) Che tipo di negozio è La Fiorentina? (A) Una calzoleria <input type="checkbox"/> (B) Un negozio di abbigliamento <input type="checkbox"/> (C) Una gioielleria <input type="checkbox"/> (D) Un magazzino <input type="checkbox"/>	1	
(b) Di cosa tratta questa pubblicità? (A) Saldi che cominciano il 4 luglio <input type="checkbox"/> (B) Svendita di liquidazione dal 4 all' 8 luglio <input type="checkbox"/> (C) Grande svendita di apertura il 4 luglio <input type="checkbox"/> (D) Un festival a Firenze <input type="checkbox"/>	1	


Question 8 (4 marks)

Marks

**Candidate's
Notes**

Use only the information from the conversation to complete the party invitation to your friends. The invitation must be written in ITALIAN.

4



Carissimi amici,

Occasione:

.....

.....

.....

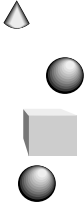
Dove:

.....

.....

Quando:

Ora:



You may now proceed to Section II

Section II – Reading and Responding

Total marks (40)

Allow about 1 hour and 20 minutes for this section

Part A

Total marks (25)

Attempt Questions 9 – 10

Read both passages and then answer the corresponding questions in ENGLISH in the Section II Part A Answer Booklet.

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

- capacity to understand general and/or specific aspects of texts, through, for example, summarising or evaluating
 - capacity to convey the information accurately and appropriately
-

Question 9 (9 marks)

STEFANIA: Come dicevo, Giordana, quando ero a Firenze, ogni giorno osservavo pullman pieni di turisti stranieri scendere nelle piazze ad invadere i centri storici.

GIORDANA: Stefania, devi renderti conto che per molti di questi stranieri è un sogno visitare una città come Firenze.

STEFANIA: Lo so. Ma spesso mentre camminavo lungo il marciapiede, mi vedevo arrivare un'ondata di turisti in tute sportive e scarpe da tennis armati con video camere e macchinette fotografiche. Non sapevo dove ripararmi!

GIORDANA: Nonostante questo, a me piace tantissimo Firenze proprio perché non è una metropoli come Roma. Firenze è più piccola, è facile camminare da un lato all'altro della città. È bella ...

STEFANIA: È bella ... è magnifica! Però, non ci si può più muovere per le strade e le piazze perché sono piene di pullman. I turisti si affrettano a bere, a scattare foto dei monumenti ed a comprare souvenir e cartoline nel giro di mezz'ora. Insomma, da' fastidio!

GIORDANA: È vero. Ma allo stesso tempo Firenze ha dei negozi meravigliosi e certe vetrine così eleganti ...

STEFANIA: D'accordo. Ma moltissimi caffè e negozi eleganti che c'erano 20 anni fa sono spariti. Al loro posto troviamo ristoranti self-service e discoteche rumorose a due passi da chiese e monumenti storici. Ma a chi appartiene la città? È dei fiorentini o dei turisti?

GIORDANA: Devi ammettere Stefania, che il turismo crea posti di lavoro e provvede il mantenimento del nostro patrimonio.

Question 9 continues on page 8

Question 9 (continued)

STEFANIA: Sì, il turismo ha portato dei vantaggi economici nonostante che il prezzo sia molto alto per i fiorentini.

GIORDANA: Va bene, va bene. Comunque io quando passeggio per Firenze immagino la città di una volta.

STEFANIA: Come sei romantica Giordana! Io vedo i problemi di una città moderna. Firenze deve affrontare i problemi di tutti i centri moderni: a parte il turismo anche il traffico, la droga ... e non parliamo dell'influsso di immigranti ... gli extracomunitari con tutti i loro problemi sociali.

GIORDANA: Ma uffa! Sei troppo pessimista!

End of Question 9

Question 10 (16 marks)

Come comportarsi al primo colloquio

È il vostro primo colloquio di lavoro. O magari anche il secondo, il terzo. Non importa. È sempre un evento fondamentale: perché determinerà il futuro della vostra carriera. C'è qualche regola per affrontarlo al meglio?

Gli errori classici. Dire troppo o troppo poco. Ci sono persone che per una sorta di pudore non parlano dei loro hobby o interessi, perché pensano che non sia importante. È un modo per dare maggiori informazioni su di sé, sulla propria personalità. Altri invece parlano troppo. Raccontano talmente tanti particolari di sé, del precedente lavoro, o di cose marginali, che alla fine non si riesce più a capire che tipo di persona si ha di fronte. Quindi, ci vuole misura. E poi, i moduli che molte società danno ai candidati devono essere compilati in maniera esauriente. Possono offrire spunti per argomenti di cui parlare durante il colloquio. Un altro errore frequente è quello di dire che qualsiasi lavoro va bene. Si chiede spesso ai candidati che cosa vorrebbero fare, perché aiuta a capire se sono motivati, con degli obiettivi.

Mascherare il nervosismo. Essere tesi a un colloquio è perfettamente normale. E lo sanno anche quelli che stanno dall'altra parte della scrivania. Ci sono atteggiamenti o reazioni assolutamente accettabili. Rossori, mani che sudano, gola secca. Ma possono anche esserci dei gesti che danno molto fastidio. Per esempio, dondolarsi sulla sedia, oppure farla girare continuamente se è a rotelle. Troppa rilassatezza non va bene, ma neanche troppi «scusi, posso, permesso, non vorrei disturbare». Durante il colloquio poi è importante che la conversazione mantenga un ritmo vivace e costante. A volte gli intervistatori adottano tecniche particolari. In alcuni colloqui il selezionatore fa lunghe pause, silenzi, non vi dà retta. In questo caso è importante non farsi prendere dal panico e ripetere cose già dette. Bisogna invece stimolare il selezionatore con domande tipo «c'è qualcosa che non le è chiaro?», «vuole sapere qualcosa di più su una mia particolare esperienza di lavoro?»

Soldi, quando parlarne. I candidati più giovani hanno pudore a parlare di denaro, come se pensassero di essere già privilegiati perché qualcuno offre loro un lavoro. Certo, non bisogna neanche cadere nell'errore contrario di chiedere subito, prima ancora di sapere di che cosa si tratta, quale sarà lo stipendio.

Bugie. Sono lecite? Un'infiorescenza simpatica del curriculum vitae può anche essere tollerata. Ma mentire totalmente su conoscenze e capacità, no. Prima o poi viene fuori, e può essere spiacevole sia per il datore di lavoro che per il neoassunto.

Section II – Reading and Responding

Part B

Total marks (15)

Attempt Question 11

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

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

- capacity to understand general and specific aspects of a text by identifying, analysing and responding to information
 - relevance of ideas, information or opinions
 - accuracy of vocabulary and sentence structures
 - variety of vocabulary and sentence structures
-

Question 11 (15 marks)

Imagine you are Chris and you have just completed your final year of high school. You receive this letter from your friend Laura. Write an appropriate reply of 150–200 words in ITALIAN in which you respond to questions asked, or comments made in the letter.

Roma, 2 gennaio

Carissimo/a Chris,

Come stai? Tantissimi auguri per l'Anno Nuovo! Come l'hai celebrato? Io l'ho trascorso in Piazza Navona con i miei amici. Il Natale invece l'ho passato a Firenze dalla mia amica Giulia. La sua famiglia è stata molto gentile; figurati mi hanno persino preparato un bel regalo sotto l'albero! E tu, cosa hai ricevuto per Natale?

Firenze è sempre bella, ma a Natale è stupenda. Le vetrine sono scintillanti, ci sono luci e musica dappertutto.

A Firenze ho fatto dei buoni acquisti al mercato di San Lorenzo. Mi sono divertita un mondo. Questa gita è stata per me l'esperienza più bella in un anno di tanto studio e molti impegni. E tu, cosa hai fatto di bello quest'anno? Purtroppo per me questa vacanza a Firenze è quasi finita. Le vacanze sono sempre troppo brevi e non mi resta che concentrarmi sugli esami finali a maggio. E i tuoi esami come sono andati?

Tu li hai già finiti! Che fortuna!! Cosa stai facendo ora con tutto il tuo tempo libero?

Scrivimi presto.

Con affetto,

Laura

Section III – Writing in Italian

Total marks (15)

Attempt Questions 12 – 13

Allow about 1 hour for this section

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

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

- relevance of the treatment of ideas, information or opinions
 - accuracy of vocabulary and sentence structures
 - variety of vocabulary and sentence structures
 - capacity to structure and sequence responses
-

Question 12 (5 marks)

Answer ONE of the following questions. Write 100–150 words in ITALIAN.

- (a) You have decided to enter a competition in which the major prize is a trip around the world for two people. To enter, write a description of a friend in which you say why your friend is so special.

OR

- (b) “C’era un buon profumo di caffè.” This phrase makes you remember a particular place or time in your life. Write in your diary about the place, the people and the events that are related to it.

Question 13 (10 marks)

Answer ONE of the following questions. Write 100–150 words in ITALIAN.

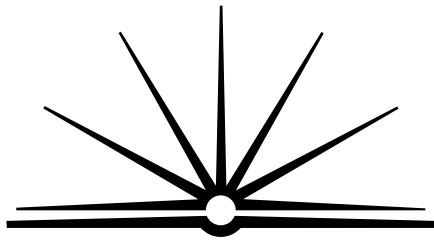
- (a) You are visiting Italy on a student exchange program. Your host school has asked you to write a report for the school magazine. Write a report in which you talk about school life in Australia and make comparisons with school life in Italy.

OR

- (b) You would like to escape to a particular destination. Write a personal account of the pressures in your life and your need to escape.

End of paper

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Question 1

E adesso una notizia per i nostri ascoltatori giovani.

L'Alitalia ha lanciato la formula «Prendi e va'» che fino al 31 marzo permette di volare in tutto il mondo a prezzi molto convenienti.

L'offerta è per gli studenti dai 18 ai 25 anni e per gli insegnanti dai 23 ai 29 anni che vorrebbero fare un corso di aggiornamento.

Per tutte le destinazioni la validità massima del biglietto è di un mese, quella minima è di sei giorni.

Per informazioni e prenotazioni telefonare all'ufficio di Roma al numero (06) 58460.

Question 2

Durante quest'ultima ondata di caldo, ieri sera è scoppiato un altro incendio nella zona dei Dandenong nel Victoria. Fin'ora i danni documentati sono agli edifici della scuola elementare e ad una chiesa. Secondo il Dipartimento delle Risorse Naturali e dell'Ambiente l'incendio è stato dovuto ad un mozzicone di sigaretta, gettato dal finestrino di una macchina. Due persone, gravemente ferite, sono state ricoverate all'ospedale di Melbourne. Si raccomanda al pubblico di evitare la zona.

Question 3

Lidia: Oh Massimo, ciao! Complimenti! Mi hanno detto che sei andato molto bene all'esame di maturità, anzi che sei stato tra i migliori della classe!

Massimo: Macché, invece ho preso voti molto mediocri. I miei infatti sono rimasti un po' delusi.

Lidia: Vai direttamente all'università? Cosa studierai?

Massimo: Per il momento ho deciso di prendermi un anno di libertà. Voglio viaggiare, vedere altri posti, conoscere gente. A studiare, ci penserò dopo.

Question 4

Previsioni del tempo.

Sulle regioni settentrionali molto nuvoloso, con piogge in pianura e nevicate sui rilievi. Su tutte le altre regioni nuvolosità variabile.

Venti: sulle regioni settentrionali moderati tra Sud-Est e Nord-Est, su tutte le altre regioni da deboli a moderati.

Mari: generalmente mossi.

In tutta la zona, temperatura e pressione in diminuzione e umidità in aumento.

Question 5

Andrea: Oggi in classe la professoressa ci ha fatto una domanda all'improvviso "Per voi, che cos'è una festa? E soprattutto, perché si fa una festa?" In primo momento siamo rimasti sorpresi perché non avevamo mai pensato sul significato di una cosa così comune come una festa. Secondo me, si fa festa per fare le cose più pazze, per incontrare nuovi amici, per dimenticare i soliti impegni.

Stefano: Io penso che la gente abbia sempre voluto far nascere feste dalle occasioni più importanti. Ma oggi molte feste, che una volta erano molto sentite, sono state ormai dimenticate. Alcune sono troppo commercializzate.

Andrea: È vero. Oggi sembra quasi che la festa sia in crisi. Eppure mai come oggi la gente ha bisogno di festa, di trovare nuovi modi di stare insieme, di fare qualcosa di diverso al solito.

Question 6

Il celebre zoo Taronga, già considerato un modello per aver ricreato ambienti naturali per i suoi ospiti, è ora il pioniere di un sistema di trattamento bio-tecnologico per il riuso delle acque di scarico. L'impianto trasforma in acqua pulita ben 250 mila litri al giorno di fluidi inquinati, evitando che questi vengano scaricati nella baia di Sydney.

Question 7

Anche quest'anno La Fiorentina apre la stagione dei saldi con degli sconti favolosi. Dal 4 luglio saldi di abbigliamento per donna — completi estivi in puro lino per sole 80 mila, accessori in pelle da 30 mila in su.

Dall'8 luglio saldi anche di abbigliamento per uomo — giacche in lino da 90 mila, completi sportivi di tutti i prezzi. Non perdetevi quest'occasione.

La Fiorentina, Via Calzaiuoli, 53, Firenze. Telefono (055) 38 4122.

Question 8

Claudia: Ciao, Antonio. Volevo telefonarti stasera. Fra quattro settimane Adriano compie diciott'anni, non ti ricordi? Ne avevamo già parlato. Dobbiamo organizzare la festa e mandare gli inviti.

Antonio: Perché non gli facciamo una sorpresa?

Claudia: Bravo! Hai ragione, lui non se l'aspetta allora quando facciamo questa festa?

Antonio: Siccome il suo compleanno è di giovedì facciamo la festa il sabato dopo che sarebbe il sei gennaio.

Claudia: Ah! Il giorno della Befana!! Sì, mi piace. Senti, facciamo la festa in un ristorante invece che a casa. Che ne pensi?

Antonio: Sì, sono d'accordo ma quale ristorante?

Claudia: Andiamo al ristorante La Fontana, sai, quello in via Roma, in fondo, al numero centoventicinque ... Si mangia bene là e non costa troppo.

Antonio: Va bene! Allora prenotiamo per le sette o le otto?

Claudia: Facciamo per le sette così poi c'è tempo per andare a ballare.

Antonio: Buon'idea!

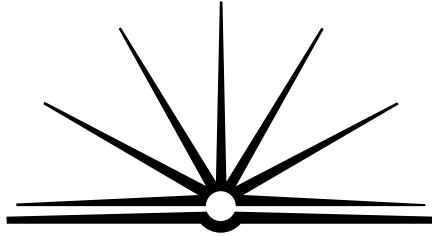
Claudia: Dai, andiamo a casa adesso e prepariamo gli inviti sul computer.

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Centre Number

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Student Number



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Section II Part A Answer Booklet

General Instructions

- Answer Questions 9 – 10 in this answer booklet
- Write using blue or black pen
- Write your Centre Number and Student Number at the top of this page

Section II – Reading and Responding

Part A

Total marks (25)

Attempt Questions 9 – 10

Read both passages on pages 7 – 9 of the question paper and then answer the corresponding questions in ENGLISH in the spaces provided.

	Marks	Marker's use only
Question 9 (9 marks)		
(a) What comparison does Giordana make between Rome and Florence?	2	
(b) According to Stefania, why is it virtually impossible to move around Florence?	1	
(c) According to Stefania, how has the city changed in the last 20 years?	2	
(d) What TWO advantages has tourism brought to Florence?	2	

Question 9 continues on page 3

	Marks	Marker's use only
Question 9 (continued)		
(e) What are FOUR modern-day problems mentioned by Stefania?	2	
.....		
.....		
.....		
.....		

Question 10 (16 marks)

(a) To whom is the article addressed?	1	
.....		
.....		
(b) Why is it advisable NOT to talk too much about oneself?	2	
.....		
.....		
.....		
(c) (i) What should a person do with application forms?	1	
.....		
.....		
(ii) Why?	1	
.....		
.....		
(d) Why are applicants often asked what they want to do?	1	
.....		
.....		

Question 10 continues on page 4

Question 10 (continued)	Marks	Marker's use only
(e) List the acceptable reactions to the situation mentioned in the article.	2	
(f) Give TWO examples of annoying behaviour.	2	
(g) What should one do if pauses occur in the interview?	2	
(h) What advice is given about money?	2	
(i) What advice is given about telling the truth?	2	