



ITALIAN: BACKGROUND LANGUAGE

ATAR course examination 2022

Written marking key

Marking keys are an explicit statement about what the examining panel expect of candidates when they respond to particular examination items. They help ensure a consistent interpretation of the criteria that guide the awarding of marks.

Section One: Response: Listening

30% (31 Marks)

Question 1

(15 marks)

This year you will visit a friend in Italy and you are determined to attend the Eurovision Song Contest in Turin. Write an email to your friend, referring to this radio announcement to convince her that this event can't be missed. Make sure you:

- include **four** facts about the choice of the location for this event
- make **four** references to the comments made by the Executive Supervisor of the Eurovision Song Contest and/or the Mayor of Turin.

Write approximately 100 words in **English**.

Description	Marks
Response to text	
Writes a persuasive email which:	
includes four facts about the choice of the location for this event (4 x 1 mark)	
<ul style="list-style-type: none"> • Turin won over 16 other contenders/cities • this will be the third time the contest will be held in Italy • Italy won the opportunity to host the 2022 Eurovision Song Contest thanks to Maneskin's win at last year's contest • the event will be held at the Pala Olimpico Arena in Turin 	1–4
makes reference to any four of the following comments made by the Executive Supervisor of the Eurovision Song Contest and/or the Mayor of Turin	
<ul style="list-style-type: none"> • • • • • • • <p style="text-align: center;">For copyright reasons this text cannot be reproduced in the online version of this document.</p>	1–4
Subtotal	8
Response in English	
Shows a range of vocabulary and grammar that is relevant to the context and a purposeful use of sentence structures for effect.	3
Shows evidence of using vocabulary and grammar that is relevant to the context and a variety of sentence structures.	2
Uses a limited range of vocabulary, grammar and sentence structures	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	3

Kind of writing, text type and sequencing	
Writes a persuasive email. Uses all the key conventions of an email in an informal setting accurately, including: salutation, informal register, persuasive language and a final greeting. Ideas are organised and sequenced effectively throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Uses most of the key conventions of a persuasive email accurately. Ideas are well organised within and between paragraphs and follow a logical sequence throughout.	3
Uses some of the key conventions of a persuasive email accurately. Ideas are organised, follow a logical sequence, but may lack direction.	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Total	15

Question 2

(16 marks)

After listening to this interview, you question the idea that renewable energy is the most effective way to address climate change. Drawing inspiration from the text, write an article for your school newspaper where you evaluate the two perspectives. In your article:

- identify **two** positive aspects and **two** potential risks of using nuclear energy
- report **two** reasons why renewable energies can be a solution to climate change and **two** reasons why their use is undesirable.

Write approximately 100 words in **Italian**.

Description	Marks
Response to text	
Writes an article which:	
identifies two positive aspects of using of nuclear energy (2 x 1 mark)	
<ul style="list-style-type: none"> • electrical grids can be successfully decarbonised • reduction of CO₂ emissions 	1–2
identifies two potential risks of using of nuclear energy (2 x 1 mark)	
<ul style="list-style-type: none"> • a second Chernobyl/Fukushima nuclear disaster can happen again • nuclear waste 	1–2
reports two reasons why renewable energies can be a solution to climate change Any two of the following (2 x 1 mark)	
<ul style="list-style-type: none"> • renewable energies are clean and sustainable • potential radioactive leaks/spillages would not be an issue • they would provide most of the power we need 	1–2
reports two reasons why using renewable energies is undesirable Any two of the following (2 x 1 mark)	
<ul style="list-style-type: none"> • renewable energies are not reliable • solar energy plants require vast areas of land • wind turbines are a menace to birds 	1–2
Subtotal	8
Linguistic resources (accuracy and range)	
Use a broad range of language accurately, including vocabulary, grammar and a variety of sentence structures appropriate to the context and purpose of writing.	4
Use a range of language, including vocabulary, grammar and of sentence mostly accurately.	3
Uses language, including vocabulary, grammar and sentence structures, that is suitable and mostly accurate, but errors are evident.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures and the meaning is sometimes impeded.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4

Kind of writing, text type and sequencing	
Writes an evaluative article. Uses all the key conventions of an article accurately, including: a title, a formal register language, a conclusion. Ideas are organised and sequenced effectively throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Uses most of the key conventions of an article accurately. Ideas are well organised within and between paragraphs and follow a logical sequence throughout.	3
Uses some of the key conventions of an article accurately. Ideas are organised, follow a logical sequence, but may lack direction.	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Total	16

Section Two: Response: Viewing and reading

30% (43 Marks)

Question 3

(16 marks)

During the 'Week of the Italian Language in the World' the Italian Consul visits your school. Referring to the blog post, write a speech to inform him of how successful the courses in Italian are in your city. In the script of your speech:

- list **three** signs of growth of the Italian learning community outside of Italy
- identify **two** reasons why learners find the Italian language fascinating and **two** motivations for learning it
- suggest why the Italian of the future is the Italian spoken abroad.

Write approximately 120 words in **Italian**.

Description	Marks
Response to text	
Writes a speech which:	
lists the three signs of growth of the Italian learning community outside of Italy Any two of the following (2 x 1 mark)	
<ul style="list-style-type: none"> • Italian has recently become the fourth most studied language in the world (after English, Chinese and Spanish and before French) • in 2014–15 the study of Italian soared to over 2 million • in 2017 the Italian Cultural Institutes abroad recorded 2 145 093 enrolments 	1–2
identifies two reasons why learners find Italian language fascinating Any two of the following (2 x 1 mark)	
<ul style="list-style-type: none"> • an ancient language with an unsurpassed musicality • unbreakable ties/connection to art • unbreakable idea of beauty 	1–2
identifies two motivations for learning it Any two of the following (2 x 1 mark)	
<ul style="list-style-type: none"> • sentimental reasons • cultural enrichment • for study • for tourism 	1–2
why the Italian of the future is the Italian spoken abroad Any two of the following (2 x 1 mark)	
<ul style="list-style-type: none"> • (unlike Italian learners abroad) Italians seem to have little faith in their language • the invasion of anglicisms seems to threaten the survival of the Italian language • even among the speakers at an event celebrating the importance of the Italian language, many English expressions were used 	1–2
Subtotal	8

Linguistic resources (accuracy and range) in target language	
Uses a broad range of language accurately, including vocabulary, grammar and a variety of sentence structures appropriate to the context and purpose of writing. When referring to stimulus text manipulates the language effortlessly.	4
Uses a range of language, including vocabulary, grammar and sentence structures, mostly accurately. When referring to stimulus text manipulates the language with some reliance on it.	3
Uses language, including vocabulary, grammar and sentence structures, that is suitable and mostly accurate, but errors are evident. Frequent reliance on stimulus text for language structure and vocabulary.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures and the meaning is sometimes impeded. Candidate does not manipulate stimulus text, and uses big chunks of it to answer the question.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Text type, kind of writing and sequencing	
Writes an informative speech. Uses all the key conventions of a speech accurately, including: salutation, formal register and formal language. Ideas are organised and effectively sequenced throughout the text within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Uses most of the key conventions of a speech accurately, including: salutation, formal register and formal language. Ideas are organised and effectively sequenced throughout the text within and between paragraphs, and with cohesiveness in the writing as a whole.	3
Uses some of the key conventions of a speech accurately, including: salutation, formal register and formal language. Ideas are organised and effectively sequenced throughout the text within and between paragraphs, and with cohesiveness in the writing as a whole.	2
Uses a few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Total	16

Question 4

(14 marks)

You have just finished reading this newspaper article on Giovanni's story and his journey to lose weight. Write the script of a conversation with your best friend in which you:

- inform him/her in detail of the strategy the researchers implemented to encourage young people like Giovanni to lose weight, referring to **four** points
- highlight **two** reasons why adults did not achieve significant results.

Write approximately 150 words in **Italian**.

Description	Marks
Response to text	
Writes the script of a conversation which:	
informs in detail of the strategy the researchers implemented, referring to four points (4 x 1 mark)	
<ul style="list-style-type: none"> • researchers posted daily photos of healthy dishes on their Facebook page • this constant exposure to healthy dishes influenced participants' food choices • researchers encouraged participants to post photographs of their meals to share with others • researchers provided participants with a monthly questionnaire on their food habits and weight changes 	1–4
highlights two reasons why adults did not achieve significant results Any two of the following (2 x 1 mark)	
<ul style="list-style-type: none"> • adults spend less time on social media • their habits are already established/complex to change • photographs alone have no impact on them • they seek reliable information/the credibility of experts 	1–2
Subtotal	6
Linguistic resources (accuracy and range)	
Uses a broad range of language accurately, including vocabulary, grammar and a variety of sentence structures appropriate to the context and purpose of writing.	4
Uses a range of language, including vocabulary, grammar and of sentence mostly accurately.	3
Uses language, including vocabulary, grammar and sentence structures, that is suitable and mostly accurate, but errors are evident.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures and the meaning is sometimes impeded.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4

Kind of writing, text type and sequencing	
Writes an informative conversation. Uses all the key conventions of a conversation accurately, including: salutation, an informal register and informative language, a final greeting. Ideas are organised and sequenced effectively throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Uses most of the key conventions of a conversation accurately. Ideas are well organised within and between paragraphs and follow a logical sequence throughout.	3
Uses some of the key conventions of a conversation accurately. Ideas are organised, follow a logical sequence, but may lack direction.	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
	Subtotal
	4
	Total
	14

Question 5

(13 marks)

You went to the presentation by a career consultant who talked about what young people look for in their dream job. Referring to this presentation, write a reflective diary entry in which you include:

- **two** reasons why some people prefer working for big corporations
- **three** reasons behind the choice to work for small entities
- **one** sustainable practice that a company should implement to attract young people.

Write approximately 100 words in **English**.

Description	Marks
Response to text	
Writes a reflective diary entry which includes:	
two reasons why some people prefer working for big corporations (2 x 1 mark)	
<ul style="list-style-type: none"> • a big corporation lends some weight to a resumé • a big corporation offers potential for growth 	1–2
three reasons behind the choice to work for small entities	
Any three of the following (3 x 1 mark)	
<ul style="list-style-type: none"> • being more sensitive to environmental issues • believing they can have a higher social impact • feeling part of the change • having responsibility • having the space to express oneself • working to improve the living conditions of their own generation 	1–3
one sustainable practice that a company should implement to attract young people	
Either one of the following (1 x 1 mark)	
<ul style="list-style-type: none"> • using reusable cups or bottles • providing free public transport 	1
Subtotal	6
Response in English	
Shows a range of vocabulary and grammar that is relevant to the context and a purposeful use of sentence structures for effect.	3
Shows evidence of using vocabulary and grammar that is relevant to the context and a variety of sentence structures.	2
Uses a limited range of vocabulary, grammar and sentence structures	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	3

Kind of writing, text type and sequencing	
Writes a reflective diary entry. Uses all the key conventions of a diary entry accurately, including: personal reflections, comments, information or experiences of the writer, informal register and in a subjective language (often in first person). Ideas are organised and sequenced effectively throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Uses some of the key conventions of a diary entry accurately. Ideas are well organised within and between paragraphs and follow a logical sequence throughout.	3
Uses some of the key conventions of a diary entry accurately. Ideas are organised, follow a logical sequence, but may lack direction.	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Total	13

Section Three: Written communication

40% (16 Marks)

Question 6

(16 marks)

As part of a class project, you are to write a blog posting on the topic *'making a contribution'*. In your blog, you reflect on your future goals and aspirations and on how you will contribute to society.

Description	Marks
Writes a blog posting on the topic <i>'making a contribution'</i> and reflects on future goals and aspirations and how they will contribute to society. Demonstrates synthesis of ideas, a high degree of relevance and originality, and engagement with content.	7–8
Writes a blog posting on the topic <i>'making a contribution'</i> and reflects on future goals and aspirations and how they will contribute to society. Demonstrates some synthesis of ideas, relevance and originality, and depth of content.	5–6
Writes a blog posting on the topic <i>'making a contribution'</i> and reflects on future goals and aspirations and how they will contribute to society. Demonstrates partial synthesis of ideas, relevance and depth of content.	3–4
Writes a blog posting on the topic <i>'making a contribution'</i> and reflects on future goals and aspirations and how they will contribute to society. Summarises few ideas, showing relevance and some depth of content.	2
The blog posting shows limited originality and awareness of the kind of writing or content required for the task.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	8
Linguistic resources (accuracy and range) in target language	
Uses a broad range of language accurately, including vocabulary, grammar and a variety of sentence structures appropriate to the context and purpose of writing.	4
Uses a range of language, including vocabulary, grammar and sentence structures, mostly accurately.	3
Uses language, including vocabulary, grammar and sentence structures, that is suitable and mostly accurate, but errors are evident.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures and the meaning is sometimes impeded.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4

Text type, kind of writing and sequencing	
Writes a reflective blog posting. Uses all the key conventions of a blog posting accurately, including: personal reflections, comments, information or experiences of the writer, informal or colloquial register and in subjective language in the first person. Ideas are organised and sequenced effectively throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Uses most of the key conventions of a blog posting accurately, including: personal reflections, comments, information or experiences of the writer, informal or colloquial register and in subjective language in the first person. Ideas are well organised within and between paragraphs and follow a logical sequence throughout.	3
Uses some of the key conventions of blog posting accurately, including: personal reflections, comments, information or experiences of the writer, informal or colloquial register and in subjective language in the first person. Ideas are organised, follow a logical sequence, but may lack direction.	2
Uses a few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Total	16

Question 7

(16 marks)

As part of a class project, you are to write a blog posting on the topic '*Italian identity in an international context*'. In your blog, reflect on your experience as an Italian-Australian or on how your family's Italian traditions and values play a role in your life as a student in Australia.

Description	Marks
Writes a blog posting on the topic ' <i>Italian identity in an international context</i> ' and reflects on their experiences as an Italian-Australian or on how their family's Italian traditions and values play a role in their life as a high school student in Australia. Demonstrates synthesis of ideas, a high degree of relevance and originality, and engagement with content.	7–8
Writes a blog posting on the topic ' <i>Italian identity in an international context</i> ' and reflects on their experiences as an Italian-Australian or on how their family's Italian traditions and values play a role in their life as a high school student in Australia. Demonstrates some synthesis of ideas, relevance and originality, and depth of content.	5–6
Writes a blog posting on the topic ' <i>Italian identity in an international context</i> ' and reflects on their experiences as an Italian-Australian or on how their family's Italian traditions and values play a role in their life as a high school student in Australia. Demonstrates partial synthesis of ideas, relevance and depth of content.	3–4
Writes a blog posting on the topic ' <i>Italian identity in an international context</i> ' and reflects on their experiences as an Italian-Australian or on how their family's Italian traditions and values play a role in their life as a high school student in Australia. Summarises few ideas, showing relevance and some depth of content.	2
The blog posting shows limited originality and awareness of the kind of writing or content required for the task.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	8
Linguistic resources (accuracy and range) in target language	
Uses a broad range of language accurately, including vocabulary, grammar and a variety of sentence structures appropriate to the context and purpose of writing.	4
Uses a range of language, including vocabulary, grammar and sentence structures, mostly accurately.	3
Uses language, including vocabulary, grammar and sentence structures, that is suitable and mostly accurate, but errors are evident.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures and the meaning is sometimes impeded.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4

Text type, kind of writing and sequencing	
Writes a reflective blog posting. Uses all the key conventions of a blog posting accurately, including: personal reflections, comments, information or experiences of the writer, informal or colloquial register and in subjective language in the first person. Ideas are organised and sequenced effectively throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Uses most of the key conventions of a blog posting accurately, including: personal reflections, comments, information or experiences of the writer, informal or colloquial register and in subjective language in the first person. Ideas are well organised within and between paragraphs and follow a logical sequence throughout.	3
Uses some of the key conventions of blog posting accurately, including: personal reflections, comments, information or experiences of the writer, informal or colloquial register and in subjective language in the first person. Ideas are organised, follow a logical sequence, but may lack direction.	2
Uses a few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Total	16

ACKNOWLEDGEMENTS

Question 1

Dot points 3–6 information from: European Broadcasting Union. (2021, October 8). *Turin to Host 66th Eurovision Song Contest in 2022* [Press release]. Retrieved June, 2022, from <https://eurovision.tv/mediacentre/release/turin-to-host-eurovision-2022>

Dot points 7–12 adapted from: European Broadcasting Union. (2021, October 8). *Turin to Host 66th Eurovision Song Contest in 2022* [Press release]. Retrieved June, 2022, from <https://eurovision.tv/mediacentre/release/turin-to-host-eurovision-2022>

Question 3

Dot points 4–6 information from: Almirante, P. (2019, February 25). L'italiano è la quarta lingua più studiata al mondo. *La Tecnica della Scuola*. Retrieved June, 2022, from <https://www.tecnicadellascuola.it/litaliano-e-la-quarta-lingua-piu-studiata-al-mondo>

Copyright

© School Curriculum and Standards Authority, 2022

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that it is not changed and that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons [Attribution 4.0 International \(CC BY\)](https://creativecommons.org/licenses/by/4.0/) licence.

An *Acknowledgements variation* document is available on the Authority website.

*Published by the School Curriculum and Standards Authority of Western Australia
303 Sevenoaks Street
CANNINGTON WA 6107*