



SAMPLE ASSESSMENT TASKS

ITALIAN: SECOND LANGUAGE
ATAR YEAR 11

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Sample assessment task

Italian: Second Language – ATAR Year 11

Task 3 – Unit 1

Assessment type: Response: Listening

Conditions

Time for the task: 40 minutes

A bilingual Italian/English print dictionary can be used for this task.

Task weighting

7% of the school mark for this pair of units

Rapporti in famiglia, tra gli amici e a scuola and Le tradizioni, gli spettacoli e le feste (34 marks)

Listen to the **three (3)** texts and answer the questions in English.

Texts 1 and 2 are played twice. Text 3 is a longer text divided into three (3) parts. It will be played once in its entirety and then each part will be played twice. After the second reading there is a pause in which to answer questions.

You can take notes or answer questions at any time once the audio has started.

Text 1 – *sondaggio sulle abitudini italiane* (11 marks)

1. Complete the following statement with the relevant information from the text. (3 marks)

The survey revealed that more than _____ of respondents will spend the Christmas period at _____ or with _____.

2. Give **three (3)** details of the most important meal of the Christmas period, as revealed by the survey. (3 marks)

- _____
- _____
- _____

3. What information is provided about Christmas lunch? (3 marks)

4. What did the survey reveal about Christmas gifts? (2 marks)

Text 2 – *messaggio telefonico* (8 marks)

5. What is the purpose of Michele’s call? (3 marks)

6. What is happening at the medieval village? (2 marks)

7. How does Michele describe the ‘Hot Bananas’? (3 marks)

Text 3 – *intervista alla radio* (15 marks)

Part 1

8. Complete the statement by indicating (✓) the appropriate option. (1 mark)

- Marina is a.... university student
 radio presenter/interviewer
 university lecturer

9. Why is she at the University of Bologna? (2 marks)

Part 2

10. Complete the following summary of Katia and Lorenza's relationship. (4 marks)

- They have been friends for _____ (2 marks)
- They met in _____ (2 marks)

11. Indicate (✓) which of the following statements are **True** and which are **False**. (6 marks)

| Statement | True | False |
|--|------|-------|
| Lori is good at maths | | |
| Kati helped Lori with her homework | | |
| Kati is quiet and reserved | | |
| Kati is outgoing | | |
| Lori is less confident than Kati | | |
| Kati has introduced Lori to lots of people | | |

Part 3

12. For what reasons do the girls sometimes not get along? Complete the following statements.

(2 marks)

Kati gets angry because _____

Lori gets annoyed because _____

Transcripts

Text 1 – sondaggio sulle abitudini italiane

Quest'anno gli italiani sembra abbiano deciso di rispettare il vecchio detto 'Natale con i tuoi... Pasqua con chi vuoi'.

Secondo un recente sondaggio sul sito SOGNIeABITUDINI.it, più del 96 per cento degli intervistati trascorre il periodo natalizio a casa o con i parenti.

Il sondaggio ha anche rivelato che molti continuano ad osservare le tradizioni regionali specialmente nella scelta del menù per i giorni di festa. Dalle risposte risulta che il pasto più importante è il cenone, una grande cena a base di pesce la sera del 24 dicembre, cioè la vigilia di Natale.

Per altri invece, il giorno sacro del calendario natalizio (o il giorno sacro tra le feste natalizie) è il pranzo il giorno di Natale quando tutta la famiglia si riunisce. Il menù del 25 è spesso a base di carne.

Anche se le tradizioni e le abitudini del passato sono ancora molto sentite e condivise a tavola, quando si parla di regali la tecnologia è la più amata. Il sondaggio rivela che i gadget tecnologici sono i più desiderati.

Text 2 – messaggio telefonico

Ciao, sono Michele. Senti, domenica i miei vogliono andare a Cremona per la Festa del Torrone. Ti va di venire per tenermi compagnia? Ci sono degustazioni di gelato, cioccolato e torrone e da vedere un villaggio medioevale con un'esibizione di giochi medioevali. Poi in tutte le piazze c'è musica dal vivo di giovani artisti cremonesi come i Hot Bananas. Chiamami!

Text 3 – intervista alla radio

Part 1

Marina: Ciao, sono Marina Ruggi di Radio 2 Bologna e sono di nuovo all'università di Bologna per la seconda puntata nella nostra serie di chiacchiere con studenti universitari. Stasera parliamo dell'amicizia e dei rapporti importanti nella vita. Con me c'è Katia Galli e Lorenza Saba che sono amiche da più di sei anni. Kati, raccontaci come vi siete conosciute.

Part 2

Kati: Buonasera, Marina. Beh Lori ed io ci siamo conosciute nel primo anno di liceo. Eravamo compagne di banco. Poi Lori è molto brava in matematica e così mi aiutava con i compiti.

Lori: È vero, Kati trova la matematica difficile. Ancora oggi l'aiuto! (Laughs) Ma, è un'amica stupenda...vivace e espansiva. Io sono più riservata e meno sicura di me, ma nella compagnia di Kati mi sento a mio agio. E ho conosciuto tante altre persone tramite lei.

Part 3

Marina: Litigate mai?

Kati: Qualche volta, sì. Spesso per stupidaggine...Lori s'irrita perché parlo troppo e poi lei mi innervosisce perché lei è spesso silenziosa.

Lori: Ma, la rabbia passa velocemente – è difficile che Kati stia zitta per molto!

Kati: Sfacciata! (Laughing)

Marking key for sample assessment task 3 – Unit 1

Text 1 – *sondaggio sulle abitudini italiane*

| Description | Marks |
|---|-------------|
| Question 1 | /3 |
| The survey revealed that more than <ul style="list-style-type: none"> • 96 percent of respondents will spend the • Christmas period at home • or with relatives | 1 1 1 |
| Question 2 | /3 |
| <ul style="list-style-type: none"> • Christmas Eve/24 December • a big meal/dinner/the <i>cenone</i> • fish based | 1 1 1 |
| Question 3 | /3 |
| <ul style="list-style-type: none"> • it is the most important part/day of the Christmas calendar • (often) meat based menu • whole family gets together | 1 1 1 |
| Question 4 | /2 |
| <ul style="list-style-type: none"> • technological gifts/gadgets • are most wished for/on top of the Christmas wish list | 1 1 |
| Total | /11 |

Text 2 – *messaggio telefonico*

| Description | Marks |
|---|-------------|
| Question 5 | /3 |
| <ul style="list-style-type: none"> • he is going with his parents • to the nougat festival (in Cremona) • wants company | 1 1 1 |
| Question 6 | /2 |
| <ul style="list-style-type: none"> • display/presentation of • medieval games | 1 1 |
| Question 7 | /3 |
| The Hot Bananas are: <ul style="list-style-type: none"> • (one of the) young bands/artists • from Cremona/<i>cremonese</i> • who will be playing at the festival/live music in the squares | 1 1 1 |
| Total | /8 |

Text 3 – *intervista alla radio*

| Description | | | | Marks |
|-----------------------------|--|---|--------------|-------------|
| Part 1 | | | | |
| Question 8 | | | | /1 |
| Marina is a.... | <input type="checkbox"/> | university student | | 1 |
| | <input checked="" type="checkbox"/> | radio presenter/interviewer | | |
| | <input type="checkbox"/> | university lecturer | | |
| Question 9 | | | | /2 |
| | • | second episode in a series of | | 1 |
| | • | talks/chats with students | | 1 |
| Part 2 | | | | |
| Question 10 | | | | /4 |
| They have been friends for: | | | | |
| | • | more than | | 1 |
| | • | 6 years | | 1 |
| They met in: | | | | |
| | • | first year | | 1 |
| | • | high school | | 1 |
| Question 11 | | | | /6 |
| | Statement | True | False | 1 mark each |
| | Lori is good at maths | ✓ | | |
| | Kati helped Lori with her homework | | ✓ | |
| | Kati is quiet and reserved | | ✓ | |
| | Kati is outgoing | ✓ | | |
| | Lori is less confident than Kati | ✓ | | |
| | Kati has introduced Lori to lots of people | ✓ | | |
| Part 3 | | | | |
| Question 12 | | | | /2 |
| | • | Kati gets angry because Lori is too quiet/reserved | | 1 |
| | • | Lori becomes annoyed because Kati talks too much | | 1 |
| Total | | | | /15 |

Sample assessment task

Italian: Second Language – ATAR Year 11

Task 4 – Unit 1

Assessment type: Written communication

Conditions

Time for the task: 40 minutes

A bilingual Italian/English print dictionary can be used for this task.

Task weighting

6% of the school mark for this pair of units


Amici del cuore

(15 marks)

You have decided to enter a competition, being run by the local Italian radio station, for the opening of a new Italian restaurant ‘*del Cuore*’. The prize is a dinner for four people. The competition requires you to discuss the important friendships in your life. Write a script of approximately 120 words in Italian of the dialogue you would have with the announcer, Riccardo Rossi.

Your script must:

- continue from the introduction provided for Riccardo
- describe the friendship you have with at least one person
- include your opinion on the importance of different friendships/relationships
- include at least three comments/questions by Riccardo Rossi from those provided below. These are not included in your word count.

| | |
|---|---|
| <p style="text-align: center;">Radio ITAL5 – Perth: Chiacchieriamo con Riccardo!</p> <ul style="list-style-type: none"> ➤ Per me un’amico deve essere leale, avere compassione e avere un buon senso dell’umore. Per te, quali sono le qualità principali di un buon amico? ➤ Se vinci la cena chi hai intenzione di invitare e perché? ➤ Io spesso non vedo i miei amici per giorni, anzi mesi ma questo non diminuisce la nostra amicizia. Tu, nella vita quotidiana quanto spesso vedi il tuo amico/la tua amica/i tuoi amici? ➤ Come passi il tempo con gli amici/le amiche? ➤ Vai sempre d’accordo con gli amici, o ci sono delle situazioni quando litigate? ➤ Nella tua opinione l’uso del cellulare rafforza o indebolisce i rapporti tra le persone? ➤ Secondo te, qual è l’impatto sociale della tecnologia sulla vita moderna e i rapporti in particolare? | <div style="text-align: center;">  <p>Image © Microsoft</p> </div> <p>Glossary</p> <p><i>diminuisce</i> – lessen <i>rafforza</i> – strengthens <i>indebolisce</i> – weakens</p> |
|---|---|

Marking key for sample assessment task 4 – Unit 1

Written communication

| Criteria | Marks |
|--|------------|
| Learning contexts and topics – content and relevance | /5 |
| Continues the script effectively from the introduction provided and includes detailed content and descriptions related to: <ul style="list-style-type: none"> explaining the importance of different friendships/relationships describing a friendship with at least one person Incorporates and responds appropriately and fluently to at least three of the comments/questions provided. | 5 |
| Continues the script effectively and includes an appropriate explanation of the importance of friendships/relationships and description of at least one friendship. Incorporates and responds appropriately to at least three of the comments/questions provided, mostly fluently. | 4 |
| Continues the script satisfactorily and content is generally relevant; covers some aspects of the importance of friendship and includes a satisfactory description of a friendship. Incorporates and responds to at least three of the comments/questions provided with varied fluency. | 3 |
| Covers some aspects of the importance of friendship superficially and includes a basic description of a friendship. Incorporates some of the comments/questions provided with limited fluency. The responses are superficial and not always appropriate. | 2 |
| Content has little relevance to the topic. | 1 |
| Not attempted or inappropriate response. | 0 |
| Linguistic resources (vocabulary and grammar) – range | /4 |
| Uses contextually relevant vocabulary and a range of expressions. Uses a wide range of grammar and structures. | 4 |
| A good command of vocabulary and a range of expressions. Uses a good range of grammar and structures. | 3 |
| Adequate command of vocabulary and word choice appropriate to question. Uses a range of grammar and structures. | 2 |
| Insufficient command of basic vocabulary and uses set structures, single words and short phrases. | 1 |
| Shows no range of vocabulary, grammar and sentence structures. | 0 |
| Linguistic resources (grammar, syntax and spelling) – accuracy | /4 |
| Uses language accurately and consistently. Occasionally omits words or makes minor errors. Inaccuracies do not affect meaning and flow. | 4 |
| Uses language mostly accurately. Errors occasionally interfere with flow. | 3 |
| Inconsistent application of rules of grammar makes some parts of writing awkward. | 2 |
| Inaccuracies and incorrect choice of language impede meaning and flow. | 1 |
| Shows no application of rules of grammar. | 0 |
| Text types – organisation and conventions | /2 |
| Sequences information coherently and cohesively. Uses all the key conventions of a script: <ul style="list-style-type: none"> informal (or colloquial) register – as used in the introduction provided each speaker is clearly identified there is two way interaction between the speakers e.g. appropriate response or reference to the other speaker's questions/comments | 2 |
| Some sequencing evident. Connections are simple and straight-forward. The connection between ideas is sometimes unclear. Uses some of the conventions of the text type. Generally uses register appropriate to the purpose of writing and the audience. | 1 |
| No evidence of sequencing ideas. Does not observe the conventions of the text type. Shows lack of consideration of the audience or the purpose for writing. | 0 |
| Total | /15 |

Sample assessment task

Italian: Second Language – ATAR Year 11

Task 6 – Unit 1

Assessment type: Oral Communication

Conditions

Time for the task: 4–5 minutes

Task weighting

10% of the school mark for this pair of units

Comunicare nel mondo moderno

(15 marks)

You will be interviewed by your teacher. Use the questions below to help you prepare for the interview. You will not be asked all the questions, and some questions may be varied, depending on your response to previous questions.

To help you in the interview

- remember to listen for key words in the questions
- if you don't understand a question, ask for it to be repeated – *Può ripetere per piacere?*

Sample questions to help you prepare:

1. *Che tipo di tecnologia usi per comunicare con i tuoi amici?*
2. *Quali sono gli aspetti positivi/negativi della tecnologia moderna?*
3. *Per quali motivi usi la tecnologia?*
4. *Hai un computer a casa? Lo usi spesso e perché?*
5. *Sei iscritto/a a Twitter/Facebook?*
6. *Hai degli amici all'estero con cui comunichi/corrispondi?*
7. *Hai un cellulare/telefonino? Lo usi spesso per parlare con i tuoi amici?*
8. *Per cosa hai usato la tecnologia durante gli ultimi giorni?*
9. *Secondo te, quali sono i vantaggi dell'uso della tecnologia?*
10. *Secondo te, qual è l'impatto sociale della tecnologia sulla vita moderna?*
11. *Secondo te, la gioventù passa troppo tempo ad usare la tecnologia/i social networks?*

Marking key for sample assessment task 6 – Unit 1

| Criteria | Marks |
|---|------------|
| Comprehension | /4 |
| Comprehends all anticipated and familiar questions, including comments by the marker, and responds with little or no hesitation. Expresses the need for clarification or repetition when required. Needs minimal support from the marker. | 4 |
| Hesitates occasionally, but comprehends most simple and well-practised questions. Has difficulty when processing complex questions, even after repeating or rewording by the marker. Requires some support from the marker. | 3 |
| Comprehends only simple questions, but lack of comprehension frequently results in inappropriate answers. Has difficulty comprehending repeated or reworded questions. Requires considerable support from the marker. | 2 |
| Shows little evidence of comprehension resulting in partial answers and numerous silences. Leaves many questions unanswered, even after frequent repeating and rewording by the marker. | 1 |
| Does not show any evidence of comprehension. | 0 |
| Response (relevance and depth of information) | /4 |
| Responds in detail to all questions and comments made by the marker with relevant opinions, ideas and a range of information associated with the topic. | 4 |
| Responds to most questions and comments made by the marker with a fair range of opinions, ideas and information related to the topic. | 3 |
| Responds with a limited range of information related to questions and comments made by the marker. | 2 |
| Responds with very limited or frequently irrelevant information to questions and comments made by the marker. | 1 |
| Does not respond to questions and comments made by the marker, or responds in another language. | 0 |
| Language range (vocabulary and grammar) | /3 |
| Uses a wide range of vocabulary, grammar and sentence structures. | 3 |
| Uses a satisfactory range of vocabulary and grammar, relying predominantly on simple sentence structures. | 2 |
| Uses set structures and basic vocabulary with repetition and reliance on non-Italian sentence structures and vocabulary. | 1 |
| Uses single words and short phrases with limited control, heavily influenced by another language. | 0 |
| Language accuracy (grammar) | /2 |
| Applies rules of grammar with a high level of accuracy and consistency. | 2 |
| Applies rules of grammar with some inaccuracies. | 1 |
| Shows no application of rules of grammar. | 0 |
| Speech (flow, pronunciation and intonation) | /2 |
| Pronunciation is consistently clear and comprehensible with excellent intonation. Speaks spontaneously and naturally and, where 'think time' is required, uses appropriate 'fillers'. | 2 |
| Pronunciation and intonation is acceptable. Some hesitation and/or repetition is evident. | 1 |
| Does not apply the rules of pronunciation and intonation. | 0 |
| Total | /15 |

Sample assessment task

Italian: Second Language – ATAR Year 11

Task 13 – Unit 2

Assessment type: Response: Viewing and reading

Conditions

Time for the task: 40 minutes

A bilingual Italian/English print dictionary can be used for this task.

Task weighting

7% of the school mark for this pair of units

Andiamo!**(40 marks)**

Read the **three (3)** texts about travel in Italy. Answer the related questions in English in the spaces provided.

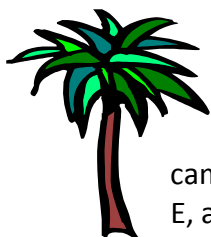
Text 1 – pubblicità vacanze**(10 marks)**

Image © Microsoft

Villa La Palma – Isola di Vulcano

(Arcipelago delle Isole Eolie, Sicilia)

Situata in un rigoglioso e coloratissimo giardino con una grandissima piscina e campo da tennis, la Villa La Palma è a solo 150m dalle spiagge più belle dell'isola. E, a poco distanza, si trova la piazzetta di Vulcano con i suoi negozi tipici, ristoranti, bar e una terrazza che dà sul mare.

Tutte le camere hanno aria condizionata, TV, bagno privato e connessione wi-fi a pagamento.

Offerta! Per chi prenota entro il 31 Maggio - sconto del 10% nei mesi di agosto, settembre ed ottobre.

| Tariffe pernottamento (a persona*): | (bassa stagione) | (alta stagione) |
|--|------------------|-----------------|
| Camera + colazione | € 31,00 | € 65,00 |
| Camera + mezza pensione** | € 48,00 | € 84,00 |
| *supplemento uso singola € 10,00 | | |
| **sconto 5% sulla seconda settimana di soggiorno | | |

Scopri la magia delle Isole Eolie

1. Indicate (✓) which of the following statements are **True** and which are **False**. (5 marks)

| Statement | True | False |
|---|------|-------|
| Villa La Palma is on the island of Sicily. | | |
| It is located in a luxurious and colourful garden. | | |
| There is a pool near the local tennis court. | | |
| Some of the island's most beautiful beaches are located nearby. | | |
| All the rooms have free wi-fi. | | |

2. What is the special offer? (2 marks)

3. Why are two prices shown for each type of room? (2 marks)

4. How can you get a 5% discount on your stay? (1 mark)

Text 2 – *articolo vacanze*

(17 marks)

Turisti bloccati - lo sciopero continua!

Traffico aereo paralizzato dallo sciopero iniziato ieri dai meccanici aeronautici.

Roma: Ieri, all'aeroporto di Fiumicino, sono stati cancellati quasi 400 voli con altri 300 previsti per oggi. Solo una centinaia di voli sono riusciti a partire nelle ultime 24 ore.

Alcuni passeggeri sono stati ridistribuiti sui voli che sono riusciti a partire e altri sui treni che ormai viaggiano strapieni. Passeggeri che viaggiano con gruppi organizzati sono stati forniti con sistemazione in albergo e trasporto, pasti e bevande. Ma la maggior parte ha dovuto stare all'aeroporto e dormire per terra a causa di alberghi esausti o di essere rimasto senza soldi. Rimasti a terra 77 studenti che dovevano partire per una vacanza studio a Barcellona. Il viaggio è stato rimandato a domenica.

Più tranquilla la situazione negli aeroporti di Milano, in larga parte deserti perché i passeggeri erano stati avvertiti telefonicamente dei disagi ed anche perché le Ferrovie Statali hanno predisposto due treni straordinari Milano-Parigi per ricondurre a casa centinaia di turisti. Un treno è partito a mezzanotte e un altro alle 10 stamattina.

La fine dello sciopero è previsto per le 14 oggi pomeriggio con le prime partenze verso le 16 ma il caos purtroppo continuerà per almeno una settimana.

5. Why has air traffic been disrupted? (2 marks)

6. Indicate (✓) which of the following statements are **True** and which are **False** about the situation at Rome's Fiumicino airport. (6 marks)

| Statement | True | False |
|--|------|-------|
| Nearly 400 flights were cancelled yesterday. | | |
| Most passengers were accommodated on the flights that did leave. | | |
| There are still seats available on trains. | | |
| Passengers travelling in groups were given free hotel rooms, transport, food and drinks. | | |
| Some passengers slept on the airport floor because they were exhausted. | | |
| Passengers stranded without money slept at the airport. | | |

7. The article mentions a group of 77 students. What information is provided about them? (3 marks)

8. According to the article, why was the situation less chaotic at airports in Milan? (4 marks)

9. When are flights expected to resume? (2 marks)

http://www.cronachedimari.it

Bloggermania.it

Sogni di vacanze

Ciao a tutti, anche se le vacanze estive sono appena finite non è troppo presto per cominciare a programmare quelle dell'anno prossimo, specialmente se volete fare qualcosa di grande!

Da oggi inizio una serie di rubriche informative per proporre idee per passare le vacanze estive all'estero. Comincio con la vacanza studio che dà ai ragazzi l'opportunità di viaggiare e imparare un'altra lingua.

☺ Mari

1ª Proposta – l'Australia è una delle destinazioni più popolari al mondo per lo studio della lingua inglese. È nota per le sue bellezze naturali, per il clima e per le spiagge bellissime e anche per il suo popolo amichevole e accomodante.

Grazie alla gentilezza delle persone, tutti, perfino i più timidi, possono imparare a parlare inglese. Per sfruttare al massimo l'esperienza, molti giovani scelgono di soggiornare in famiglia per avere la possibilità di immergersi nella vita australiana e per conoscere nuovi amici con cui praticare la lingua. Per leggere testimonianze di ragazzi che hanno fatto questa esperienza, visita il nostro sito www.gazzettadellagioventù.it dove troverai ulteriori informazioni e molti link utili.

Avete altri suggerimenti?

Blog threads

- New >
- Old >
- FAQ >
- Sign up >

10 What is the purpose of this blog? (3 marks)

11 Give **four (4)** reasons why Australia is a popular destination for study holidays. (4 marks)

1 _____

2 _____

3 _____

4 _____

12 Why do many young people choose to stay with families while on a study holiday in Australia? (3 marks)

13 What further information can be found at www.gazzettadellagioventù.it? (3 marks)

Marking key for sample assessment task 13 – Unit 2

Text 1 – *pubblicità vacanze*

| Description | | | | Marks |
|---|---|-------------|--------------|-------------|
| Question 1 | | | | /5 |
| | Statement | True | False | 1 mark each |
| | Villa La Palma is on the island of Sicily. | | ✓ | |
| | It is located in a luxurious and colourful garden. | ✓ | | |
| | There is a pool near the local tennis court. | | ✓ | |
| | Some of the island's most beautiful beaches are located nearby. | ✓ | | |
| | All the rooms have free wi-fi. | | ✓ | |
| Question 2 | | | | /2 |
| • book by 31 May | | | | 1 |
| • 10% discount for August, September, October | | | | 1 |
| Question 3 | | | | /2 |
| Different prices for: | | | | |
| • low season | | | | 1 |
| • high season | | | | 1 |
| Question 4 | | | | /1 |
| • if you stay for a second week | | | | 1 |
| Total | | | | /10 |

Text 2 – *articolo vacanze*

| Description | | | | Marks |
|--|--|-------------|--------------|-------------|
| Question 5 | | | | /2 |
| • a strike | | | | 1 |
| • caused by aviation mechanics | | | | 1 |
| Question 6 | | | | /6 |
| | Statement | True | False | 1 mark each |
| | Nearly 400 flights were cancelled yesterday. | ✓ | | |
| | Most passengers were accommodated on the flights that did leave. | | ✓ | |
| | There are still seats available on trains. | | ✓ | |
| | Passengers travelling in groups were given free hotel rooms, transport, food and drinks. | ✓ | | |
| | Some passengers slept on the airport floor because they were exhausted. | | ✓ | |
| | Passengers stranded without money slept at the airport. | ✓ | | |
| Question 7 | | | | /3 |
| • due to fly to Barcelona | | | | 1 |
| • on a school study trip | | | | 1 |
| • the trip has been postponed until Sunday | | | | 1 |
| Question 8 | | | | /4 |
| • extra trains | | | | 1 |
| • were put into service (to cope) | | | | 1 |
| • passengers had been contacted/telephoned | | | | 1 |
| • warned of the problem | | | | 1 |

| | |
|---|-------------------|
| Question 9 | /2 |
| <ul style="list-style-type: none"> • 4pm/16:00 • today/this afternoon | <p>1</p> <p>1</p> |
| Total | /17 |

Text 3 – *blog vacanze*

| Description | Marks |
|---|-------------------------------------|
| Question 10 | /3 |
| <ul style="list-style-type: none"> • provide suggestions for • (future) summer holiday experiences • overseas | <p>1</p> <p>1</p> <p>1</p> |
| Question 11 | /4 |
| <ul style="list-style-type: none"> • natural beauty • climate/weather • beautiful beaches • friendly and accommodating people | <p>1</p> <p>1</p> <p>1</p> <p>1</p> |
| Question 12 | /3 |
| <ul style="list-style-type: none"> • to make the most of the experience/to experience the Australian way of life • to make new friends • with whom to practise English | <p>1</p> <p>1</p> <p>1</p> |
| Question 13 | /3 |
| <ul style="list-style-type: none"> • testimonials/comments by (young) people • who have already been on study holidays in Australia • useful links | <p>1</p> <p>1</p> <p>1</p> |
| Total | /13 |