



ITALIAN: SECOND LANGUAGE

ATAR course examination 2024

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% (36 Marks)

Text 1: *La vacanza-lavoro all'estero*

Part (i)

Question 1 (1 mark)

State Giacomo's news.

Description	Marks
He has (just) finished his Year 12/final exams	1
Total	1

Question 2 (4 marks)

Complete the gaps in the sentence below to identify Giacomo's plans for the immediate future.

First, he will spend _____ by the sea with _____ and then he will take a _____ to all the _____ with his friends.

Description	Marks
a week	1
(his) family	1
train (trip)/railroad trip	1
European capitals/capital cities	1
Total	4

Question 3 (1 mark)

Tick (✓) the statement below that is correct.

Statement	Tick (✓)	Marks
Giacomo is looking forward to studying as soon as possible.		
Sofia's plan is to study abroad.		
Sofia is planning to gain experience abroad.	✓	1
Total		1

Note: If more than one statement selected, accept the first one only.

Part (ii)

Question 4

(4 marks)

- (a) According to Sofia, state
- two**
- advantages of a working holiday. (2 marks)

Description	Marks
(to) be economically/financially independent (by working periodically)	1
(to) have time to enjoy/appreciate the culture/lifestyle/natural beauty	1
Total	2

- (b) Complete the following statements.

- (i) According to Giacomo, an enriching aspect of a working holiday is that it

(1 mark)

Description	Marks
allows you to come into contact with/experience a different work culture	1
Total	1

- (ii) According to Sofia,
- one**
- benefit to young people after completing a working holiday experience is _____

(1 mark)

Description	Marks
they discover qualities (in them) that they did not know they had or they return home with increased self-confidence/greater confidence	1
Total	1

Question 5

(3 marks)

Explain Giacomo's plan for the future, including **two** reasons.

Description	Marks
Plan: to study engineering	1
Reason one: he has (always had) a passion for technology	1
Reason two: he is talented in/drawn to scientific/science subjects	1
Total	3

Text 2: La settimana bianca**Question 6****(3 marks)**

- (a) Complete the statement below.

According to Beatrice her skiing trip to the mountains was fantastic, because

..... (2 marks)

Description	Marks
it was a perfect mix of sport, fun and life outdoors	2
there was sport, fun and life outdoors	1
Total	2

- (b) State why Beatrice's skiing trip to the mountains is relevant to Jennifer.

(1 mark)

Description	Marks
because last year Beatrice and Jennifer went together (on a skiing trip to the mountains)	1
Total	1

Question 7**(5 marks)**

- (a) Identify
- three**
- activities Beatrice participated in during the day while on holiday. (3 marks)

Description	Marks
skiing	1
snowboarding	1
walking (in the woods)	1
Total	3

- (b) Describe how Beatrice spent the evenings during her holiday.

(2 marks)

Description	Marks
relaxing with family and friends in front of the fireplace/with a warm drink	2
relaxing with family and friends	1
Total	2

Question 8**(3 marks)**

Describe what made Beatrice's holiday unforgettable.

Description	Marks
Any three of	
sharing a (big) house with family/relatives/aunties, uncles and cousins	1–3
sharing laughs (with family)	
sharing stories (with family)	
sharing (delicious) local food (with family)	
Total	3
Note: 'sharing' must be stated at least once.	

Text 3: Ludovico Einaudi arriva in Australia**Question 9****(4 marks)**

Complete the table below to identify the details of Ludovico Einaudi's Australian tour.

Number of concerts	Location	Marks
5	Sydney	1
1	Melbourne	1
3	Perth	1-2
Total		4

Question 10**(1 mark)**

Tick (✓) which statement below is true.

Statement	Tick (✓)	Marks
Ludovico Einaudi's brother Giulio was a famous publisher, and his father was the President of the Italian Republic from 1948 to 1955.		
Ludovico Einaudi's grandfather was the President of the Italian Republic from 1948 to 1955, and his father Giulio was a famous publisher.	✓	1
Ludovico Einaudi's father Giulio was a famous publisher, and his grandfather was the Italian President from 1949 to 1955.		
Total		1
Note: If more than one statement selected, accept the first one only.		

Question 11**(1 mark)**

Identify the evidence provided in the announcement that supports the statement that 'Ludovico Einaudi is the world's best-known classical musician'.

Description	Marks	
he's the most listened-to on streaming (platform)	1	
Total		1

Question 12**(3 marks)**

Complete the gaps in the sentence below with the missing information.

In _____, Ludovico Einaudi performed _____
 The event was organised by Greenpeace for its _____

Description	Marks	
2016	1	
(among/between the glaciers) in the Arctic Ocean/Norway/on a floating platform/pontoon	1	
Arctic defence campaign	1	
Total		3

Question 13

(3 marks)

Tick (✓) the **three** statements below that are true.

Description	Tick (✓)	Marks
In 2022, Einaudi published a book called <i>Underwater</i> .		
In 2022, Einaudi released his first album.		
In 2022, Einaudi released his first album on which he played the piano.		
In 2022, Einaudi released an album of solely piano music.	✓	1
In 2022, Einaudi performed all through Europe and the United Kingdom.	✓	1
In 2023, Einaudi was nominated for (but did not win) Best Classical Music Artist at the Global Awards in Geneva.		
In 2023, Einaudi was nominated for Best Classical Music Artist and he won.	✓	1
	Total	3
Note: If more than three statements selected, accept the first three only.		

Section Two

Response: Viewing and reading

30% (36 Marks)

Text 4: *La cultura italiana nelle comunità australiane***Question 14****(4 marks)**

- (a) Compare the Lygon Street of today with that of the past, according to Lorenzo.

(2 marks)

Description	Marks
Today: It is frequented by people of all cultures/it is a place where people of all cultures go to	1
In the past: It used to be a meeting place for Italian immigrants in Australia	1
Total	2

- (b) Recount the story that the locals often tell Lorenzo.

(2 marks)

Description	Marks
(they tell him that) when the first coffee machine was installed in Lygon Street (during the 1950s), many Australians looked at it as though it was a nuclear reactor	2
they tell him about the time the first coffee machine was installed in Lygon Street	1
Total	2

Question 15**(3 marks)**

Describe the event held several years ago in Italy that, according to Lorenzo, shows clearly the strong presence of Italian culture in Australia.

Description	Marks
At the World Pizza Championships an Australian chef/owner of a pizza restaurant (on Lygon Street) won the award for best Margherita pizza, beating 600 competitors from 35 different countries	3
At the World Pizza Championships an Australian chef/owner of a pizza restaurant (on Lygon Street) won the award for best Margherita pizza	2
At the World Pizza Championships an Australian chef/owner of a pizza restaurant (on Lygon Street) won an award	1
Total	3

Question 16

(5 marks)

- (a) Outline **two** reasons why the Blessing of the Fleet is significant for Fremantle, according to Federica. (2 marks)

Description	Marks
because it is the moment when the influence of Italians on local fishing is most evident	1
because it (is an old tradition that) attracts numerous (Italian and non-Italian) visitors to (the beaches of) Fremantle	1
Total	2

- (b) In addition to its excellent coffee, list **three** reasons why people visit Fremantle's Cappuccino Strip. (3 marks)

Description	Marks
to have lunch outdoors	1
to meet up to have a chat	1
to enjoy an authentic Italian meal	1
Total	3

Text 5: L'emergenza Tuvalu

Question 17

(1 mark)

State how the Falepili agreement between Tuvalu and Australia started.

Description	Marks
the Tuvalu Prime Minister (approached Australia and) requested it	1
Total	1

Question 18

(4 marks)

- (a) In response to the impact of the climate crisis, identify what Tuvalu is trying to do and how. (2 marks)

Description	Marks
What: to preserve its culture, traditions and its land	1
How: by creating a digital reproduction of the archipelago	1
Total	2

- (b) Complete the gaps in the sentence below with the missing information. (2 marks)

Because of the erosion and land loss caused by the climate crisis, _____
 _____ has migrated to _____

Description	Marks
(about) a fifth of the population	1
New Zealand and other (larger) islands	1
Total	2

Question 19

(3 marks)

Explain the significance of the term 'Falepili' mentioned in the text.

Description	Marks
it is a word in the local language that indicates traditional values of good neighbourliness, care, and mutual respect	3
it is a word in the local language that indicates traditional values	2
it is a word in the local language/it is a word that indicates traditional values	1
Total	3

Question 20**(4 marks)**

- (a) Complete the gaps in the sentence below with the missing information. (2 marks)

In order to contribute to the extension of the main island's mainland by 6%, Australia will

 to give the population _____

Description	Marks
increase its financial aid/assistance/contribution	1
(more) living space/vital space	1
Total	2

- (b) Describe the purpose of the special migration pathway. (2 marks)

Description	Marks
to allow 280 citizens of Tuvalu each year to live, work and study in Australia	2
to allow citizens of Tuvalu to live, work, and study in Australia	1
Total	2

Text 6: Oltre il posto fisso: i giovani preferiscono mettersi in proprio**Question 21****(2 marks)**Tick (✓) the **two** statements below that are true.

Statement	Tick (✓)	Marks
There is a new trend in Italy where Generation Z is leaving Italy to work abroad.		
There is a new trend in Italy where Generation Z is leaving behind the dream of a permanent/fixed job.	✓	1
Over 56% of young Italians are currently employed in a permanent/fixed job.		
'Mettersi in proprio' is an expression that refers to any type of work that is carried out for an employer.		
'Mettersi in proprio' is an expression that refers to someone starting up their own business and is therefore carrying out self-employed work.	✓	1
Total		2
Note: If more than two statements selected, accept the first two only.		

Question 22**(5 marks)**

- (a) Complete the gaps in the sentence below with the missing information. (3 marks)

For many young people, _____ and _____ are no longer the main objectives because _____

Description	Marks
a permanent job	1
a guaranteed/secure salary/income	1
they do not offer the same guarantees/certainties/assurances as before/they once did	1
Total	3

- (b) List
- two**
- reasons why young Italians are particularly interested in jobs in the e-commerce field. (2 marks)

Description	Marks
Any two of	
<ul style="list-style-type: none"> • they are able to make decisions autonomously • they are able to have more freedom to choose their hours of work • they are able to have freedom in where they work • they are able to have a better work-life balance 	1-2
Total	2

Question 23**(5 marks)**

- (a) Identify which qualities are being more valued and less valued within digital employment, according to Aydin Vahabov. (4 marks)

Description	Marks
More valued qualities: Personal attitude	1
More valued qualities: Individual competence/expertise/skill	1
Less valued qualities: Traditional (study) qualifications	1
Less valued qualities: Theoretical knowledge	1
Total	4

- (b) Outline why Vahabov believes that this current trend will lead to greater personal fulfilment. (1 mark)

Description	Marks
because it will take into consideration other needs in a person's life outside of work	1
Total	1

Section Three: Written communication

40% (40 Marks)

Part A: Stimulus response

20% (20 Marks)

Question 24

(20 marks)

Each member of your class has been asked to write a letter to one of the students in Year 11 in order to support their transition to Year 12. Choose one of the Year 11 students to write to and in your letter:

- explain why their comment resonates the most with you
- draw on your experience/s of Year 12 to offer some advice for their last year of school.

Description	Marks
Learning contexts and topics – Content and relevance	
Provides all the required content and well-developed examples that relate to the information in the stimulus text by writing a letter in which they: <ul style="list-style-type: none"> • explain why the comment resonates the most with them • draw on their experience/s of Year 12 to offer some advice that may help the student in their final year of school. Includes a range of relevant details and elaborates effectively	6
Provides the required content and relates it to the question. Draws on relevant details from the stimulus text and provides elaboration	5
Provides mostly relevant content and covers a range of aspects of the question. Includes some reference to the stimulus text. Provides some relevant elaboration	4
Provides some relevant content, some elaboration and some reference to the stimulus text	3
Provides content that superficially addresses some of the question. May rely on language provided by stimulus text and/or other exam texts/questions to form their response	2
Provides content with little relevance to the question. May heavily rely on language provided by stimulus text and/or other exam texts/questions to form their response	1
Subtotal	6
Linguistic resources – Accuracy	
Applies the rules of grammar (agreement, objects, conjugation, tense and mood) with an excellent level of accuracy and consistency. Uses complex structures correctly. May make minor errors occasionally, but inaccuracies do not affect meaning or flow	6
Applies the rules of grammar and syntax with a good level of accuracy and consistency. Uses complex structures mostly correctly. Makes errors occasionally, but inaccuracies do not affect meaning or flow	5
Applies the rules of grammar and syntax with a good level of accuracy and consistency. Uses mostly simple structures correctly. Makes errors, but inaccuracies do not affect meaning or flow	4
Applies the rules of grammar and syntax with a satisfactory level of accuracy. Uses simple structures correctly most of the time. Makes errors that occasionally affect meaning and flow	3
Applies the rules of grammar and syntax inadequately and inconsistently. Makes errors when using simple/basic structures. Errors impede meaning and flow	2
Applies the rules of grammar and syntax inaccurately. Relies heavily on syntax of another language. Makes frequent errors that impede meaning and flow	1
Subtotal	6

Question 24 (continued)

Linguistic resources – Range	
Uses a wide range of relevant vocabulary and expressions, and grammatical items which effectively engage the audience	5
Uses a good range of relevant vocabulary and expressions, and grammatical items which engage the audience	4
Uses a satisfactory range of vocabulary and expressions, and grammatical items	3
Uses some relevant vocabulary and expressions, and a limited range of grammatical items	2
Uses repetitive, basic vocabulary. Uses a limited range of expressions and grammatical items	1
Subtotal	5
Text types – Organisation and conventions	
Sequences information cohesively and coherently. Uses all the key conventions of a letter (e.g. greeting, date, phrase of farewell, semi-formal register, subjective language, logical and cohesive)	3
Sequences information to some extent. Uses most of the key conventions of a letter	2
Limited organisation of information that impedes the flow and understanding. Uses few of the key conventions of a letter	1
Subtotal	3
Total	20

Question 25

(20 marks)

You see this blog from the Year 11 Italian class and, having just finished school, it prompts you to reflect back on your hopes and concerns when you started Year 12. Write a diary entry in which you:

- choose **one** comment and explain how it compares to your hopes or concerns at the start of Year 12
- reflect on how your experience of Year 12 has either strengthened or weakened the hopes or concerns you had at the start of this year.

Description	Marks
Learning contexts and topics – Content and relevance	
Provides all the required content and well-developed examples that relate to the information in the stimulus text by writing a diary entry in which they: <ul style="list-style-type: none"> • choose one comment and explain how it compares to their hopes or concerns at the start of Year 12 • reflect on how their experience of Year 12 has either strengthened or weakened the hopes or concerns they had at the start of this year Includes a range of relevant details and elaborates effectively	6
Provides the required content and relates it to the question. Draws on relevant details from the stimulus text and provides elaboration	5
Provides mostly relevant content and covers a range of aspects of the question. Includes some reference to the stimulus text. Provides some relevant elaboration	4
Provides some relevant content, some elaboration and some reference to the stimulus text	3
Provides content that superficially addresses some of the question. May rely on language provided by stimulus text and/or other exam texts/questions to form their response	2
Provides content with little relevance to the question. May heavily rely on language provided by stimulus text and/or other exam texts/questions to form their response	1
Subtotal	6
Linguistic resources – Accuracy	
Applies the rules of grammar (agreement, objects, conjugation, tense and mood) with an excellent level of accuracy and consistency. Uses complex structures correctly. May make minor errors occasionally, but inaccuracies do not affect meaning or flow	6
Applies the rules of grammar and syntax with a good level of accuracy and consistency. Uses complex structures mostly correctly. Makes errors occasionally, but inaccuracies do not affect meaning or flow	5
Applies the rules of grammar and syntax with a good level of accuracy and consistency. Uses mostly simple structures correctly. Makes errors, but inaccuracies do not affect meaning or flow	4
Applies the rules of grammar and syntax with a satisfactory level of accuracy. Uses simple structures correctly most of the time. Makes errors that occasionally affect meaning and flow	3
Applies the rules of grammar and syntax inadequately and inconsistently. Makes errors when using simple/basic structures. Errors impede meaning and flow	2
Applies the rules of grammar and syntax inaccurately. Relies heavily on syntax of another language. Makes frequent errors that impede meaning and flow	1
Subtotal	6

Question 25 (continued)

Linguistic resources – Range	
Uses a wide range of relevant vocabulary and expressions, and grammatical items which effectively engage the audience	5
Uses a good range of relevant vocabulary and expressions, and grammatical items which engage the audience	4
Uses a satisfactory range of vocabulary and expressions, and grammatical items	3
Uses some relevant vocabulary and expressions, and a limited range of grammatical items	2
Uses repetitive, basic vocabulary. Uses a limited range of expressions and grammatical items	1
Subtotal	5
Text types – Organisation and conventions	
Sequences information cohesively and coherently. Uses all the key conventions of a diary entry, (e.g. informal and colloquial register, written in first person, subjective and emotive language, sense of time and sequence provided)	3
Sequences information to some extent. Uses most of the key conventions of a diary entry	2
Limited organisation of information that impedes the flow and understanding. Uses few of the key conventions of a diary entry	1
Subtotal	3
Total	20

Part B: Extended response

20% (20 Marks)

Question 26

(20 marks)

The Italian way of life is one that celebrates the importance of simple things, the joy of companionship and the appreciation of beauty. Referring to these features, write an article for your Italian class's newsletter in which you:

- examine **two** aspects of the Italian lifestyle
- consider which of these aspects you would like to become part of the Australian lifestyle and why.

Description	Marks
Learning contexts and topics – Content and relevance	
Provides all the required content and well-developed examples that relate to the question by writing an article in which they: <ul style="list-style-type: none"> • examine two aspects of the Italian lifestyle • consider which of these aspects they would like to become part of the Australian lifestyle and why. Includes a range of relevant details and elaborates effectively	6
Provides the required content that relates to the question. Includes some relevant details and provides elaboration	5
Provides mostly relevant content and details that relate to the question. Provides some elaboration	4
Provides some relevant content and some elaboration that relate to the question	3
Provides content that superficially addresses some of the question. May rely on language provided by stimulus text and/or other exam texts/questions to form their response. Provides little elaboration	2
Provides content with little relevance to the question. May heavily rely on language provided by stimulus text and/or other exam texts/questions to form their response. Provides little or no elaboration	1
Subtotal	6
Linguistic resources – Accuracy	
Applies the rules of grammar (agreement, objects, conjugation, tense and mood) with an excellent level of accuracy and consistency. Uses complex structures correctly. May make minor errors occasionally, but inaccuracies do not affect meaning or flow	6
Applies the rules of grammar and syntax with a good level of accuracy and consistency. Uses complex structures mostly correctly. Makes errors occasionally, but inaccuracies do not affect meaning or flow	5
Applies the rules of grammar and syntax with a good level of accuracy and consistency. Uses mostly simple structures correctly. Makes errors, but inaccuracies do not affect meaning or flow	4
Applies the rules of grammar and syntax with a satisfactory level of accuracy. Uses simple structures correctly most of the time. Makes errors that occasionally affect meaning and flow	3
Applies the rules of grammar and syntax inadequately and inconsistently. Makes errors when using simple/basic structures. Errors impede meaning and flow	2
Applies the rules of grammar and syntax inaccurately. Relies heavily on syntax of another language. Makes frequent errors that impede meaning and flow	1
Subtotal	6

Question 26 (continued)

Linguistic resources – Range	
Uses a wide range of relevant vocabulary and expressions, and grammatical items which effectively engage the audience	5
Uses a good range of relevant vocabulary and expressions, and grammatical items which engage the audience	4
Uses a satisfactory range of vocabulary and expressions, and grammatical items	3
Uses some relevant vocabulary and expressions, and a limited range of grammatical items	2
Uses repetitive, basic vocabulary. Uses a limited range of expressions and grammatical items	1
Subtotal	5
Text types – Organisation and conventions	
Sequences information cohesively and coherently. Uses all the key conventions of an article (e.g. title, semi-formal register, descriptive, factual, judgemental, emotive or persuasive language, conclusion or advice to reader)	3
Sequences information to some extent. Uses most of the key conventions of an article	2
Limited organisation of information that impedes the flow and understanding. Uses few of the key conventions of an article	1
Subtotal	3
Total	20

Question 27

(20 marks)

You have been asked to present a speech at the annual celebration of the Italian Language in the World Week entitled: *Creativity can produce and propose change: Italian genius over time*. In the script of your speech:

- describe the contributions of **two** Italians
- explain how they helped change the world for the better.

Description	Marks
Learning contexts and topics – Content and relevance	
Provides all the required content and well-developed examples that relate to the question by writing the script of a speech in which they: <ul style="list-style-type: none"> • describe the contributions of two Italians • explain how they changed the world for the better. Includes a range of relevant details and elaborates effectively	6
Provides the required content that relates to the question. Includes some relevant details and provides elaboration	5
Provides mostly relevant content and details that relate to the question. Provides some elaboration	4
Provides some relevant content and some elaboration that relate to the question	3
Provides content that superficially addresses some of the question. May rely on language provided by stimulus text and/or other exam texts/questions to form their response. Provides little elaboration	2
Provides content with little relevance to the question. May heavily rely on language provided by stimulus text and/or other exam texts/questions to form their response. Provides little or no elaboration	1
Subtotal	6
Linguistic resources – Accuracy	
Applies the rules of grammar (agreement, objects, conjugation, tense and mood) with an excellent level of accuracy and consistency. Uses complex structures correctly. May make minor errors occasionally, but inaccuracies do not affect meaning or flow	6
Applies the rules of grammar and syntax with a good level of accuracy and consistency. Uses complex structures mostly correctly. Makes errors occasionally, but inaccuracies do not affect meaning or flow	5
Applies the rules of grammar and syntax with a good level of accuracy and consistency. Uses mostly simple structures correctly. Makes errors, but inaccuracies do not affect meaning or flow	4
Applies the rules of grammar and syntax with a satisfactory level of accuracy. Uses simple structures correctly most of the time. Makes errors that occasionally affect meaning and flow	3
Applies the rules of grammar and syntax inadequately and inconsistently. Makes errors when using simple/basic structures. Errors impede meaning and flow	2
Applies the rules of grammar and syntax inaccurately. Relies heavily on syntax of another language. Makes frequent errors that impede meaning and flow	1
Subtotal	6

Question 27 (continued)

Linguistic resources – Range	
Uses a wide range of relevant vocabulary and expressions, and grammatical items which effectively engage the audience	5
Uses a good range of relevant vocabulary and expressions, and grammatical items which engage the audience	4
Uses a satisfactory range of vocabulary and expressions, and grammatical items	3
Uses some relevant vocabulary and expressions, and a limited range of grammatical items	2
Uses repetitive, basic vocabulary. Uses a limited range of expressions and grammatical items	1
Subtotal	5
Text types – Organisation and conventions	
Sequences information cohesively and coherently. Uses all the key conventions of a speech (e.g. opening and closing salutations, formal register, informative and opinionative language)	3
Sequences information to some extent. Uses most of the key conventions of a speech	2
Limited organisation of information that impedes the flow and understanding. Uses few of the key conventions of a speech	1
Subtotal	3
Total	20

Question 28

(20 marks)

You have been asked to write an announcement for an awareness campaign being run by your school's sister school in Italy about the consequences of driving under the influence of alcohol. In your announcement:

- refer to a recent news story in Italy involving young people driving while under the influence of alcohol
- propose **two** ideas to curb this problem.

Description	Marks
Learning contexts and topics – Content and relevance	
Provides all the required content and well-developed examples that relate to the question by writing an announcement in which they: <ul style="list-style-type: none"> • refer to a recent news story in Italy about an accident involving young people driving while under the influence of alcohol • propose two ideas to curb this problem. Includes a range of relevant details and elaborates effectively	6
Provides the required content that relates to the question. Includes some relevant details and provides elaboration	5
Provides mostly relevant content and details that relate to the question. Provides some elaboration	4
Provides some relevant content and some elaboration that relate to the question	3
Provides content that superficially addresses some of the question. May rely on language provided by stimulus text and/or other exam texts/questions to form their response. Provides little elaboration	2
Provides content with little relevance to the question. May heavily rely on language provided by stimulus text and/or other exam texts/questions to form their response. Provides little or no elaboration	1
Subtotal	6
Linguistic resources – Accuracy	
Applies the rules of grammar (agreement, objects, conjugation, tense and mood) with an excellent level of accuracy and consistency. Uses complex structures correctly. May make minor errors occasionally, but inaccuracies do not affect meaning or flow	6
Applies the rules of grammar and syntax with a good level of accuracy and consistency. Uses complex structures mostly correctly. Makes errors occasionally, but inaccuracies do not affect meaning or flow	5
Applies the rules of grammar and syntax with a good level of accuracy and consistency. Uses mostly simple structures correctly. Makes errors, but inaccuracies do not affect meaning or flow	4
Applies the rules of grammar and syntax with a satisfactory level of accuracy. Uses simple structures correctly most of the time. Makes errors that occasionally affect meaning and flow	3
Applies the rules of grammar and syntax inadequately and inconsistently. Makes errors when using simple/basic structures. Errors impede meaning and flow	2
Applies the rules of grammar and syntax inaccurately. Relies heavily on syntax of another language. Makes frequent errors that impede meaning and flow	1
Subtotal	6

Question 28 (continued)

Linguistic resources – Range	
Uses a wide range of relevant vocabulary and expressions, and grammatical items which effectively engage the audience	5
Uses a good range of relevant vocabulary and expressions, and grammatical items which engage the audience	4
Uses a satisfactory range of vocabulary and expressions, and grammatical items	3
Uses some relevant vocabulary and expressions, and a limited range of grammatical items	2
Uses repetitive, basic vocabulary. Uses a limited range of expressions and grammatical items	1
Subtotal	5
Text types – Organisation and conventions	
Sequences information cohesively and coherently. Uses all the key conventions of an announcement (e.g. factual, semi-formal or informal/colloquial register, may use abbreviated sentences, comparatives and superlatives)	3
Sequences information to some extent. Uses most of the key conventions of an announcement	2
Limited organisation of information that impedes the flow and understanding. Uses few of the key conventions of an announcement	1
Subtotal	3
Total	20

Question 29

(20 marks)

During an Italian lesson, you realise that one of your classmates is sceptical about climate change. You decide to discuss it with them. Write a conversation in which you:

- try to understand the reasons of their scepticism
- refer to a recent news item on climate change to make them change their mind.

Description	Marks
Learning contexts and topics – Content and relevance	
Provides all the required content and well-developed examples that relate to the question by writing the conversation they have with a classmate in which they: <ul style="list-style-type: none"> • try to understand the reasons of their scepticism • refer to a recent news item on climate change to make them change their mind. Includes a range of relevant details and elaborates effectively	6
Provides the required content that relates to the question. Includes some relevant details and provides elaboration	5
Provides mostly relevant content and details that relate to the question. Provides some elaboration	4
Provides some relevant content and some elaboration that relate to the question	3
Provides content that superficially addresses some of the question. May rely on language provided by stimulus text and/or other exam texts/questions to form their response. Provides little elaboration	2
Provides content with little relevance to the question. May heavily rely on language provided by stimulus text and/or other exam texts/questions to form their response. Provides little or no elaboration	1
Subtotal	6
Linguistic resources – Accuracy	
Applies the rules of grammar (agreement, objects, conjugation, tense and mood) with an excellent level of accuracy and consistency. Uses complex structures correctly. May make minor errors occasionally, but inaccuracies do not affect meaning or flow	6
Applies the rules of grammar and syntax with a good level of accuracy and consistency. Uses complex structures mostly correctly. Makes errors occasionally, but inaccuracies do not affect meaning or flow	5
Applies the rules of grammar and syntax with a good level of accuracy and consistency. Uses mostly simple structures correctly. Makes errors, but inaccuracies do not affect meaning or flow	4
Applies the rules of grammar and syntax with a satisfactory level of accuracy. Uses simple structures correctly most of the time. Makes errors that occasionally affect meaning and flow	3
Applies the rules of grammar and syntax inadequately and inconsistently. Makes errors when using simple/basic structures. Errors impede meaning and flow	2
Applies the rules of grammar and syntax inaccurately. Relies heavily on syntax of another language. Makes frequent errors that impede meaning and flow	1
Subtotal	6
Linguistic resources – Range	
Uses a wide range of relevant vocabulary and expressions, and grammatical items which effectively engage the audience	5
Uses a good range of relevant vocabulary and expressions, and grammatical items which engage the audience	4
Uses a satisfactory range of vocabulary and expressions, and grammatical items	3
Uses some relevant vocabulary and expressions, and a limited range of grammatical items	2
Uses repetitive, basic vocabulary. Uses a limited range of expressions and grammatical items	1
Subtotal	5

Question 29 (continued)

Text types – Organisation and conventions	
Sequences information cohesively and coherently. Uses all the key conventions of a conversation (e.g. informal register, presence of interjections, incomplete sentences, pauses, fillers and questions)	3
Sequences information to some extent. Uses most of the key conventions of a conversation	2
Limited organisation of information that impedes the flow and understanding. Uses few of the key conventions of a conversation	1
Subtotal	3
Total	20

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