ITALIAN: SECOND LANGUAGE

ATAR

Examination 2016

Marking key

Marking keys are an explicit statement about what the examiner expects of candidates when they respond to a question. They are essential to fair assessment because their proper construction underpins reliability and validity.

Section One
Response: Listening   **30% (46 Marks)**

Text 1: *Gucci, una dinastia di successo*

Question 1   **(4 marks)**

Provide the details of the invitation the announcement offers you.

Description	Marks
(invitation to) a special event/extraordinary event	1
to meet	1
Patrizia Gucci/the author of *Gucci*	1
at the launch (of her book)	1
Total	**4**

Question 2   **(3 marks)**

Describe the contents of the book, *Gucci*.

Description	Marks
real/true story/history of a successful dynasty	1
Real/true story/history of the family	1
of the creation of one of the most famous (Italian) brands/names (in the world)	1
Total	**3**

Question 3   **(2 marks)**

What, according to Patrizia Gucci, has made the Gucci brand successful?

Description	Marks
*Quality is remembered/*quality of product is good	1
*a long time after price is forgotten/*you forget the price	1
Total	**2**

Question 4   **(3 marks)**

List the instructions you are given in the announcement for attending the meeting.

Description	Marks
contact the university (of Verona)	1
by phone, online, in person	1
to request/make/for a booking	1
Total	**3**

Text 2: *I giovani italiani si divertono*

Question 5 (2 marks)

According to Roberto, what **two** opportunities does Australia offer young people from overseas?

Description	Marks
One: to learn English	1
Two: gain work experience (not 'get a job')	1
Total	2

Question 6 (3 marks)

Describe the impact of the financial crisis on young Italians.

Description	Marks
prevents them from working (in Italy)	1
to have any future prospects/to have a future	1
they are forced to/must go overseas	1
Total	3

Question 7 (11 marks)

Compare the behaviour of young people in Perth and Bari in relation to going out at night, explaining what accounts for the differences.

Description		Marks
Comparison of what young people do at night		
in Perth	**in Bari**	
stay home/don't go out	go out to have fun with friends	1+1
go on/be on computer/play Playstation	walk to city centre	1+1
chat with friends online	listen to live music (in a bar)	1+1
Explanation for the different behaviour		
more relaxed	easier/less difficult to get around/no problem of distances	1+1
problem of large distances	(because) they use a moped/scooter	1+1
difficult to get around easily		1
	Total	11

Text 3: *Faccia a faccia*

Part (i)

Question 8   **(3 marks)**

Identify the **three** problems facing today's youth that will be discussed in the interview.

Description	Marks
One: drugs	1
Two: lack of self-esteem	1
Three: (youth) unemployment	1
Total	**3**

Question 9   **(3 marks)**

What information does Professor Di Silvio provide when asked what her book is about?

Description	Marks
it is based on her research over 5 years	1
with young people and social workers	1
in Italy, Sweden and the USA	1
Total	**3**

Part (ii)

Question 10   **(2 marks)**

Identify the **two-stage** process the professor thinks is required to solve these youth problems.

Description	Marks
first stage: study the problems	1
second stage: address/take action/action/dealing with problems	1
Total	**2**

Question 11   **(2 marks)**

In the example the professor gives of how parents can be more actively involved in dealing with youth problems, what does she think is the most important thing they can do?

Description	Marks
This answer needs to be indicated as the most important/ 'above all', regardless of what else is stated.	1
listen to their children and without judging them	1
Total	**2**

Part (iii)

Question 12 **(2 marks)**

Identify the main topic to be delivered at the conference at Sapienza University.

Description	Marks
drugs (and)	1
the aggressive behaviour of young users	1
Total	**2**

Question 13 **(3 marks)**

What will the physician from the Gemelli Hospital of Rome contribute to this topic?

Description	Marks
(he will) explain in detail	1
the short and long term	1
health/problems of drug use on the body	1
Total	**3**

Question 14 **(3 marks)**

Provide the conference details by completing the table.

Description		Marks
Conference details		
Venue	**Sapienza University of Rome**	
Day and date	Friday 18 March	1
Time	**10:30am to 7:30pm**	
Sponser	Parents' Association/Association of Parents	1
Participants	everyone/open to all	1
	Total	**3**

Section Two
Response: Viewing and reading   **30% (34 Marks)**

Text 4: *Caro diario*

Question 15   **(6 marks)**

Outline the **three** reasons why Marilena wants to be a journalist.

Description	Marks
One: (it will give her) great satisfaction	1
Two: (she can) contribute to (not 'solving')	1
raising/highlighting ethical issues/questions	1
(and) current/actual world problems	1
is useful and rewarding/gratifying	1
Three: (likes the idea of one day having) an article on the front page	1
Total	**6**

Question 16   **(2 marks)**

According to Marilena, what do you need to do to succeed as a journalist?

Description	Marks
work hard/put a lot of effort (into the job)	1
to make important and useful acquaintances/contacts/connections/networks	1
Total	**2**

Question 17   **(2 marks)**

Tick (✓) the statements that describe correctly Marilena's personal aspirations for the future.

Marilena hopes to

Description	Marks
have a large family and raise her children to respect others.	
start a family in four years' time and raise her children, teaching them to respect and be honest and tolerant of others.	
start a family and raise her children, teaching them respect for others.	✓
teach her children it is not easy to be honest and tolerant towards those who are different from them.	
teach her children honesty and tolerance towards those who are different or think differently from them.	✓
Total	**2**

Text 5: *Parigi 2015 – Conferenza sul clima*

Question 18 **(5 marks)**

Complete the information from the article in the table below.

Description		Marks
What is COP21?	the 21st UN conference	1
	on climate (change)	1
Date and place held	**30 November to 12 December 2015.** **Paris, France.**	
Who attended?	196 signatories,	1
	25 thousand (official) delegates and	1
	3,000 (accredited/known) journalists	1
	Total	**5**

Question 19 **(6 marks)**

Referring to the article, explain in detail the **two** objectives of the conference.

Description	Marks
Objective one	
an agreement	1
to keep/maintain global warming	1
below 2 °C	1
Objective two	
financial support/assistance/help for developing countries/states	1
commitment of $100 billion per year	1
starting from/by 2020	1
Total	**6**

Question 20 **(4 marks)**

State the **three** targets Italy has set in relation to the problem of CO_2 emissions.

Description	Marks
One: 40% reduction in emissions by 2030	1
Two: 50% reduction by 2050	1
Three: neutrality/carbon neutral	1
by the end of the century	1
Total	**4**

Text 6: *Le cose o le invenzioni italiane che hanno cambiato il mondo.*

Question 21 (3 marks)

Explain why Marisa likes her Vespa.

Description	Marks
(she) feels free/liberated	1
(it allows her) to get around (her) city	1
with convenience/practicality and ease	1
Total	**3**

Question 22 (2 marks)

Tick (✓) the **two** statements that are correct.

According to Alain, blue jeans

Description		Marks
were invented by French sailors.		
were produced by many different people.		
fabric has been produced in Genoa since the fifteenth century.	✓	1
were taken by sailors from Genoa to England and the rest of the world.	✓	1
	Total	**2**

Question 23 (2 marks)

What memories does the smell of fresh coffee evoke for Emily?

Description	Marks
her stay/holiday in Italy two years ago (when)	1
(she) tasted/had first coffee	1
Total	**2**

Question 24 (2 marks)

Why is Alfonso Bialetti famous?

Description	Marks
(he) invented the moka (coffee pot/percolator) (in 1933)	1
that brought coffee into Italian homes/houses/households/that allowed Italians to make coffee at home	1
Total	**2**

Section Three: Written communication 40% (40 Marks)

Part A: Stimulus response 20% (20 marks)

Questions 25 and 26

Description	Marks
Learning contexts and topics – Content and relevance	**6**
Provides well-developed examples with all the required content that relates to the information in the stimulus text by writing: • (Q25) a speech for the class explaining the dangers and consequences of abusing alcohol and drugs. • (Q26) an email to a friend outlining ways to help teenagers understand the consequences of abusing alcohol and drugs. Uses effective and relevant details to elaborate.	6
Provides most of the required content and relates it to the question. Uses relevant details to elaborate.	5
Provides relevant content and covers a range of aspects of the question. Uses details to elaborate.	4
Provides generally relevant content and relates it to the question in part. Uses limited details to elaborate.	3
Provides some content that superficially addresses some of the question.	2
Provides content with little relevance to the question.	1
Provides content with no relevance to the question.	0
Linguistic resources – Accuracy	**6**
Applies the rules of grammar (agreements, objects, conjugation, tense and mood) and syntax accurately and consistently. Uses a range of complex structures. Makes minor errors occasionally, but inaccuracies do not affect meaning or flow.	6
Applies the rules of grammar (agreements, conjugation, tense and mood) and syntax accurately and consistently. Uses a range of structures. Makes errors occasionally, but inaccuracies do not affect meaning or flow.	5
Applies the rules of grammar (including agreements, tense and mood) and syntax with a satisfactory level of accuracy and consistency. Uses a range of simple structures correctly. Makes errors, but inaccuracies do not affect meaning.	4
Applies the rules of grammar (including agreements, tense and mood) and syntax with a satisfactory level of accuracy. Uses simple structures correctly most of the time. Makes errors, with inaccuracies occasionally affecting meaning.	3
Applies the rules of grammar (including agreements, tense and mood) and syntax inadequately and inconsistently. Uses a limited range of expressions. Makes errors, and inaccuracies impede understanding.	2
Applies the rules of grammar (including agreements, tense and mood) and syntax inaccurately. Relies heavily on syntax of another language. Makes frequent errors.	1
Fails to apply the rules of grammar with any accuracy or consistency. Uses only single words and short phrases. Relies heavily on syntax of another language.	0
Linguistic resources – Range	**5**
Uses contextually relevant vocabulary and a wide range of expressions. Effectively engages the audience.	5
Uses contextually relevant vocabulary and a range of expressions. Engages the audience.	4
Uses relevant vocabulary and a range of expressions. Engages the audience.	3
Uses mostly relevant vocabulary.	2
Uses repetitive, basic vocabulary. Uses a limited range of expressions. Relies on cognates.	1
Uses limited vocabulary. Relies on cognates.	0
Text types – Organisation and conventions	**3**
Sequences information cohesively and coherently. Uses all the key conventions of the text type including the appropriate register to address the purpose of writing and the audience. Writes: • (Q25) a speech e.g. addressing the audience/ description of content, language features to inform, to persuade, informal register. • (Q26) an email entry e.g. salutation and ending, description of content, informal register.	3
Sequences information to some extent. Uses most of the key conventions of the text type.	2
Limited organisation of information impedes the flow and understanding. Uses few of the key conventions of the text type.	1
Does not sequence ideas and does not observe the conventions of the text type.	0
Total	**20**

Part B: Extended response   **15% (20 marks)**

Question 27, 28, 29 or 30

Description	Marks
Learning contexts and topics – Content and relevance	**6**
Provides well-developed examples with all the required content and relates it to the question by writing: • (Q27) a letter (to self) reflecting on their life; explaining how their past and present will shape their future. • (Q28) a dialogue explaining their impressions of people they met, their interests and their way of life. • (Q29) the text for an announcement explaining why a *Made in Italy* Christmas gift would be a good choice. • (Q30) a blog post explaining an environmental problem faced by Australia and other countries and how it could be resolved. Uses effective and relevant details to elaborate.	6
Provides most of the required content and relates it to the question. Uses relevant details to elaborate.	5
Provides relevant content and covers a range of aspects of the question. Uses details to elaborate.	4
Provides generally relevant content and relates it to the question in part. Uses limited details to elaborate.	3
Provides some content that superficially addresses some of the question.	2
Provides content with little relevance to the question.	1
Provides content with no relevance to the question.	0
Linguistic resources – Accuracy	**6**
Applies the rules of grammar (agreements, objects, conjugation, tense and mood) and syntax accurately and consistently. Uses a range of complex structures. Makes minor errors occasionally, but inaccuracies do not affect meaning or flow.	6
Applies the rules of grammar (agreements, conjugation, tense and mood) and syntax accurately and consistently. Uses a range of structures. Makes errors occasionally, but inaccuracies do not affect meaning or flow.	5
Applies the rules of grammar (including agreements, tense and mood) and syntax with a satisfactory level of accuracy and consistency. Uses a range of simple structures correctly. Makes errors, but inaccuracies do not affect meaning.	4
Applies the rules of grammar (including agreements, tense and mood) and syntax with a satisfactory level of accuracy. Uses simple structures correctly most of the time. Makes errors, with inaccuracies occasionally affecting meaning.	3
Applies the rules of grammar (including agreements, tense and mood) and syntax inadequately and inconsistently. Uses a limited range of expressions. Makes errors, and inaccuracies impede understanding.	2
Applies the rules of grammar (including agreements, tense and mood) and syntax inaccurately. Relies heavily on syntax of another language. Makes frequent errors.	1
Fails to apply the rules of grammar with any accuracy or consistency. Uses only single words and short phrases. Relies heavily on syntax of another language.	0
Linguistic resources – Range	**5**
Uses contextually relevant vocabulary and a wide range of expressions. Effectively engages the audience.	5
Uses contextually relevant vocabulary and a range of expressions. Engages the audience.	4
Uses relevant vocabulary and a range of expressions. Engages the audience.	3
Uses mostly relevant vocabulary.	2
Uses repetitive, basic vocabulary. Uses a limited range of expressions. Relies on cognates.	1
Uses limited vocabulary. Relies on cognates.	0
Text types – Organisation and conventions	**3**
Sequences information cohesively and coherently. Uses all the key conventions of the text type including the appropriate register to address the purpose of writing and the audience. Writes: • (Q27) a letter e.g. date, salutation, description of content, language features to inform, to persuade, informal register; ending. • (Q28) a dialogue e.g. set context, description of content, personal, formal/informal register. • (Q29) an announcement e.g. presentation of topic, language to inform, to persuade and, formal or informal register. • (Q30) a blog e.g. salutation and ending, description of content, persuasive language, informal or formal register.	3
Sequences information to some extent. Uses most of the key conventions of the text type.	2
Limited organisation of information impedes the flow and understanding. Uses few of the key conventions of the text type.	1
Does not sequence ideas and does not observe the conventions of the text type.	0
Total	**20**