ITALIAN: SECOND LANGUAGE

ATAR course examination 2018

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% (38 Marks)

Question 1 (2 marks)

What did Paolo notice during his exchange in Italy?

Description	Marks
many/a lot of young people/people of his age	1
smoke	1
Total	**2**

Question 2 (5 marks)

Complete the text below:

Paolo's host brother started smoking at _____ because _____. He did not _____. He wanted to _____ and _____ for one evening.

Description	Marks
a party	1
everyone else was smoking	1
want to be different	1
feel big/be older/cool	1
transgress/misbehave/disobey/break the rules	1
Total	**5**

Question 3 (1 mark)

Why was it hard for Paolo's host brother to stop smoking?

Description	Marks
(all) his friends/school mates smoked	1
Total	**1**

Question 4 (2 marks)

What **two** concerns did Paolo have about his host brother's smoking?

Description	Marks
His host brother was endangering/putting at risk his own health.	1
His host brother was endangering Paolo's health due to passive smoking.	1
Total	**2**

Question 5 **(1 mark)**

Why is Grandma Celeste important to the speaker?

Description	Marks
because she has given the speaker/passed on/imparted/ a lot of her culture	1
Total	1

Question 6 **(2 marks)**

What was Grandma Celeste's view on family?

Description	Marks
that a big/extended/large family is important	1
(because) you will (always) be safe/protected/secure	1
Total	2

Question 7 **(5 marks)**

(a) Explain the second most important message that Grandma Celeste passed on to the speaker. (3 marks)

Description	Marks
Traditions (such as)	1
Any **two** of the following:	
family recipes with secret ingredients	
attending Mass/church on Sunday	1–2
(Religious) festivals/festivities/holidays such as Christmas/Easter etc.	
Total	3

(b) Explain Grandma Celeste's idea of being welcoming. (2 marks)

Description	Marks
Any **two** of the following:	
that guests enjoy food in company	
and that they (completely) relax	1–2
that guests are not allowed to bring 'a plate'/food (to share)	
Total	2

Question 8 **(1 mark)**

What was the final lesson the speaker learnt from her grandmother?

Description	Marks
to pay attention to her image/appearance **or** not to make a bad impression/to make a good impression	1
Total	1

Question 9 **(2 marks)**

Why is Caterina interviewing Francesco?

Description	Marks
to understand/ask questions	1
about how life is/living habits in the north	1
Total	**2**

Question 10 **(4 marks)**

What observations have Francesco and Caterina made about language in Italy?

Description	Marks
in just a few kilometres the dialect changes	1
sometimes it is hard (even for Italian people) to understand each other	1
people from Turin do not use dialect as often as people from Sicily	1
because in Turin many people come from all over Italy/people prefer to use (standard) Italian	1
Total	**4**

Question 11 **(1 mark)**

Tick (✓) the statements below that **best** describes Francesco's view on food in Turin.

Description	Marks
Food is very different. He was used to eating fish very often in Sicily but in Turin it is hard to find fresh fish and it is very expensive.	1
Total	**1**

Question 12 **(3 marks)**

List **three** activities that Francesco does in his free time in Turin.

Description	Marks
in the evening/in the square/piazza he meets friends/he has an aperitif/drink	1
going to the bar to play cards	1
during the weekend he goes dancing/to the disco	1
Total	**3**

Question 13 **(3 marks)**

Which aspects of living in Sicily does Francesco miss?

Description	Marks
Any **three** of the following:	
spending time outside/the nice, beautiful weather	
he misses spending time at the beach with friends	1
having a barbecue (at the beach)	1
and playing guitar (with friends)	1
Total	**3**

Question 14 **(6 marks)**

(a) What does Francesco think of the city of Turin and its people? (4 marks)

Description	Marks
Turin	
it is big and there is lots to do	1
it is (sometimes) a bit cold	1
Subtotal	**2**
People from Turin	
they are always in a rush/on the run	1
they never have time	1
Subtotal	**2**
Total	**4**

(b) What do people from Sicily do differently from people of Turin? (2 marks)

Description	Marks
in Sicily it is common to go for a walk/stroll (with no destination/aimlessly)	1
and chat with shop owners (while shopping/buying groceries)	1
Total	**2**

Section Two
Response: Viewing and reading 30% (31 Marks)

Question 15 (2 marks)

How do non-Italian companies make their products appear as if they are made in Italy?

Description	Marks
by using colours/images/names	1
that you associate with Italy	1
Total	2

Question 16 (2 marks)

How can consumers ensure that a product is actually made in Italy?

Description	Marks
(always) check its place of origin	1
and production	1
Total	2

Question 17 (3 marks)

Complete the sentences below:

Description	Marks
(strict/severe) European Union laws	1
(very) rigid/strict quality controls/checks	1
local producers	1
Total	3

Question 18 (3 marks)

What is the issue with buying fake 'Made in Italy' products?

Description	Marks
it damages (the reputation of) the producers of Italian products/Italian businesses	1
and the consumers/customers	1
are deprived of the quality (expected from a product branded Made in Italy)	1
Total	3

Question 19 **(3 marks)**

(a)   What is the main issue with plastic products?   (1 mark)

Description	Marks
they take a long time/centuries/(even) millennia to decompose	1
Total	1

(b)   What are the consequences of this problem?   (2 marks)

Description	Marks
water pollution	1
danger for marine animals' health	1
Total	2

Question 20 **(2 marks)**

What is depicted in the images chosen for the recent awareness campaign?

Description	Marks
a seahorse wrapped around a cotton bud/ball/pad	1
a dolphin playing with a plastic bag	1
Total	2

Question 21 **(4 marks)**

(a)   What have various cities in the world done to help solve this problem?   (1 mark)

Description	Marks
they offer special waste collection services/services that collect special rubbish	1
Total	1

(b)   What is it important for people to do when buying products?   (3 marks)

Description	Marks
they should choose/buy their products more responsibly	1
they should opt for products and retailers that use less packaging	1
they should opt for products and retailers using more sustainable materials	1
Total	3

Question 22   **(4 marks)**

(a)   Why is Michael so proud?   (2 marks)

Description	Marks
because his schoolmates chose him	1
for the last/farewell speech (at assembly)	1
Total	2

(b)   What has changed in Michael's school life since he was in Year 7?   (2 marks)

Description	Marks
he has made many friends	1
due to school initiatives/journalism club and Italian club	1
Total	2

Question 23   **(4 marks)**

Tick (✓) whether the following statements are true **or** false.

Description			
Statement	True	False	Marks
Due to an infatuation with Julia, Michael was about to have a fight with his friend Lucas.		✓	1
Michael's Philosophy teacher helped him to look at his personal goals.		✓	1
The experience with Julia taught Michael to understand the true nature of the people around him.	✓		1
During his high school years, Michael had many memorable experiences.	✓		1
		Total	4

Question 24   **(4 marks)**

What does Michael say about his immediate future plans?

Description	Marks
he is ready for his exams	1
and the(numerous) decisions for the next year	1
(in the meantime) he is taking a gap year	1
he is not sure what he will do in the future	1
Total	4

Section Three: Written communication 40% (40 Marks)

Part A: Stimulus response 20% (20 marks)

Question 25 (20 marks)

Referring to the text, write a letter to be published in the local newspaper that persuades the readers to buy 'Made in Italy' products by highlighting the features that make them unique.

Description	Marks
Learning contexts and topics – Content and relevance	
Provides well-developed examples with all the required content that relates to the information in the stimulus text by writing a letter in which they: • persuade readers to buy 'Made in Italy' products • highlight characteristics of 'Made in Italy' products. 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 relevant content generally 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
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 a range of complex structures correctly. Makes minor errors occasionally, but inaccuracies do not affect meaning or flow.	6
Applies the rules of grammar (agreement, conjugation, tense and mood) and syntax with a good level of accuracy and consistency. Uses a range of structures mostly correctly. Makes errors occasionally, but inaccuracies do not affect meaning or flow.	5
Applies the rules of grammar (including agreement, 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 agreement, tense and mood) and syntax with an average 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 agreement, 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 agreement, 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
Subtotal	**6**
Linguistic resources – Range	
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 some relevant vocabulary and expressions.	2
Uses repetitive, basic vocabulary. Uses a limited range of expressions. Relies on cognates.	1
Uses limited vocabulary. Relies on cognates.	0
Subtotal	**5**
Text types – Organisation and conventions	**3**
Sequences information cohesively and coherently. Uses all the key conventions of a letter (e.g. salutation and ending, description of content), including the appropriate register to address the purpose of writing and the audience.	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
Subtotal	**3**
Total	**20**

Question 26 **(20 marks)**

Referring to the text, write a blog posting in which you give your opinion on how the collaboration between China and Italy is affecting 'Made in Italy' as a global brand.

Description	Marks
Learning contexts and topics – Content and relevance	
Provides well-developed examples with all the required content that relates to the information in the stimulus text by writing a blog posting in which they: • give their opinion on the topic • support their opinion on the topic. 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 relevant content generally 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
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 a range of complex structures correctly. Makes minor errors occasionally, but inaccuracies do not affect meaning or flow.	6
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Uses some relevant vocabulary and expressions.	2
Uses repetitive, basic vocabulary. Uses a limited range of expressions. Relies on cognates.	1
Uses limited vocabulary. Relies on cognates.	0
Subtotal	**5**
Text types – Organisation and conventions	
Sequences information cohesively and coherently. Uses all the key conventions of a blog posting (e.g. appropriate language, opening, closing etc.) including the appropriate register to address the purpose of writing and the audience.	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
Subtotal	**3**
Total	**20**

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

Question 27   **(20 marks)**

Your school is celebrating Languages Week. Write an article for your school bilingual newsletter promoting the lifestyle and interests of Italian people.

Description	Marks
Learning contexts and topics – Content and relevance	
Provides well-developed examples with all the required content that relates to the question by writing an article for the school newsletter in which they: • promote the lifestyle and interests of Italian people. 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 relevant content generally 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
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Subtotal	**6**
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Uses some relevant vocabulary and expressions.	2
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Uses limited vocabulary. Relies on cognates.	0
Subtotal	**5**
Text types – Organisation and conventions	
Sequences information cohesively and coherently. Uses all the key conventions of an article (e.g. title/heading, description of content, language features to inform, to persuade etc.) including the appropriate register to address the purpose of writing and the audience.	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
Subtotal	**3**
Total	**20**

Question 28 **(20 marks)**

Write the script of an interview for SBS Italian radio in which you explain some of the social issues that confront Italian youth.

Description	Marks
Learning contexts and topics – Content and relevance	
Provides well-developed examples with all the required content that relates to the question by writing the script of an interview in which they: • explain some of the social issues that confront Italian youth. 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 relevant content generally and relates it to the question in part. Uses limited details to elaborate.	3
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Subtotal	**5**
Text types – Organisation and conventions	
Sequences information cohesively and coherently. Uses all the key conventions of a script for an interview (e.g. salutation and ending, description of content, questioning), including the appropriate register to address the purpose of writing and the audience.	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
Subtotal	**3**
Total	**20**

Question 29 **(20 marks)**

Write a speech for your classmates outlining the options available to them on completing senior school: taking a gap year, continuing studying or working. Give your opinion as to which option you believe is the best and explain why.

Description	Marks
Learning contexts and topics – Content and relevance	
Provides well-developed examples with all the required content that relates to the question by writing a speech in which they: • outline options available on completing senior school • give opinion as to which option is the best and why 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 relevant content generally and relates it to the question in part. Uses limited details to elaborate.	3
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Subtotal	**5**
Text types – Organisation and conventions	
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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
Subtotal	**3**
Total	**20**

Question 30   **(20 marks)**

You are about to host an Italian exchange student who is keen to know about the Italian influences in your life. Write the student an email explaining your interest in Italian language and culture.

Description	Marks
Learning contexts and topics – Content and relevance	
Provides well-developed examples with all the required content that relates to the question by writing an email in which they: • inform student about the Italian influences in their life • explain their interest in Italian language and culture. 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 relevant content generally 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
Subtotal	**6**
Linguistic resources – Accuracy	
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Uses relevant vocabulary and a range of expressions. Engages the audience.	3
Uses some relevant vocabulary and expressions.	2
Uses repetitive, basic vocabulary. Uses a limited range of expressions. Relies on cognates.	1
Uses limited vocabulary. Relies on cognates.	0
Subtotal	**5**
Text types – Organisation and conventions	
Sequences information cohesively and coherently. Uses all the key conventions of an email (e.g. salutation and ending, description of content) including the appropriate register to address the purpose of writing and the audience.	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
Subtotal	**3**
Total	**20**

ACKNOWLEDGEMENTS