



ITALIAN: BACKGROUND LANGUAGE

ATAR course examination 2021

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% (30 Marks)

Question 1

(14 marks)

The principal of your school has just given this speech to the students who, like you, are in their final year of high school. Referring to the speech, write an entry in your journal in which you reflect on why you have chosen not to go to university next year. In your reflection:

- refer to **three** reasons to support your decision
- describe **two** possible alternative paths that you could consider.

Write approximately 100 words in **English**.

Description	Marks
Response to text	
Writes a reflective journal entry including:	
refers to three reasons to support your decision (not to go to university)	
any three of:	
<ul style="list-style-type: none"> • there are less students going to university • poor prospects at this point in time, so it is better to jump straight into the world of work • cannot wait to no longer depend on parents, especially financially, and university seems like an impediment to achieving this independence • universities do not always prepare you adequately for work • other opportunities will arise even without a degree. 	1-3
	3
describes two possible alternative paths	
<ul style="list-style-type: none"> • enrolling in courses in professional institutes that guarantee a job after only a couple of years • moving abroad to work such as in the tourism sector (as waiters, entertainers or tour guides). 	1 1 1 1
	4
Subtotal	7
Response in English	
Shows a range of vocabulary and grammar that is relevant to the context and a purposeful use of sentence structures for effect.	3
Shows evidence of using vocabulary and grammar that is relevant to the context and a variety of sentence structures.	2
Uses a limited range of vocabulary, grammar and sentence structures.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	3
Kind of writing, text type and sequencing	
Writes a reflective journal entry. Uses all the key conventions of a journal entry accurately, including: personal reflections, comments, information or experiences of the writer, informal register and in a subjective language (often in first person). Ideas are organised and sequenced effectively throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Uses some of the key conventions of a journal entry accurately. Ideas are well organised within and between paragraphs and follow a logical sequence throughout.	3
Uses some of the key conventions of a journal entry accurately. Ideas are organised, follow a logical sequence, but may lack direction.	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Total	14

Question 2**(16 marks)**

You want to forward this interview to your family and friends in Italy to inform them about what can happen to young immigrants in Australia, and the work of the Hand in Hand project.

Referring to the interview, write them an email in which you draw their attention to:

- **two** of the major problems immigrants have faced and the reasons why
- **four** ways in which the *Hand in Hand* project can help them.

Write approximately 100 words in **Italian**.

Description	Marks
Response to text	
Writes an email drawing attention to:	
two of the major problems immigrants have faced and the reasons why	
Problems:	
• many young immigrants have lost their jobs	1
• visa holders have been deprived of support programs.	1
Reasons:	
• the economic recession	1
• changes in Australian migration policies.	1
	4
four ways in which the <i>Hand in Hand</i> project can help them	
Any four of:	
• they distribute funds, clothes, food/food vouchers	1–4
• they make meals available	
• they put in place a networking system that connects those on a temporary visa with seasonal employers	
• they put them in touch with people who provide board and lodging in exchange for a few hours of voluntary work	
• they put Italian temporary visa holders in touch with established Italian migrants.	
Subtotal	8
Linguistic resources (accuracy and range)	
Uses a broad range of language accurately, including vocabulary, grammar, and a variety of sentence structures appropriate to the context and purpose of writing. Manipulates the language independently and accurately.	4
Uses a range of language, including vocabulary, grammar, and sentence structures. Manipulates the language independently and mostly accurately.	3
Uses language, including vocabulary, grammar, and sentence structures, that is suitable and mostly accurate, but errors are evident.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures and the meaning is sometimes impeded.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Kind of writing, text type and sequencing	
Writes an informative email. Uses all the key conventions of an email accurately, including: salutation, informal register and informative language. Ideas are organised and sequenced effectively throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Uses some of the key conventions of an email accurately. Ideas are well organised within and between paragraphs and follow a logical sequence throughout.	3
Uses some of the key conventions of an email accurately. Ideas are organised, follow a logical sequence, but may lack direction	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Total	16

Section Two: Response: Viewing and reading

30% (47 Marks)

Question 3

(16 marks)

The Italian Club of which you are a member has organised a special evening dedicated to Gigi Proietti and has asked you to talk about this artist. Referring to the article you have just read and using your own words, write the script of the speech in which you try to persuade the audience that Gigi was a great artist. Include:

- **four** ways in which the artist was honoured after his death
- **four** achievements of Gigi as an artist.

Write approximately 120 words in **Italian**.

Description	Marks
Response to text	
Writes the script of a speech including:	
four ways in which the artist was honoured after his death	
<ul style="list-style-type: none"> • people in Rome paid their respects from their balconies 	1
<ul style="list-style-type: none"> • the city commemorated his life with many murals around the capital 	1
<ul style="list-style-type: none"> • the Globe Theatre was given his name 	1
<ul style="list-style-type: none"> • his coffin was placed on the stage of the theatre for a last farewell. 	1
	4
four achievements of Gigi as an artist	
any four of:	
<ul style="list-style-type: none"> • he worked many decades in theater, cinema and TV • he voiced stars like De Niro, Hoffman and Stallone • he worked in several films, (including 'Febbre da Cavallo' to 'Tosca') • his success was reaffirmed on TV with the series 'Il maresciallo Rocca' • he was the artistic director of the Globe Theater (where he encouraged young people and presented unforgettable works by Shakespeare). 	1–4
	4
Subtotal	8
Linguistic resources (accuracy and range)	
Uses a broad range of language accurately, including vocabulary, grammar, and a variety of sentence structures appropriate to the context and purpose of writing. Manipulates the language independently and accurately.	4
Uses a range of language, including vocabulary, grammar, and sentence structures. Manipulates the language independently and mostly accurately.	3
Uses language, including vocabulary, grammar and sentence structures, that is suitable and mostly accurate, but errors are evident. Relies on stimulus text.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures and the meaning is sometimes impeded. Relies heavily on stimulus text.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Kind of writing, text type and sequencing	
Writes a persuasive speech. Uses all the key conventions of a speech in a formal setting accurately, including: salutation, formal register and persuasive language. Ideas are organised and sequenced effectively throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Uses most of the key conventions of a persuasive speech accurately, including: a salutation, formal register and persuasive language. Ideas are well organised within and between paragraphs and follow a logical sequence throughout.	3
Uses some of the key conventions of a persuasive speech accurately, including: a salutation, formal register and persuasive language. Ideas are organised, follow a logical sequence, but may lack direction.	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Total	16

Question 4

(16 marks)

After reading the review of this documentary, you found yourself having an animated discussion with your friends. Referring to the information contained in the text, write a diary entry in which you recount the key points of the discussion and reflect on how each of us can contribute to the preservation of the planet. Include:

- **four** consequences of human impact on nature
- **four** actions each of us can take to save the planet.

Write approximately 150 words in **Italian**.

Description	Marks
Response to text	
Writes a diary entry including:	
four consequences of human impact on nature	
• loss of biodiversity	1
• 1 million species are at risk of extinction (including bees)	1
• the rainforest will turn into a dry savannah (due to deforestation and global warming)	1
• melting of glaciers.	1
	4
four actions each of us can take to save the planet	
• avoid use of fossil fuels	1
• keep oceans healthy	1
• enhance land use for sustainable crops	1
• preserve the forests.	1
	4
Subtotal	8
Linguistic resources (accuracy and range)	
Uses a broad range of language accurately, including vocabulary, grammar, and a variety of sentence structures appropriate to the context and purpose of writing. Manipulates the language independently and accurately.	4
Uses a range of language, including vocabulary, grammar, and sentence structures. Manipulates the language independently and mostly accurately.	3
Uses language, including vocabulary, grammar and sentence structures, that is suitable and mostly accurate, but errors are evident. Relies on stimulus text.	2
Uses a limited range of language, including vocabulary, grammar and sentence structures and the meaning is sometimes impeded. Relies heavily on stimulus text.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Kind of writing, text type and sequencing	
Writes a reflective diary entry referring to the discussion. Uses all the key conventions of a diary entry accurately, including: personal reflections, comments, information or experiences of the writer, informal register and in a subjective language (often in first person). Ideas are organised and sequenced effectively throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Uses some of the key conventions of a diary entry accurately. Ideas are well organised within and between paragraphs and follow a logical sequence throughout.	3
Uses some of the key conventions of a diary entry accurately. Ideas are organised, follow a logical sequence, but may lack direction	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Total	16

Question 5

(15 marks)

On an online forum you read this discussion about the four-day working week and you decide to summarise it for your Economics class. Referring to the text, write a summary in which you evaluate:

- **two** considerations in favour of the four-day working week
- **two** related considerations opposing the four-day working week.

Write approximately 100 words in **English**.

Description	Marks
Response to text	
Writes a summary which evaluates:	
two considerations in favour of the four-day working week	
any two of the following:	
<ul style="list-style-type: none"> • employees have more free time so they are therefore happier and more satisfied 	1–2
<ul style="list-style-type: none"> • it reduces time lost because employees use working time more effectively/employees are more productive 	1–2
<ul style="list-style-type: none"> • fixed costs of companies would be reduced because of less electricity, etc. being used 	1–2
<ul style="list-style-type: none"> • it could contribute to the career advancement of many employees as they would have more time to dedicate to their professional development, (such as attending online courses). 	1–2
	4
two related considerations opposing the four-day working week	
any two of the following (but they must relate to the two considerations in favour of the four-day working week selected by the candidate):	
<ul style="list-style-type: none"> • working days would become much more intense and stressful because of not having a well-defined working schedule or many workers could end up keeping in touch via email and video call in order to clarify aspects that they did not have the time to discuss in person 	1–2
<ul style="list-style-type: none"> • the risk of ending up having to work from home for many more hours a day as a consequence of being constantly available and having to finish a task 	1–2
<ul style="list-style-type: none"> • some companies would still need employees working on site five days a week so the fixed costs would be similar 	1–2
<ul style="list-style-type: none"> • working less hours could also result in reducing networking opportunities that could facilitate career advancement of employees. 	1–2
	4
	Subtotal
	8
Response in English	
Shows a range of vocabulary and grammar that is relevant to the context and a purposeful use of sentence structures for effect.	3
Shows evidence of using vocabulary and grammar that is relevant to the context and a variety of sentence structures.	2
Uses a limited range of vocabulary, grammar and sentence structures.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
	Subtotal
	3

Description	Marks
Kind of writing, text type and sequencing	
Writes an evaluative summary. Uses the key conventions of a summary, including: a title, an introduction and a conclusion. Gives a balanced view of the two aspects in favour of and the two aspects against the four-day working week. The style is objective, appealing to reason rather than emotion. Ideas are well organised and sequenced effectively throughout, with cohesiveness in the writing as a whole.	4
Writes an evaluative summary. Uses some of the key conventions of a summary. Gives a somewhat balanced view of the two aspects in favour of and the two aspects against the four-day working week. The style is mostly objective. Ideas are organised and logically sequenced.	3
Writes an evaluative summary. Uses some of the key conventions of a summary. Gives a view of the two aspects in favour of and the two aspects against the four-day working week that is not well balanced. The style is mostly objective but may become emotive. Ideas may lack direction.	2
Uses few of the key conventions of a summary suitably. Gives a view that is not well balanced. Ideas may be disjointed.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Total	15

Section Three: Written communication

40% (16 Marks)

Question 6

(16 marks)

You have read about an app that connects restaurateurs and consumers to reduce food waste, and which is spreading in many countries. Write a formal letter to the manager of a restaurant to persuade them to use this app, giving concrete examples of how food waste would be reduced.

Write approximately 300 words in **Italian**.

Description	Marks
Content	
Writes a formal letter to the manager of a restaurant to persuade them to use this app and thus reduce food waste in their country too, while showing synthesis of ideas, a high degree of relevance and originality, and engagement with content.	7–8
Writes a formal letter to the manager of a restaurant to persuade them to use this app and thus reduce food waste in their country too, showing some synthesis of ideas, relevance and originality, and depth of content.	5–6
Writes a formal letter to the manager of a restaurant to persuade them to use this app and thus reduce food waste in their country too, showing partial synthesis of ideas, relevance and depth of content.	3–4
Writes a formal letter to the manager of a restaurant to persuade them to use this app and thus reduce food waste in their country too, which summarises few ideas, showing relevance and some depth of content.	2
The formal letter shows limited originality and awareness of the kind of writing or content required for the task.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	8
Linguistic resources (accuracy and range)	
Uses a broad range of language, including vocabulary, expressions, grammar and sentence structures, with a very high level of accuracy. Uses a broad range of tenses correctly. Stylistic techniques are successfully used to engage the reader's interest.	4
Uses an appropriate range of language, including vocabulary, expressions, grammar, and stylistic techniques, with a high level of accuracy. Uses a range of tenses mostly correctly. Simple stylistic techniques are used to engage the reader's interest.	3
Uses language, including vocabulary, expressions, grammar, and stylistic techniques, that is suitable, with some accuracy. Some simple stylistic techniques appropriate to the task may be attempted.	2
Uses language, including vocabulary and grammar, with limited accuracy.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Text type, kind of writing and sequencing	
Writes a persuasive formal letter. Uses all the key conventions of a formal letter accurately, including: date, address of sender and recipient, formal greeting and phrase of farewell, formal register and persuasive language. Ideas are organised and sequenced effectively throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Uses most of the key conventions of a persuasive formal letter accurately, including: date, address of sender and recipient, formal greeting and phrase of farewell, formal register and persuasive language. Ideas are well organised within and between paragraphs and follow a logical sequence throughout.	3
Uses some of the key conventions of a persuasive formal letter accurately, including: date, address of sender and recipient, formal greeting and phrase of farewell, formal register and persuasive language. Ideas are organised, follow a logical sequence, but may lack direction.	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Total	16

Question 7

(16 marks)

To celebrate Dante Alighieri, you would like to organise an evening with a reading and discussion of the most significant verses of the ‘father’ of the Italian language. Write a formal letter to the manager of a restaurant to persuade them to allow you to organise this culturally relevant event in their restaurant.

Write approximately 300 words in **Italian**.

Description	Marks
Content	
Writes a formal letter to the manager of a restaurant to persuade them to allow you to organise the event in their restaurant. Shows synthesis of ideas, a high degree of relevance and originality, and engagement with content.	7–8
Writes a formal letter to the manager of a restaurant to persuade them to allow you to organise the event in their restaurant. Shows some synthesis of ideas, relevance and originality, and depth of content.	5–6
Writes a formal letter to the manager of a restaurant to persuade them to allow you to organise the event in their restaurant. Shows partial synthesis of ideas, relevance and depth of content.	3–4
Writes a formal letter to the manager of a restaurant to persuade them to allow you to organise the event in their restaurant. Shows few ideas, relevance or depth of content.	2
The formal letter shows limited originality and awareness of the kind of writing or content required for the task.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	8
Linguistic resources (accuracy and range)	
Uses a broad range of language, including vocabulary, expressions, grammar and sentence structures, with a very high level of accuracy. Uses a broad range of tenses correctly. Stylistic techniques are successfully used to engage the reader’s interest.	4
Uses an appropriate range of language, including vocabulary, expressions, grammar, and stylistic techniques, with a high level of accuracy. Uses a range of tenses mostly correctly. Simple stylistic techniques are used to engage the reader’s interest.	3
Uses language, including vocabulary, expressions, grammar, and stylistic techniques, that is suitable, with some accuracy. Some simple stylistic techniques appropriate to the task may be attempted.	2
Uses language, including vocabulary and grammar, with limited accuracy.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Text type, kind of writing and sequencing	
Writes a persuasive formal letter. Uses all the key conventions of a formal letter accurately, including: date, address of sender and recipient, formal greeting and phrase of farewell, formal register and persuasive language. Ideas are organised and sequenced effectively throughout, for example, within and between paragraphs, and with cohesiveness in the writing as a whole.	4
Uses most of the key conventions of a persuasive formal letter accurately, including: date, address of sender and recipient, formal greeting and phrase of farewell, formal register and persuasive language. Ideas are well organised within and between paragraphs and follow a logical sequence throughout.	3
Uses some of the key conventions of a persuasive formal letter accurately, including: date, address of sender and recipient, formal greeting and phrase of farewell, formal register and persuasive language. Ideas are organised, follow a logical sequence, but may lack direction.	2
Uses few of the key conventions suitably. Ideas may be disjointed, with little attempt to organise or sequence them.	1
Does not meet any of the above specified performance levels for evidence for this criterion.	0
Subtotal	4
Total	16

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