



# **ITALIAN: SECOND LANGUAGE**

## **ATAR course examination 2019**

### **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% (33 Marks)

**Text 1****Question 1**

(2 marks)

Tick (✓) the statements that relate to a decade ago.

Statement	(✓)
Economists were the backbone of the country's economy.	
Many of the small and medium companies were in decline.	✓
Productivity was too low and manufacture costly.	✓
Companies had the means to export their goods to guarantee their survival.	
<b>Total</b>	<b>2</b>

Note: Where all four statements are ticked, award 0; where three are ticked, award 1 mark.

**Question 2**

(2 marks)

How has the status of the 'Made in Italy' brand been maintained?

Description	Marks
due to the creativity and intuition of Italian entrepreneurs/businessmen/workers	1
	1
<b>Total</b>	<b>2</b>

**Text 2****Question 3**

(2 marks)

What is Chiara talking about to the group?

Description	Marks
her thoughts and plans/goals/projects for the future	2
her thoughts for the future <b>or</b> plans/goals/projects for the future	1
<b>Total</b>	<b>2</b>

**Question 4**

(2 marks)

Complete the following statements.

Rita Levi Montalcini:

Description	Marks
<i>spoke at a Forum/conference for Youth/Young People</i>	1
<i>has been awarded a Nobel Prize</i>	1
<b>Total</b>	<b>2</b>

**Question 5**

(2 marks)

Why does Chiara like the comment made by Rita Levi Montalcini?

Description	Marks
it invites us to face/confront our future without worrying about difficulties	2
It invites us to face/confront our future	1
<b>Total</b>	<b>2</b>

**Question 6****(3 marks)**

List **three** goals that Chiara says she would like to achieve in the future.

Description	Marks
get a degree/graduate with excellent marks/grades	1
go to university to become a journalist	1
be a volunteer	1
<b>Total</b>	<b>3</b>

**Question 7****(2 marks)**

How does Chiara want her future to be?

Description	Marks
happy/smiling/bright/enjoyable	1
not to be stressed/not stressful	1
<b>Total</b>	<b>2</b>

**Text 3****Part (i)****Question 8****(2 marks)**

What was the dilemma that Franco was faced with while driving into work and why?

Description	Marks
bad/terrible/awful visibility/vision	1
because of the smog	1
<b>Total</b>	<b>2</b>

**Question 9****(2 marks)**

What does Franco ask his listeners to do? Tick (✓) the correct statements.

Statement	(✓)
to comment on the problems	✓
to complain about the problems	
to discuss the problems	
to search for solutions	✓
<b>Total</b>	<b>2</b>

Note: Where all four statements are ticked, award 0; where three are ticked, award 1 mark

**Question 10****(4 marks)**

Complete the table below, based on Anna's comments.

Description		Marks
Problem	• pollution	1
Solution	• solar powered cars or cars that run on solar/energy/power	1
Benefits	• save money	1
	• be respectful to the environment	1
<b>Total</b>		<b>4</b>

**Part (ii)****Question 11****(4 marks)**

- (a) What problem does Franco see with Anna's solution? (2 marks)

Description	Marks
the cost of production/produce	2
the cost	1
<b>Total</b>	<b>2</b>

- (b) What does Franco say will compensate for this problem? (2 marks)

Description	Marks
It saves (money) on fuel <b>or</b> uses less fuel	1
helps reduce air/atmospheric pollution.	1
<b>Total</b>	<b>2</b>

**Question 12****(4 marks)**List the **four** advantages mentioned by Franco and Anna about stack parking.

Description	Marks
more space for parks and gardens	1
(more plants, therefore) more clean/fresh air	1
more economical/cost effective	1
safe/secure	1
<b>Total</b>	<b>4</b>

**Question 13****(2 marks)**

What does Franco ask that his listeners remember?

Description	Marks
The planet belongs to everyone.	1
We must find solutions together.	1
<b>Total</b>	<b>2</b>

## Section Two

Response: Viewing and reading

30% (30 Marks)

## Text 4

## Question 14

(3 marks)

According to this article, what are the **three** things that distinguish Italian lifestyle?

Description	Marks
food/diet	1
care in how to dress/in clothing	1
attention to furnishing the house/home	1
<b>Total</b>	<b>3</b>

## Question 15

(4 marks)

Which **four** examples given by Italians **best** demonstrate their lifestyle?

Description	Marks
being with the people they love	1
having chats/conversations <b>or</b> talking	1
going for walks in the (main) street	1
enjoying culinary delicacies/exquisite food/delicious food	1
<b>Total</b>	<b>4</b>

## Question 16

(2 marks)

What question was asked of migrants living in Italy?

Description	Marks
What was the thing that shocked you (the most) about Italy when you arrived?	2
What shocked you (the most) about Italy?	1
<b>Total</b>	<b>2</b>

## Question 17

(4 marks)

(a) What aspect of Italian culture puzzles Daania?

(2 marks)

Description	Marks
the importance of appearance of self <b>and</b> others	2
the importance of appearance of self <b>or</b> others	1
<b>Total</b>	<b>2</b>

(b) As a child living in Italy, which **two** habits from Scott's Australian life were frowned upon by Italians? (2 marks)

Description	Marks
running around/everywhere barefoot/without shoes <b>or</b> going round/everywhere barefoot/without shoes	1
going swimming/into the water (without waiting three or four hours) after a meal	1
<b>Total</b>	<b>2</b>

**Text 5****Question 18****(3 marks)**

Tick (✓) the statements below as true **or** false.

Before her trip to Italy, Betta used to ...

Statements	True	False
... see herself as half Italian and half Australian.		✓
... see herself as an expert in anything Italian.	✓	
... eat pasta every day and talk using her hands.	✓	
	<b>Total</b>	<b>3</b>

**Question 19****(3 marks)**

What activities was Betta involved in with her family?

Description	Marks
lunch with her grandparents for special occasions	1
birthdays and name days/feast days	1
tomato sauce making day/tomato day	1
	<b>Total</b>
	<b>3</b>

**Question 20****(3 marks)**

What **three** things did Betta learn about coffee in Italy?

Description	Marks
One: to recognise the roast/roasting (of the coffee)	1
Two: to appreciate the aroma/scent	1
Three: to drink it at the bar/counter (so it does not get cold)	1
	<b>Total</b>
	<b>3</b>

**Text 6****Question 21****(2 marks)**

What is predicted to happen in 2030, according to the Italian Society of Hospital Pharmacy?

Description	Marks
Depression will be the most common/prevalent/widespread (chronic) illness among (very) young people.	2
Depression will be the most common/prevalent/widespread (chronic) illness.	1
	<b>Total</b>
	<b>2</b>

## Question 22

(6 marks)

- (a) According to the psychologist, why is unhappiness in young people seen as a consequence of modern life? (2 marks)

Description	Marks
Young people have to face reality by themselves/on their own because of/due to the lack of support of (working) parents and separated families.	2
Young people have to face reality by themselves/on their own.	1
<b>Total</b>	<b>2</b>

- (b) Nicola points out a significant downside to the use of social media. Explain this downside. (2 marks)

Description	Marks
The relationships (formed on social media) are usually artificial <b>and</b> lack/devoid of real emotion.	2
The relationships (formed on social media) are usually artificial <b>or</b> lack/devoid of real emotion.	1
<b>Total</b>	<b>2</b>

- (c) What does Anna Ferrini acknowledge about Nicola's comment? (2 marks)

Description	Marks
Parents do not have (full) control of/over their children's lives, (especially) in relation to technology.	2
Parents do not have (full) control of/over their children's lives.	1
<b>Total</b>	<b>2</b>

## Section Three: Written communication

40% (40 Marks)

## Part A: Stimulus response

20% (20 marks)

## Question 23

(20 marks)

You have received an email from your Italian pen pal who is confused about their choices for next year. Write a reply in which you let them know about the Fair and suggest how it would be useful. Describe what you intend to do next year and what you have to do to ensure that your choices are realised.

Description	Marks
<b>Learning contexts and topics – Content and relevance</b>	
Provides well developed examples with all the required content that relates to the information in the stimulus text by writing an email in which they: <ul style="list-style-type: none"> <li>acknowledge the pen pal's confusion</li> <li>advise their pen pal about the Fair and how useful it would be to attend, drawing on relevant details from the stimulus text to elaborate</li> <li>describe what they intend to do next year and how they will achieve it; include a range of relevant details; elaborate effectively.</li> </ul>	6
Provides the required content and relates it to the question. Draws on relevant details from the stimulus text. Provides elaboration.	5
Provides most 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 and some elaboration.	3
Provides content that superficially addresses some of the question.	2
Provides content with little relevance to the question.	1
<b>Subtotal</b>	<b>6</b>
<b>Linguistic resources – Accuracy</b>	
Applies the rules of grammar (agreement, objects, conjugation, tense and mood) with an excellent level of accuracy and consistency. Uses 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 complex 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 good level of accuracy and consistency. Uses simple structures correctly. Makes errors, but inaccuracies do not affect meaning or flow.	4
Applies the rules of grammar (including agreement, tense and mood) and syntax with a satisfactory level of accuracy. Uses simple structures correctly most of the time. Makes errors that occasionally affect meaning and/or understanding.	3
Applies the rules of grammar (including agreement, tense and mood) and syntax inadequately and inconsistently. Makes errors that impede meaning and/or 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
<b>Subtotal</b>	<b>6</b>
<b>Linguistic resources – Range</b>	
Uses a wide range of relevant vocabulary and expressions, and grammatical items. Effectively engages the audience.	5
Uses a range of relevant vocabulary and expressions, and grammatical items. Engages the audience.	4
Uses 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
<b>Subtotal</b>	<b>5</b>
<b>Text types – Organisation and conventions</b>	
Sequences information cohesively and coherently. Uses all the key conventions of an email (e.g. salutation and ending, description of content), including informal register.	3
Sequences information to some extent. Uses most of the key conventions of an email.	2
Limited organisation of information impedes the flow and understanding. Uses few of the key conventions of an email.	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>20</b>



## Question 24

(20 marks)

After having attended the advertised Fair during your stay in Italy, you made your choice for your future. The Careers Officer has asked you to write an article for the school paper on your impressions of the Fair and how it helped you make your choices. Refer to which part of the Fair was of value and why.

Description	Marks
<b>Learning contexts and topics – Content and relevance</b>	
Provides well-developed examples with all the required content that relates to the information in the stimulus text by writing an article in which they: <ul style="list-style-type: none"> <li>write about their impressions of the Fair, drawing on relevant details from the stimulus text to elaborate</li> <li>write how the Fair helped them to make their choices; include a range of relevant details; elaborate effectively</li> <li>refer to the part of the Fair that was of value and why, drawing on relevant details from the stimulus text to elaborate.</li> </ul>	6
Provides the required content and relates it to the question. Draws on relevant details from the stimulus text. Provides elaboration.	5
Provides most 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 and some elaboration.	3
Provides content that superficially addresses some of the question.	2
Provides content with little relevance to the question.	1
<b>Subtotal</b>	<b>6</b>
<b>Linguistic resources – Accuracy</b>	
Applies the rules of grammar (agreement, objects, conjugation, tense and mood) with an excellent level of accuracy and consistency. Uses 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 complex structures mostly correctly. Makes errors occasionally, but inaccuracies do not affect meaning or flow.	5
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Applies the rules of grammar (including agreement, tense and mood) and syntax inaccurately. Relies heavily on syntax of another language. Makes frequent errors.	1
<b>Subtotal</b>	<b>6</b>
<b>Linguistic resources – Range</b>	
Uses a wide range of relevant vocabulary and expressions, and grammatical items. Effectively engages the audience.	5
Uses a range of relevant vocabulary and expressions, and grammatical items. Engages 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
<b>Subtotal</b>	<b>5</b>
<b>Text types – Organisation and conventions</b>	
Sequences information cohesively and coherently. Uses all the key conventions of an article (e.g. title/heading, description of content, language features to inform), including informal register.	3
Sequences information to some extent. Uses most of the key conventions of an article.	2
Limited organisation of information impedes the flow and understanding. Uses few of the key conventions of an article.	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>20</b>

## Part B: Extended response

20% (20 marks)

## Question 25

(20 marks)

Many young Italian people want to appear 'cool' to their friends so as to have a sense of belonging to the group. You have read many blogs about the problems some young people have due to this need to belong. Write an article for young people about **two** of these problems, in which you consider:

- why these problems exist
- potential consequences of the problems
- possible solutions to the problems.

Description	Marks
<b>Learning contexts and topics – Content and relevance</b>	
Provides well-developed examples with all the required content that relates to the question by writing an article in which they: <ul style="list-style-type: none"> <li>• explain <b>two</b> problems that young people face as a result of their need to belong</li> <li>• discuss the consequences of the problems</li> <li>• provide possible solutions to the problems.</li> </ul> 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
<b>Subtotal</b>	<b>6</b>
<b>Linguistic resources – Accuracy</b>	
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Applies the rules of grammar (including agreement, tense and mood) and syntax inaccurately. Relies heavily on syntax of another language. Makes frequent errors.	1
<b>Subtotal</b>	<b>6</b>
<b>Linguistic resources – Range</b>	
Uses a wide range of relevant vocabulary and expressions, and grammatical items. Effectively engages the audience.	5
Uses a range of relevant vocabulary and expressions, and grammatical items. Engages 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
<b>Subtotal</b>	<b>5</b>
<b>Text types – Organisation and conventions</b>	
Sequences information cohesively and coherently. Uses all the key conventions of an article (e.g. title/heading, description of content, language features to inform), 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 an article.	2
Limited organisation of information impedes the flow and understanding. Uses few of the key conventions of an article.	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>20</b>

## Question 26

(20 marks)

You are concerned about the possible negative effects of climate change. Write a letter to the Italian Environmental Youth Group about your concerns. In your letter, consider the following questions:

- What are **two** negative effects of climate change?
- What could the group do to make people aware of the situation?
- As an individual, what can one person do to help the environment?

Description	Marks
<b>Learning contexts and topics – Content and relevance</b>	
Provides well-developed examples with all the required content that relates to the question by writing a letter in which they: <ul style="list-style-type: none"> <li>• outline <b>two</b> negative effects of climate change</li> <li>• suggest what the group could do to make people aware of the situation</li> <li>• outline what, as an individual, one person can do to help the environment.</li> </ul> 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
<b>Subtotal</b>	<b>6</b>
<b>Linguistic resources – Accuracy</b>	
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<b>Subtotal</b>	<b>6</b>
<b>Linguistic resources – Range</b>	
Uses a wide range of relevant vocabulary and expressions, and grammatical items. Effectively engages the audience.	5
Uses a range of relevant vocabulary and expressions, and grammatical items. Engages the audience.	4
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Sequences information to some extent. Uses most of the key conventions of a letter.	2
Limited organisation of information impedes the flow and understanding. Uses few of the key conventions of a letter.	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>20</b>

## Question 27

(20 marks)

Write an email to a friend who has been disappointed by a product that is 'Italian sounding' that he or she found was not made entirely in Italy. Explain:

- what 'Made in Italy' means
- why 'Made in Italy' is important as a global brand to Italy
- how Italy is trying to protect its brand in spite of competition from other countries.

Description	Marks
<b>Learning contexts and topics – Content and relevance</b>	
Provides well-developed examples with all the required content that relates to the question by writing an email in which they explain: <ul style="list-style-type: none"> <li>• what 'Made in Italy' means</li> <li>• why 'Made in Italy' is important as a global brand to Italy</li> <li>• how Italy is trying to protect its brand in spite of competition from other countries.</li> </ul> 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
<b>Subtotal</b>	<b>6</b>
<b>Linguistic resources – Accuracy</b>	
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<b>Linguistic resources – Range</b>	
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<b>Subtotal</b>	<b>5</b>
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Sequences information to some extent. Uses most of the key conventions of an email.	2
Limited organisation of information impedes the flow and understanding. Uses few of the key conventions of an email.	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>20</b>

## Question 28

(20 marks)

As a student of Italian, you have explored many things Italian. Write the script of a conversation between yourself and your teacher about something Italian that has influenced your life. In the conversation, speak about:

- something Italian particularly significant in your life
- how it has changed your way of living
- how you have shared it with others.

Description	Marks
<b>Learning contexts and topics – Content and relevance</b>	
Provides well-developed examples with all the required content that relates to the question by writing a script of a conversation with their teacher in which they speak about: <ul style="list-style-type: none"> <li>• something Italian particularly significant in their life</li> <li>• how it has changed their way of living</li> <li>• how they have shared it with others.</li> </ul> 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
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<b>Subtotal</b>	<b>6</b>
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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
<b>Subtotal</b>	<b>5</b>
<b>Text types – Organisation and conventions</b>	
Sequences information cohesively and coherently. Uses all the key conventions of a script for a conversation (e.g. beginning with an exchange of opening salutations, followed by a question or statement, and then a two-way sustained interaction), 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 a script for a conversation.	2
Limited organisation of information impedes the flow and understanding. Uses few of the key conventions of a script for a conversation.	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>20</b>

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