



ITALIAN: SECOND LANGUAGE

ATAR course examination 2023

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% (40 marks)

Text 1: L'anno sabbatico di Rachel**Part (i)****Question 1 (2 marks)**

Describe Rachel's dream.

Description	Marks
to take a gap year	1
to explore Europe	1
Total	2

Question 2 (4 marks)**(a) Complete the gaps in the sentence below. (3 marks)**

When Rachel was accepted by the university, she started to _____
 and wonders if the right choice is to _____
 or her family's _____.

Description	Marks
<ul style="list-style-type: none"> • have doubts/question herself • follow her dreams • advice 	1–3
Total	3

(b) State what Rachel feels she needs at this moment. (1 mark)

Description	Marks
she wants/feels the need to take a break from studying (and to recharge)	1
Total	1

Question 3 (3 marks)

State what Rachel is planning to do in Italy.

Description	Marks
<ul style="list-style-type: none"> • to study Italian • to work • to enjoy life/live the good life 	1–3
Total	3

Part (ii)

Question 4

(6 marks)

- (a) List
- three**
- challenges that Rachel imagines facing in Italy. (3 marks)

Description	Marks
Any three of (3 x 1 mark)	
<ul style="list-style-type: none"> • finding a house with the right people/ideal housemates • being far away from family and friends • learning to live like Italians • finding the perfect job 	1–3
Total	3

- (b) Tick (✓) the
- three**
- achievements Rachel hopes to accomplish in Italy. (3 marks)

Statements	Tick (✓)	Marks
to enrol in a language school to improve her Italian		
to learn new work skills	✓	1
to get to know herself better	✓	1
to start university		
to make new friends	✓	1
to get to know Italian culture and Italians		
Total		3
Note: if more than three achievements selected, accept the first three only.		

Question 5

(1 mark)

State what Rachel is planning to do when she returns from Italy.

Description	Marks
to start university	1
Total	1

Text 2: Cose italiane nella comunità**Question 6****(2 marks)**

As a result of not having many Italian things in her daily life, what does the speaker always try to do and why?

Description	Marks
What: to discover Italian things in the community	1
Why: to feel closer to the Italian culture	1
Total	2

Question 7**(2 marks)**

What did the Sistine Chapel exhibition make possible for members of the public?

Description	Marks
to experience the creative process of Michelangelo without having to travel to Italy	2
to experience the creative process of Michelangelo	1
Total	2

Question 8**(5 marks)**

- (a) Describe what the speaker saw at the Home Life exhibition. **(2 marks)**

Description	Marks
products/objects by some of the biggest Italian names in contemporary (Italian) design	2
products/objects by some of the biggest Italian names	1
Total	2

- (b) Outline the purpose of bringing the Home Life exhibition to Australia. **(3 marks)**

Description	Marks
to show that the way of living has changed (radically)	1
to show that the way we furnish our homes has changed (radically)	1
to show changes in recent years	1
Total	3

Question 9**(2 marks)**

Explain why both experiences were important for the speaker.

Description	Marks
they allowed her to appreciate/understand (even more) the influence of Italian culture in the various communities of Australia	2
they allowed her to appreciate/understand (even more) the influence of Italian culture	1
Total	2

Text 3: 150 anni di innovazione: scienza e tecnologia in Italia**Question 10****(3 marks)**

Complete the gaps in the text below.

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Description	Marks
innovations	1
genius/brilliance	1
creativity	1
Total	3

Question 11**(4 marks)**

Complete the following table to show how Antonio Meucci and Guglielmo Marconi contributed to the invention of the telephone.

Description			Marks
When	Who	How they contributed	
1871	Antonio Meucci	discovered the working principle (of the telephone)	1–2
1891/ 20 years later	Guglielmo Marconi	produced it (a telephone)	1–2
Total			4

Question 12**(2 marks)**

Match the achievement to the correct person.

Description	Marks
Enrico Forlanini: (matches with) b/built an ancestor of the helicopter	1
Corradino D'Ascanio: (matches with) a/completed the work	1
Total	2

Question 13**(2 marks)**

Explain why Enrico Fermi was awarded the Nobel Prize in Physics.

Description	Marks
his studies established the basis of nuclear energy	2
his studies of nuclear energy	1
Total	2

Question 14

(2 marks)

Tick (✓) the **two** statements regarding Giulio Natta's contributions that are true.

Statements	True	Marks
Giulio Natta's field of innovation is engineering.		
Giulio Natta produced an economical plastic material.	✓	1
Isotactic polypropylene has been used to produce containers, kitchen accessories, pipes, etc.	✓	1
The plastic material is highly polluting.		
	Total	2
Note: if more than two statements selected, accept the first two only.		

Section Two

Response: Viewing and reading

30% (41 marks)

Text 4: *Il tempo libero: che passione!*

Question 15

(2 marks)

- (a) Complete the following statement. (1 mark)

Italians are not giving up their favourite leisure activities even though _____
_____.

Description	Marks
they have less (and less) time to themselves/free time	1
Total	1

- (b) Tick the statement that
- best**
- summarises Simona's comment on the leisure activities chosen by many Italians. (1 mark)

Statement	Marks
They do little do-it-yourself (DIY) jobs around the house, like repairing appliances or carpentry, which is a very useful activity for many of them.	
It is useful to do little do-it-yourself (DIY) jobs around the house, like repairing appliances or carpentry, which is a very pleasurable activity for many of them.	
They do little do-it-yourself (DIY) jobs around the house, where they combine a pleasurable activity with a useful outcome like saving money on the household budget.	✓
Total	1
Note: if more than one statement selected, accept the first only.	

Question 16

(4 marks)

- (a) State why gardening is a popular activity among Italians. (1 mark)

Description	Marks
because Italy has fertile soil	1
Total	1

- (b) In order to grow fruit and vegetables, what do some Italians do? (1 mark)

Description	Marks
they rent small lots (of land) outside the city/in the country/out of town	1
Total	1

- (c) Identify where in Italy is gardening most popular and state why. (2 marks)

Description	Marks
Where: islands and southern regions	1
Why: the climate/weather allows people to spend more time outdoors	1
Total	2

Question 17**(6 marks)**

Name **three** sports Italians prefer and outline the reasons why.

Description		Marks
Sport	Reason	
running	it doesn't cost anything/it is free	1-2
soccer	allows you to socialise while exercising	1-2
cycling	can be practised with friends	1-2
Total		6

Question 18**(4 marks)**

Identify **four** other activities Italians enjoy doing at home.

Description	Marks
<ul style="list-style-type: none"> • reading • (playing) board games • (having) dinner with friends • cooking 	1-4
Total	4

Text 5: *Perché i giovani non trovano lavoro?*

Question 19

(4 marks)

Complete the table about the research conducted by CENSIS.

Description		Marks
What the research analysed:	the relationship between the school system and the job market/employment sector	1
The purpose of the research:	to find the reasons why unemployment (especially amongst the youth)/youth unemployment is constantly increasing	1
The finding of the research:	there is a lack of connection between the school system	1
	and the (actual) needs of businesses/companies	1
Total		4

Question 20

(6 marks)

(a) Identify the first cause of youth unemployment.

(2 marks)

Description	Marks
when choosing their course of study many students do not consider the trends of the job market/the job prospects (but instead follow their passions)	2
many students do not consider the trends of the job market/the job prospects (but instead follow their passions)	1
Total	2

(b) The second cause of youth unemployment is that young people lack the work experience requested by employers. According to the article, what **two** factors have created this mismatch, and what is **one** consequence of both? (4 marks)

Description	Marks
Factors:	
internships/training/apprenticeships are too short/not long enough	1
only half of (secondary and tertiary) students are involved in internships/training/apprenticeships	1
Subtotal	2
Consequence:	
thousands of jobs remain vacant	1
(because) there is a lack of skilled/trained staff/employees	1
Subtotal	2
Total	4

Question 21

(3 marks)

Identify **three** challenges that young Italians face when looking for work.

Description	Marks
<ul style="list-style-type: none">• lack of support when looking for a job• institutional channels/employment centres only support 1% of people• young people (are forced to) rely on family and friends to find work	1–3
Total	3

Text 6: *Il ghiacciaio della Marmolada a un anno dalla tragedia***Question 22****(6 marks)**

- (a) Describe what occurred on 3 July last year. (2 marks)

Description	Marks
a piece of (the Marmolada) glacier/icecap detached	1
(and caused) an avalanche of ice and rock (and people died)	1
Total	2

- (b) Explain why the Marmolada disaster is close to the writer's heart. (2 marks)

Description	Marks
their/his father is a volunteer/fire fighter who helped those affected by the tragedy	2
their/his father helped those affected by the tragedy	1
Total	2

- (c) What does the writer's memory confirm about the glacier? (2 marks)

Description	Marks
the glacier has become smaller/changed and is not like what it was when he was a child	2
the glacier has become smaller/changed	1
Total	2

Question 23**(4 marks)**

- (a) Describe how meltwater played a role in the disaster. (2 marks)

Description	Marks
the water ran between the ice and the rock, which separated the ice from the rock	2
the water separated the ice from the rock	1
Total	2

- (b) Explain how climate change is attributed to the disaster. (2 marks)

Description	Marks
the lengthy heat waves/high temperatures are accelerating meltwater/fusion of water	2
the lengthy heat waves/high temperatures	1
Total	2

Question 24

(2 marks)

Outline **two** warnings about the Marmolada glacier given by the National Research Council.

Description	Marks
Any two of (2 x 1 mark)	
<ul style="list-style-type: none">• by 2050 the glacier will have (almost) disappeared• if the temperature(s) were to increase drastically, the glacier could disappear before 2050• even if the temperature(s) stayed as it is, the glacier is in total disequilibrium with the climate• the collapse that occurred last year is destined to happen again (because of the high temperatures)	1–2
Total	2

Section Three: Written communication

40% (40 Marks)

Part A: Stimulus response

20% (20 Marks)

Question 25

(20 marks)

After reading the good news items in this announcement, you want to share them with the readers of your blog. In your blog posting you explain:

- which of these news items is closest to your heart
- what other item you would like to see on this list in relation to climate change.

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 blog posting in which they explain: <ul style="list-style-type: none"> • which one among the news items is closest to their heart • what other item they would like to see on this list in relation to climate change 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
Does not meet any of the above performance levels for evidence for this criterion	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 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
Does not meet any of the above performance levels for evidence for this criterion	0
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
Does not meet any of the above performance levels for evidence for this criterion	0
Subtotal	5
Text types – Organisation and conventions	
Sequences information cohesively and coherently. Uses all the key conventions of a blog posting, (e.g. informal or colloquial register, descriptive, factual, judgemental, emotive or persuasive language)	3
Sequences information to some extent. Uses most of the key conventions of a blog posting	2
Limited organisation of information that impedes the flow and understanding. Uses few of the key conventions of a blog posting	1
Does not meet any of the above performance levels for evidence for this criterion	0
Subtotal	3
Total	20

Question 26

(20 marks)

After reading this announcement, write a journal entry to reflect on these positive accomplishments for the planet. In your entry, focus on **two** of the news items and explain:

- why you chose them
- what their impact is on the future of the planet.

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 journal entry in which they focus on two news items and explain: <ul style="list-style-type: none"> • why they chose them • what impact they have on the future of the planet 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
Does not meet any of the above performance levels for evidence for this criterion	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 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
Does not meet any of the above performance levels for evidence for this criterion	0
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
Does not meet any of the above performance levels for evidence for this criterion	0
Subtotal	5
Text types – Organisation and conventions	
Sequences information cohesively and coherently. Uses all the key conventions of a journal entry, (e.g. informal and colloquial register, written in first person, subjective and emotive language, sense of time provided)	3
Sequences information to some extent. Uses most of the key conventions of a journal entry	2
Limited organisation of information that impedes the flow and understanding. Uses few of the key conventions of a journal entry	1
Does not meet any of the above performance levels for evidence for this criterion	0
Subtotal	3
Total	20

Part B: Extended response

20% (20 Marks)

Question 27

(20 marks)

An Italian radio station is running a competition in which it invites callers to share their experience about Italian things. Write the script of the conversation you have with the radio announcer, in which you:

- describe **one** Italian thing you experience personally
- discuss **one** Italian thing evident in your community.

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 conversation in which they describe: <ul style="list-style-type: none"> • one Italian thing they experience personally • one Italian thing evident in their community 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
Does not meet any of the above performance levels for evidence for this criterion	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 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
Does not meet any of the above performance levels for evidence for this criterion	0
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
Does not meet any of the above performance levels for evidence for this criterion	0
Subtotal	5
Text types – Organisation and conventions	
Sequences information cohesively and coherently. Uses all the key conventions of a conversation, (e.g. informal and conversational, interjections, fillers, salutations)	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
Does not meet any of the above performance levels for evidence for this criterion	0
Subtotal	3
Total	20

Question 28

(20 marks)

The Italian community newspaper in Western Australia asks you to write an article to celebrate the contributions of Italians through their innovations. In your article:

- consider **two** examples of Italian innovation belonging to **two** different sectors
- explain the reasons for your choice.

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"> • consider two examples of Italian innovation belonging to two different sectors • explain the reasons for their choice 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
Does not meet any of the above performance levels for evidence for this criterion	0
Subtotal	6
Linguistic resources – Accuracy	
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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
Does not meet any of the above performance levels for evidence for this criterion	0
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
Does not meet any of the above performance levels for evidence for this criterion	0
Subtotal	5
Text types – Organisation and conventions	
Sequences information cohesively and coherently. Uses all the key conventions of an article, (e.g. title, 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
Does not meet any of the above performance levels for evidence for this criterion	0
Subtotal	3
Total	20

Question 29

(20 marks)

Write a personal account about your Year 12 experience that will be shared with Year 11 students at the final assembly. In your account:

- recount **two** experiences that you had this year
- describe what you learned from these experiences.

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 account in which they: <ul style="list-style-type: none"> • recount two experiences they had this year (in Year 12) • describe what they learned from these experiences 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
Does not meet any of the above performance levels for evidence for this criterion	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 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
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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
Does not meet any of the above performance levels for evidence for this criterion	0
Subtotal	6

Question 29 (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
Does not meet any of the above performance levels for evidence for this criterion	0
Subtotal	5
Text types – Organisation and conventions	
Sequences information cohesively and coherently. Uses all the key conventions of an account, (e.g. title, written in first person, semi-formal register, descriptive language, logical presentation of events or experiences, time words used)	3
Sequences information to some extent. Uses most of the key conventions of an account	2
Limited organisation of information that impedes the flow and understanding. Uses few of the key conventions of an account	1
Does not meet any of the above performance levels for evidence for this criterion	0
Subtotal	3
Total	20

Question 30

(20 marks)

According to the latest report by the Italian Health Department, young Italians start drinking and smoking too early. Write the speech you will deliver at your Italian host school in which you:

- detail **two** risks associated with these behaviours
- offer some advice to help young people make healthier choices.

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 a speech in which they: <ul style="list-style-type: none"> • detail two risks associated with these behaviours • offer some advice to help young people make healthier choices 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
Does not meet any of the above performance levels for evidence for this criterion	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 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
Does not meet any of the above performance levels for evidence for this criterion	0
Subtotal	6

Question 30 (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
Does not meet any of the above performance levels for evidence for this criterion	0
Subtotal	5
Text types – Organisation and conventions	
Sequences information cohesively and coherently. Uses all the key conventions of a speech, (e.g. opening salutation, formal register)	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
Does not meet any of the above performance levels for evidence for this criterion	0
Subtotal	3
Total	20

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Question 24

Adapted from: Vita Trentina Publishing. (2022, August 5). *Tragedia della Marmolada, il ricordo a un mese di distanza: “Si sente il grido di dolore della montagna”*. Retrieved May, 2023, from <https://www.vitatrentina.it/2022/08/05/tragedia-della-marmolada-il-ricordo-a-un-mese-di-distanza-si-sente-il-grido-di-dolore-della-montagna/>

Adapted from: Sky TG24. (2022, July 4). *Marmolada, il ghiacciaio entro 25-30 anni non esisterà più a causa delle temperature alte*. Retrieved May, 2023, from <https://tg24.sky.it/ambiente/2022/07/04/marmolada-ghiacciai-riscaldamento-globale#08>

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