



ITALIAN: SECOND LANGUAGE

ATAR course examination 2022

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% (35 marks)

Text 1: *La vita da studente universitario in una grande città*

Part (i)

Question 1 (3 marks)

- (a) Why is Martina moving to Rome? (1 mark)

Description	Marks
to attend university	1
Total	1

- (b) How does Federico describe Rome? (2 marks)

Description	Marks
the biggest city in Italy	1
it has a population of (almost/approximately) 3 million/it has (almost/approximately) 3 million inhabitants	1
Total	2

Question 2 (3 marks)

- (a) Outline why Martina thinks that living in Rome is an exciting prospect. (1 mark)

Description	Marks
every day you can do something different/there is something different to do every day	1
Total	1

- (b) List **two** evening activities Martina will be able to enjoy in Rome. (2 marks)

Description	Marks
Any two of the following (2 x 1 mark)	
<ul style="list-style-type: none"> • go to discos/clubs • go to shows/concerts • participate in outdoor events 	1–2
Total	2

Part (ii)

Question 3

(4 marks)

Tick (✓) to indicate which of the following statements about Martina are true or false.

Statement	True	False	Marks
She will feel lonely because nobody will know her.		✓	1
She won't be lonely and she will feel free.	✓		1
She will miss living in a small town.		✓	1
She will be able to dress the way she wants.	✓		1
Total			4

Question 4

(4 marks)

(a) State **two** concerns Federico raises about driving in Rome. (2 marks)

Description	Marks	
Any two of (2 x 1 mark)		
<ul style="list-style-type: none"> • traffic • parking is hard/difficult • the drivers are crazy/people are crazy how they drive 	1-2	
Total		2

(b) Tick (✓) the **two** statements Martina makes about transport in Rome. (2 marks)

Description	Tick (✓)	Marks
Hardly anyone uses public transport or scooters.		
Every suburb has its own amenities so you don't need a car.	✓	1
Everyone uses a scooter.	✓	1
Public transport runs 24 hours.		
Total		2

Text 2: Cosa ho imparato dall'ultimo anno di scuola superiore**Question 5****(4 marks)**

What does Miriam want to share with her audience?

Description	Marks
a reflection on her Year 12 experience/final year at school	2
a reflection or her Year 12 experience/final year at school	1
Subtotal	2
two (essential) lessons she learned during her final year of school/Year 12	2
two (essential) lessons or what she learned during her final year of school/Year 12	1
Subtotal	2
Total	4

Question 6**(3 marks)**

(a) Complete the sentence:

The first thing Miriam learned from her Year 12 experience is that ...

(1 mark)

Description	Marks
you need to have flexible goals/you need to be flexible with your goals	1
Total	1

(b) Describe how Miriam felt and how she reacted when she realised that she had not achieved the grades she aspired to.

(2 marks)

Description	Marks
How she felt	
she felt a sense of failure/she felt she had failed	1
How she reacted	
she was about to drop one of her (favourite) subjects/Italian	1
Total	2

Question 7**(4 marks)**(a) Identify **two** actions Miriam took to combine her studies with her passion for Australia's migration history.

(2 marks)

Description	Marks
did some research on Italian immigrants	1
interviewed elders in/members of her community	1
Total	2

(b) State the results of her actions.

(2 marks)

Description	Marks
she was able to better understand her (Italian) family history	1
she was able to practise her Italian/to improve her Italian	1
Total	2

Text 3: Avvicinarsi alla cultura italiana**Question 8****(2 marks)**

One of the objectives of the new project launched by the Italian Ministry of Foreign Affairs is to strengthen the bond between students of Italian and the Italian culture overseas. What is the second objective mentioned?

Description	Marks
to highlight/demonstrate/show the Italian influence in the everyday lives of students of Italian	2
to highlight Italian influence (in daily life)	1
Total	2

Question 9**(3 marks)**

List **three** examples of Italian culture that are mentioned to help students choose an area to research.

Description	Marks
Any three of (3 x 1 mark)	
<ul style="list-style-type: none"> • a tradition • a typical festival/celebration • a song • a monument • an artwork 	1–3
Total	3

Question 10**(3 marks)**

Complete the statement:

To participate in the project, students must choose an aspect of Italian culture in their life or community and submit a _____ as well as a _____ on their life or in their community.

Description	Marks
graphical reproduction/drawing	1
Subtotal	1
a text describing in Italian about the importance the aspect has	2
a text describing in Italian	1
Subtotal	2
Total	3

Question 11**(2 marks)**

What will the project do with the students' research submissions?

Description	Marks
archive them	1
put them in an online/virtual exhibition/display	1
Total	2

Section Two

Response: Viewing and reading

30% (32 marks)

Text 4: *Luca, la favola italiana che incanta il mondo*

Question 12

(2 marks)

Identify the **two** elements of the film *Luca* that are a first for Disney-Pixar.

Description	Marks
directed by an Italian (director)	1
completely set in Italy	1
Total	2

Question 13

(7 marks)

- (a) State **three** aspects of food culture shown in the film that are used to portray an Italian summer. (3 marks)

Description	Marks
coffee at the bar	1
ice cream/gelato in the piazza/town square	1
eating pasta together	1
Total	3

- (b) What is said about the Vespa in relation to *Made in Italy*? (2 marks)

Description	Marks
it represents the essence of <i>Made in Italy</i>	1
it's a (true) icon of Italian style/design	1
Total	2

- (c) Identify **two** other elements of Italian culture that feature in the film. (2 marks)

Description	Marks
myths, legends and Italian folklore	1
classic Italian music/song(s)	1
Total	2

Question 14

(2 marks)

Outline why Italians can be proud of this film.

Description	Marks
it became/was an international success	1
it was nominated for an Oscar (in 2022)	1
Total	2

Text 5: Vanessa Nakate, simbolo dell'Africa ambientalista chiede giustizia climatica per tutti

Question 15

(6 marks)

- (a) Describe the environmental event that Uganda suffered last year. (2 marks)

Description	Marks
one of the worst invasions of (desert) locusts	2
an invasion of (desert) locusts	1
Total	2

- (b) Identify
- two**
- other environmental events that occurred in 2021 and
- two**
- impacts they had. (4 marks)

Description	Marks
Environmental events	
floods	1
landslides	1
Subtotal	2
Impacts	
(many) people lost their homes/loss of homes	1
(many) people lost their crops/plantations/loss of crops/plantations	1
Subtotal	2
Total	4

Question 16

(2 marks)

Apart from participating in *Fridays for Future* protests, list **two** other environmental activities in which Vanessa has been involved.

Description	Marks
the Youth for Future Africa movement	1
a campaign for the reforestation of the Congo	1
Total	2

Question 17

(3 marks)

- (a) Outline the purpose of the
- Green Schools*
- project. (2 marks)

Description	Marks
it will install solar panels	1
it will install environmentally friendly/compatible heater	1
Total	2

- (b) According to Vanessa, what must students understand? (1 mark)

Description	Marks
that they can have a (significant) role in the protection of the environment	1
Total	1

Question 18

(2 marks)

What do Vanessa's tears at the *Youth for Climate* event in Milan highlight?

Description	Marks
what it means to experience/live with (first-hand) the (disastrous) consequences of climate change	2
what it means to live with (first-hand) climate change	1
Total	2

Text 6: *Il South working: Una rivoluzione nel mondo del lavoro che punta ad abbattere le disparità*

Question 19**(2 marks)**

Until a short time ago, what was unlikely for the majority of young people from Southern Italy?

Description	Marks
to work in the south of Italy	1
to have a successful career	1
Total	2

Question 20**(3 marks)**

Identify **three** positive aspects of *South working* for young workers.

Description	Marks
allows them to have a high-level career (while working from home)	1
they don't have to make personal sacrifices	1
they don't have to make financial sacrifices	1
Total	3

Question 21**(3 marks)**

(a) State how *South working* would be beneficial to companies.

(1 mark)

Description	Marks
it would allow them to spend less/to have a reduction in costs	1
Total	1

(b) Describe how *South working* could be beneficial to Italy.

(2 marks)

Description	Marks
it could reduce unemployment (especially in the South)	1
it could reduce the disparity/inequality between North and South (Italy)/northern and southern regions (of Italy)	1
Total	2

Section Three: Written communication

40% (40 Marks)

Part A: Stimulus response

20% (20 Marks)

Question 22

(20 marks)

You attended this event about Italian excellence at a global level. After the event, you prepare an **account** for your class about your experience and what you have learned about the contribution of Italians across different sectors. In your account:

- include **one** past and **one** present example of Italian excellence
- explain the relevance of each to the world.

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 an account in which they: <ul style="list-style-type: none"> • include one past and one present example of Italian excellence • explain the relevance of each example to the world. 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 specified performance levels for evidence of 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 specified performance levels for evidence of this criterion.	0
Subtotal	6

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 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 specified performance levels for evidence of 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. informal register, time words to connect ideas, action words to describe events).	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 specified performance levels for evidence of this criterion.	0
Subtotal	3
Total	20

Question 23

(20 marks)

As a student of Italian, passionate about *Made in Italy*, you have been invited to present at this event. Write the **speech** you will deliver in which you:

- include **two** Italian contributions from **two** sectors mentioned in the stimulus text
- explain why they are significant to the world.

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 speech in which they: <ul style="list-style-type: none"> • include two Italian contributions from two sectors mentioned in the stimulus text • explain why they (the contributions) are significant to the world. 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 specified performance levels for evidence of 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 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 specified performance levels for evidence of this criterion.	0
Subtotal	6

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 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 specified performance levels for evidence of 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 specified performance levels for evidence of this criterion.	0
Subtotal	3
Total	20

Part B: Extended response

20% (20 Marks)

Question 24

(20 marks)

Write an **email** to a friend in Italy in which you explain your experiences of Italian culture. In your email you:

- describe **two** experiences of Italian culture in your life
- explain how they have helped you to appreciate and understand Italian culture.

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 email in which they: <ul style="list-style-type: none"> • describe two experiences of Italian culture in their life • explain how they (the two experiences) have helped them to appreciate and understand Italian culture. 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 specified performance levels for evidence of 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 specified performance levels for evidence of this criterion.	0
Subtotal	6

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 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 specified performance levels for evidence of this criterion.	0
Subtotal	5
Text types – Organisation and conventions	
Sequences information cohesively and coherently. Uses all the key conventions of an email (e.g. salutations, date, informal register/colloquial).	3
Sequences information to some extent. Uses most of the key conventions of an email.	2
Limited organisation of information that impedes the flow and understanding. Uses few of the key conventions of an email.	1
Does not meet any of the above specified performance levels for evidence of this criterion.	0
Subtotal	3
Total	20

Question 25

(20 marks)

Imagine you are an Italian language assistant in Perth. The Italian teacher has asked you to post on the Italian class blog. In your **blog posting** you:

- describe **two** aspects of Italian lifestyle or interests of Italians
- consider how these aspects capture the essence of the Italian lifestyle.

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 blog posting in which they: <ul style="list-style-type: none"> • describe two aspects of Italian lifestyle or interests of Italians • consider how these aspects capture the essence of the Italian lifestyle. 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 specified performance levels for evidence of 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 inaccurately. Relies heavily on syntax of another language. Makes frequent errors that impede meaning and flow.	1
Does not meet any of the above specified performance levels for evidence of this criterion.	0
Subtotal	6

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 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 specified performance levels for evidence of 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. title, date, formal or informal register, descriptive).	3
Sequences information to some extent. Uses most of the key conventions of a blog post.	2
Limited organisation of information that impedes the flow and understanding. Uses few of the key conventions of a blog post.	1
Does not meet any of the above specified performance levels for evidence of this criterion.	0
Subtotal	3
Total	20

Question 26

(20 marks)

You and a classmate have a **conversation** just before Year 12 graduation. Write the script of the conversation in which you both:

- reflect on what you will miss about school
- consider what important lessons you learned this year that you will take with you into the future.

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 both speakers: <ul style="list-style-type: none"> • reflect on what they will miss about school • consider what important lessons they learned this year that they will take with them into the future. 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 specified performance levels for evidence of 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
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Does not meet any of the above specified performance levels for evidence of this criterion.	0
Subtotal	6

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
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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
Does not meet any of the above specified performance levels for evidence of 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. salutation/s, sustained interaction, informal register).	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 specified performance levels for evidence of this criterion.	0
Subtotal	3
Total	20

Question 27

(20 marks)

As an environmentally motivated young citizen, you write a **letter** to the managing director of a large company to persuade them to address climate change more seriously. In your letter:

- outline **one** current environmental issue to which their company is contributing
- explain why this current issue needs more urgent attention.

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 letter to a company in which they: <ul style="list-style-type: none"> • outline one current environmental issue to which the company is contributing • explain why this current issue needs more urgent attention. 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
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Subtotal	6
Linguistic resources – Accuracy	
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Applies the rules of grammar and syntax inaccurately. Relies heavily on syntax of another language. Makes frequent errors that impede meaning and flow.	1
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Subtotal	6

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 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 specified performance levels for evidence of this criterion.	0
Subtotal	5
Text types – Organisation and conventions	
Sequences information cohesively and coherently. Uses all the key conventions of a letter (e.g. salutations, date, formal register, cohesive sequence of ideas).	3
Sequences information to some extent. Uses most of the key conventions of a letter.	2
Limited organisation of information that impedes the flow and understanding. Uses few of the key conventions of a letter.	1
Does not meet any of the above specified performance levels for evidence of this criterion.	0
Subtotal	3
Total	20

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