

2021 HSC Italian Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Identifies what the girl has been looking forward to	2
• Provides some relevant information	1

Sample answer:

The girl has been looking forward to the warmer longer days (of spring) and to having her first ice-cream of the season.

Question 2

Criteria	Marks
• Provides why Roberto rings Sonia	2
• Provides some relevant information	1

Sample answer:

To let Sonia know that he got the tickets for the concert [to raise money for koalas] and to tell her that he invited his little sister.

Question 3

Criteria	Marks
• Provides a sound explanation of why Angelo is annoyed with Claudia	3
• Demonstrates some understanding of why Angelo is annoyed with Claudia	2
• Provides some relevant information	1

Sample answer:

He is annoyed because as they have not seen each other in a while, he has cancelled a game to spend time with her but she is more interested in taking and posting photos. He is annoyed by her reaction as she does not seem to value meeting up face-to-face.

Question 4

Criteria	Marks
• Demonstrates a sound understanding of how Catia tries to convince Leo	4
• Demonstrates some understanding of how Catia tries to convince Leo	3
• Demonstrates some understanding of what Catia says to Leo	2
• Provides some relevant information	1

Sample answer:

She tries to convince Leo to order in a meal rather than cooking because she states she has had a bad day and has no desire to cook. Catia outlines that by ordering with an app there is a wide variety of restaurants to choose from including their favourite restaurant. She counters his concern that it's expensive by pointing out that for today only, delivery is free plus it will help provide employment for the delivery drivers.

Question 5

Criteria	Marks
• Provides the two main points, as a summary	3
• Provides details of the main points	2
• Provides some relevant information	1

Sample answer:

- In the past, many Italians had to leave Italy for better opportunities/for a better life all over the world.
- In recent years, many people/migrants have come to Italy (and many have settled in the north).

Question 6

Criteria	Marks
Provides the correct answer	1

Sample answer:

D

Question 7

Criteria	Marks
Demonstrates a comprehensive understanding of how Professor Bronzi contributes to the debate, with relevant reference to language and content	5
Demonstrates a sound understanding of how Professor Bronzi contributes to the debate, with some appropriate reference to language and content	4
Demonstrates some understanding of how Professor Bronzi contributes to the debate, with some reference to the text	3
Demonstrates some understanding of what Professor Bronzi contributes to the debate	2
Provides some relevant information	1

Sample answer:

Professor Bronzi believes strongly that social media and technology are of benefit if used well. He describes the resource as being ‘undoubtedly essential’ as a communication tool and for staying connected, especially for those who have friends and relatives far away, who live alone or in remote places and that it is beneficial for mental health. He uses expressions such as ‘just a click’ away to highlight how easy it is for those who can’t travel to experience museums and galleries around the world. Further, he states it is ‘indispensable’ having online access to professionals/doctors without having to leave the house.

Question 8

Criteria	Marks
• Demonstrates a comprehensive understanding of how the son's responses reflect how he feels during the conversation, with detailed reference to the text	5
• Demonstrates a sound understanding of how the son's responses reflect how he feels during the conversation, with some appropriate reference to the text	4
• Demonstrates some understanding of how the son is likely to be feeling during the conversation, with some reference to the text	3
• Demonstrates some understanding of the son's response(s)	2
• Provides some relevant information	1

Sample answer:

The son's responses to his mother show that he is frustrated, upset and disappointed because his mum is quite negative, treats him like a child, has not given him permission to attend the global protest and doesn't seem to take him seriously/value his opinion.

He is likely to feel hurt because she is suspicious that he wants to skip school. She dismisses the value of protesting and he notes she hasn't noticed that he has already demonstrated a commitment to change/to his cause. His mother's final suggestion about organising a protest at school would make him feel let down because she is belittling the idea of the global protest.

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
• Provides why Nathan thinks <i>molti australiani Ā hanno una falsa idea Ā</i>	2
• Provides some relevant information	1

Sample answer:

Nathan thinks that Australians have a false idea of Italian cuisine because Italian-based dishes in Australia are not authentic. They have been created for local tastes, such as the use of pineapple on pizza.

Question 9 (b)

Criteria	Marks
• Provides what is meant by <i>da qui ě iniziata una vera storia d’amore</i>	2
• Provides some relevant information	1

Sample answer:

Nathan describes his relationship with Italian food as a love story which began when he was taken on an excursion to an Italian restaurant, leading him to cook Italian food at home.

Question 9 (c)

Criteria	Marks
• Provides what is special about Emilia-Romagna	2
• Provides some relevant information	1

Sample answer:

Emilia-Romagna is a paradise for food lovers who visit it for its culinary specialities. Its capital city, Bologna, is known as the gastronomical capital of Italy.

Question 9 (d)

Criteria	Marks
• Provides a comprehensive explanation of the significance of Nathan's move to Bologna	4
• Provides a sound explanation of the significance of Nathan's move to Bologna	3
• Demonstrates some understanding of Nathan's move to Bologna	2
• Provides some relevant information	1

Sample answer:

Nathan's move to Bologna was a revelation. He discovered that his recipe for spaghetti Bolognese, and his whole understanding of authentic Italian cuisine, was misguided. This led him on a journey of discovery of the true Italian cuisine. In order to share his passion for real and authentic local cuisine, he now guides tourists to experience traditional produce.

Question 10 (a)

Criteria	Marks
• Demonstrates a sound understanding of what has motivated Francesco	3
• Demonstrates some understanding of what has motivated Francesco	2
• Provides some relevant information	1

Sample answer:

As 2021 is the 700th anniversary of Dante's death, Francesco is alarmed at the increasing intrusion of English words in the Italian language and in the forum is appealing to readers to sign the petition calling on the media and government to lead by example and avoid the unnecessary use of English.

Question 10 (b)

Criteria	Marks
• Demonstrates a sound understanding of how Sara seeks to convey her point of view with reference to language and content	3
• Demonstrates some understanding of Sara's point of view	2
• Provides some relevant information	1

Sample answer:

Sara accuses Francesco of exaggeration and argues emphatically for the use of English, given that it is the global language, by saying 'undoubtedly we must adapt to change' and not become a 'nanny state'. She uses a rhetorical question to further persuade the readers that not allowing the use of English would disadvantage Italians. To support her argument, Sara presents research that shows that knowing more than one language assists mental alertness and improves the aging process.

Question 10 (c)

Criteria	Marks
• Demonstrates a sound understanding of the extent to which Francesco and Cosima agree	4
• Demonstrates some understanding of the extent to which Francesco and Cosima agree	3
• Demonstrates some understanding of Cosima's and/or Francesco's point of view	2
• Provides some relevant information	1

Sample answer:

Francesco and Cosima agree to some extent. Francesco states that the country was fragmented by the dialects and that it is Italian that has united the country. On the other hand, Cosima believes that it is the dialects that represent Italy's cultural history and identity and in fact unite the country. Cosima agrees with Francesco in her opposition to the use of English. They both acknowledge the contribution of Dante to the Italian language.

Question 10 (d)

Criteria	Marks
• Demonstrates a perceptive understanding of how Luca supports the idea of <i>le dobbiamo tutelare</i>	5
• Demonstrates a sound understanding of how Luca supports the idea of <i>le dobbiamo tutelare</i>	4
• Demonstrates some understanding of how Luca supports the idea of <i>le dobbiamo tutelare</i>	3
• Demonstrates some understanding of Luca's ideas	2
• Provides some relevant information	1

Sample answer:

Luca is referring to the need to 'protect Italian words' while he understands (and appreciates) the natural process of languages evolving. He acknowledges the globalised and multicultural nature of Italian society. He believes, however, that the Italian language should be protected from the overuse of English out of laziness or because it is trendy or snobby to do so. He points out how shameful it is for the Italian government to use the English title, 'Jobs Act' for an Italian law instead of giving it an Italian title. He further emphasises this point by suggesting that not everyone will understand the English language/terms / that Dante himself would be opposed to these anglicisms.

Section II — Reading and Responding

Part B

Question 11

Criteria	Marks
• Demonstrates an excellent understanding of the whole text • Manipulates language authentically and creatively to meet the requirements of the task • Organises information and ideas to meet the requirements of the task	13–15
• Demonstrates a good understanding of the text • Manipulates language with some degree of authenticity and creativity to meet the requirements of the task • Organises information and ideas to meet the requirements of the task	10–12
• Responds to some of the questions, statements, comments and/or specific information in the text • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Attempts to structure relevant information and ideas	7–9
• Responds to some of the questions, statements, comments and/or specific information in the text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited ability to link information and ideas or structure text	4–6
• Responds to isolated elements in the text • Uses single words or set formulae to express information	1–3

Section III — Writing in Italian

Question 12

Criteria	Marks
- Writes effectively and appropriately in relation to the audience, purpose and context of the task - Manipulates vocabulary, language structures and features authentically and creatively relevant to the task	5
- Writes with a good understanding of the audience, purpose and context of the task - Demonstrates a good understanding of vocabulary, language structures and features relevant to the task	4
- Writes with some awareness of the audience, purpose and context of the task - Demonstrates some understanding of vocabulary, language structures and features relevant to the task	2–3
Produces some comprehensible language relevant to the task	1

Section III (continued)

Question 13

Criteria	Marks
- Writes effectively and appropriately for the audience, purpose and context of the task - Manipulates language structures authentically and creatively relevant to the task - Sequences and structures ideas and information coherently and effectively	10
- Writes with a good understanding of the audience, purpose and context of the task - Demonstrates an excellent understanding of language structures relevant to the task - Sequences and structures ideas and information effectively	8–9
- Writes with an understanding of the audience, purpose and context of the task - Demonstrates a good understanding of language structures relevant to the task - Organises some information and ideas	6–7
- Presents some information, opinions or ideas relevant to the task - Demonstrates a rudimentary understanding of vocabulary and sentence structures - Attempts to organise information and ideas	4–5
- Attempts to address the requirements of the task - Uses single words, set formulae and unrelated sentences to express information	2–3
Produces some comprehensible language relevant to the task	1

2021 HSC Italian Continuers Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4

Written Examination

Section I — Listening and Responding

Question	Marks	Content	Syllabus outcomes
1	2	Personal identity — conversation	H3.1
2	2	Health and leisure — phone message	H3.3
3	3	Communication — conversation	H3.3
4	4	Relationships — conversation	H3.4
5	3	Youth and social issues — news report	H3.2
6	1	Health and leisure — conversation	H3.4
7	5	Communication — interview	H3.5
8	5	Youth and social issues — conversation	H3.6

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Lifestyle in Italy and abroad — article	H3.1
9 (b)	2	Lifestyle in Italy and abroad — article	H3.1
9 (c)	2	Lifestyle in Italy and abroad — article	H3.5
9 (d)	4	Lifestyle in Italy and abroad — article	H3.6
10 (a)	3	Arts and entertainment — forum	H3.3
10 (b)	3	Arts and entertainment — forum	H3.6
10 (c)	4	Arts and entertainment — forum	H3.5
10 (d)	5	Arts and entertainment — forum	H3.5

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
11	15	Email — lifestyle in Italy and abroad — email	H2.1, H2.2, H2.3

Section III — Writing in Italian

Question	Marks	Content	Syllabus outcomes
12	5	Relationships — email	H2.1, H2.2, H2.3
13 (a)	10	Education and future aspirations — letter	H2.1, H2.2, H2.3
13 (b)	10	Health and leisure — letter	H2.1, H2.2, H2.3