



# **ITALIAN: SECOND LANGUAGE**

## **ATAR course examination 2020**

### **Written marking key**

Marking keys are an explicit statement about what the examining panel expect of candidates when they respond to particular examination items. They help ensure a consistent interpretation of the criteria that guide the awarding of marks.

**Section One**  
**Response: Listening**

**30% (30 Marks)**

**Text 1: *Giornata Mondiale contro la droga***

Listen to this advertisement and answer Questions 1 to 3.

**Question 1** **(3 marks)**

Complete the table below about the United Nations event.

Description		Marks
Name	(the United Nations) International/World Day against drugs	1
Date	26 June	1
Aim	to create a <b>drug free/free from drugs</b> international community	1
<b>Total</b>		<b>3</b>

**Question 2** **(3 marks)**

Complete the following statements.

- (a) The *Contro la droga, Viva la Vita* campaign in Italy is organised by (1 mark)

Description		Marks
	volunteer associations/associations of volunteers	1
<b>Total</b>		<b>1</b>

- (b) The purpose of the campaign is to (2 marks)

Description		Marks
	Inform/educate youth/young people	1
	about the harmful effects/danger/seriousness of taking drugs/drug use	1
<b>Total</b>		<b>2</b>

**Question 3** **(4 marks)**

What are the requirements to enter the *Contro la droga, Viva la Vita* competition?

Description		Marks
	create a video	1
	that promotes healthy ways of living/lifestyle	1
	Publish/post/share it on (own) social media networks	1
	Using/with the campaign's hashtags <b>or</b> hashtag the campaign	1
<b>Total</b>		<b>4</b>

**Text 2: Grandi marchi per il clima**

Listen to this announcement and answer Questions 4 to 6.

**Question 4****(2 marks)**

Complete the following statement.

Thirty important fashion houses have reached an agreement to

Description	Marks
reduce the environmental impact of	1
their activities/production	1
<b>Total</b>	<b>2</b>

**Question 5****(2 marks)**

List **two** reasons why the fashion industry is considered to be one of the most polluting industries in the world.

Description	Marks
Any <b>two</b> of the following:	
it uses pesticides to produce cotton	1–2
it uses chemical products to dye fabrics/clothes/material	
it is responsible for 10% of the world's (carbon/CO <sub>2</sub> ) emissions.	
<b>Total</b>	<b>2</b>

**Question 6****(4 marks)**

Complete the following statements.

- (a) According to Pierre Cannel of WWF France, companies that sign up to this agreement should commit to (2 marks)

Description	Marks
change their production model <b>or</b> the way they make their products	1
change the characteristics/makeup/qualities of their products/clothing	1
<b>Total</b>	<b>2</b>

- (b) They should aspire to produce clothing that (2 marks)

Description	Marks
does not emit (micro) plastics when washed	1
is produced/made in a sustainable way/manner	1
<b>Total</b>	<b>2</b>

**Text 3: Cinque cose che ho imparato dagli italiani**

Listen to this radio interview and answer Questions 7 to 11.

**Part (i)****Question 7****(2 marks)**

Complete the following sentence.

Description		Marks
Sophie has just	returned/come back to Perth	1
after	a study experience in Italy/studying in Italy	1
<b>Total</b>		<b>2</b>

**Question 8****(4 marks)**

Tick (✓) **four** changes that Sophie has introduced to her life, following the example of the Italians.

Description		Marks
Statement		
	✓	
eat in a different way	✓	1
savour food leisurely	✓	1
cook different dishes		
spend time with family outdoors		
appreciate family	✓	1
go out with family		
spend time with other people	✓	1
<b>Total</b>		<b>4</b>

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

Rule number two applies to sweets. What is the suggestion provided in the text?

Description		Marks
to allow yourself a sweet every now and again		1
but without overindulging/exaggerating/overdoing it		1
<b>Total</b>		<b>2</b>

## Part (ii)

## Question 10

(2 marks)

- (a) According to Sophie, what is the benefit of having meals together with family? (1 mark)

Description	Marks
it helps families stay united/connected	1
<b>Total</b>	<b>1</b>

- (b) Why does the interviewer think that having meals together is difficult to replicate in Australia? (1 mark)

Description	Marks
distances can be enormous/huge <b>or</b> people don't live close by	1
<b>Total</b>	<b>1</b>

## Question 11

(2 marks)

What is the last rule and, according to Sophie, what is its impact on Italians?

Description	Marks
dedicate time to social life <b>or</b> spend time socialising	1
improves/helps wellbeing (of Italians)	1
<b>Total</b>	<b>2</b>

## Section Two

Response: Viewing and reading

30% (31 Marks)

Text 4: *Il dilemma della scelta universitaria*

## Question 12

(2 marks)

Complete the following sentence.

Description		Marks
The <i>maturità</i> can cause sadness because it	represents the end of a chapter/phase of life	1
but at the same time it	signals/marks the beginning of a new and exciting chapter/phase.	1
<b>Total</b>		<b>2</b>

## Question 13

(1 mark)

Tick (✓) the correct statement regarding the purpose of the letter.

Description		Marks
Statement		
The teacher is writing the letter because she wants to know about the choices the students will make in the immediate future.	✓	
The teacher is writing the letter to provide information that might help students make choices for their future.	✓	1
The teacher is writing the letter because she is worried about her students' mental health and anxiety.		
<b>Total</b>		<b>1</b>

## Question 14

(4 marks)

- (a) What has influenced many students' decisions to enrol in the faculties of Economics, Medicine and Engineering? (2 marks)

Description	Marks
their interpretation/perception of signals/signs from the work/job market	2
signals/signs from the work/job market	1
<b>Total</b>	<b>2</b>

- (b) What are **two** job outcomes for students who graduate from these faculties? (2 marks)

Description	Marks
enter the work/job market earlier	1
earn/make more (than average)	1
<b>Total</b>	<b>2</b>

## Question 15

(2 marks)

What might be the outcome if students pursue their passions regardless of the job market in Italy?

Description	Marks
(they might) find employment/work overseas/in another country	1
(they might) find pathways they had not imagined/find new unimagined avenues	1
<b>Total</b>	<b>2</b>

**Text 5: Viva la famiglia e viva i nonni!****Question 16****(2 marks)**

According to Francesco, what is remarkable about the vast majority of elderly Italians?

Description	Marks
they live their age well/they live well for their age	1
they have a high level of satisfaction with their lifestyle/are very satisfied with their lifestyle	1
<b>Total</b>	<b>2</b>

**Question 17****(7 marks)**

- (a) According to the survey *I senior di oggi in Europa*, Italian seniors support their families financially. Identify **four** other ways in which they are involved in the lives of their families. (4 marks)

Description	Marks
Any <b>four</b> of the following:	
give advice to or advise children (and grandchildren) look after their grandchildren help with/do housework/chores host relatives or have relatives to stay during the holidays organise family gatherings/reunions	1–4
<b>Total</b>	<b>4</b>

- (b) According to the survey, what **three** things make Italian grandparents feel useful and satisfied? (3 marks)

Description	Marks
independence/autonomy in their daily life	1
requests for help from their (close) family	1
the opportunity to do favours for relatives and friends	1
<b>Total</b>	<b>3</b>

**Question 18****(2 marks)**

In summing up, how does Francesco describe Italian grandparents?

Description	Marks
they are pillars of strength/the columns that support/hold up	1
the social and economic fabric of Italy (our country)	1
<b>Total</b>	<b>2</b>



**Text 6: I migliori marchi del Made in Italy****Question 19****(3 marks)**

According to BrandZ, which sectors are included in the list of the top performing brands?

Description	Marks
fashion	1
food	1
telecommunications	1
<b>Total</b>	<b>3</b>

**Question 20****(5 marks)**

- (a) How does an international presence make these brands successful? **(2 marks)**

Description	Marks
they can reach more consumers (and)	1
manage the risks better/better manage the risks	1
<b>Total</b>	<b>2</b>

- (b) Explain another key element of the success of the *Made in Italy* brand. **(3 marks)**

Description	Marks
(Italian) culture/cultural heritage representing authenticity <b>and</b> a quality way of life	3
(Italian) culture/cultural heritage representing authenticity <b>or</b> a quality way of life	2
(Italian) culture/cultural heritage	1
<b>Total</b>	<b>3</b>

**Question 21****(3 marks)**

What does the article say about growth and innovation?

Description	Marks
the principle factor of growth is the ability to innovate	1
<b>Subtotal</b>	<b>1</b>
businesses/organisations that keep pace with change <b>or</b> anticipate new trends	1
(on average) see their value increase/grow (by 17%)	1
<b>Subtotal</b>	<b>2</b>
<b>Total</b>	<b>3</b>

## Section Three: Written communication

40% (40 Marks)

## Part A: Stimulus response

20% (20 Marks)

## Question 22

(20 marks)

In your Italian class you have read this post on a blog that deals with youth issues. In order to get a further insight about the situation in Italy, you interview the exchange student at your school. Referring to the information in the blog, write the script of your interview in which:

- you explain how peer pressure can lead to irresponsible behaviour
- the exchange student describes an experience where, in spite of peer pressure, they made the right choice.

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 a script in which: <ul style="list-style-type: none"> <li>• they explain how peer pressure can lead to irresponsible behaviour (2)</li> <li>• the exchange student describes an experience where, in spite of peer pressure, they made the right choice (2)</li> <li>• they include a range of relevant details; elaborate effectively. (2)</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 interview (e.g. beginning with an exchange of opening salutations, followed by a question or statement, and then a two-way sustained interaction), including informal register.	3
Sequences information to some extent. Uses most of the key conventions of an interview.	2
Limited organisation of information impedes the flow and understanding. Uses few of the key conventions of an interview.	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>20</b>

## Question 23

(20 marks)

You came across this post on an Italian blog that deals with youth problems. Add your comment to the blog, focusing on how peer pressure can influence young people's behaviour. Referring to the information in the blog, in your comment:

- explain how peer pressure can lead to irresponsible behaviour
- suggest to young Italian people how they could reduce the influence of peer pressure and make their own decisions.

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 a comment to the blog in which they: <ul style="list-style-type: none"> <li>• explain how peer pressure can lead to irresponsible behaviour (2)</li> <li>• suggest to young Italian people how they could reduce the influence of peer pressure and make their own decisions (2)</li> <li>• include a range of relevant details; elaborate effectively. (2)</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 a blog comment (e.g. opening and closing, appropriate language to describe and persuade), 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 blog comment.	2
Limited organisation of information impedes the flow and understanding. Uses few of the key conventions of a blog comment.	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>20</b>

## Part B: Extended response

20% (20 Marks)

## Question 24

(20 marks)

The final examinations are finally over. What a year! ... what next? You are experiencing mixed emotions as new doors are about to open. Write a diary entry in which you:

- consider the plans, ambitions and challenges that you will face in the new phase of your life
- explain what you should do to fulfil your ambitions and overcome challenges successfully.

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 a diary entry in which they: <ul style="list-style-type: none"> <li>• consider the plans, ambitions and challenges that they will face in the new phase of their life (2)</li> <li>• explain what they should do to fulfil their ambitions and overcome challenges successfully (2)</li> <li>• use effective and relevant details to elaborate. (2)</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 a diary entry (e.g. salutation and ending, description of content, sense of time and sequence), including informal register.	3
Sequences information to some extent. Uses most of the key conventions of a diary entry.	2
Limited organisation of information impedes the flow and understanding. Uses few of the key conventions of a diary entry.	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>20</b>

## Question 25

(20 marks)

'The planet is not well! Climate change is real' is the theme of the next Youth Forum. Write a speech to present at the Forum in which you address this global issue. In your speech:

- highlight examples of the impact of climate change on the environment
- suggest what young people could do to address this global issue.

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 a speech in which they:	
• highlight examples of the impact of climate change on the environment	(2) 6
• suggest what young people could do to address this issue	(2)
• use effective and relevant details to elaborate.	(2)
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 a speech (e.g. salutation, description of content, language features to inform, to persuade, ending) 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 speech.	2
Limited organisation of information impedes the flow and understanding. Uses few of the key conventions of a speech.	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>20</b>



## Question 26

(20 marks)

You are planning a gap year in Italy and you want to be prepared for the Italian way of life. You write an email to a friend in which you clarify your understanding. In your email:

- speak about aspects you are most looking forward to
- seek information about other Italian habits that you have heard about.

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>• speak about aspects they are most looking forward to (2)</li> <li>• seek information about other Italian habits that they have heard about (2)</li> <li>• use effective and relevant details to elaborate. (2)</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 27

(20 marks)

On the occasion of a competition held during 'The Italian language week', you have been invited to write an article on the contributions of Italians to the world. In your article:

- include some examples of the most important Italian contributions
- explain why they are still relevant in the world.

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:	
• include some examples of the most important Italian contributions	(2)
• explain why they are still relevant in the world	(2)
• use effective and relevant details to elaborate.	(2)
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 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>

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that it is not changed and that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons [Attribution 4.0 International \(CC BY\)](https://creativecommons.org/licenses/by/4.0/) licence.

An *Acknowledgements variation* document is available on the Authority website.

*Published by the School Curriculum and Standards Authority of Western Australia  
303 Sevenoaks Street  
CANNINGTON WA 6107*