ITALIAN: SECOND LANGUAGE

ATAR course examination 2021

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% (28 Marks)**

Text 1: *La missione della prof tra i ghiacci*

Part (i)

Question 1   **(4 marks)**

(a)   What is Rita Puccini's profession?   (2 marks)

Description	Marks
a secondary/high school teacher (in Rome)	1
she teaches physics	1
Total	2

(b)   What is her book about?   (1 mark)

Description	Marks
her mission/trip/extraordinary experience to the South Pole	1
Total	1

(c)   Why should adults read her book?   (1 mark)

Description	Marks
because they (often) are not interested in the climate change issue/do not take the climate issue/emergency seriously	1
Total	1

Question 2   **(2 marks)**

A memorable event for Rita was seeing the snow turn red suddenly. What caused this?

Description	Marks
a rise in temperature (even by one degree) causes a seaweed to grow/increase	2
a rise in temperature/a seaweed that grows/increases	1
Total	2

Part (ii)

Question 3   **(2 marks)**

Why is the red a problem?

Description	Marks
it causes the temperature to rise and melts the ice/snow	2
it causes the temperature to rise/it melts the ice/snow	1
Total	2

Question 4 **(4 marks)**

(a) According to Rita, what is the concept that students struggle to understand? (2 marks)

Description	Marks
how the melting of the ice/snow (at the Poles) can impact their lives	2
the impact of the melting ice/snow	1
Total	2

(b) What is it that is difficult for a teacher to explain? (2 marks)

Description	Marks
how climate is a complex system	1
an event which happens at the Poles can cause meteorological events elsewhere	1
Total	2

Text 2: *La settimana della cucina italiana nel mondo*

Question 5 **(2 marks)**

Complete the following sentence:
The main objective of the Sixth Week of Italian Cuisine in the World is …

Description	Marks
to promote the quality of Italian cuisine and Italian food products	2
to promote the quality of Italian cuisine/to promote Italian food products	1
Total	2

Question 6 **(1 mark)**

Who is Pellegrino Artusi?

Description	Marks
The author of the **first** guide/book/handbook on Italian food/cuisine/cooking	1
Total	1

Question 7 **(4 marks)**

Explain **two** ways in which someone in Perth could sample Italian regional food as part of this year's events.

Description	Marks
go to the Fremantle Italian Club (on Thursday 25 November)	1
(to) attend the food market	1
Subtotal	2
go to one of the Italian restaurants offering Italian regional specialities	2
go to one of the Italian restaurants	1
Subtotal	2
Total	4

Text 3: *Sigarette e adolescenti*

Question 8 (2 marks)

Complete the following sentence.
The World Health Organization has published a report about …

Description	Marks
the risks of smoking for the youngest (of) people/very young	2
the risks of smoking for young people	1
Total	2

Question 9 (3 marks)

Tick (✓) the **three** correct statements regarding smoking trends in Italy.

Description		Marks
Statement	Tick (✓)	
Italy ranks fourth in the world for the percentage of fifteen-year-olds who have smoked cigarettes once in their lifetime	✓	1
Italy ranks second in the world for the percentage of fifteen-year-olds who smoke regularly		
Italy ranks second in the world for the percentage of fifteen-year-olds who have smoked cigarettes once in their lifetime		
One in three Italian adolescents is a regular smoker	✓	1
Italian girls are more likely to be regular smokers than Italian boys	✓	1
One in three smokers in Italy is a girl		
Total		3

Question 10 (2 marks)

What is the aim of the campaign that will be launched on the Smoke-Free Day on the 31st May?

Description	Marks
to show/teach young people how to protect/defend themselves against the (commercial) tactics/marketing strategies used by cigarette producers/companies	2
to show/teach young people how to defend/protect themselves against cigarette producers/companies	1
Total	2

Question 11 (2 marks)

Why does the tobacco industry invest so much money in attracting young people to smoke?

Description	Marks
to replace the eight million people who die from smoking/that smoking kills every year	2
to replace the people who die from smoking/that smoking kills every year	1
Total	2

Section Two
Response: Viewing and reading   **30% (29 marks)**

Text 4: *Il sogno australiano: l'esperienza di Giulia*

Question 12   **(3 marks)**

List **three** skills Giulia learned while she was studying the Certificate III at school.

Description	Marks
how to use (designer) tools/instruments	1
how to use (basic) programs	1
how to draw (from life)	1
Total	**3**

Question 13   **(2 marks)**

Why does Giulia want to go to university eventually?

Description	Marks
because it will give/offer her an extra advantage professionally/when looking for work	2
because it will give/offer her an extra advantage	1
Total	**2**

Question 14   **(4 marks)**

(a)   What is Design Twins?   (2 marks)

Description	Marks
an artisan workshop/studio/factory/shop/boutique that produces cement vases	2
an artisan workshop/studio/factory/shop/boutique	1
Total	**2**

(b)   Why does Giulia value her work experience at Design Twins?   (2 marks)

Description	Marks
because she is able to work/deal in person with professionals (in the field) which she finds very stimulating	2
because she is able to work/deal in person with professionals (in the field)	1
Total	**2**

Text 5: *L'eccellenza italiana è al cuore di rapporti commerciali con l'Australia*

Question 15   **(2 marks)**

(a)   Who is Greg French?   (1 mark)

Description	Marks
the Australian Ambassador to/in Italy	1
Total	1

(b)   Why is he grateful?   (1 mark)

Description	Marks
for the opportunity to enjoy/experience art, history and culture in Italy	1
Total	1

Question 16   **(2 marks)**

What data does Greg French quote to support his statement that Italy and Australia have a strong economic partnership?

Description	Marks
in 2018 and 2019 the exchange of goods and service between the two countries/Italy and Australia exceeded 11 billion dollars	2
the exchange of goods and services between the two countries/Italy and Australia exceeded 11 billion dollars	1
Total	2

Question 17   **(5 marks)**

(a)   What motivates Australia to work with Italian institutions and businesses?   (1 mark)

Description	Marks
Italian excellence in science	1
Total	1

(b)   Identify **two** ways in which Italians are contributing to global projects.   (4 marks)

Description	Marks
Italian engineers and technicians are contributing to the Square Kilometre Array (SKA)/largest telescope in the world.	2
They are contributing to the Square Kilometre Array (SKA)/largest telescope in the world.	1
Subtotal	2
The National Institute of Astrophysics in Catania has designed and produced (around 800) antennas (which are installed all over the world).	2
They have designed and produced (around 800) antennas (which are installed all over the world).	1
Subtotal	2
Total	4

Question 18 **(1 mark)**

What has been the focus of projects on which Australia and Italy have collaborated?

Description	Marks
renewable energy	1
Total	1

Text 6: *Mangiare bene e mangiare insieme: i due pilastri della dieta mediterranea*

Question 19 **(2 marks)**

What do Italians give importance to when they eat?

Description	Marks
(not only) what they eat (is important)	1
but/and (also) how/when and where they eat (is also important)	1
Total	2

Question 20 **(4 marks)**

State the **four** reasons why Italians like to cook at home and gather the family around the table every day.

Description	Marks
Any **four** of:	
to share emotions and experiences	1–4
to share/experience traditions	
to pass on food values	
to educate/develop one's taste (buds)	
to develop the gastronomic/food knowledge of one's culture	
Total	4

Question 21 **(4 marks)**

(a) What are the physical benefits of the Mediterranean diet? (2 marks)

Description	Marks
it reduces the incidences of degenerative diseases	2
it reduces diseases	1
Total	2

(b) How else does the Italian way of eating impact wellbeing? (2 marks)

Description	Marks
eating together/in company/with people has day-to-day and long-term benefits on one's mood	2
eating together/in company/with people has benefits on one's mood **or** it has benefits on one's mood	1
Total	2

Section Three: Written communication   **40% (40 marks)**

Part A: Stimulus response   **20% (20 marks)**

Question 22   **(20 marks)**

Drawing inspiration from the advertisement of the Italian school of languages 'Torre di Babele', write a journal entry in which you:
- explain what motivates you to learn the Italian language and culture
- identify **two** things Italian in your life and explain why these things are important to you.

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: • explain what motivates them to learn the Italian language and culture • identify **two** things Italian in their life and explain why they are important to them • include a range of relevant details and elaborate 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
Provides content with no relevance to the question. May provide no content.	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 apply the rules of grammar and syntax.	0
Subtotal	**6**

Description	Marks
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 use vocabulary nor a range of expressions or grammatical items.	0
Subtotal	**5**
Text types – Organisation and conventions	
Sequences information cohesively and coherently. Uses all the key conventions of a journal entry (e.g. opening salutation, date, informal register)	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 organise information. Does not use the conventions of a journal entry.	0
Subtotal	**3**
Total	**20**

Question 23   **(20 marks)**

You have been invited to present a speech at the first conference of Italian students in the world. Drawing inspiration from the advertisement of the Italian school of languages 'Torre di Babele', write the script of your speech, in which you:
- explain why you, along with many other students, decided to study Italian
- describe **two** aspects of Italian culture that are an important part of your community.

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: • explain why they decided to study Italian • describe **two** aspects of Italian culture that are important parts of their community • include a range of relevant details and elaborate 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
Provides content with no relevance to the question. May provide no content.	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 apply the rules of grammar and syntax.	0
Subtotal	**6**

Description	Marks
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 use vocabulary nor a range of expressions or grammatical items.	0
Subtotal	**5**
Text types – Organisation and conventions	
Sequences information cohesively and coherently. Uses all the key conventions of a speech (e.g. opening and ending salutations, description of context, 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 organise information. Does not use the conventions of a speech.	0
Subtotal	**3**
Total	**20**

Part B: Extended response 20% (20 marks)

Question 24 (20 marks)

Imagine you have conducted research about preferences and social habits of Italians. Write a blog posting in which you present your findings. In your text:
• select the **two** most significant aspects of the Italian lifestyle and describe them in detail
• explain why they are important to Italians.

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: • select the **two** most significant aspects of Italian life-style and describe them in detail • explain why they are important to Italians • include a range of relevant details and elaborate 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
Provides content with no relevance to the question. May provide no content.	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 apply the rules of grammar and syntax.	0
Subtotal	**6**

Description	Marks
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 use vocabulary nor a range of expressions or grammatical items.	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, informal register)	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 organise information. Does not use the conventions of a blog-post.	0
Subtotal	**3**
Total	**20**

Question 25   **(20 marks)**

According to ISTAT (Italian Bureau of Statistics), Italy has the highest number of 'young people in limbo', that is, people who do not study nor work. Write an email to an Italian friend in which you address this issue and:
- explain the factors that may create this situation
- reflect on possible consequences.

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: • explain the factors/motivations that may create the situation of young people 'in limbo' • reflect on possible consequences • include a range of relevant details and elaborate 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
Provides content with no relevance to the question. May provide no content.	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 apply the rules of grammar and syntax.	0
Subtotal	**6**

Description	Marks
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 use vocabulary nor a range of expressions or grammatical items.	0
Subtotal	**5**
Text types – Organisation and conventions	
Sequences information cohesively and coherently. Uses all the key conventions of an email (e.g. opening and ending salutations, informal register, etc.)	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 organise information. Does not use the conventions of an email.	0
Subtotal	**3**
Total	**20**

Question 26 **(20 marks)**

As a journalist who is passionate about Italian design, you have been asked to write an article about this for the Italo-Australian newspaper *Il Globo*. In your article:
- provide examples of products or creations for which Italy is famous around the world
- offer reasons why these products or creations are so successful.

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: • provide examples of products or creations for which Italy is famous around the world • offer reasons why these products or creations are so successful • include a range of relevant details and elaborate 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
Provides content with no relevance to the question. May provide no content.	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 apply the rules of grammar and syntax.	0
Subtotal	**6**

Description	Marks
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 use vocabulary nor a range of expressions or grammatical items.	0
Subtotal	**5**
Text types – Organisation and conventions	
Sequences information cohesively and coherently. Uses all the key conventions of an article (e.g. title, date, formal register, etc.)	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 organise information. Does not use the conventions of an article.	0
Subtotal	**3**
Total	**20**

Question 27 **(20 marks)**

An Italian friend is sceptical about climate change and its consequences. Write the script of the dialogue you have with your friend in which you try to convince them that climate change is real. In your script:
- provide **two** examples of how climate change has affected our planet
- persuade your friend about the need for more responsible behaviour regarding the environment.

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 dialogue in which they: • provide **two** examples of how climate change has affected our planet • persuade their friend about the need for more responsible behaviour regarding the environment • include a range of relevant details and elaborate 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
Provides content with no relevance to the question. May provide no content.	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 apply the rules of grammar and syntax.	0
Subtotal	**6**

Description	Marks
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 use vocabulary nor a range of expressions or grammatical items.	0
Subtotal	**5**
Text types – Organisation and conventions	
Sequences information cohesively and coherently. Uses all the key conventions of a dialogue (e.g. salutations, informal register, etc.)	3
Sequences information to some extent. Uses most of the key conventions of a dialogue.	2
Limited organisation of information that impedes the flow and understanding. Uses few of the key conventions of a dialogue.	1
Does not organise information. Does not use the conventions of a dialogue.	0
Subtotal	**3**
Total	**20**