Italian: Extension 

Advice for students

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## About this resource

This material was previously published on HSC Online. This document was last updated on 14/06/2016. The advice provided is current as of 14/06/2016.

# Course prescriptions

The prescribed issues for 2014-2018 are:

* the resilience of the human spirit
* society and social justice
* the power of the imagination

The prescribed text is the film *Rosso Come il Cielo (Director: Cristiano Bortone), 2005, Lady Film, Roma*.

There are 8 extracts prescribed for study.

Full details of the [Italian Course Prescriptions 2014-2018](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/italian-ext-prescriptions-14-18.pdf) are on the BOSTES website.

# Advice: How to approach the oral examination

## General information

The oral examinations take place in July, August and September each year. All languages oral examinations (except for Modern Hebrew) are held on a Saturday. Specific information about your examination will be made available to you approximately three weeks before the examination date. The Languages Oral Online Examination Scheduling Function allows your teacher to schedule the time and venue for your HSC Language oral examinations. Once you have been scheduled, your teacher will be able to print a copy of your confirmation sheet from Schools Online. You should also download your confirmation sheet and relevant venue location maps through Schools Online.

It is important that you check the [Higher School Certificate Languages Oral Examination Timetable](http://www.boardofstudies.nsw.edu.au/events/) at the BOSTES website. The oral examination relates to Objective 1 in the Italian Extension Stage 6 Syllabus. It is designed to assess your knowledge and skill in using spoken Italian to present and support a point of view.

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**Objective**

The student will:
1 present and discuss opinions, ideas and points of view in Italian

**Outcomes**

The student:
1.1 discusses attitudes, opinions and ideas in Italian
1.2 formulates and justifies a written or spoken argument in Italian

## Examination specifications

The oral examination is worth 10 marks. You will choose one question from a choice of two questions. You are required to present a spoken monologue of approximately three minutes, related to the prescribed issues. The prescribed issues are listed above, [under ‘Course prescriptions’](#_Course_prescriptions).

The questions will be written in both English and Italian, for a response in Italian.

The examination is approximately 10 minutes long, which includes 7 minutes’ preparation time.

Ensure that you write your Centre Number and Student Number on the examination paper, as you will be required to hand it in at the conclusion of the oral examination.

During the preparation time, you may make brief notes in the spaces provided on the examination paper. You may refer to these notes during the examination but you must not read directly from them.

The use of dictionaries is not permitted during the oral examination.

## Criteria for judging performance

In your answers you will be assessed on how well you:

* present and support a point of view
* communicate in spoken Italian
* structure and sequence information, opinions and ideas within the time allocation
* demonstrate control of a range of language structures and vocabulary in Italian.

Responses which create a positive impression demonstrate a good understanding of the issues and present a sophisticated, coherent argument to support a point of view. These responses will:

* remain relevant to the question at all times
* reflect a depth of understanding of the issue/s involved
* be delivered with confidence, correct pronunciation and intonation, and a high level of grammatical accuracy.

A student who has well-developed speaking skills will:

* demonstrate a degree of authenticity, formulating ideas in Italian, rather than translating directly from English
* demonstrate breadth and sophistication in the use of vocabulary, expressions and sentence structures.

Note: The BOSTES has developed Italian Standards Packages (2001 and 2002), which contain detailed information on the level of achievement for each performance band, including examples of student responses. While these are not the current prescribed issues, hearing and reviewing actual student responses is an excellent way to understand how the marking criteria are put into practice. This will demonstrate the standard expected. The packages are available at the [Assessment Resource Centre](http://arc.boardofstudies.nsw.edu.au/go/hsc/std-packs/).

## Before the examination

It is important to familiarise yourself with the prescribed issues published by the BOSTES, listed above.

The oral examination is related to the prescribed issues and NOT directly to the prescribed texts. (Your knowledge of the prescribed texts will be assessed in the written examination, Section I: Response to prescribed text. It is therefore unnecessary to refer to incidents or characters from the prescribed text in the oral examination.)

The issues which have been set for study are broad and can be explored from a number of different perspectives (which are not prescribed), allowing you a degree of flexibility in the sub-topics you wish to pursue. While the prescribed issues are mandatory, the dot points listed in the [Italian Extension Higher School Certificate 2014-2018 Course Prescriptions](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/italian-ext-prescriptions-14-18.pdf) document are not. They are suggestions only and are included to give a sense of the scope of the prescribed issues.

Reading widely in Italian on the issues will introduce you to a range of material and ideas and help you build a bank of appropriate vocabulary and expressions, which are likely to have application across a number of sub-topics.

Consider, for example, the issue ‘Society and social justice’*.* You might read articles on:

* educational reform and the role of the facilitator
* the role of religion in society
* challenging injustice
* human rights
* societal attitudes towards difference
* accepting people from different cultures
* attitudes towards the disabled
* breaking down barriers
* stereotypes and their consequences
* prejudice and their effects
* racism
* discrimination
* human rights
* challenging injustice
* intolerance
* bullying.

In collecting a range of vocabulary and expressions, you might find examples which are common to a number of sub-topics and may be adapted and included in a range of responses.

The following are examples only:

* Ci sono alcuni che sostengono che...
* Difficile da credere, ma è vero che…
* I pregiudizi portano a…
* I pregiudizi contro…
* Abbattere i pregiudizi…
* Sul discorso dell’ignoranza posso solo dire che…
* In ogni classe ci sono i cosiddetti estranei…
* Queste persone si sentono sole ed escluse…

When considering your response you should remember that it is not the particular viewpoint you take which is important, but rather your ability to build a relevant and well-balanced argument and to support it logically and coherently.

You should begin with an introduction and, after providing a well-supported argument, draw your monologue to a close with a logical conclusion. You should aim to address the topic in general terms and avoid an over-dependence on personal anecdotes or lists of items. If you provide an introduction, followed by three or four main ideas, developed with supporting evidence, and finally a conclusion, you should be able to speak for approximately three minutes, as specified by the syllabus.

Remember, it is important to support the point of view you present in your response. The following advice may be helpful:

* Read widely, keep your own bank of useful vocabulary and expressions, and practise regularly to develop your ideas
* Be familiar with a few expressions which help you link your arguments and give your monologue structure. These need not be long or complex, but will help your response to flow logically
* Learn a variety of ways of expressing an opinion and avoid obvious repetition of the same structures. Remember it is the quality of your argument which is the most important factor, and over-reliance on rote-learned phrases, which are not particularly relevant, should be avoided
* Practise monologues and record yourself at home so that you are used to giving your opinion. If possible, practise monologues with other students to assist in the development of ideas and viewpoints
* Expose yourself to as much Italian as possible. Access the various forms of media available which relate to the prescribed issues, bearing in mind that some of these resources may be aimed at background speakers of Italian. However, they may assist you in gathering information and opinions to support your point(s) of view. Some sources may include:
	+ Italian magazines, e.g. *L’Espresso, Panorama*
	+ audio material and DVDs
	+ Italian news/current affairs websites including [*La Fiamma*](http://lafiamma.com.au/), [*Il Globo*](http://ilglobo.com.au/) and [*Rete Italia*](http://italianmedia.com.au/pages/tune-in)
	+ [RAI](http://www.rai.it/) (Italian radio and television
	+ Italian newspapers online, such as: [*la Repubblica*](http://www.repubblica.it/)*,* [*Corriere Della Sera*](http://www.corriere.it/)and[*La Stampa.*](http://www.lastampa.it/)
* Other sources of a more general nature can provide further opportunities for you to hear spoken Italian. These include SBS radio and television in many areas of NSW.

Wide reading in Italian is recommended to establish the habit of thinking in Italian. Your teacher could possibly suggest some other resources available to you.

## During the examination

Remember to relax. If you take a moment to think and plan your approach, without rushing to provide a response, you will be able to adapt what you know to answer a range of questions.

You will have 7 minutes for preparation time.

In deciding which question to answer, you should choose the question which allows you to use different arguments, vocabulary and structures.
You are allowed to make brief notes as memory prompts in the spaces provided on the examination paper. You may choose to do this in a variety of ways. For example:

* numbering the points in the order in which you will make them
* drawing up columns for different aspects of your argument
* using different coloured inks to indicate the “pros and cons”
* drawing a mind-map.

Remember that the examiners will have access to your notes, although these notes are not marked. You are not permitted to write out your monologue in whole sentences and then simply read this out. The brief notes you write are to be used as a guide or as a prompt only, to assist you in presenting your argument. When selecting a question, you should make sure you understand exactly what the question requires. Consider the following:

*Ci sono molti vantaggi quando si vive in una società multiculturale.*

This question does not ask for a general discussion of the multicultural nature of Australian society. It asks you to present and support an opinion on the advantages (or disadvantages, should you choose to take the opposite point of view) of living in a multicultural society. The monologue questions are given in both Italian and English to avoid any possibility of misinterpretation. The relevance of your response is very important, and responses which are vague and do not target the question are easily identifiable.

When answering the question, you should begin with an introduction, followed by a well-supported and balanced argument. In expressing a point of view, you may decide to acknowledge the other side of the argument (e.g. *Alcuni credono che ...*). Although not mandatory, this approach may assist in keeping your argument well-balanced.

You will speak for approximately three minutes. For the most up-to-date advice relating to the administration of the oral examination, visit BOSTES’s [HSC Languages oral examinations – advice to students](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/languages-oral-exam-advice-to-student.html).

A relevant conclusion is important and will complete your response. Although it may be relatively brief, a good conclusion will tie together the threads of the argument and re-affirm your viewpoint. It might even end with a question, e.g. *Ma chi può sapere cosa succederà nel futuro?* Note: A good conclusion will not simply re-state the question printed on the examination paper.

Other students may discuss their own responses with you after the examination. You should not be alarmed if they have taken a different approach in answering a question. The nature of the monologue question invites a variety of opinions and approaches. All justified interpretations, which are relevant to the question, are acceptable.

# Advice: How to approach the written examination

## Introduction

You will have two hours (including 10 minutes reading time) to complete the written examination. You will be required to complete two sections:

Section I: Response to prescribed text Part A and Part B; and

Section II: Writing in Italian.

You should consider the allocation of marks and organise your time accordingly.

Suggested approach:

1. Section I: Response to prescribed text (Part A) is worth 15 marks. Allocate 45 minutes for this section.
2. Section I: Response to prescribed text (Part B) is worth 10 marks. Allocate 30 minutes for this section.
3. Section II: Writing in Italian is worth 15 marks. Allocate 45 minutes for this section.

Make sure you allow sufficient time to:

1. plan your answers before you commence.
2. revise your work and check the quality of your responses, ensuring your intention is clear and there are no ambiguities.

To ensure that you are fully prepared for the Italian Extension examination paper, you could ask yourself the following questions:

* Do I have a thorough knowledge and understanding of the prescribed text?
* Am I able to discuss questions in English relating to the themes, characterisation, language features, style, context and issues, etc.?
* Am I able to respond personally and creatively in Italian to the prescribed text, using the required text types (a letter, diary entry, narrative account, or the script of a conversation, speech, monologue or interview)?
* Am I familiar with the three prescribed issues?
	1. The resilience of the human spirit.
	2. Society and social justice.
	3. The power of imagination.
* Have I developed the skills required to present, explain or justify opinions, ideas and points of view in Italian, by writing a short essay, article, script of a talk, formal letter or report?

Remember, you may use monolingual and bilingual print dictionaries in the written examination.

Note: The BOSTES developed Italian [Standards Packages](http://arc.boardofstudies.nsw.edu.au/go/hsc/std-packs/) in 2001 and 2002, which contain detailed information on the level of achievement for each performance band, including examples of student responses. Although the prescribed texts and issues have changed, the packages remain current and will assist you in understanding the standard expected.

## Section I: Response to prescribed text

### General examination specifications for Section I

Section I relates to Objective 2 and is designed to assess your knowledge and understanding of the prescribed texts and the relationship of the texts to the issues, as well as your ability to respond to the prescribed texts through the production of an original text.

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**Objective**

The student will:

1. evaluate, analyse and respond to text that is in Italian and that reflects the culture of Italian-speaking communities

**Outcomes**

The student:

2.1. evaluates and responds to text personally, creatively and critically

2.2. analyses how meaning is conveyed

2.3. analyses the social, political, cultural and/or literary contexts of text that is in Italian

## Section I: Part A

### Examination specifications

**Part A will be worth 15 marks.**

This part is designed to assess your ability to respond critically to the prescribed text.
You will be required to analyse and evaluate aspects of the prescribed text and demonstrate knowledge and understanding of language features, content, context, how meaning is conveyed, and the relationship between the prescribed text and issues.

You will be given a short extract from the prescribed text. There will be 4-6 questions on the text. Questions will be phrased in English, for responses in English.

### Criteria for judging performance

In your answers you will be assessed on how well you:

* respond critically to the prescribed text
* analyse how meaning is conveyed
* demonstrate an understanding of the relationship between the prescribed text and prescribed issues
* communicate information and ideas in comprehensible English.

You may be required, for example, to:

* identify and explain the plight of a character
* analyse a character
* evaluate the impact of events on one or more of the characters
* comment on a character’s ability to deal with a situation
* comment on the significance of particular linguistic features
* comment on the relationship between an aspect of the text and the prescribed issues
* analyse a character's involvement in an incident in the text
* show an understanding of the linguistic features employed by the script writer and their impact on the viewer
* comment on the style and structure of the text
* comment on a quote(s) from the text
* evaluate the significance of a character’s words and/or actions
* identify and comment on symbolism within the text
* express and support a point of view
* describe how characters deal with situations
* identify and describe a mood or atmosphere
* comment on the attitude of a character
* show an understanding of how humour is employed
* compare and contrast aspects of one or more prescribed extracts
* comment on the effectiveness of the text in delivering its message
* comment on the impact of the title
* discuss how mood, etc. is conveyed through language
* compare and/or contrast the way an issue is dealt with in the text.

### Before the examination

You should have a thorough understanding of all aspects of each extract of the prescribed text. You should familiarise yourself with the content and issues, and consider the message the film maker wishes to convey.

The following are among the questions which may assist you in gaining an insightful understanding of the prescribed text.

For example:

* How do the prescribed issues relate to the prescribed text?
* How do the language features and structure of the prescribed text help to deliver the message?
* How are the characters in each prescribed extract similar or different?
* What is the nature of the relationship between each of the characters?
* Do you feel empathy towards the characters?
* What purpose did the film maker have in producing the film? Has the message been effectively conveyed?
* What linguistic features are used by the script writer? How effective are they?
* Why has the title been chosen?
* How would you describe each of the characters?
* How do the characters react to the situations in which they find themselves?
* Is there any character development in the protagonists? Is the development (or lack of it) significant?
* Why has the film maker chosen these characters? Would the film have a different impact if the gender roles were reversed?
* If you could ask each character five questions, what would they be?
* Does the film have a climax? Is it effective?
* Are any issues left unresolved at the end of the film?
* What has been the impact on you, the viewer?
* Does the film have a moral?
* Do the characters live on for you, now that you have finished viewing the film?

### During the examination

During the 10 minutes reading time, you should familiarise yourself with the questions and estimate how much time you will need to give full responses.

Read each question carefully to ensure your answer is relevant. Be certain to establish whether the question refers to the extract, or to the prescribed text as a whole. Highlighting or underlining keywords may be useful in ensuring your response correctly targets the question.

The questions may require you to show an in-depth understanding which is more than a simple re-telling of events. Remember that each prescribed text has a message and you will need to show that you have formed an interpretation or opinion you can discuss and support.

If you are asked a question related to the use of language features you should comment on their impact, rather than simply listing them without any explanation.

Use the number of lines as a guide – this is intended to indicate to you the length of a complete response, succinctly expressed. It is important that valuable time is not wasted by repeating the question or giving responses which are longer and more involved than necessary. However, if you do need to write more than the lines allow, you can use the remaining space on the paper or ask for an additional examination booklet.

In determining the depth of your response, you should consider the number of marks allocated to the question. A question worth 5 or 6 marks is likely to require a more perceptive and insightful response, with supporting evidence from the prescribed text.

It is important to remember that this part of the examination must be answered in English. You should take time to review your answers to ensure they are unambiguous and your intention is clear.

It is not usually necessary to supply extensive quotes from the text, unless specifically required by the question. If the question asks you to comment on a quote, you should show that you have a clear understanding of its meaning, e.g. by translating or paraphrasing it, or including its meaning in your response. This will ensure your response is clear and to the point, rather than vague and general.

## Section I: Part B

### Examination specifications

**Part B will be worth 10 marks.**

This part is designed to assess your ability to respond personally and creatively in Italian to the prescribed text.

You will be given a short excerpt from the prescribed text. The excerpt will be different from the extract provided in Part A. You will be required to respond to an aspect of the prescribed text by, for example:

1. taking the role of a character in the prescribed text
2. imagining a hypothetical situation in relation to the prescribed text
3. writing a description of an event in the prescribed text from a different perspective.

You will be expected to write a letter, diary entry, narrative account or the script of a conversation, speech, monologue or interview of approximately 200 words in Italian.

The task will be phrased in English and Italian, for a response in Italian.

Remember, you may use monolingual and/or bilingual print dictionaries in the written examination.

### Criteria for judging performance

In your answer you will be assessed on how well you:

* write from a particular perspective in a specified context
* demonstrate an understanding of the prescribed text
* communicate information and ideas clearly and accurately in Italian.

A high level response will demonstrate a perceptive understanding of the prescribed text. The approach taken will demonstrate flair and creativity and will not be a simple re-telling of the story.

The response will demonstrate the ability to manipulate language authentically and creatively to meet the requirements of the task.

### Before the examination

You should:

* be familiar with the whole of the prescribed film
* familiarise yourself with the aspects of the prescribed text, the issues raised and the message the film maker wishes to convey. The response to this question requires you to demonstrate a sound understanding of the prescribed text. A response which is purely creative and does not relate to events in the extract will not fulfil all the criteria
* consider the viewpoint which could be taken by different characters in response to a variety of situations. In responding to a hypothetical situation, it is important to ensure that this remains consistent with the personalities and actions in the text
* practise writing a variety of text types. For example, a narrative account might be used to write an alternative ending to a story, a diary entry might allow for the reflections of one of the characters, the script of a talk might allow for an outsider to comment on what he/she has seen or experienced, a report may be used to present the viewpoint from an onlooker, etc.
* attempt as many practice questions as possible. This should increase your confidence and enable you to cope with any question in the examination. Thorough preparation is the key to success.

### During the examination

You should:

* read the question carefully and plan your response to ensure that you directly address the question
* remember that, although this question requires creative writing, your response must also reflect a good understanding of the story and the characters involved
* ensure that your response flows logically and does not use lengthy quotations from the original text
* write on alternate lines (this is not mandatory, but allows you to review and amend your work legibly)
* avoid the temptation to re-word the question into another question you would prefer. You must address the question as printed on the paper. This will allow you to respond personally and creatively, as long as you remain relevant to the question. It is important to avoid including slabs of pre-learned material which may not be relevant and are unlikely to fit with your level of Italian. Doing so can often result in a response which is disjointed and difficult to understand
* allow sufficient time to review what you have written. This is an important part of the writing process and enables errors to be corrected and additions to be made.

## Section II: Writing in Italian

### Purpose

Section II relates to Objective 1 and is designed primarily to assess your ability to present and support a point of view about the prescribed issues through the production of an original text in Italian.

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**Objective**

The student will:
1 present and discuss opinions, ideas and points of view in Italian

**Outcomes**

The student:
1.1 discusses attitudes, opinions and ideas in Italian
1.2 formulates and justifies a written or spoken argument in Italian

### Examination specifications

**This section will be worth 15 marks.**

You will be required to give an evaluative response, by presenting and explaining or justifying a point of view. Students will select ONE of two questions. Each question will specify an audience and/or a purpose and/or a context. The questions will be related to the **prescribed issues.**

You will be expected to write a short essay, article, script of a talk, formal letter or report of approximately 300 words in Italian.

The tasks will be phrased in English and Italian for a response in Italian. Since 2010 both tasks require the same text type.

Remember, you may use monolingual and/or bilingual print dictionaries in the Written Examination.

### Criteria for judging performance

In your answer you will be assessed on how well you:

* present and explain or justify a point of view
* write text appropriate to context and/or purpose and/or audience
* structure and sequence information, opinions and ideas
* demonstrate control of a range of language structures and vocabulary in Italian.

A high level response will present and develop a sophisticated, coherent argument, discussion or explanation, and be written effectively and perceptively for a specific audience, purpose and context. The response will demonstrate breadth and depth in the treatment of relevant ideas. It will be written with a high level of grammatical accuracy and breadth and sophistication of vocabulary and sentence structure.

**Note:** The BOSTES has developed Italian [Standards Packages](http://www.boardofstudies.nsw.edu.au/multimedia/stand_packs_index.html) (2001 and 2002), which contain detailed information on the level of achievement for each performance band, including **examples of student responses.** While these are not the current prescribed issues, hearing and reviewing actual student responses is an excellent way to understand how the marking criteria are put into practice. This will demonstrate the standard expected. The packages are available at the [Assessment Resource Centre](http://arc.boardofstudies.nsw.edu.au/go/hsc/std-packs/).

### Before the examination

You should familiarise yourself with the prescribed issues. Reading widely on various aspects of the prescribed issues will assist you to increase your range of vocabulary and develop the skills required to present your views. There are many items of interest in current magazines and newspapers which relate to the prescribed issues. The internet will also provide access to a wide range of up-to-date information and vocabulary.

You are required to produce an original text in Italian of approximately 300 words. Your response will present and explain or justify a point of view and should begin with an introduction, followed by the body of the text, where the argument is developed, and end with a logical conclusion.

In preparing for the examination, you should attempt as many practice questions as possible, covering a wide range of topics. This will increase your confidence and enable you to cope with any question in the examination. Thorough preparation is the key to success and there is much you can do to ensure you are able to deal with any question.

Creating your own list of vocabulary and expressions will help give your writing structure and flow. A good command of grammatical structures will underpin a good response, ensuring your ideas are well communicated. Some expressions you may find useful have been provided at the end of this document. Further examples can be found in a number of dictionaries.

You should aim to think in Italian to ensure your writing is as authentic as possible. A translation from English may be disjointed in Italian and is unlikely to create a very positive impression. On the other hand, the variety of language and expressions you use will reflect the breadth and depth of your knowledge and indicate your facility with the language.

It is important to be guided by your teacher's comments and advice when your practice essays are marked.

### During the examination

You should:

1. read the two questions carefully and then choose the question which allows you the most scope.
2. avoid any temptation to take the question and re-model it into another question you prefer. You must address the question as printed on the paper.
3. reflect on the topic you have chosen. Make a plan, even if sketchy, to ensure you keep your answer focused and relevant to the question.
4. remain ‘cool’ and unflustered if faced with a topic you have not anticipated. Remember that the questions will be based on the issues you have studied and that, with calm thought, a clear head and planning, you will be able to respond to any question.
5. keep your arguments logical and to the point. Do not be tempted to write more complicated Italian than your skills allow. This will not promote good communication and is likely to create a poor impression.
6. know your capabilities. Do not include large slabs of pre-learned, complicated Italian which do not address the question or fit with your own level of language. If you do this, your answer is likely to be disjointed and difficult to understand.
7. keep your answer relevant. An answer which directly addresses the question will be more impressive.
8. stay calm and don’t change the plan of approach you have practised throughout the year. Thorough preparation is the key to success and will hold you in good stead on the day.
9. allow sufficient time to review what you have written. Read over your work and check your spelling, language and structures. Reflect critically on what you have written and ask yourself if it makes sense. This is an important part of the writing process and enables errors to be corrected and additions to be made.

### Some expressions you may find useful

#### Introductory remarks:

e.g.

* Innanzi tutto vorrei dire...
* Innanzi tutto vorrei spiegare ciòche capisco…
* Secondo me…
* Si sa che…
* Quasi ogni giorno...
* Secondo alcuni… mentre altri…
* Ci sono degli esempi...
* Viene spesso detto che/si dice spesso che...
* Alcuni sostengono che...

#### Presenting an opinion:

e.g.

* Sono convinto/a che...
* Secondo me/a mio parere...
* Mi sembra che…
* Dal mio punto di vista…
* Concordo...
* Temo che...
* Posso ben immaginare che…
* Ho l’impressione che...
* Sono sicuro/a che/sono convinto/a che...
* Dobbiamo spesso affrontare questo problema…

#### Developing an argument:

e.g.

* Bisogna chiarire…
* Entrambi…
* Da un lato… dall’altro lato…
* Sia…sia/O…o
* La cosa più interessante è...
* Secondo le statistiche...
* Si parla di...
* È vero che…
* Rimane una possibilità...
* Non si può discutere…
* Ciò nonostante è certo che…
* Potrebbe essere…
* Fino ad un certo punto...
* Tutto sommato, in generale...
* Vedendo il lato positivo/negativo...
* È difficile dire se…
* Il fatto è che…
* Resta il dubbio che…
* È impossibile che…

#### Drawing a conclusion:

e.g.

* Tutto sommato, in generale...
* In ogni caso/modo...
* Non c’è dubbio che…
* In fin dei conti…
* È ovvio che…
* Per finire vorrei dire che…
* In conclusione vorrei dire che...
* Tutto sommato, si potrebbe dire che…

# Sample writing activities

Write approximately 300 words in Italian.

In your answer you will be assessed on how well you:

* present and explain or justify a point of view
* write text appropriate to context and/or purpose and/or audience
* structure and sequence information, opinions and ideas
* demonstrate control of a range of language structures and vocabulary in Italian.

## Prescribed issue: The resilience of the human spirit

1. *Scrivi un articolo per una rivista giovanile commentando quanto sia importante avere la capacità di affrontare i cambiamenti nella vita.*

Write an article for a young people’s magazine on the importance of the ability to cope in all aspects of life.

## Prescribed issue: Society and social justice

1. *Scrivi un articolo per una rivista giovanile commentando questa domanda: “Perché le leggi dovrebbero riflettere l’importanza della giustizia sociale?”*

Write an article for a young people’s magazine commenting on this question: “Why should laws reflect an understanding of the concept of social justice?”

1. Scrivi il testo di un discorso che sarà presentato ad un convegno sull’anti-discriminazione dove si spiega che la discriminazione verso alcuni gruppi della nostra società è il risultato del sensazionalismo dei mass media.

Write the text of a speech you will present at a conference on anti-discrimination. Outlining how the media’s use of sensationalism can result in discrimination against certain groups in our society.

## Prescribed issue: The power of the imagination

1. Scrivi un articolo per una rivista giovanile sul tema: “Le aspettative della società non ci permettono di esprimere la nostra creatività.”

Write an article for a young people’s magazine on the topic: “Societal expectations hinder one’s capacity to be creative.”

1. Scrivi un articolo per una rivista giovanile online in cui discuti l’affermazione: “La religione non ha nessun ruolo nella società moderna.”

Write an article for an online young people’s magazine in which you discuss the statement “Religion has no role in today’s society.”

# Sample monologues

You are to speak for approximately three minutes on each question. In your answers you will be assessed on how well you:

* present and support a point of view
* communicate in spoken Italian
* structure and sequence information, opinions and ideas within the time allocation
* demonstrate control of a range of language structures and vocabulary in Italian.

## Prescribed issue: The resilience of the human spirit

1. *Nella vita incontriamo tutti molte difficoltà ma siamo capaci ad adattarci a qualsiasi cosa.*

In life we come across many difficult situations but we are capable of getting used to anything.

1. *Un atteggiamento positivo serve ad affrontare le difficoltà della vita.*

A positive outlook helps in coping with life’s difficulties.

1. *Essere forti significa avere la capacità di affrontare i propri problemi e l’intelligenza di risolverli. Cosa ne pensi?*

Being resilient means having the strength to cope with our own problems and the intelligence to resolve them. What do you think?

1. *La famiglia offre un tipo di sostegno che nessun’altro è in grado di offrire. Sei d’accordo?*

The family provides the type of support no one else can provide. Do you agree?

## Prescribed issue: Society and social justice

1. *La scuola dovrebbe essere riconoscibile come ‘spazio educativo’ di tutti e per tutti. Cosa ne pensi?*

Schools should offer a learning environment inclusive of all. Comment.

1. *Il rispetto per la diversità degli esseri umani è alla base della giustizia sociale. Sei d’accordo?*

Respect for the differences in others is the basis of all social justice. Do you agree?

1. *L’atteggiamento della nostra società verso le persone diversamente abili è cambiato. Sei d’accordo?*

Society’s attitudes towards people with disabilities have changed. Do you agree?

1. *La libertà di essere un individuo e di avere un opinione personale sta diminuendo in tutto il mondo. Discutine.*

The freedom to be an individual and to have a personal opinion is decreasing across the world. Discuss.

## Prescribed issue: Power of imagination

1. *I giochi e le fiabe sono strumenti efficaci attraverso i quali s’impara. Sei d’accordo?*

Games and fairy tales are powerful tools for learning. Do you agree?

1. *I film hanno il potere di liberare la nostra fantasia. Discutine.*

Film has the power to unlock the audience’s imagination. Discuss.

1. *I giovani non inseguono i loro sogni perchè hanno paura di non riuscire a realizzarli. Cosa ne pensi?*

Fear of not being able to realise their dreams prevents young people from following them. What do you think?

1. *I bambini hanno bisogno di esplorare i valori della vita attraverso le fiabe. Discutine.*

Children need to explore the values of life through fairy tales. Discuss.

# Related texts

## The resilience of the human spirit: Related text 1

Song: ***Che fantastica storia è la vita****,* Antonello Venditti

Read the [text of the song](http://www.angolotesti.it/A/testi_canzoni_antonello_venditti_1512/testo_canzone_che_fantastica_storia_e_la_vita_392394.html) on the following website and answer the questions below in English.

### Useful words and expressions

*cantautore* -singer songwriter

*sfidare* -to challenge

*la salita* -the climb (figurative meaning: challenge/struggle)

*il concorso* -an exam to be in the running for government positions

*lo scoglio* -the rock (emerging from the sea)

### Questions

1. How did Antonio challenge his destiny?
2. Explain Laura’s situation in life.
3. Who is Aicha?
4. Compare the way in which the 4 people in this song cope with their challenges.

### Writing activity

*Nella canzone* Che fantastica storia è la vita*, Venditti parla di individui che affrontano le avversità della vita. Scrivi una lettera ad un amico/un’amica italiano/a in cui discuti questa canzone e gli/le dai dei consigli su come superare un periodo difficile che sta attraversando. Scrivi 300 parole in italiano.*

In the song *Che fantastica storia è la vita*, Venditti sings about individuals coping with adversity*.* Write a letter to an Italian friend discussing this song and also giving him/her some advice about how to cope with a difficult period he/she is going through. Write approximately 300 words in Italian.

## The resilience of the human spirit: Related text 2

Read the article [Bocelli, il ragazzo di Volterra che ha “imparato dal silenzio”](http://www.repubblica.it/2008/11/sezioni/persone/andrea-bocelli/andrea-bocelli/andrea-bocelli.html)from la repubblica.itand answer the questions in English.

### Useful words and expressions

* *la parola-chiave* - keyword
* *il paradosso* - paradox
* *uno scaltro prodotto di mercato* - a cunningly marketed product
* *il tipico divo narcisistico e nevrotico* - the typical narcissistic and neurotic star
* *essere in vetta alle classifiche internazionali* - to be at the top of the international charts
* *dare una gioia incontenibile* - to bring an uncontrollable joy
* *avere una forte crisi esistenziale* - to experience a serious personal crisis
* *mettere in atto strategie d’immagine* - to put into act strategies to promote one’s image
* *scansare l’argomento* - to avoid (discussing) a topic
* *tante persone vedono tutto senza in realtà vedere nulla* - many people see everything but in reality see nothing
* *un autodidatta* – a person who is self-educated
* *dotato/a di*… - equipped with…. (personal quality)
* *maturare una distanza dalle cose materiali* - to develop an indifference to material goods
* *non fare fatica a…* - it’s no effort to…

### Questions

1. How is Bocelli’s autobiography described?
2. Why did Bocelli call the location of his yearly concert “*il Teatro del silenzio”?*
3. Explain Bocelli’s relationship with silence.
4. Justify the initial impression of Bocelli by the author of the article.
5. What is Bocelli’s relationship with religion?
6. How does Bocelli feel about his childhood experiences?
7. What led Bocelli to name his first-born Amos?
8. Summarise Bocelli’s rise to stardom.
9. Explain what Bocelli means by *”Quel che conta è trasmettere valori eterni”.*
10. How does Bocelli regard himself at 50?

### Writing activity

Dopo aver letto l’articolo **Bocelli, il ragazzo di Volterra che ha “imparato dal silenzio”**, scrivi a tua volta un articolo da includere nel nella sezione in lingua italiana del giornalino di lingue della tua scuola. Nel tuo articolo commenti ciò che hai letto e rifletti in particolare sulla frase “tante persone vedono tutto senza in realtà vedere nulla”. Scrivi 300 parole in italiano.

Having read the article ***Bocelli, il ragazzo di Volterra che ha “imparato dal silenzio****,* write your own article for the Italian section of your school’s languages magazine. In your article comment on what you have read and reflect on the phrase “Many people see everything but in reality see nothing” in particular. Write approximately 300 words in Italian.

## Society and social justice: Related text

Read the text [***Domande e risposte sul tema del bullismo***](https://it.answers.yahoo.com/question/index?qid=20070327063132AAr0hfp) entry on the Yahoo Answers below and then answer the questions that follow in **English**:

### Useful expressions

Table : SMS abbreviations (dizionario delle abbreviazioni)

| Abbreviation | Word |
| --- | --- |
| Ke | che |
| tnt | tanto |
| x | per |
| Racc= | raccomando |
| sn | sono |
| skerzi | scherzi |
| sti | questi |
| daxtt | dappertutto |
| kose | cose |
| + | più |
| nn | non |
| anke | anch |
| sl | solo |
| qst | questo |
| cmq | comunque |

### Questions

1. In the first blog entry, when did the teenager begin to be bullied?
2. Describe the ways in which the teenager was bullied.
3. What is the initial reaction of the first writer, Franco Rossi, in response to the teenager’s question?
4. What is the advice given by Franco Rossi?
5. Which of the options suggested by Alessia C would you choose? Explain your choice.
6. What is Mary’s assessment of the situation in which the teenager finds himself and how can he overcome his problems?

### Writing activity

*Hai letto questi blog sul sito Yahoo. Scrivi il testo di una conversazione in cui discuti il tema del bullismo con uno studente di scambio italiano*.

You have read the blog on the Yahoo website. Write the text of a conversation in which you discuss the issue of bullying with an Italian exchange student.

## The power of the imagination: Related text 1

Read the text [***Perché è importante raccontare le fiabe***](http://www.cheforte.it/perche-e-importante-raccontare-le-fiabe/) by Monica Fusco, psychologist and then answer the questions in English.

### Useful words and expressions

* *fin dalla più tenera età* - from a very young age
* *il tradimento* - betrayal
* *in forma attenuate* - in a watered-down manner
* *la pensabilità* - the ability to think
* *vissuti* - real life experiences
* *dirottare (dirottandoli)* - to re-direct/change the course (re-directing them)
* *dare forma* - to give shape to
* *accrescere* - to enhance/enrich
* *nonostante* - despite
* *il percorso* - the journey
* *l’eroe protagonista* - the hero of the fable
* *irto di pericoli e di prove da superare* - fraught with danger and challenges to overcome
* *il lieto fine* - happy ending
* *ad essere trasmesso* - what comes across
* *il cammino della vita* - life’s path
* *traballare* - to unsettle
* *attingere* - to draw from
* *le piccole grandi sfide quotidiane* - small or big daily challenges
* *nutrimento per la mente* - nourishment of the mind/imagination
* *ha luogo nell’incontro intimo e caldo tra genitore e figlio* - takes place during the warm and intimate time parent and child spend together

### Questions

1. Explain how fables contribute to a child’s development.
2. What messages can be taken from fables?
3. How do the messages in fables give a child the opportunity to use his/her imagination?
4. Explain what is meant by “*Un sì quindi alla fiaba*”

### Writing activity

*Scrivi il testo della conversazione tra te e il/la tua insegnante d’italiano discutendo l’articolo ‘Perché è importante raccontare le fiabe’. Scrivi circa 300 parole in italiano.*

Write the text of a conversation with your teacher in which you discuss the article ‘Why it’s important to tell fairy tales to children?’. Write approximately 300 words in Italian.

# HSC-style tasks

## Part A-style question (15 marks)

You will be assessed on how well you:

* respond critically to the prescribed text
* analyse how meaning is conveyed
* demonstrate an understanding of the relationship between the prescribed text and prescribed issues
* communicate information and ideas in comprehensible English.

### Extract 4

Answer the following questions in English.

1. What does the bicycle represent? (3 marks)
2. Explain the significance of the protest rally in the context of this scene. (3 marks)
3. How is Francesca’s mother portrayed? (4 marks)
4. Discuss the various perceptions of the *Direttore*, as portrayed in this extract and at least one other. (5 marks)

## Sample answers and marking criteria

### Question 1

Outcomes assessed: 2.1, 2.2

**Marking criteria**

1. Demonstrates a comprehensive understanding of what the bicycle represents. (3 marks)
2. Demonstrates a good understanding of what the bicycle represents. (2 marks)
3. Provides some relevant information. (1 mark)

Your answer may include:

*From the point of view of both Mirco and Francesca, the bicycle represents the desire to break free from the Istituto and its rules, and the search for freedom. From Mirco’s point of view, it represents an escape from the constrictions of the boarding school and from the physical limitations of blindness. In fact, Mirco insists in wanting to ride the bike, with Francesca sitting on the back seat.*

### Question 2

Outcomes assessed: 2.1, 2.2

**Marking criteria**

1. Demonstrates a perceptive understanding of the significance of the protest rally in the context of this scene. (3 marks)
2. Demonstrates a good understanding of the significance of the protest rally in the context of this scene. (2 marks)
3. Provides some relevant information. (1 marks)

Your answer may include:

*Initially, the rally is a moment of chaos and disorientation, Mirco wonders what all the noise is about. Yet, the moment he and Francesca meet Ettore, everything changes. Mirco recognises in Ettore an adult version of himself: a blind man who wants to break free, with a great imagination and with a willingness to change things. The rally is a context of civil protest and a chance to speak out against injustice and discrimination but also an opportunity for Mirco and Ettore to get to know each other.*

### Question 3

Outcomes assessed: 2.1, 2.2, 2.3

**Marking criteria**

1. Demonstrates a perceptive understanding of how Francesca’s mother is portrayed. (4 marks)
2. Demonstrates a good understanding of how Francesca’s mother is portrayed. (3 marks)
3. Demonstrates a limited understanding of how Francesca’s mother is portrayed. (2 marks)
4. Provides some relevant information. (1 mark)

Your answer may include:

*Francesca’s mother is a cleaning lady at the Istituto Cassone. She is a humble woman who worries about herself and her daughter and therefore keeps a low profile. She looks down at the blind children because of their gender and disability and does not want her daughter to talk or play with them, for fear of being dismissed by the nuns. She is also very frugal, as she thinks entertaining things like cinema are a waste of money.*

### Question 4

Outcomes assessed: 2.1, 2.2, 2.3

**Marking criteria**

1. Demonstrates a comprehensive and perceptive understanding of the various perceptions of the *Direttore*. (5 marks)
2. Demonstrates a comprehensive understanding of the various perceptions of the *Direttore*. (4 marks)
3. Demonstrates a good understanding of the various perceptions of the *Direttore*. (3 marks)
4. Demonstrates a limited understanding of the various perceptions of the *Direttore*. (2 marks)
5. Provides some relevant information. (1 mark)

Your answer may include:

*The Direttore is perceived by Francesca as a scary monster (she compares him to an ugly bat), while Mirco thinks he is just a poor old wretch. Throughout the movie, the Direttore is perceived as a figure of authority who is inflexible and indifferent to the needs and aspirations of blind children. In Extract 7 he argues with Don Giulio about Mirco’s use of the tape recorder. He dismisses the value and the importance of what Mirco was trying to achieve and defines his philosophy for education at the Istituto.*

*His rationale is that things should continue to be as they always have been for the last 100 years and that the most important thing is to follow the rules. To him, blind children are disabled people who cannot aspire to a successful life in society and should not aim at being free (*La libertà è un lusso che noi ciechi non possiamo permetterci*). In his mind, blind children have a limited place in society and are destined to jobs such as receptionists or textile workers.*

*Later on, in Extract 7, the Direttore is at odds with Don Giulio and with the metal workers who are protesting against the expulsion of Mirco from the Istituto. He cannot understand the gravity of his actions and his thinking. He suffers from a much severe form of blindness: he cannot see but more importantly he cannot recognise or acknowledge the good things and deeds Don Giulio is doing with his blind students. His authoritarian approach ultimately backfires as he has everyone against him, inside and outside the Istituto.*

## Part B-style question (10 marks)

In your answer you will be assessed on how well you:

* demonstrate an understanding of the prescribed text
* write in Italian for a specific context.

***Extract 1***

*Achille: Ha bisogno di me, della sua mamma più di quando è nato. Come faccio a prenderlo e portarlo in un collegio a Genova dove non conosce nessuno?*

*Scrivi il dialogo tra i genitori di Mirco dopo aver ricevuto questa notizia*.

*Scrivi circa 200 parole in italiano.*

Write the script of the conversation between Mirco’s parents after receiving this news. Write approximately 200 words in Italian.

### Extract 4

*Mirco: Dai sali in sella e andiamo.*

*Francesca: Mmm, sei sicuro?*

*Mirco: Sì.*

*Francesca: Va bene. Vai piano.*

*Immagina di essere Francesca. Scrivi nel tuo diario cos’è successo quel giorno. Scrivi circa 200 parole in italiano.*

Imagine you are Francesca. Write approximately 200 words in Italian in your diary about the events of the day.

### Extract 8

*Scrivi un articolo per un giornale preparato da un giornalista che ha partecipato al concerto. Scrivi circa 200 parole in italiano.*

Write a newspaper article prepared by a journalist who attended the concert. Write approximately 200 words in Italian.

## Response to prescribed text: Marking guidelines for Part B

The following marking guidelines were developed by the Board of Studies NSW as part of the 2007 Italian Extension examination package.

**Marking criteria**

**(9−10 marks)**

1. Demonstrates a perceptive and sensitive understanding of the prescribed text
2. Demonstrates flair and originality in the approach taken
3. Manipulates language authentically and creatively to meet the requirements of the task
4. Organises information and ideas to meet the requirements of the task

**(7−8 marks)**

1. Demonstrates a comprehensive understanding of the prescribed text
2. Demonstrates some flair in the approach taken
3. Manipulates language with some degree of authenticity and creativity to meet the requirements of the task
4. Organises information and ideas to meet the requirements of the task

**(5−6 marks)**

1. Demonstrates an understanding of the prescribed text
2. Demonstrates a satisfactory control of vocabulary and sentence structures
3. Organises information and ideas to meet the requirements of the task

**(3−4 marks)**

1. Demonstrates some understanding of the prescribed text
2. Demonstrates a basic knowledge and understanding of vocabulary and sentence structures
3. Writes within the parameters of the task

**(1−2 marks)**

1. Demonstrates a limited understanding of the prescribed text
2. Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures