VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

Victorian Certificate of Education
2015

STUDENT NUMBER

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

ITALIAN
Written examination

Wednesday 18 November 2015
Reading time: 11.45 am to 12.00 noon (15 minutes)
Writing time: 12.00 noon to 2.00 pm (2 hours)

QUESTION AND ANSWER BOOK

Structure of book

<table>
<thead>
<tr>
<th>Section</th>
<th>Number of questions</th>
<th>Number of questions to be answered</th>
<th>Number of marks</th>
<th>Suggested times (minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – Part A</td>
<td>2</td>
<td>2</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>– Part B</td>
<td>2</td>
<td>2</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>2 – Part A</td>
<td>1</td>
<td>1</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>– Part B</td>
<td>1</td>
<td>1</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>1</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
<td></td>
<td>120</td>
<td></td>
</tr>
</tbody>
</table>

• Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners, rulers and any printed monolingual and/or bilingual dictionary in one or two separate volumes. Dictionaries may be consulted during the reading time and also during the examination.
• Students are NOT permitted to bring into the examination room: blank sheets of paper and/or correction fluid/tape.
• No calculator is allowed in this examination.

Materials supplied
• Question and answer book of 17 pages, including Assessment criteria on page 17.

Instructions
• Write your student number in the space provided above on this page.
• Write all your answers in the spaces provided in this question and answer book. The spaces provided give you an idea of how much you should write.

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.

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SECTION 1 – Listening and responding

Instructions for Section 1 – Part A

Texts 1 and 2, Questions 1 and 2 (15 marks)
You will hear two texts. Each text will be played twice. There will be a short break between the first and second playings of each text. You may make notes at any time.
Listen carefully to each text and then answer the questions in ENGLISH.
All answers must be based on the texts.

TEXT 1 – Answer the following questions in ENGLISH.
Responses in the wrong language will receive no credit.

Question 1

a. At what time of the day does this conversation take place? 1 mark

b. What contradiction does Francesco identify in the attitude of young people towards money? 1 mark

c. Tick (✓) the correct box.
What does the expression mi piace da impazzire mean? 1 mark

☐ I’m crazy about it.
☐ That’s a crazy price.
☐ I like this place a lot.
☐ The dress has a crazy pattern.

d. On what day of the week does this conversation take place? 1 mark

e. According to Francesco, why does Monica show so much interest in the dress? 1 mark

f. At the end of the conversation, what does Monica suggest to Francesco and why? 2 marks
Question 2

a. Complete the following table using information from the text. 4 marks

<table>
<thead>
<tr>
<th>Ice-cream shop</th>
<th>Positive aspect</th>
<th>Negative aspect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Il Cristallo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Da Alessandra</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. What does Monica initially plan to order and why? 2 marks

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c. According to Francesco, what are the effects of eating *GelatoSì*? 2 marks

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Instructions for Section 1 – Part B

Texts 3 and 4, Questions 3 and 4 (15 marks)
You will hear two texts. Each text will be played twice. There will be a short break between the first and second playings of each text. You may make notes at any time.
Listen carefully to each text and then answer the questions in full sentences in ITALIAN.
All answers must be based on the texts.

TEXT 3 – Answer the following questions in full sentences in ITALIAN. Responses in the wrong language will receive no credit.

Question 3

a. Why do Angela and her grandfather have an hour to spare?
   Perché Angela e il nonno hanno un’ora libera?

b. What will they do to pass the time? In a paragraph, mention two activities for each person.
   Che cosa faranno per passare il tempo? In un paragrafo indica due attività per ciascuno di loro.
Question 4

What observations does the grandfather make when he arrives at San Celestino? Write a paragraph including:

• two things that have stayed the same
• two things that have changed
• his reaction to what he finds.

Quali osservazioni fa il nonno quando arriva a San Celestino? Scrivi un paragrafo in cui includi:

• due cose che sono rimaste le stesse
• due cose che sono cambiate
• la sua reazione a quello che trova.
Carissimo Ezio,

Ti scrivo un'email perché Clare mi ha detto che presto andrete alla romanticissima Capri. Come sai ho fatto la guida turistica a Capri per molti anni (è stato proprio lì che ho chiesto a Gina di sposarmi!).

Pensiamo di tornarci l’anno prossimo in luna di miele. Non dire niente a tua moglie, perché non abbiamo ancora ufficialmente annunciato il matrimonio (Gina mi uccide se sa che te l’ho detto).

Preparatevi a camminare! Convinki Clare a non portare le scarpe con il tacco a spillo che ama tanto: le strade sono acciottolate e ripide (non per niente l’isola ha preso nome dalle capre che vi giravano indisturbate!).

Da vedere sono le bellezze naturali: le scogliere di Marina Piccola, le terrazze di Anacapri e i monolithi chiamati Faraglioni. Visitate anche Villa Jovis, dove l’imperatore romano Tiberio passò molti anni; alla destra delle sue rovine c’è ancora il ‘Salto di Tiberio’ da dove, secondo la tradizione, l’imperatore scagliava giù i suoi nemici – stai lontano da Clare se è arrabbiata!

Obbligatoria è una passeggiata per Via Krupp di cui il famoso architetto Roberto Pane disse che ‘perfino una strada può essere un’opera d’arte’.

Dovete andare alla Grotta Azzurra: i suoi giochi naturali di colore e di luce vi incanteranno. Per quel giorno Clare dovrà prendere qualcosa per il mal di mare!

Per mangiare andate alla trattoria ‘Maruzzella’. Chiedi di mio cugino Giovanni: ti tratterà come un re e risparmierai un sacco!

Divertitevi,
Pippo
Question 5

a. What is the purpose of this email?  
   
   
   
   

b. Why has Capri been particularly important in Pippo’s life?  
   
   
   
   


c. What secret does Pippo tell Ezio?  
   
   
   
   

d. According to the text, how did the name Capri originate?  
   
   
   
   

e. What precautions should Claretta take in Capri and why?  
   
   
   
   
   
   

f. Which natural attractions does Pippo recommend in his email?  
   
   
   
   
   
   
   

You may make notes in this space.
g. Which other attractions does Pippo recommend? 2 marks

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h. When and where would Ezio need to keep his distance from Claretta? 2 marks

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____________________________________________________


i. What is so special about Via Krupp? 1 mark

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j. Why does Pippo suggest that Ezio and Claretta go to Trattoria Maruzzella? 2 marks

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You may make notes in this space.
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Instructions for Section 2 – Part B

Text 6, Question 6 (10 marks)
Read the text and then answer the questions in full sentences in ITALIAN.
All answers must be based on the text.

TEXT 6 – Answer the following questions in full sentences in ITALIAN.
Responses in the wrong language will receive no credit.

EMIGRAZIONE ITALIANA MODERNA
Estratti di interviste a due giovani italiani emigrati in Australia.

12 APRILE 2012
Roberto
Sono in Australia da due mesi. Come il 90% dei giovani che lasciano l’Italia oggi, sono laureato (ingegneria). In Italia, a causa della crisi, non c’è lavoro – così cerchiamo altrove.
L’Australia mi piace tantissimo per le possibilità che offre. Già lavoro in un’agenzia viaggi e farò di tutto per ottenere la residenza permanente in Australia. Sì, io proprio non voglio più tornare in Italia.

Lidia
Sono arrivata il mese scorso. Sono laureata in giurisprudenza e sono venuta per vedere che possibilità di lavoro ci sono qui. Lavoro come cameriera in un ristorante ma mi sento un po’ persa. Sono insoddisfatta … non è il mio lavoro. Inoltre, mi manca l’Italia.

15 MARZO 2015
Lidia
Che avventura sono stati questi tre anni. Ho trovato la vita in Australia interessantissima. Ho già la residenza permanente e il mese prossimo mi sposo con un simpaticissimo ragazzo australiano. Evviva l’Australia!

Roberto
Io ritorno in Italia. Ho scoperto di essere allergico al polline di alcune piante australiane e il clima proprio non mi va. Parto la settimana prossima!
Question 6

a. Why did Roberto and Lidia come to Australia?

   Perché Roberto e Lidia sono venuti in Australia?

   ______________________________________________________________

   ______________________________________________________________

   ______________________________________________________________


b. In your own words, relate the experiences of Roberto and Lidia in Australia. Include their first impressions and how their stories ended.

   Racconta con parole tue l’esperienza australiana di Roberto e Lidia. Includi le loro prime impressioni e la conclusione della loro storia.

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SECTION 3 – Writing in Italian

Instructions for Section 3

Questions 7–11 (15 marks)
Answer one question in 200–300 words in ITALIAN.
Responses in the wrong language will receive no credit.
Space is provided on the following page to make notes.

Question 7
You have just completed work experience in a primary school. Write a report for your careers teacher, outlining the strategies you used to keep the children interested, engaged and safe.

Hai appena fatto un’esperienza lavorativa in una scuola elementare. Scrivi una relazione per il professore di orientamento nel mondo del lavoro sulle strategie che hai impiegato per tenere i bambini coinvolti e al sicuro.

OR

Question 8
One day, all of a sudden, there are no more rules to follow: people can do anything they like! Using your imagination, write a story for the school newsletter about how life and the world around you have changed.

Un giorno, all’improvviso, non ci sono più regole da osservare: le persone possono fare tutto quello che vogliono! Usando la tua fantasia, scrivi una storia per il giornalino scolastico in cui descrivi come è cambiata la vita e il mondo attorno a te.

OR

Question 9
You are part of a volunteer group that runs a children’s farm. The city council wants to take over the land to build apartments. Write a formal letter to the mayor, in which you seek to persuade the mayor to reconsider this decision, suggesting an alternative plan.

Fai parte del comitato di volontari che gestisce una fattoria didattica. Il Consiglio Comunale vuole riappropriarsi del terreno per costruirvi degli appartamenti. Scrivi una lettera al Sindaco in cui cerchi di persuaderlo a riconsiderare questa decisione e proponi un piano alternativo.

OR

Question 10
Write an article for an Italo-Australian magazine, in which you talk about the change in eating habits in Australia in recent years and how these reflect the social context of the country.

Scrivi un articolo per una rivista italo-australiana in cui parli del cambiamento delle abitudini alimentari in Australia negli ultimi anni e come queste rispecchiano il contesto sociale del Paese.

OR
Question 11
Write a review for an international travel website, evaluating two Australian cities or towns and what they have to offer. In your conclusion, explain which would be the better city or town for an Italian tourist to visit and why.

Scrivi una recensione per un sito internet dedicato al turismo internazionale in cui valuti due città o paesi australiani e cosa hanno da offrire. Concludi spiegando quale città o paese sarebbe più adatto per il turista italiano e perché.

You may make notes in this space.
An answer book is available from the supervisor if you need extra paper to complete your answer. Please ensure you write your student number in the space provided on the front cover of the answer book. At the end of the examination, place the answer book inside the front cover of this question and answer book.
Assessment criteria

Section 1 – Listening and responding

Part A
• the capacity to understand and convey general and specific aspects of texts

Part B
• the capacity to understand general and specific aspects of texts
• the capacity to convey information accurately and appropriately

Section 2 – Reading and responding

Part A
• the capacity to understand and convey general and specific aspects of texts

Part B
• the capacity to understand general and specific aspects of texts
• the capacity to convey information accurately and appropriately

Section 3 – Writing in Italian
• relevance, breadth and depth of content
• appropriateness of structure and sequence
• accuracy, range and appropriateness of vocabulary and grammar