

**Victorian Certificate of Education
2021**

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER Letter

ITALIAN
Written examination

Tuesday 16 November 2021

Reading time: 3.00 pm to 3.15 pm (15 minutes)

Writing time: 3.15 pm to 5.15 pm (2 hours)

QUESTION AND ANSWER BOOK

Structure of book

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>
1 – Part A	1	1	10
– Part B	1	1	10
2 – Part A	1	1	20
– Part B	1	1	15
3	4	1	20
			Total 75

- 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 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 20 pages, including **assessment criteria** on page 20

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.

SECTION 1

Part A – Listening and responding in English

Instructions for Section 1 – Part A

Text 1, Question 1 (10 marks)

You will hear one text. The text will be played twice. There will be a short break between the first and second playings of the text. You may make notes at any time.

Listen carefully to the text and then answer the questions in **ENGLISH**.

All responses **must** be based on the text.

TEXT 1 – Answer the following questions in **ENGLISH**.

Responses in the wrong language will not receive credit.

You may make notes in this space.

Question 1

a. What are Rosalba and Sandro planning to do this evening? 2 marks

b. What duties do Rosalba and Sandro commit to undertake? 3 marks

Rosalba

- organise the daily food routine
- _____

Sandro

- _____
- _____

DO NOT WRITE IN THIS AREA

c. What are the practical advantages of their preferred breed? 2 marks

d. Provide three examples from the text that show that Rosalba and Sandro's mother does in fact like dogs. 3 marks

- _____
- _____
- _____

You may make notes
in this space.

Part B – Listening and responding in Italian

Instructions for Section 1 – Part B

Text 2, Question 2 (10 marks)

You will hear one text. The text will be played twice. There will be a short break between the first and second playings of the text. You may make notes at any time.

Listen carefully to the text and then answer the questions in complete sentences in **ITALIAN**.

All responses **must** be based on the text.

TEXT 2 – Answer the following questions in complete sentences in **ITALIAN**.
Responses in the wrong language will not receive credit.

You may make notes
in this space.

Question 2 (10 marks)

- a. What reasons are given for the choice of such an unusual sports program at Luisa’s school?

Per quali ragioni la scuola di Luisa ha scelto un programma di sport così particolare?

5 marks

DO NOT WRITE IN THIS AREA

- b. According to Luisa, what are the advantages of the sports program for the school?

Secondo Luisa, quali sono i vantaggi del programma di sport per la scuola?

5 marks

You may make notes
in this space.

DO NOT WRITE IN THIS AREA

**END OF SECTION 1
TURN OVER**

SECTION 2**Part A – Reading, listening and responding in English****Instructions for Section 2 – Part A****Texts 3A and 3B, Question 3 (20 marks)**

You have five minutes to read Text 3A.

At the end of the five minutes, Text 3B, a listening text, will be played. The text will be played twice. There will be a short break between the first and second playings of the text. You may make notes at any time.

Answer the questions in **ENGLISH**. Questions may relate to either Text 3A or Text 3B, or to both texts.

All responses **must** be based on the texts.

TEXT 3A**Il Tempo**

Azzurra Rossi

Vale la pena notare che in italiano ‘il tempo’ ha un doppio significato. Da un lato, si riferisce alla cronometria, ovvero il fenomeno della successione di minuti, ore e giorni. Dall’altro, si riferisce alla meteorologia, ossia allo stato dell’atmosfera in termini di temperatura, vento e umidità.

Dopo che ho lasciato l’Italia per studiare all’estero, durante i primi mesi di permanenza in Australia, spesso mi dimenticavo delle differenze d’orario fra l’Italia e l’Australia. Quando mi succedeva qualcosa di bello che volevo raccontare alla famiglia o agli amici in Italia, mi rendevo conto che dormivano perché era troppo presto o troppo tardi. Avevo la sensazione che qualsiasi cosa che volessi condividere con loro doveva sempre essere rimandata. Per me era piuttosto frustrante. Al contrario, adoravo essere la prima ad augurargli buon compleanno. Questo per me era un vero piacere.

Per quanto riguarda le stagioni, in Italia il concetto di quattro stagioni è ben definito. Le quattro stagioni dettano i cambiamenti di moda e i cibi stagionali. Alla fine dell’inverno, i vestiti invernali si mettono via per fare spazio a quelli primaverili. In Italia mi vestivo a seconda della stagione. A Melbourne ho dovuto imparare che questo non si poteva fare. A causa del tempo variabile, dovevo tenere tutti i miei vestiti a portata di mano. Oggigiorno a Roma, chi si lamenta con gli amici del cambiamento climatico o dell’estremità delle temperature dice spesso che ‘non ci sono più le mezze stagioni’. Melbourne è rinomata come città delle ‘quattro stagioni in un giorno’. È per questo che tutti si lamentano del tempo.

You may make notes in this space for Text 3A and Text 3B.

DO NOT WRITE IN THIS AREA

Write your responses to Question 3 on the following pages.

SECTION 2 – Part A – continued
TURN OVER

TEXTS 3A and 3B – Answer the following questions in **ENGLISH**.
Responses in the wrong language will not receive credit.

You may make notes
in this space.

Question 3

a. What challenges did Azzurra Rossi face when she moved to Australia? 3 marks

- _____
- _____
- _____

b. What is the most common complaint that people make about the weather in the two cities? 2 marks

Rome _____

Melbourne _____

c. What is the celebration mentioned in Text 3B? 1 mark

d. According to Text 3B, in which city and in which specific location are the two speakers located? 4 marks

	City	Specific location
Sergio		
Roberta		

e. In what way has Roberta’s choice of festive dinner changed? 2 marks

- _____
- _____

DO NOT WRITE IN THIS AREA

- f. In the concluding comments in Text 3B, what is the point that Roberta and Sergio make about the length of the holiday at this time of year in Italy and Australia? 2 marks

- g. According to Text 3A, '*il tempo*' has two different meanings. In the table below, give the two meanings. Provide two examples from Text 3B that illustrate how '*il tempo*' is different in the two cities. 6 marks

<p>Meaning _____</p> <p>Examples</p> <ul style="list-style-type: none"> • _____ • _____
<p>Meaning _____</p> <p>Examples</p> <ul style="list-style-type: none"> • _____ • _____

You may make notes
in this space.

Part B – Reading and responding in Italian**Instructions for Section 2 – Part B****Text 4, Question 4 (15 marks)**

Read the text and then answer the question in approximately 150 words in **ITALIAN** on page 13.
Your response **must** be based on the text.

TEXT 4 – Answer the following question in complete sentences in **ITALIAN**.
Responses in the wrong language will not receive credit.



(opera d'arte di Leonardo da Vinci)

Isabella d'Este, Marchesa di Mantova
nacque a Ferrara il 19 maggio 1474
mori a Mantova il 13 febbraio 1539

DO NOT WRITE IN THIS AREA

TEXT 4 – continued**Lettera di Elisabetta Gonzaga alla sua amica Isabella d’Este**

Ferrara, 12 maggio 1524

Carissima mia amica Isabella,

In occasione del tuo compleanno il 19 maggio, scrivo per farti gli auguri. Sappi che sono molto orgogliosa di essere fra i tuoi amici. Ammiro tantissimo il tuo coraggio. Hai sempre lottato per l’indipendenza delle donne. Hai dedicato anni allo studio delle lingue, in particolare il greco e il latino che ti hanno permesso di apprezzare i principali autori classici. Sei sempre stata una bravissima studentessa, ma ora sei molto, molto di più di questo. Sei anche portata per la musica! Non solo suoni diversi strumenti come il liuto e la viola, ma sei anche bravissima a cantare e a ballare! In più, sei una grandissima patrona delle arti. Hai sempre dato sostegno morale e finanziario ad artisti importanti. Per questo il famoso Leonardo da Vinci è passato da te a farti il ritratto! La cultura è proprio la tua passione e sei sempre piena di idee innovative. Mi auguro che realizzerai il tuo progetto di creare una scuola dove le ragazze e i ragazzi possano studiare insieme!

Allora, carissima Isabella, spero che voi a Mantova stiate tutti bene.

Un caloroso abbraccio, da me e dal nostro amico Baldassare Castiglione,

Elisabetta

Question 4

Your school has decided to name its new learning centre after Isabella d’Este and has purchased a print of her portrait to hang on a wall in the learning centre. You have been nominated to give a speech during the graduation ceremony. Referring to the letter from Elisabetta Gonzaga to Isabella d’Este, write the script of your speech in which you inform the school community about how Isabella d’Este is a positive role model for young people in the 21st century.

La tua scuola ha deciso di dedicare il nuovo centro studi a Isabella d’Este. Per inaugurarla, si terrà una cerimonia ufficiale ed è stato acquistato un quadro con il ritratto di Isabella d’Este. Tu sei stato/a nominato/a per presentare un discorso durante la cerimonia. Facendo riferimento alla lettera da Elisabetta Gonzaga a Isabella d’Este, scrivi il testo del tuo discorso nel quale spieghi come Isabella d’Este sia un modello positivo per i giovani del ventunesimo secolo.

You may make notes in this space.

Write your response to Question 4 on the following pages.

SECTION 2 – Part B – continued

DO NOT WRITE IN THIS AREA

SECTION 3 – Writing in Italian**Instructions for Section 3****Questions 5–8 (20 marks)**

Answer **one** question in 200–300 words in **ITALIAN**.

Responses in the wrong language will not receive credit.

Space is provided on the following page to make notes.

Question 5

To celebrate the end of the school year, you and your friends have decided to go on holiday together. This reminds you of a memorable holiday you have had in the past. Write a personal journal entry about that experience.

Per festeggiare la fine dell'anno scolastico, tu e i tuoi amici avete deciso di andare in vacanza insieme. Questo ti fa ricordare una vacanza indimenticabile che hai fatto in passato. Scrivi una pagina di diario che descrive la tua esperienza personale.

OR**Question 6**

Yesterday was a lucky and unusual day. Write an imaginative story for a children's magazine, in which you recount the events of that day.

Ieri è stato un giorno fortunato ed insolito. Scrivi una storia fantastica per una rivista per bambini in cui racconti gli eventi di quel giorno.

OR**Question 7**

You are a member of the student council and will be part of the committee that is deciding if the school uniform will continue to be compulsory. Write a blog post to persuade students to vote to keep the school uniform.

Come membro del comitato studentesco, farai parte della commissione che deciderà se l'uniforme scolastica deve rimanere obbligatoria. Scrivi un blog per persuadere a votare affinché venga mantenuta l'uniforme scolastica.

OR**Question 8**

You have visited an aged care facility for elderly Italians and have presented a musical show for them. Write an email evaluating the event for the management of the facility.

Hai partecipato ad una visita presso una casa di cura per anziani italiani e hai presentato per loro uno spettacolo musicale. Scrivi una valutazione di questo evento in una mail alla gestione della casa di cura.

You may make notes in this space.

Write your response on the following pages.

SECTION 3 – continued

DO NOT WRITE IN THIS AREA

Assessment criteria

Section 1

Part A – Listening and responding in English

- the capacity to understand and convey general and specific aspects of texts

Part B – Listening and responding in Italian

- the capacity to understand general and specific aspects of texts
- the capacity to convey information and opinions accurately and appropriately

Section 2

Part A – Reading, listening and responding in English

- the capacity to understand and convey general and specific aspects of texts

Part B – Reading and responding in Italian

- the capacity to understand general and specific aspects of texts
- the capacity to convey information and opinions accurately and appropriately

Section 3 – Writing in Italian

- the capacity to demonstrate relevance, breadth and depth of content
- the capacity to demonstrate accuracy, range and appropriateness of vocabulary and grammar

END OF QUESTION AND ANSWER BOOK