

STUDENT NUMBER Letter

ITALIAN

Written examination

Wednesday 19 November 2014

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

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

- 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 white out liquid/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.

At the end of the examination

- Hand in this question and answer book at the end of the examination.

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

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.

You may make notes
in this space.

Question 1

a. Tick (✓) the correct box.

How did Paolo say he slept? 1 mark

- like a log
- in top gear
- he had insomnia
- tossing and turning

b. What is the relationship between Cristina and Paolo? What type of language shows that they are close? 2 marks

- _____
- _____

c. How does Cristina prefer her coffee and why? 2 marks

d. According to Cristina, why does Paolo want to have his coffee at the cafe? 1 mark

TEXT 2 – Answer the following questions in **ENGLISH**.

Responses in the wrong language will receive no credit.

You may make notes
in this space.**Question 2**

- a.** According to Paolo, what are the distinctive qualities of espresso coffee? 2 marks

- b.** When and where did the concept of the Italian cafe originate? 2 marks

- c.** What does the quotation used by Paolo say about coffee? 1 mark

- d.** Why does Paolo deserve to be described as ‘knowledgeable’? 2 marks

- e.** How does Paolo’s mood change during the conversation and why? 2 marks

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 the texts and then answer the questions in full sentences in **ITALIAN**.

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

TEXT 3 – Answer the following question in full sentences in **ITALIAN**.

Responses in the wrong language will receive no credit.

Question 3

What are the features of the Doveson 500?

Quali sono le caratteristiche del Doveson 500?

You may make notes
in this space.

TEXT 4 – Answer the following questions in full sentences in **ITALIAN**.
Responses in the wrong language will receive no credit.

You may make notes
in this space.

Question 4

- a. Explain why Mauro likes this new model of the Doveson.
Spiega perché a Mauro piace questo nuovo modello del Doveson.

- b. What suggestions would you give to a friend who has just purchased a Doveson 500? Using the information in the text, explain the possible consequences of not following this advice.
Che suggerimenti daresti ad un amico che ha appena comprato il Doveson 500? Basandoti sul testo, spiega quali potrebbero essere le conseguenze se non dovesse seguire questi consigli.

SECTION 2 – Reading and responding**Instructions for Section 2 – Part A****Text 5, Question 5 (20 marks)**

Read the text and then answer the questions in **ENGLISH**.

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

TEXT 5 – Answer the following questions in **ENGLISH**.

Responses in the wrong language will receive no credit.

You may make notes
in this space.

Ricciotti Garibaldi

Ricciotti Garibaldi, figlio di Giuseppe Garibaldi, l'eroe dei due mondi, nacque a Montevideo nel 1847.

Il padre lo chiamò Ricciotti in memoria dell'eroe del Risorgimento Nicola Ricciotti.

Un anno dopo la sua nascita la famiglia ritornò in Italia. Ricciotti passò l'infanzia tra Caprera e Nizza, dove venne curato dalla nonna paterna: zoppicava a causa di una caduta avvenuta quando era ancora molto piccolo. Curiosamente anche il padre zoppicava, per una ferita riportata in battaglia!

Questo problema si aggravò per una ferita riportata in Francia nel 1871 e Ricciotti fu costretto ad usare le stampelle: questo lo rese impetuoso e litigioso e determinò il tipo di educazione che ricevette in Inghilterra dove studiò ingegneria e mineralogia. A Londra incontrò Engels che lo definì 'un giovanotto assai intelligente ... ma più soldato che pensatore.'

Fin da piccolo avrebbe voluto combattere a fianco del padre, ma solo nel 1866, venne accettato tra i volontari come guida a cavallo.

Nel 1874, con la moglie, l'inglese Constance, si trasferì in Australia, dove fece vari mestieri. Anche il padre, una volta, si era fermato su un'isola vicino alla Tasmania. A South Yarra nacque il primo figlio, Peppino. Nel 1881, ritornato in Italia con la famiglia, cercò di inserirsi nel mondo degli affari e della politica: nel 1887 venne eletto deputato al Parlamento Nazionale. Dopo una serie di disavventure finanziarie, fu costretto a dimettersi. Ben presto, fedele alla tradizione garibaldina, tornò a combattere per liberare i popoli oppressi. Morì a Riofreddo nel 1924 e fu sepolto nel cimitero romano del Verano.

Question 5

You may make notes
in this space.

- a. How does the reader know that Ricciotti Garibaldi was **not** born in Italy? 1 mark

- b. Why does his first name resemble a surname? 1 mark

- c. What were the main personality traits of Ricciotti Garibaldi? 3 marks

- d. What was his lifelong ambition? 1 mark

- e. What was Ricciotti Garibaldi's role in the conflict of 1866? Why was he suited for this particular duty? 2 marks

- f. What are the similarities between the lives of Ricciotti and his father? 3 marks

- g. Explain why 'Peppino' was a logical choice of name for Ricciotti Garibaldi's son. 2 marks

- h.** How successful was Ricciotti Garibaldi's political career? Justify your answer with evidence from the text. 2 marks

- i.** What makes him an interesting figure for the Italian community in Australia? 2 marks

- j.** In which city is he buried? 1 mark

- k.** Identify the text type and its main language features. 2 marks

You may make notes in this space.

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SECTION 2 – continued
TURN OVER

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.

You may make notes
in this space.

Cari consumatori,

come produttore del ‘Made in Italy’, sento il bisogno di parlarvi della mia esperienza. Nel 1975 ho ereditato il calzaturificio di famiglia. In quel periodo c’era molta concorrenza nel settore delle scarpe e allora ho deciso di aprire un negozio a New York, dove i prodotti artigianali italiani erano molto apprezzati per la loro qualità e durata. I nostri clienti sapevano bene che, acquistando un prodotto artigianale, non compravano solo l’oggetto ma anche la storia e la tradizione di un popolo.

A New York ho avuto successo, ma mancandomi l’Italia, sono tornato negli anni novanta. Purtroppo tutto era cambiato e mi piangeva il cuore. Tutte le botteghe artigianali erano scomparse o quasi. Le multinazionali dominavano la scena, producendo oggetti di bassa qualità e sfruttando manodopera sottopagata e spesso straniera.

La cosa che mi ha sorpreso e deluso di più è stato il fatto che lo Stato non facesse niente per proteggere i piccoli imprenditori, per preservare l’anima della tradizione italiana e salvaguardare i diritti dei nostri lavoratori.

Sfortunatamente niente è cambiato! Tuttavia, continuate a sostenere il ‘Made in Italy’ e ricordatevi che ‘chi più spende meno spende’.

Gabriele Fame

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 finished your final year of secondary school and you now have time to think about your future. Write a letter to a friend in Italy, in which you talk about your hopes and plans.

Avendo appena completato l'ultimo anno di scuola superiore, hai più tempo per pensare al futuro. Scrivi una lettera a un amico/un'amica in Italia in cui parli delle tue speranze e dei tuoi progetti.

OR**Question 8**

Someone you know has had a wonderful experience. This person has been on exchange at a school on Mars. Write an imaginative story about this experience.

Qualcuno che conosci ha vissuto un'avventura meravigliosa: è stato/a ospite di una scuola su Marte. Racconta la storia in cui si parla di quest'esperienza immaginaria.

OR**Question 9**

You are a candidate in the upcoming student election. Write the text of the speech that you will give at the next school assembly to persuade your fellow students to vote for you. In this speech, provide a clear and convincing outline of your policies and plans.

Sei un candidato nelle prossime elezioni della tua scuola. Scrivi il testo del discorso che presenterai alla prossima assemblea d'istituto per persuadere i tuoi compagni di votare per te. In questo discorso elabora il tuo programma in maniera chiara e convincente.

OR**Question 10**

Write a report to be included in an information pack for Italian exchange students who will arrive in Australia before the start of the next school year. In your report, describe how young Australians and Italians spend their summer holidays, highlighting the similarities and differences.

Scrivi un rapporto da includere nel pacchetto informativo per gli studenti di scambio italiani, che arriveranno in Australia prima dell'inizio del prossimo anno scolastico. Nel tuo rapporto descrivi come passano le vacanze estive i giovani australiani e i loro coetanei italiani, mettendo in evidenza quali sono le similarità e le differenze.

OR

Question 11

Write an article for a national newspaper, evaluating the success or failure of a new environmental initiative that has been introduced either in Italy or in Australia.

Scrivi un articolo per un giornale nazionale in cui valuti il successo o il fallimento di una nuova iniziativa ambientale introdotta in Italia o in Australia.

You may make notes in this space.

Write your response on the following pages.

SECTION 3 – continued
TURN OVER

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