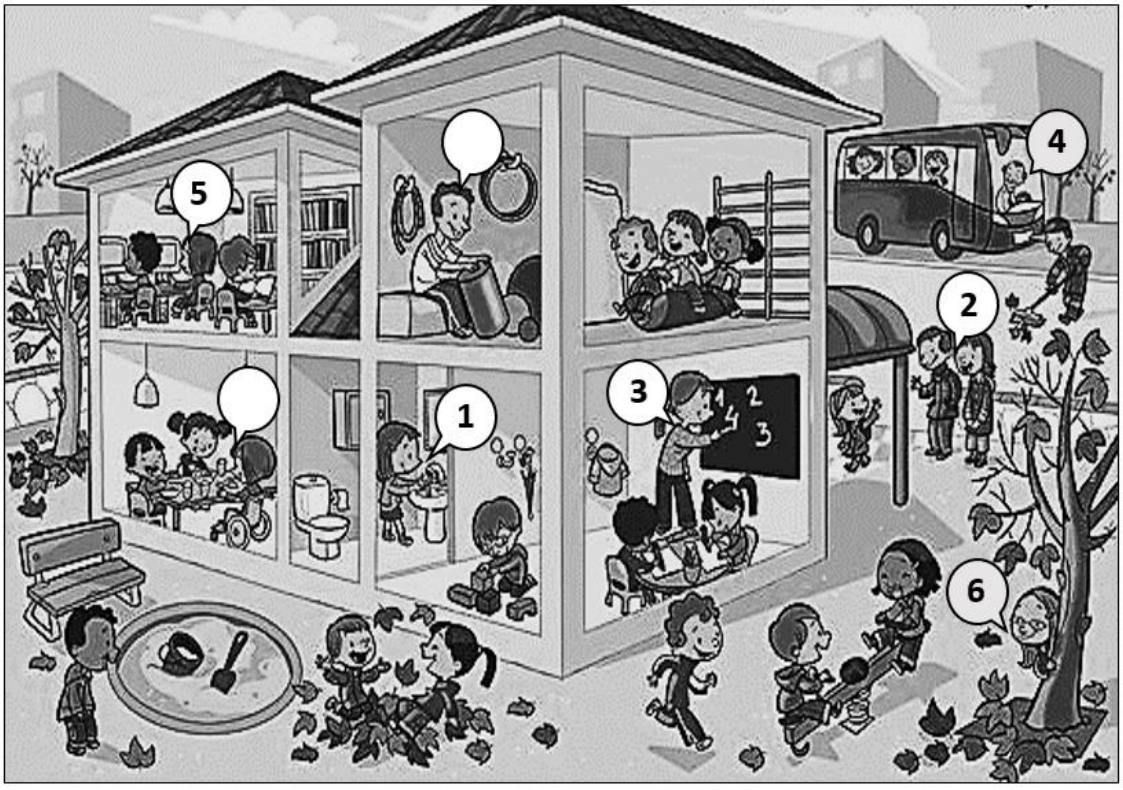
DEPARTMENT FOR CURRICULUM,
LIFELONG LEARNING AND EMPLOYABILITY
Directorate for Learning and Assessment Programmes
Educational Assessment Unit

Annual Examinations for Secondary Schools 2022

YEAR 9 (1st Year) ITALIAN MARKING SCHEME

LISTENING	**25 punti**
Prova A – Il weekend di Sandro	
5 3 1 6 4 7 8 2	1 x 8
Prova B – A scuola	
	1 x 6

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<tr><td>Prova C – I Maneskin</td><td></td></tr>
<tr><td>1b – 2a – 3b – 4a – 5c – 6c</td><td>1 x 6</td></tr>
<tr><td>Prova D – Al mare</td><td></td></tr>
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A</th><th>Immagine
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READING	**25 punti**
Prova A – Indovina chi?	
5 X 1 3 2 6 4 X	1 x 6
Prova B – La famiglia Rossi	
1c 2b 3c 4a 5b 6b	1 x 6
Prova C	
1D – 2C – 3I – 4A – 5H – 6B – 7J	1 x 6
Prova D – I miei amici	
1. Anna.	1
2. Appartamento.	1
3. a) genitori, b) nonni	½ x 2
4. Anna	1
5. Una di: giocare a calcio / fare trekking.	1
6. Pasticciera	1
7. a) calciatore, b) visitare l'Australia	½ x 2

Task 1	Short writing task					10 marks
Communication (Task accomplishment) **3 marks**	**0**	**1**		**2**	**3**	
	Task is not addressed adequately or the theme was out of point. Communication is unsatisfactory.	Task is minimally /partially addressed/not at the suitable length/repetitive. Communication is lacking.		Task is adequately, yet not fully addressed. Text might not be at the desired length. Communication is good.	Task is adequately and satisfactorily addressed. Text length is satisfactory. Communication is effective.	
Coherence, Content and Vocabulary **3 marks**	**0**	**0.5**	**1**	**2**	**3**	
	No concrete attempt at writing and developing a text.	Writes a disconnected text, using mainly single words and very basic simple phrases. Very limited use of vocabulary.	Can write a short simple text by using basic sentence structure and by linking words or groups of words with basic linear connectors. e.g. 'and', 'but'. Can use basic vocabulary, which may be repetitive to some extent.	Can write a short simple text with some basic, linked sentences that still lacks cohesion and coherence. Vocabulary is still limited.	Can write a short, simple text by using some connected sentences. e.g. 'because', 'then'. Can use a limited range of vocabulary, which is generally appropriate to the task, with some attempt at variety.	
Language and Grammar Accuracy **3 marks**	**0**	**0.5**	**1**	**2**	**3**	
	Inadequate language and accuracy.	Can make use of basic language structures with hardly any control of agreement. Grammatical structures are mostly inaccurate.	Can make use of basic language structures with basic control of agreement. Can use a limited number of grammatical structures, which may not be entirely accurate.	Can make use of simple language and grammatical structures with limited control of agreement and accuracy.	Can make use of simple language structures with some control of agreement. Can use grammatical structures with limitations in accuracy.	
Punctuation and Spelling **1 mark**	**0**	**0.5**		**1**		
	No or very sporadic use of punctuation.	Can write words or phrases by spelling basic common words. Can make use of very basic punctuation. e.g. Capital letters, full stops, question marks.		Can write simple sentences by spelling most high frequency words and common words. Can make use of basic punctuation. e.g. Commas, exclamation marks.		

Only the mark that best indicates the outcomes reached (as noted in the marking scheme) may be awarded.

Task 2	Long writing task					15 marks
Communication (Task accomplishment) **4 marks**	**0**	**1.5**		**3**	**4**	
	Task is not addressed adequately or the theme was out of point. Communication is unsatisfactory.	Task is minimally /partially addressed/not at the suitable length/repetitive. Communication is lacking.		Task is adequately, yet not fully addressed. Text might not be at the desired length. Communication is good.	Task is adequately and fully addressed. Text length is satisfactory. Communication is effective.	
Coherence, Content and Vocabulary **4 marks**	**0**	**1**	**2**	**3**	**4**	
	No concrete attempt at writing and developing a text.	Writes a disconnected text, using mainly single words and very basic simple phrases. Very limited use of vocabulary.	Can write a short simple text by using basic sentence structure and by linking words or groups of words with basic linear connectors. e.g. 'and', 'but'. Can use basic vocabulary, which may be repetitive to some extent.	Can write a short simple text with some basic, linked sentences that still lacks cohesion and coherence. Vocabulary is still limited.	Can write a short, simple text by using some connected sentences. e.g. 'because', 'then'. Can use a limited range of vocabulary, which is generally appropriate to the task, with some attempt at variety.	
Language and Grammar Accuracy **4 marks**	**0**	**1**	**2**	**3**	**4**	
	Inadequate language and accuracy.	Can make use of basic language structures with hardly any control of agreement. Grammatical structures are mostly inaccurate.	Can make use of basic language structures with basic control of agreement. Can use a limited number of grammatical structures, which may not be entirely accurate.	Can make use of simple language and grammatical structures with limited control of agreement and accuracy.	Can make use of simple language structures with some control of agreement. Can use grammatical structures with limitations in accuracy.	
Punctuation and Spelling **3 marks**	**0**	**1.5**		**3**		
	No or very sporadic use of punctuation.	Can write words or phrases by spelling basic common words. Can make use of very basic punctuation. e.g. Capital letters, full stops, question marks.		Can write simple sentences by spelling most high frequency words and common words. Can make use of basic punctuation. e.g. Comma, exclamation marks.		

Only the mark that best indicates the outcomes reached (as noted in the marking scheme) may be awarded.