Italian 2019 v1.3

IA2 high-level annotated sample response

July 2018

Examination — combination response (30%)

This sample has been compiled by the QCAA to assist and support teachers to match evidence in student responses to the characteristics described in the instrument-specific marking guide (ISMG).

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. comprehend Italian to understand information, ideas, opinions and experiences related to socialising and societal issues and/or ideas

2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to socialising and societal issues and/or ideas

3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to socialising and societal issues and/or ideas

4. apply knowledge of Italian language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to socialising and societal issues and/or ideas

5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to socialising and societal issues and/or ideas

6. use strategies to maintain communication and exchange meaning in Italian to discuss socialising and societal issues and/or ideas with peers and Italian-speaking community members.

Instrument-specific marking guide

Criterion: Analysing Italian texts in English

Assessment objectives

1. comprehend Italian to understand information, ideas, opinions and experiences related to socialising and societal issues and/or ideas

2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to socialising and societal issues and/or ideas

3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to socialising and societal issues and/or ideas

In responding to Italian texts in English, the student work has the following characteristics:	Marks
• thorough comprehension of information, ideas and/or opinions in all the stimulus texts related to socialising and societal issues and/or ideas • perceptive identification of tone, purpose, context and audience to draw a valid and justifiable interpretation of inferences about meaning, values and attitudes related to socialising and societal issues and/or ideas • discerning analysis and evaluation of relevant information and ideas in stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives related to socialising and societal issues and/or ideas.	6
• effective comprehension of information and ideas in most of the stimulus texts related to socialising and societal issues and/or ideas • effective identification of tone, purpose, context and audience to draw an interpretation of inferences about meaning, values and attitudes related to socialising and societal issues and/or ideas • effective analysis and evaluation of most relevant information and ideas in stimulus texts to draw conclusions with justification of opinions, ideas and perspectives related to socialising and societal issues and/or ideas.	5
• comprehension of the gist and obvious information from some of the stimulus texts related to socialising and societal issues and/or ideas • identification of purpose, context and/or audience related to socialising and societal issues and/or ideas • analysis of some relevant information and ideas in stimulus texts to draw conclusions with some justification from the text/s related to socialising and societal issues and/or ideas.	4
• comprehension of parts of the stimulus texts related to socialising and societal issues and/or ideas • identification of context and/or audience related to socialising and societal issues and/or ideas • analysis of some information and ideas in stimulus texts to draw conclusions.	3
• comprehension of parts of the stimulus texts related to socialising and societal issues and/or ideas • analysis of some information.	2
• comprehension of some words and/or phrases related to socialising and societal issues and/or ideas.	1
• does not satisfy any of the descriptors above.	0

Criterion: Creating Italian texts with Italian stimulus

Assessment objectives

1. comprehend Italian to understand information, ideas, opinions and experiences related to socialising and societal issues and/or ideas

4. apply knowledge of Italian language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to socialising and societal issues and/or ideas

5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to socialising and societal issues and/or ideas

In responding in Italian to Italian texts, the student work has the following characteristics:	Marks
• discerning application of conventions and use of language elements to write a comprehensive response to stimulus texts and the task in proficient and complex Italian related to socialising and societal issues and/or ideas • provision of a cohesive and detailed personal response/justified opinion in relation to topics identified in stimulus texts and the task related to socialising and societal issues and/or ideas • discerning selection, sequencing and synthesis of details from Italian stimulus texts to support the personal response/justified opinions related to socialising and societal issues and/or ideas.	11–12
• appropriate application of conventions and use of language elements to write a response to stimulus texts and the task in mostly proficient and complex Italian related to socialising and societal issues and/or ideas • provision of an effective personal response and/or opinion in relation to topics identified in stimulus texts and the task related to socialising and societal issues and/or ideas • effective selection, sequencing and synthesis of details from Italian stimulus texts to support the personal response/justified opinions related to socialising and societal issues and/or ideas.	9–10
• application of conventions and language elements to write a response to stimulus texts and the task with sufficient proficiency to convey meaning related to socialising and societal issues and/or ideas • provision of a clear personal response and/or opinion in relation to the task related to socialising and societal issues and/or ideas • purposeful selection, sequencing and synthesis of details from Italian stimulus texts to support the personal response/justified opinions related to socialising and societal issues and/or ideas.	7–8
• application of conventions and some language elements to write a response to some stimulus texts and/or the task, in which the overall response can be understood • explanation of the topic related to socialising and societal issues and/or ideas • adequate selection, sequencing and synthesis of some details from Italian stimulus texts to support the personal response/justified opinions related to socialising and societal issues and/or ideas	5–6
• application of some language elements to write a response • explanation of some aspects of the topic related to socialising and societal issues and/or ideas • fragmented selection, sequencing and synthesis of a response to Italian stimulus texts related to socialising and societal issues and/or ideas	3–4
• isolated use of Italian language related to socialising and societal issues and/or ideas	1–2

In responding in Italian to Italian texts, the student work has the following characteristics:	Marks
• disjointed selection and sequencing in a response to Italian stimulus texts related to socialising and societal issues and/or ideas.	
• does not satisfy any of the descriptors above.	0

Criterion: Exchanging information and ideas in Italian

Assessment objectives

1. comprehend Italian to understand information, ideas, opinions and experiences related to socialising and societal issues and/or ideas

4. apply knowledge of Italian language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to socialising and societal issues and/or ideas

5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to socialising and societal issues and/or ideas

6. use strategies to maintain communication and exchange meaning in Italian to discuss socialising and societal issues and/or ideas with peers and Italian-speaking community members

In exchanging information and ideas in Italian, the student work has the following characteristics:	Marks
• synthesis of relevant information and ideas in stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives related to socialising and societal issues and/or ideas • discerning application of conventions and use of language features in a spoken conversation to respond to the stimulus related to socialising and societal issues and/or ideas • use of strategies to generate and maintain communication to provide a personal response related to socialising and societal issues and/or ideas.	11–12
• synthesis of most relevant information and ideas in texts to draw valid conclusions with justification of opinions, ideas and perspectives related to socialising and societal issues and/or ideas • proficient application of conventions and use of language features with occasional errors in a spoken conversation in Italian to respond to the stimulus related to socialising and societal issues and/or ideas • use of strategies to maintain communication to provide a personal response related to socialising and societal issues and/or ideas.	9–10
• synthesis of some relevant information and ideas in stimulus texts to draw conclusions with justification of opinions, ideas and perspectives related to socialising and societal issues and/or ideas • use of suitable language features with errors that do not impede meaning in a spoken conversation related to the stimulus • occasional need for prompting to maintain communication and provide a personal response related to socialising and societal issues and/or ideas.	7–8
• comprehension of some relevant information and ideas in stimulus texts and draw conclusions with some justification from the text/s related to socialising and societal issues and/or ideas • use of language features with errors that impede meaning but overall response can be	5–6

In exchanging information and ideas in Italian, the student work has the following characteristics:	Marks
understood • frequent need for prompting to maintain communication and provide a response related to socialising and societal issues and/or ideas.	
• comprehension of some information in stimulus texts related to socialising and societal issues and/or ideas • use of language features with frequent errors that impede meaning but some information can be understood • is hesitant, relying heavily on prompts and cues to communicate related to socialising and societal issues and/or ideas.	3–4
• comprehension of some words and phrases in the stimulus texts • isolated use of some Italian phrases or words related to socialising and societal issues and/or ideas.	1–2
• does not satisfy any of the descriptors above.	0

Task

See the sample assessment instrument for Summative internal assessment 2 — Unit 3. Available on the School portal (Italian).

Sample response

Criterion	Allocated marks	Marks awarded
Analysing Italian texts in English Assessment objectives 1, 2, 3	6	6
Creating Italian texts with Italian stimulus Assessment objectives 1, 4, 5	12	12
Exchanging information and ideas in Italian Assessment objectives 1, 4, 5, 6	12	12
Total	**30**	**30**

The annotations show the match to the instrument-specific marking guide (ISMG) performance-level descriptors.

	Session 1
	Question 1
Analysing Italian texts in English [6] perceptive identification of tone, purpose, context and audience to draw a valid and justifiable interpretation of inferences about meaning, values and attitudes related to socialising and societal issues and/or ideas	The writer's purpose is to discuss the problem of bullying in the contexts of school and social media for audiences interested in children's well-being (e.g parents). Their perspective is that bullying is getting worse and that technology contributes to this problem. Children get picked on if they don't fit into expected norms simply because they are different or identify as belonging to particular social groups such as 'nerds' or 'emos'. Cyber-bullying worsens situations because children cannot escape bullies. The tone is mostly factual to portray an informed position about peer pressure increasing bullying and cyberbullying being new, but the tone becomes opinionated (in last line) to persuade audiences to act. (110 words)
	Question 2
Analysing Italian texts in English [6] thorough comprehension of information, ideas and/or opinions in all the stimulus texts related to socialising and societal issues and/or ideas	The author states that often a common interest plays a big part in the way young people choose to identify with a certain group and that friendships are developed from this commonality. Many teenagers come together to share common interests. For example, one caller described his soccer team and how training together and being part of a team had blossomed into a friendship outside the sport. Paola described an interest in books and joined a book club, which was 'great fun' and led to sometimes having coffee. Chiara described interest in music, so she was in a music group where they wrote songs. (103 words)

Analysing Italian texts in English [6]
discerning analysis and evaluation of relevant information and ideas in stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives related to socialising and societal issues and/or ideas.

Question 3

In my opinion, bullying is the biggest challenge young people face. This is because victims can't escape the bullying because of 'cyberbullying'. As mentioned in stimulus text 1, bullies are bullying online, through social media. But we know that teenagers have a choice. They can choose to be a sheep and follow friends who bully the less fortunate or they can choose to be surrounded by positive people. This is illustrated by Stimulus text 2. Here we see the positive friendships which can develop when teenagers share a common interest.

(90 words)

Extended response

E Caro Editore,

Le scrivo riguardo il suo recente articolo sugli effetti negativi che l'influenza di alcuni gruppi può avere sui ragazzi. Essendo una persona giovane, dopo aver letto l'articolo ho sentito il dovere di scriverle e di difendere la mia generazione. Sono d'accordo che l'influenza negativa di alcuni gruppi ha impatti disfunzionali negli adolescenti. Penso che il suo articolo inutilmente attiri l'attenzione sul problema.

Creating Italian texts with Italian stimulus [11-12]
provision of a cohesive and detailed personal response/justified opinion in relation to topics identified in stimulus texts and the task related to socialising and societal issues and/or ideas

Creating Italian texts with Italian stimulus [11-12]
discerning selection, sequencing and synthesis of details from Italian stimulus texts to support the personal response/justified opinions related to socialising and societal issues and/or ideas

Gli adolescenti certamente hanno la tendenza ad invitare i loro amici, però questo non ha sempre conseguenze negative. Sí, in qualche caso i ragazzi sentono l'influenza dei loro amici a provare qualche droga a bere in eccesso e ad entrare in questo circuito. Quando questo accade può avere delle conseguenze terribili. Dobbiamo ricordare però che questo accade solo per una parte degli adolescenti, non per tutti.

Molti ragazzi condividono attività con i loro amici come fare sport, coinvolgere amici in attività comuni o studiare assieme. Molti altri condividono attività che molti non ritengano produttive ma che certamente non sono dannose come giocare ai video giochi o andare a vedere un film.

Creating Italian texts with Italian stimulus [11-12]
discerning application of conventions and use of language elements to write a comprehensive response to stimulus texts and the task in proficient and complex Italian related to socialising an societal issues and/or ideas

Il mio pensiero è che una piccola parte di adolescenti sia impegnata in attività dannose per loro e credo che molto spesso la potenza dell'influenza negativa di un gruppo sia da mettere in relazione con l'insicurezza di chi si lascia influenzare. Un articolo ome il suo che suscita tanto interesse rispetto all'influenza che un gruppo di persone può avere su un altro, certamente non aiuterà i ragazzi insicuri a sentirsi sicuri. Quindi le chiedo signor editore cosa cercava di raggiungere scrivendo questo articolo?

(259 words)

Session 2

Question 1

Io ho avuto la grande fortuna di aver incontrato un bel gruppo di amici il primo giorno di scuola secondaria, eravamo tutti un po` nervosi ma ci siamo legati grazie all'amore reciproco del gruppo inglese The Beatles. I miei amici sono tutti diversi da me ma allo stesso tempo così uguale, è la mia migliore amica e come la mia sorella. Mi è sempre stata vicina soprattutto nei momenti veramente difficili della mia vita. Io e i miei amici condividiamo tante interessi, ma non dobbiamo necessariamente pensare allo stesso modo. Noi siamo tutti studiosi e abbiamo tanti interessi in comune.

Question 2

Tutti noi amiamo la musica, ascoltiamo la musica e suoniamo anche alcuni strumenti insieme. Ci piace passare il tempo libero ai concerti ad apprezzare la musica dal vivo, o semplicemente passiamo la serata a casa ad ascoltare musica e chiacchierare. Ogni giovedì sera ci incontriamo sempre allo stesso posto e alla stessa ora (al centro commerciale, davanti la fontana, alle 5 di pomeriggio) e poi…non facciamo proprio niente di speciale! Giriamo insieme per i negozi, guardiamo le vetrine, specialmente quelle di musica e forse compriamo un gelato. Ci divertiamo molto insieme e non ci annoiamo mai perché è bello stare insieme.

Question 3

Senza dubbi il cellulare è lo strumento più usato tra di noi. Quando non siamo insieme, ci teniamo in contatto a tutte le ore del giorno e della notte con la chat, i messaggi sms e con facebook e snapchat, dove mandiamo foto tra di noi. Non spengo mai il cellulare, lo uso sempre! Tutti noi abitiamo vicino, quindi è facile mandare un messaggio agli amici e 5 minuti dopo possiamo vederci faccia a faccia.

Question 4

Gli amici per me rappresentano la mia più grande forza e il mio grande sostegno. Communque e` importante a stare lontano degli amici tossichi, cioè quelli con un cattivo atteggiamento, che lamentano costantemente o hanno una tendenza di criticare molto. I miei amici sono sempre stati importanti, non riesco a pensare quanto possa essere vuota la vita senza gli amici. Le mie amicizie sono basate su un rapporto di grande fiducia, sincerità e sul rispetto reciproco. Per me, il mio gruppo di amici abbia un effetto positivo su di me, e sono molto

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Exchanging information and ideas in Italian [11-12] discerning application of conventions and use of language features in a spoken conversation to respond to the stimulus related to socialising and societal issues and/or ideas

Exchanging information and ideas in Italian [11-12] use of strategies to generate and maintain communication to provide a personal response related to socialising and societal issues and/or ideas

Exchanging information and ideas in Italian [11-12] synthesis of relevant information and ideas in stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives related to socialising and societal issues and/or ideas.

Exchanging information and ideas in Italian [11-12] use of strategies to generate and maintain communication to provide a personal response related to socialising and societal issues and/or ideas

grata di avere un gruppo così simpatico e stretto.

Question 5

Molti giovani (alcuni dei miei amici inclusi) pensano che per divertirsi sia necessario bere. Molti giovani hanno provato l'alcol per curiosità o perché lo bevono gli amici del gruppo. Bere l'alcol non mi interessava mai, finché la mia migliore amica mi ha convinto di condividere una bottiglia di vodka a una festa. Che disastro! Dopo solo un'ora alla festa mi sentivo così male che ho vomitato sul tappetto! Sono stata molto imbarazzata. Sono stata molto vulnerabile alla pressione della mia amica perché non volevo sembrare noiosa. La festa non è stata divertente ma ho imparato la mia lezione.