Italian 2019 v1.3

IA2 sample assessment instrument

February 2019

Examination — combination response (30%)

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

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 relationships, roles in society, socialising and societal issues and ideas

2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to relationships, roles in society, socialising and societal issues and ideas

3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to relationships, roles in society, socialising and societal issues and 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 relationships, roles in society, socialising and societal issues and ideas

5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to relationships, roles in society, socialising and societal issues and ideas

6. use strategies to maintain communication and exchange meaning in Italian to discuss relationships, roles in society, socialising and societal issues and ideas with peers and Italian-speaking community members.

Subject	Italian	Instrument no.	IA2
Technique	Examination — combination response		
Unit	Unit 3: La nostra società — Our society		
Topic	Topic 2: Socialising and connecting with my peers Topic 3: Groups in society		

Session 1: Written response

Conditions

Response type	Examination — combination response		
Time	100 minutes	**Perusal**	5 minutes planning time

Other	Written:
	• Part 1: Short answer responses in **English** of up to 100 words per question with a minimum of three and a maximum of four questions.
	• Part 2: Extended response in **Italian** of between 200–300 words
	• Italian-English bilingual dictionaries permitted
	• word processor (with internet disabled) permitted
	• Italian audio or audiovisual text/s may
	  – be heard up to three times
	  – be delivered more slowly than background speaker pace
	  – include judicious pausing		

Instructions

Write your responses in full sentences, where appropriate, constructing a response so that ideas are maintained, developed and justified.

Part 1: Short response
Use Stimulus 1, 2 and 3 to answer Questions 1, 2 and 3 in **English.**

Part 2: Extended response
Use Stimulus 1, 2 and 3 to answer Question 4 in **Italian**.

Criterion	Marks allocated	Result
Analysing Italian texts in English Assessment objectives 1, 2, 3	6	
Creating Italian texts with Italian stimulus Assessment objectives 1, 4, 5	12	
Total	**18**	

Session 1 Part 1: Short response

Question 1

Identify the writer's purpose, context and audience in Stimulus 1 and why a particular tone been used. Justify your answer using evidence from the text.

Question 2

Drawing on Stimulus 2, analyse how some young people choose to identify themselves as members of a group. Justify your answer using evidence from the text.

Question 3

To what extent do the writers of Stimulus 1, 2 and 3 provide an accurate portrayal of the issues facing young people today? Justify your answer using evidence from the text.

Session 1 Part 2: Extended response

Question 4

While on exchange in Italy, you come across Stimulus 1 in the local newspaper. Write a letter to the editor in response to this recent article.

In your letter, you will:

- outline your opinion on the topic of the article
- explain your reasoning
- use the stimulus texts and your personal experiences or observations to support your opinion.

Stimulus

Stimulus 1— written text

Bullismo in crescita

Il bullismo è sempre stato un problema tra i ragazzi, ma oggigiorno è peggiorato. Le vittime vengono prese di mira mentre vanno a scuola. I ragazzi più popolari si prendono gioco degli studenti che non sono inseriti in qualche compagnia. Molti bulli decidono di prendersela con i secchioni oltre che con quei ragazzi che apprezzano la musica emo. Il bersaglio dei bulli sono, generalmente, ragazzi diversi dagli altri e che non fanno parte di un gruppo specifico. Una volta che un bullo sceglie la vittima, gli altri studenti si sentono obbligati ad unirsi al bullo provocando, così, un effetto a catena. Presto la povera vittima avrà una vita insopportabile e si troverà costretta ad avere a che fare con i bulli costantemente.

Alcuni bulli molestano le loro vittime solo verbalmente, altri anche fisicamente. La settimana scorsa uno studente del liceo è finito in ospedale perché attaccato da dei bulli. Il bullo stava cercando di rubare alla vittima i 5 euro che aveva in tasca. La vittima è stata costantemente presa in giro dal giovane per tutto l'anno, fino a quando non ce l'ha più fatta a sopportare i soprusi ed ha deciso di reagire. Il bullo, allora, è diventato ancora più violento ed ha iniziato a picchiare il povero studente con una tale forza da mandarlo in ospedale.

A causa della tecnologia sta diventando estremamente difficile per le vittime scappare dai loro carnefici. Negli ultimi anni ha preso piede una nuova forma di bullismo: il "cyberbullismo". Le vittime, una volta uscite da scuola, vengono avvicinate dai loro carnefici anche su Facebook, Instagram e Snapchat. In questo caso i bulli utilizzano il cellulare, l'iPad o il computer per continuare a molestare. Il bullismo sta diventando un'epidemia, per questo è necessario che la società reagisca unita nella lotta contro questo terribile fenomeno.

(303 words)

Stimulus 2 — audio text

Note: Students would be provided with this stimulus in an audio format, but the stimulus has been provided for this purpose as a transcript.

Bentornati su Radio Deejay. Recentemente sui media sono passate molte notizie riguardanti persone che hanno fatto cose stupide, come bullizzare. Molte persone dicono che questi problemi sono peggiorati perché gli adolescenti seguono gli amici del loro gruppo, e quando uno di loro fa qualcosa di stupido gli altri lo seguono. Ma molti di questi gruppi di ragazzi non fanno nulla di stupido. Oggi apriamo le linee telefoniche ai nostri giovani ascoltatori per ascoltare i loro racconti.
Qual è il tuo gruppo? E cosa vi unisce?

DJ	Ciao, ascoltatore. Con chi parlo?
Tomaso	Ciao, sono Tommaso. Ho 16 anni.
DJ	Ciao Tommaso. Chi sono i tuoi amici?
Tomaso	Il mio gruppo é la mia squadra di calcio. Ci alleniamo assieme e trascorriamo il tempo ad allenarci, a palleggiare, a giocare a calcio, e alla fine molto spesso andiamo a mangiare una pizza assieme. L'unica cosa che i miei compagni di squadra mi hanno convinto a fare è mangiare tantissima pizza!
DJ	Grazie, Tommaso. Adesso la prossima telefonata.
Chiara	Ciao, sono Chiara. Ho 14 anni.
DJ	Chi sono i tuoi amici, Chiara?
Chiara	Io suono in un gruppo musicale. Io e le ragazze suoniamo insieme dopo la scuola. A volte scriviamo anche canzoni.
DJ	Grazie, Chiara. Abbiamo tempo solo per un'altra telefonata.
Paola	Ciao, sono Paola. Ho 19 anni.
DJ	Ciao Paola. Appartieni a qualche gruppo?
Paolo	Chiamami secchiona, ma il mio è il gruppo del libro. Ci troviamo una volta alla settimana e discutiamo del libro che stiamo leggendo al momento. A volte andiamo anche a prendere un caffè insieme. È un gran divertimento.
DJ	Grazie, Paola. Bene, li avete sentiti. Non tutti i ragazzi incoraggiano i loro amici a fare uso di droga, fumo…molti di loro incoraggiano i loro amici a leggere, suonare e giocare.

(294 words)

Stimulus 3 — visual text
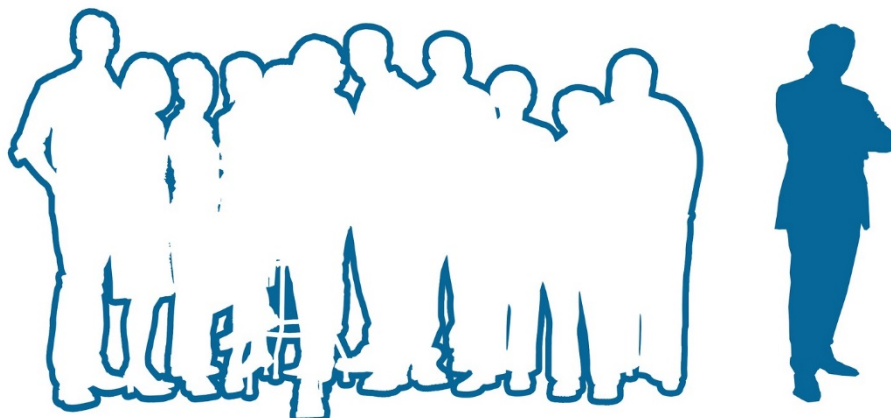
In quali gruppi ti identifichi? Cosa ti accomuna ai membri di questi gruppi?

Image: *Untitled*, by Geralt, Creative Commons Public Domain Dedication, https://pixabay.com/photo-2212760, accessed on May 31, 2018.

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 all 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

In responding to Italian texts in English, the student work has the following characteristics:	Marks
• 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 relevant 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

Session 2: Spoken response			
Conditions			
Response type	Student-centred conversation in Italian		
Time	3–7 minutes	**Perusal**	10 minutes planning time
Other	Spoken: • No access to materials or notes other than stimulus materials • During 10 minutes planning, students may make notes to use as prompts • During the student-centred conversation, students may use notes prepared in planning time.		
Instructions			
Stimulus 3 will form the basis of a one-to-one conversation in **Italian** with your teacher about lifestyle, leisure and education.			

Criterion	Marks allocated	Result
Exchanging information and ideas in Italian Assessment objectives 1, 4, 5, 6	12	—

Session 2: Spoken unprepared response — sample teacher questions in Italian
These are not to be viewed by the student. Open-ended questions will be developed by the teacher as they listen to the presentation. These would be individual.
Question 1
In quali gruppi ti identifichi?
Question 2
Quali sono le caratteristiche necessarie per appartenere a questi gruppi?
Question 3
Che cosa fate assieme?
Question 4
Pensi che il gruppo dei tuoi amici abbia un effetto positivo o negativo su di te?
Question 5
Sei mai stato spinto a far cose che non volevi? Se sì, spiega.

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 understood • frequent need for prompting to maintain communication and provide a response related to socialising and societal issues and/or ideas.	5–6
• 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	3–4

In exchanging information and ideas in Italian, the student work has the following characteristics:	Marks
• is hesitant, relying heavily on prompts and cues to communicate related to socialising and societal issues and/or ideas.	
• 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