

# Italian 2019 v1.3

## IA3 sample assessment instrument

February 2019

### Extended 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 finishing secondary school, future plans and responsibilities
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to finishing secondary school, future plans and responsibilities
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities
4. apply knowledge of Italian language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to finishing secondary school, future plans and responsibilities
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities
6. use strategies to maintain communication and exchange meaning in Italian to discuss finishing secondary school, future plans and responsibilities with peers and Italian-speaking community members.

<b>Subject</b>	Italian	<b>Instrument no.</b>	IA3
<b>Technique</b>	Extended response		
<b>Unit</b>	Unit 4: Il mio futuro — My future		
<b>Topic</b>	Topic 1: Finishing secondary school, plans and reflections Topic 2: Responsibilities and moving on		

### Part 1: Extended response — multimodal

#### Conditions

<b>Duration</b>	3 weeks preparation (in-class and out-of-class time)		
<b>Mode</b>	Multimodal	<b>Length</b>	4–8 minutes
<b>Individual/group</b>	Individual	<b>Other</b>	—
<b>Resources available</b>	This is an open-ended task responding to Italian stimulus texts. You can access a variety of resources to support the development of your presentation.		

#### Context

In this unit, you have focused on the topics of finishing secondary school, plans and reflections, responsibilities, and moving on. Your response will be to three teacher-provided stimulus texts, one of which has been explored in class. The other two you will work on individually.

**Situation:** A group of Italian exchange students will be joining the Year 12 cohort at your school. You have been asked to give a presentation to explain the cultural differences between the final year of school in Australia and in Italy.

#### Task

Analyse Stimulus 1, 2 and 3 to develop a multimodal presentation where you establish a personal perspective in response to the following question:

To what extent do the texts reveal the challenges and possibilities of life beyond school? Justify your perspectives by comparing these ideas in Australia and Italian-speaking communities. Your answer must make reference to all three stimulus texts.

#### To complete this task, you must:

- develop a detailed understanding of the information, ideas, opinions and experiences in the stimulus texts
- analyse and evaluate the language, information and ideas in the stimulus texts
- develop your own perspectives using evidence from the stimulus texts
- draw your personal conclusions
- construct a structured, controlled and synthesised multimodal presentation.

#### Stimulus

Three attached stimulus texts of differing text types and modes.

#### Checkpoints

- Week 1: Negotiate with teacher about perspective and content before developing response and/or conducting supplementary research.
- Week 2: Develop a draft for feedback. Your teacher will provide advice but not corrections.
- Week 3: Submit a final copy of your multimodal script with your presentation.

Criterion	Marks allocated	Result
<b>Analysing Italian texts in Italian</b> Assessment objectives 1, 2, 3, 4, 5	15	
<b>Total</b>	<b>15</b>	
<b>Authentication strategies</b>		
<ul style="list-style-type: none"> <li>• The teacher will provide class time for task completion.</li> </ul>		
<ul style="list-style-type: none"> <li>• Students will produce sections of the final response under supervised conditions.</li> </ul>		
<ul style="list-style-type: none"> <li>• Students will provide documentation of their progress at indicated checkpoints.</li> </ul>		
<ul style="list-style-type: none"> <li>• The teacher will collect copies of the student response and monitor at key junctures.</li> </ul>		
<ul style="list-style-type: none"> <li>• Students must acknowledge all sources.</li> </ul>		
<ul style="list-style-type: none"> <li>• Students must submit a declaration of authenticity.</li> </ul>		
<ul style="list-style-type: none"> <li>• The school will ensure class cross-marking occurs.</li> </ul>		
<b>Scaffolding</b>		
<ul style="list-style-type: none"> <li>• Use a range of language elements to demonstrate your capabilities.</li> <li>• Use a range of vocabulary and terminology.</li> <li>• Read texts a few times and make notes on your thoughts.</li> <li>• Decide on your perspective/s.</li> <li>• Find the evidence in the stimulus that supports or doesn't support your perspective/s.</li> <li>• Draft/plan how to link the information together.</li> <li>• Structure your information and insights in an organised way.</li> <li>• Be familiar with your technology, and allow plenty of time to check all is working.</li> <li>• Practise prior to presenting.</li> </ul>		

# Stimulus

## Stimulus 1 — written text

### Gli adolescenti australiani sono scatenati

Ogni anno, appena si diplomano, i ragazzi australiani vanno in vacanza con i loro amici per festeggiare. Molti ragazzi vanno via per una settimana e per molti di loro è la prima volta che vanno in vacanza senza i loro genitori. La tradizione ha lo scopo di celebrare l'ottenimento del diploma di scuola superiore e il loro diventare adulti, ma in realtà molti di loro si comportano da bambini. Spesso giornali e televisioni riportano notizie relative al comportamento immaturo ed inappropriato dei ragazzi australiani appena diplomati. La realtà degli studenti italiani è assai diversa da quella dei giovani australiani. In Italia si festeggiano i '100 giorni', e cioè i cento giorni alla prima prova degli esami di maturità, con una cena con i professori, una serata in discoteca, o con una gita scolastica in una capitale europea. Una volta finiti gli esami di maturità, i ragazzi vanno semplicemente al ristorante con i loro amici per festeggiare il conseguimento della maturità, oppure organizzano una mega festa. Certamente non vanno in vacanza da soli senza alcuna supervisione! È forse il caso che l'Australia ripensi a questa tradizione che mette a rischio la vita dei giovani?

(198 words)

## Stimulus 2 — spoken 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.*

One Italian and one Australian teenager were interviewed about finishing school and planning for the future. Listen to their interviews.

### Giorgio

Giornalista Ciao, come ti chiami?

Giorgio Ciao, mi chiamo Giorgio

Giornalista Quando hai finito la scuola?

Giorgio Proprio la settimana scorsa.

Giornalista Qual è la cosa che hai trovato più difficile durante il tuo ultimo anno scolastico?

Giorgio Sicuramente l'esame di maturità. Tre giorni di esami sono stancanti. Ho affrontato bene gli esami scritti ma l'esame orale, il terzo giorno, era molto difficile. Ero così nervoso, con tutti quegli insegnanti che mi guardavano e aspettavano risposte alle loro domande, che mi sono quasi dimenticato tutto quello che ho imparato durante l'anno!

Giornalista Sembra difficile. Che cosa hai intenzione di fare adesso che la scuola è finita?

Giorgio Vado a studiare all'estero. È troppo difficile trovare lavoro in Italia, quindi andrò in Inghilterra e studierò lì. Sarò in grado di migliorare il mio inglese e questo mi aiuterà a trovare un lavoro in futuro.

### **Emma**

Giornalista Ciao, come ti chiami?

Emma Ciao, mi chiamo Emma.

Giornalista Quando hai finito la scuola, Emma?

Emma Ho finito due settimane fa.

Giornalista Qual è la cosa che hai trovato più difficile durante il tuo ultimo anno scolastico?

Emma Essere sempre sotto pressione per lo studio. Ho sempre avuto compiti ed esami da fare molto importanti per il mio ATAR.

Giornalista Cos'è l'ATAR?

Emma È come una classifica che fanno nel Queensland quando finisci la scuola, basata sui tuoi risultati e sugli esami che hai sostenuto durante l'anno.

Giornalista Molto interessante. Che piani hai adesso che hai finito la scuola?

Emma Beh, molti dei miei amici vanno all'università ma vorrei prendermi un anno sabbatico prima, per viaggiare.

Giornalista Che cos'è un anno sabbatico?

Emma Un anno sabbatico è quando prendi un anno di pausa dalla scuola e dall'università e fai qualcosa di diverso come, per esempio, andare all'estero.

Giornalista Cosa pensi di fare all'estero? Studierai?

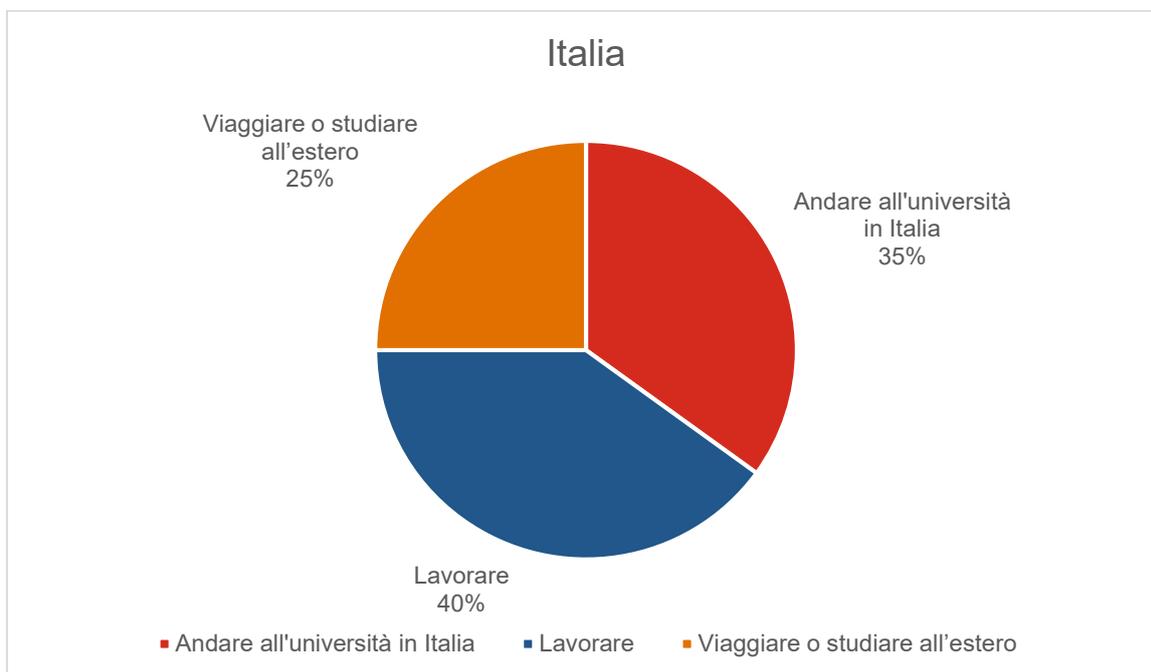
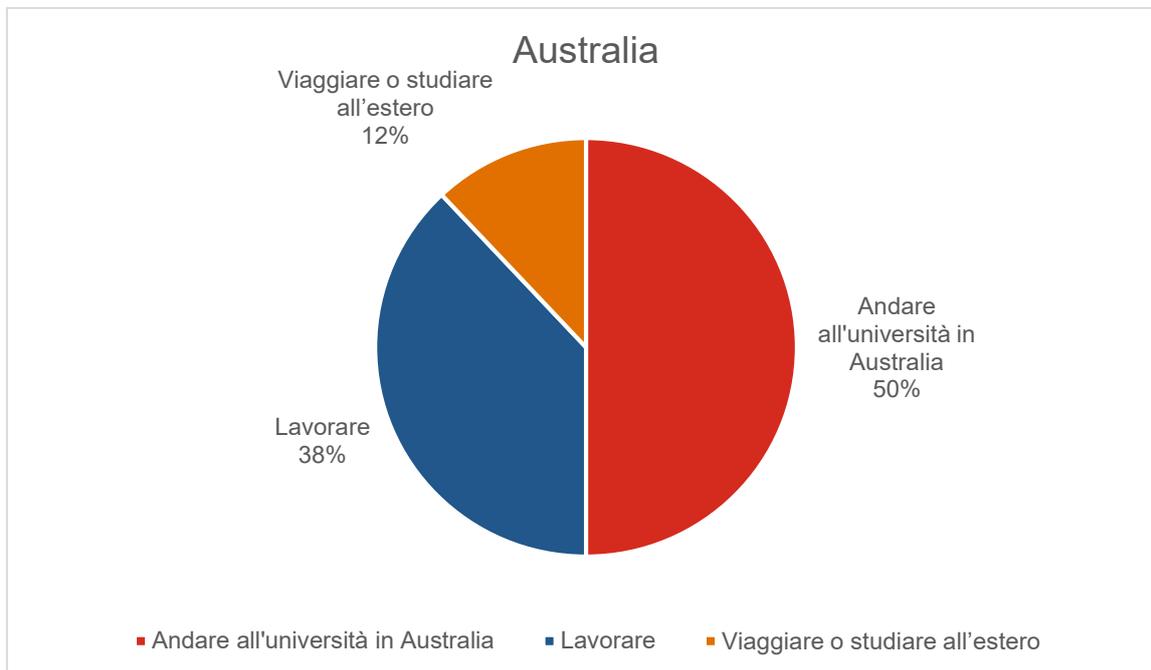
Emma No, studiare all'estero come studente internazionale è molto costoso, se lo confronto con lo studiare in Australia. Spero di trovare qualche lavoro occasionale, magari come cameriera, e viaggiare. Poi ritornerò in Australia l'anno dopo per studiare.

Giornalista Molto interessante. Grazie per l'intervista.

(345 words)

## Stimulus 3 — Visual text

Cosa farai dopo la maturità?



(44 words)

**Note:** This stimulus has been part of a broader study in class, prior to the distribution of the other two stimuli.

# Instrument-specific marking guide (ISMG)

## Criterion: Analysing Italian texts in Italian

### Assessment objectives

1. comprehend Italian to understand information, ideas, opinions and experiences related to finishing secondary school, future plans and responsibilities
2. identify tone purpose, context and audience to infer meaning, values and attitudes related to finishing secondary school, future plans and responsibilities
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities
4. apply knowledge of Italian language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to finishing secondary school, future plans and responsibilities
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities.

In responding in Italian to Italian texts, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• comprehensive understanding of information, ideas and/or opinions in all the stimulus texts related to finishing secondary school, future plans and responsibilities</li> <li>• perceptive identification of tone, purpose, context and audience to draw valid and justifiable interpretation of inferences about meaning, values and attitudes in proficient and complex Italian related to finishing secondary school, future plans and responsibilities</li> <li>• discerning analysis and evaluation of relevant information and ideas in the stimulus texts to draw well-constructed and valid conclusions with well-substantiated justification of opinions, ideas and perspectives related to finishing school, future plans and responsibilities.</li> </ul>	14-15
<ul style="list-style-type: none"> <li>• effective understanding of information, ideas and/or opinions in the stimulus texts related to finishing secondary school, future plans and responsibilities</li> <li>• effective identification of tone, purpose, context and audience to draw a valid interpretation or inferences about mean, values and attitudes in mostly proficient and complex Italian related to finishing secondary school, future plans and responsibilities</li> <li>• effective analysis and evaluation of most relevant information and ideas in the stimulus texts to draw conclusions with justification of opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities.</li> </ul>	12-13
<ul style="list-style-type: none"> <li>• understanding of information and ideas in most of the stimulus texts related to finishing secondary school, future plans and responsibilities</li> <li>• identification of purpose, context and audience to draw an interpretation of inferences about meaning, values and attitudes in mostly proficient Italian related to finishing secondary school, future plans and responsibilities</li> <li>• analysis and evaluation of some relevant information and ideas in the stimulus texts to draw conclusions with justification of opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities.</li> </ul>	10-11

In responding in Italian to Italian texts, the student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• understanding of the gist and obvious information from some of the stimulus texts related to finishing secondary school, future plans and responsibilities</li> <li>• identification of purpose, context and/or audience with sufficient proficiency in Italian related to finishing secondary school, future plans and responsibilities</li> <li>• analysis of some relevant information and ideas in the stimulus texts to draw conclusions with some justification from the text/s related to finishing secondary school, future plans and responsibilities.</li> </ul>	8-9
<ul style="list-style-type: none"> <li>• understanding of gist and obvious information from parts of the stimulus texts related to finishing secondary school, future plans and responsibilities</li> <li>• identification of context and/or audience in which the overall response can be understood related to finishing secondary school, future plans and responsibilities</li> <li>• analysis of some information and ideas in the stimulus text/s to draw conclusions related to finishing secondary school, future plans and responsibilities.</li> </ul>	6-7
<ul style="list-style-type: none"> <li>• understanding of parts of the stimulus text/s related to finishing secondary school, future plans and responsibilities</li> <li>• some aspects of context and/or audience identified in fragmented Italian</li> <li>• analysis of some information related to finishing secondary school, future plans and responsibilities.</li> </ul>	4-5
<ul style="list-style-type: none"> <li>• understanding of some words and phrases related to finishing secondary school, future plans and responsibilities</li> <li>• fragmented information identified related to finishing secondary school, future plans and responsibilities.</li> </ul>	2-3
<ul style="list-style-type: none"> <li>• understanding of some words and phrases related to finishing secondary school, future plans and responsibilities.</li> </ul>	1
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0

**Part 2: Extended response — spoken conversation****Conditions****Duration** 5–7 minutes**Mode** Student-centred conversation**Individual/  
group** Individual **Other** —**Resources  
available**

- Stimulus texts from Part 1.
- The script you developed for Part 1.

**Context**

In Part 1, you developed a multimodal presentation on the topics of finishing secondary school, plans and reflections, responsibilities, and moving on. Part 2 of this assessment builds on Part 1.

**Task**

Answer a series of unseen, open-ended questions asked by your teacher in relation to your presentation, the three stimulus texts, and/or the subject matter of Unit 4 Topic 1 and/or 2.

**Stimulus**

Three attached stimulus texts of differing text types and modes.

Criterion	Marks allocated	Result
<b>Exchanging information and ideas in Italian</b> Assessment objectives 1, 4, 5, 6	15	

**Part 2: Extended response — spoken conversation (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**

Qual è la cosa che hai trovato più difficile durante il tuo ultimo anno scolastico?

**Question 2**

Quale valutazione sommativa pensi sia più giusta ed equa, quella del Queensland o l'Esame di Stato italiano? Perché?

**Question 3**

Qual è il tuo ricordo migliore del tuo ultimo anno scolastico?

**Question 4**

Se potessi cambiare qualcosa riguardo l'ultimo anno scolastico nel Queensland cosa cambieresti?

**Question 5**

Cosa pensi di fare finita la scuola?

# Instrument-specific marking guide (ISMG)

## Criterion: Exchanging information and ideas in Italian

### Assessment objectives

1. comprehend Italian to understand information, ideas, opinions and experiences related to finishing secondary school, future plans and responsibilities
4. apply knowledge of Italian language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to finishing secondary school, future plans and responsibilities
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities
6. use strategies to maintain communication and exchange meaning in Italian to discuss finishing secondary school, future plans and responsibilities with peers and Italian-speaking community members.

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• discerning application of conventions and use of language features in a spoken conversation in Italian to exchange information and ideas about their presentation related to finishing secondary school, future plans and responsibilities</li> <li>• structured, sequenced and synthesised use of strategies to generate and maintain the conversation in a discerning manner</li> <li>• provision of a perceptive and justified personal response using relevant information related to finishing secondary school, future plans and responsibilities.</li> </ul>	14-15
<ul style="list-style-type: none"> <li>• effective and proficient application of conventions and use of language features in a spoken conversation in Italian to exchange information and ideas about their presentation related to finishing secondary school, future plans and responsibilities</li> <li>• structured, sequenced and synthesised use of strategies to generate and maintain the conversation in an effective manner</li> <li>• provision of an effective personal response using relevant information related to finishing secondary school, future plans and responsibilities.</li> </ul>	12-13
<ul style="list-style-type: none"> <li>• proficient application of conventions and use of language features in a spoken conversation in Italian to exchange information and ideas about their presentation related to finishing secondary school, future plans and responsibilities</li> <li>• structured, sequenced and synthesised use of strategies to generate and maintain the conversation in a purposeful manner</li> <li>• provision of a clear personal response related to finishing secondary school, future plans and responsibilities.</li> </ul>	10-11
<ul style="list-style-type: none"> <li>• use of suitable language features with errors that do not impede meaning in a spoken conversation in Italian to exchange information and ideas related to finishing secondary school, future plans and responsibilities</li> <li>• can maintain conversation in a structured and sequenced manner</li> <li>• provision of an appropriate personal response related to finishing secondary school, future plans and responsibilities.</li> </ul>	8-9
<ul style="list-style-type: none"> <li>• use of Italian language features with some errors that impede meaning at times related to finishing secondary school, future plans and responsibilities</li> <li>• occasional need for prompting to maintain communication in a structured manner</li> <li>• provision of an adequate response related to finishing secondary school, future plans and responsibilities.</li> </ul>	6-7

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• use of Italian language with errors that impede meaning but can be understood related to finishing secondary school, future plans and responsibilities</li> <li>• frequent need for prompting to maintain communication</li> <li>• fragmented response to finishing school, future plans and responsibilities.</li> </ul>	4-5
<ul style="list-style-type: none"> <li>• use of Italian language with frequent errors but some information can be understood related to finishing secondary school, future plans and responsibilities</li> <li>• is hesitant, relying heavily on prompts and cues to communicate</li> <li>• disjointed response to finishing school, future plans and responsibilities.</li> </ul>	2-3
<ul style="list-style-type: none"> <li>• isolated use of Italian phrases or words related to finishing secondary school, future plans and responsibilities.</li> </ul>	1
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0