Italian marking guide

External assessment

Combination response (55 marks)

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.

Note: Objective 6 is not assessed in this instrument.

Purpose

This document is an External assessment marking guide (EAMG).

The EAMG:

- Provides a tool for calibrating external assessment markers to ensure reliability of results

- Indicates the correlation, for each question, between mark allocation and qualities at each level of the mark range

- Informs schools and students about how marks are matched to qualities in student responses.

Mark allocation

Where a response does not meet any of the descriptors for a question or a criterion, a mark of '0' will be recorded. Where no response to a question has been made, a mark of 'N' will be recorded.

Short response in Italian (16 marks)

Q	Sample response	The response:	M	The response:	M
1	L'intenzione dello stimolo è convincere chi termina gli studi, ovverosia i Millennial, a contribuire alla creazione di una capsula del tempo. Questa capsula del tempo sarà inviata su Marte, e si vogliono includere informazioni sulla vita degli adolescenti. Alla fine viene fornito un indirizzo email per incoraggiare la registrazione. Lo stimolo dice che potrebbe trattarsi di un'opportunità per te, un obiettivo molto mirato.	• states that the goal of the stimulus is to encourage school leavers to participate in a time capsule activity to Mars • provides 3 relevant examples to support this statement	4	• conveys meaning relevant to the question, allowing for few errors	4
		• states that the goal of the stimulus is to encourage school leavers to participate in a time capsule activity to Mars • provides 2 relevant examples to support this statement	3	• conveys meaning relevant to the question, allowing for some errors	3
		• states that the goal of the stimulus is to encourage school leavers to participate in a time capsule activity to Mars • provides 1 relevant example to support this statement **OR** • provides 2 relevant examples	2	• conveys meaning relevant to the question through the use of some words and isolated phrases	2
		• states that the participation of school leavers in a time capsule activity to Mars is being advertised **OR** • provides 1 relevant example **OR** • in English, states that the goal of the stimulus is to encourage school leavers to participate in a time capsule activity to Mars and provides three examples	1	• conveys fragmented meaning	1
		• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above **OR** • is in English.	0

Q	Sample response	The response:	M	The response:	M
2	Chi parla usa il linguaggio per infondere un senso di energia nell'ascoltatore *millennial*, con un tono molto persuasivo. I giovani ascoltatori dovrebbero essere molto persuasi dato che chi parla chiede loro se gli piacerebbe cogliere questa "pportunità che capita una volta sola nella vita", facendoli pensare che altrimenti potrebbero perdere un'occasione. Chi parla fa molte domande retoriche, ad esempio "come ti senti all'idea di finire questo capitolo della tua vita" e si appella a chi ascolta utilizzando frequentemente la seconda persona singolare.	• states how language is used • states how the target audience might respond • provides 2 relevant examples to support the statements above	4	• conveys meaning relevant to the question, allowing for few errors	4
		• states how language is used • states how the target audience might respond • provides 1 relevant example to support 1 of the statements above	3	• conveys meaning relevant to the question, allowing for some errors	3
		• states how language is used • provides 1 relevant example to support this statement **OR** • states how the target audience might respond • provides 1 relevant example to support this statement **OR** • provides 2 relevant examples	2	• conveys meaning relevant to the question through the use of some words and isolated phrases	2
		• states how language is used **OR** • states how the target audience might respond **OR** • provides 1 relevant example **OR** • in English, states how language is used, how the target audience might respond and provides 2 examples to support the statements	1	• conveys fragmented meaning	1
		• does not satisfy any of the descriptors above.	0	• does not satisfy of the descriptors above **OR** • is in English.	0

Short response in English (18 marks)

Q	Sample response	The response:	M
3	The family has made many good decisions as they confronted the difficult circumstances in front of them. First, they realised that the flower market had changed, as people were no longer buying flowers for their homes. Second, they researched the types of flowers people had eaten in the past as they made plans to develop an edible flower business. Third, they converted half of their farm to edible flowers, not all of it, which shows they are quite balanced. Finally, they sought feedback from local chefs about the edible flowers in cooking, which shows they reflect on their business.	• states a conclusion about how effective the family has been at making decisions • provides 4 relevant examples to support this statement	5
		• states a conclusion about how effective the family has been at making decisions • provides 3 relevant examples to support this statement	4
		• states a conclusion about how effective the family has been at making decisions • provides 2 relevant examples to support this statement	3
		• states a conclusion about how effective the family has been at making decisions • provides 1 relevant example to support this statement **OR** • provides 2 relevant examples	2
		• states a conclusion about how effective the family has been at making decisions **OR** • provides 1 relevant example **OR** • in Italian, states a conclusion about how effective the family has been at making decisions and provides 4 relevant examples to support this statement	1
		• does not satisfy any of the descriptors above.	0

Q	Sample response	The response:	M
4	The writer reveals that her context is centered around extended family. First, she wants to keep all of the 30 relatives who work for the family business employed, so she is looking for opportunities. She is also very respectful of her father's research for this purpose, saying that she is 'amazed by his diligence', indicating her respect for his contributions. Finally, the writer shows pride in family, ending the article with 'our family business could become world renowned for our edible organic flowers'.	• states what the writer reveals about their context • provides 3 examples to support this statement	4
		• states what the writer reveals about their context • provides 2 examples to support this statement	3
		• states what the writer reveals about their context • provides 1 example to support this statement	2
		• states what the writer reveals about their context **OR** • provides 1 relevant example **OR** • in Italian, states what the writer reveals about their context and provides 3 examples to support this statement	1
		• does not satisfy any of the descriptors above.	0

Q	Sample response	The response:	M
5	The writer of this profile has an engaging, warm tone, and this reveals that he is a very positive person. He talks in a light-hearted way about how he has worked out three things he doesn't want to be (café worker, tiler, indoor worker) and he uses this process of elimination to make a decision for his future. He also writes about posting his adventures online — and using the words 'new and exciting' to describe this positive attitude to life.	• states the writer's tone • states how the writer's tone reveals their personality • provides 2 relevant examples to support this statement	4
		• states the writer's tone • states how the writer's tone reveals their personality • provides 1 relevant example to support this statement • OR • provides 3 relevant examples	3
		• states the writer's tone • provides 1 relevant example to support this statement OR • states the writer's tone • states how the writer's tone reveals their personality **OR** • provides 2 relevant examples	2
		• states the writer's tone **OR** • states how the writer's tone reveals their personality **OR** • provides 1 relevant example **OR** • in Italian, states the writer's tone, states how the writer's tone reveals their personality and provides 2 relevant examples to support this statement	1
		• does not satisfy any of the descriptors above.	0

Q	Sample response	The response:	M
6	The writer is preparing very well for his life after school. First, he considers what is 'time honoured and predictable', and then he chooses that he will follow his own path. Given that he doesn't want to work indoors, he has decided to pick fruit in the north. This planning is very clever, as here he will meet backpackers from all over the world. He says they will be able to share culture and language as they work together, which makes him happy, and he thinks he can teach them some things too, such as some 'interesting Aussie expressions'.	• states a conclusion about how effective the writer is at planning for the future • provides 4 relevant examples to support this statement	5
		• states a conclusion about how effective the writer is at planning for the future • provides 3 relevant examples to support this statement	4
		• states a conclusion about how effective the writer is at planning for the future • provides 2 relevant examples to support this statement	3
		• states a conclusion about how effective the writer is at planning for the future • provides 1 relevant example to support this statement **OR** • provides 2 relevant examples	2
		• states a conclusion about how effective the writer is at planning for the future **OR** • provides 1 relevant example **OR** • in Italian, states a conclusion about how effective the writer is at planning for the future and provides 4 relevant examples to support this statement	1
		• does not satisfy any of the descriptors above.	0

Extended response in Italian (21 marks)

Information		Meaning		Language elements		Textual conventions	
The response:	**M**	**The response:**	**M**	**The response:**	**M**	**The response:**	**M**

• addresses and elaborates on all of the following
  – introduces their school
  – their school experience and why their school should be selected
  – the importance of having an Italian exchange school
	6	• conveys meaning relevant to the task
		• proficiently communicates through
		  – selection of ideas
		  – logical sequencing of ideas
		  – synthesis of ideas
			5	• uses a wide range of vocabulary purposefully
				• uses a wide range of grammar accurately
				• uses a wide range of tenses accurately
				• uses consistent register for context
					8	• uses all of the following
						  – formal opening
						  – formal conclusion
							2

• addresses all of the following
  – introduces their school
  – their school experience and why their school should be selected
  – the importance of having an Italian exchange school
• elaborates on 2 of these
	5	• conveys meaning relevant to the task
		• communicates through
		  – selection of ideas
		  – sequencing of ideas
		  – synthesis of ideas
			4	• uses a wide range of vocabulary purposefully
				• uses a range of grammar
				• uses a range of tenses, allowing for infrequent errors
				• uses consistent register for context
					7	• uses 1 of the following
						  – formal opening
						  – formal conclusion
							1

• addresses and elaborates on 2 of the following
  – introduces their school
  – their school experience and why their school should be selected
  – the importance of having an Italian exchange school
	4	• conveys meaning relevant to the task
		• communicates through
		  – selection of ideas
		  – sequencing of ideas
			3	• uses a wide range of vocabulary, allowing for infrequent errors
				• uses a range of grammar, allowing for infrequent errors
				• uses a range of tenses, allowing for infrequent errors
				• uses consistent register for context
					6	• does not satisfy any of the descriptors above
						OR
						• is in English.
							0

Information		Meaning		Language elements		Textual conventions	
The response:	M	The response:	M	The response:	M	The response:	M

• addresses 2 of the following
  – introduces their school
  – their school experience and why their school should be selected
  – the importance of having an Italian exchange school
• elaborates on 1 of these
	3	• conveys some meaning relevant to the task through
		  – selection of ideas
		  – sequencing of ideas
			2	• uses a range of vocabulary, allowing for some errors
				• uses a range of grammar, allowing for some errors
				• attempts to use a range of tenses
				• mostly uses consistent register
					5		

• addresses and elaborates on 1 of the following
  – introduces their school
  – their school experience and why their school should be selected
  – the importance of having an Italian exchange school
	2	• attempts to convey meaning	1	• uses a range of vocabulary and grammar, allowing for errors	4		

• mentions words and/or phrases that could be used in a relevant response	1	• does not satisfy any of the descriptors above **OR** • is in English.	0	• uses repetitive vocabulary and grammar	3		
• does not satisfy any of the descriptors above **OR** • is in English.	0			• uses repetitive vocabulary and grammar with frequent errors	2		
				• uses isolated words and phrases	1		
				• does not satisfy any of the descriptors above **OR** • is in English.	0		