

Italian General Senior Syllabus 2019 v1.3

Subject report 2020

February 2021

ISBN

Electronic version: 978-1-74378-134-0



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Contents

Introduction	1
Background	2
Purpose	2
Audience and use	2
Report preparation	2
Subject data summary	3
Subject enrolments	3
Units 1 and 2 results	3
Units 3 and 4 internal assessment results	3
Total results for internal assessment	3
IA1 results	4
IA2 results	5
IA3 results	5
External assessment results	6
Final standards allocation	6
Grade boundaries	6
Internal assessment	7
Endorsement	7
Confirmation	7
Internal assessment 1 (IA1)	8
Examination — short response (15%)	8
Assessment design	8
Assessment decisions	10
Internal assessment 2 (IA2)	12
Examination — combination response (30%)	12
Assessment design	12
Assessment decisions	13
Internal assessment 3 (IA3)	14
Extended response (30%)	14
Assessment design	14
Assessment decisions	15
External assessment	17
Examination — combination response (25%)	17
Assessment design	17
Assessment decisions	18

Introduction

The first summative year for the new Queensland Certificate of Education (QCE) system was unexpectedly challenging. The demands of delivering new assessment requirements and processes were amplified by disruptions to senior schooling arising from the COVID-19 pandemic. This meant the new system was forced to adapt before it had been introduced — the number of summative internal assessments was reduced from three to two in all General subjects. Schools and the QCAA worked together to implement the new assessment processes and the 2020 Year 12 cohort received accurate and reliable subject results.

Queensland's innovative new senior assessment system combines the flexibility and authenticity of school-based assessment, developed and marked by classroom teachers, with the rigour and consistency of external assessment set and marked by QCAA-trained assessment writers and markers. The system does not privilege one form of assessment over another, and both teachers and QCAA assessors share the role of making high-stakes judgments about the achievement of students. Our commitment to rigorous external quality assurance guarantees the reliability of both internal and external assessment outcomes.

Using evidence of student learning to make judgments on student achievement is just one purpose of assessment. In a sophisticated assessment system, it is also used by teachers to inform pedagogy and by students to monitor and reflect on their progress.

This post-cycle report on the summative assessment program is not simply being produced as a matter of record. It is intended that it will play an active role in future assessment cycles by providing observations and findings in a way that is meaningful and helpful to support the teaching and learning process, provide future students with guidance to support their preparations for summative assessment, and promote transparency and accountability in the broader education community. Reflection and research are necessary for the new system to achieve stability and to continue to evolve. The annual subject report is a key medium for making it accessible to schools and others.

Background

Purpose

The annual subject report is an analysis of the previous year's full summative assessment cycle. This includes endorsement of summative internal assessment instruments, confirmation of internal assessment marks and external assessment.

The report provides an overview of the key outcomes of one full teaching, learning and assessment cycle for each subject, including:

- information about the application of the syllabus objectives through the design and marking of internal and external assessments
- information about the patterns of student achievement in each subject for the assessment cycle.

It also provides advice to schools to promote continuous improvement, including:

- identification of effective practices in the design and marking of valid, accessible and reliable assessments
- identification of areas for improvement and recommendations to enhance the design and marking of valid, accessible and reliable assessment instruments
- provision of tangible examples of best practice where relevant, possible and appropriate.

Audience and use

This report should be read by school leaders, subject leaders and teachers to inform teaching and learning and assessment preparation. The report is to be used by schools and teachers to assist in assessment design practice, in making assessment decisions and in preparing students for external assessment.

The report is publicly available to promote transparency and accountability. Students, parents, community members and other education stakeholders can learn about the assessment practices and outcomes for General subjects (including alternative sequences and Senior External Examination subjects, where relevant) and General (Extension) subjects.

Report preparation

The report includes analyses of data and other information from the processes of endorsement, confirmation and external assessment, and advice from the chief confirmer, chief endorser and chief marker, developed in consultation with and support from QCAA subject matter experts.

Subject data summary

Subject enrolments

- Number of schools offering the subject: 16.

Completion of units	Unit 1	Unit 2	Units 3 and 4*
Number of students completed	128	129	134

* Units 3 and 4 figure includes students who were not rated.

Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory	Not rated
Unit 1	128	0	0
Unit 2	129	3	0

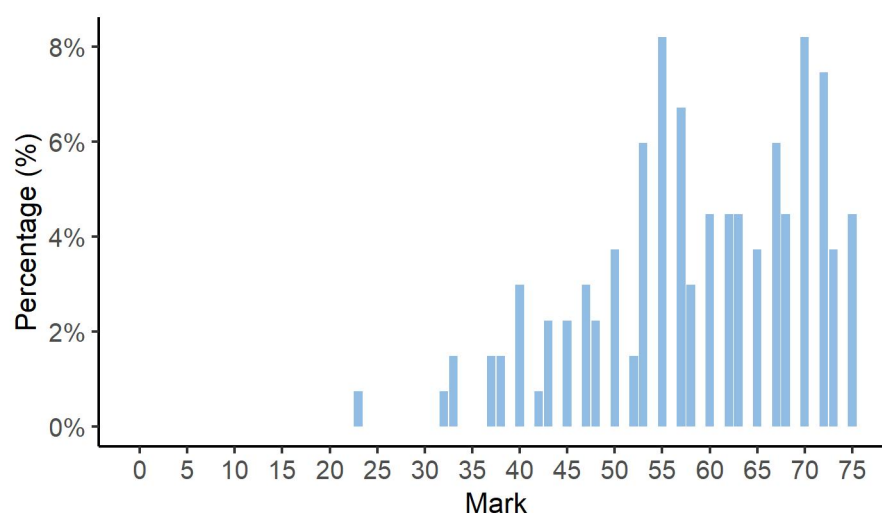
Units 3 and 4 internal assessment results

2020 COVID-19 adjustments

To support Queensland schools, teachers and students to manage learning and assessment during the evolving COVID-19 pandemic in 2020, the QCAA Board approved the removal of one internal assessment for students completing Units 3 and 4 in General and Applied subjects.

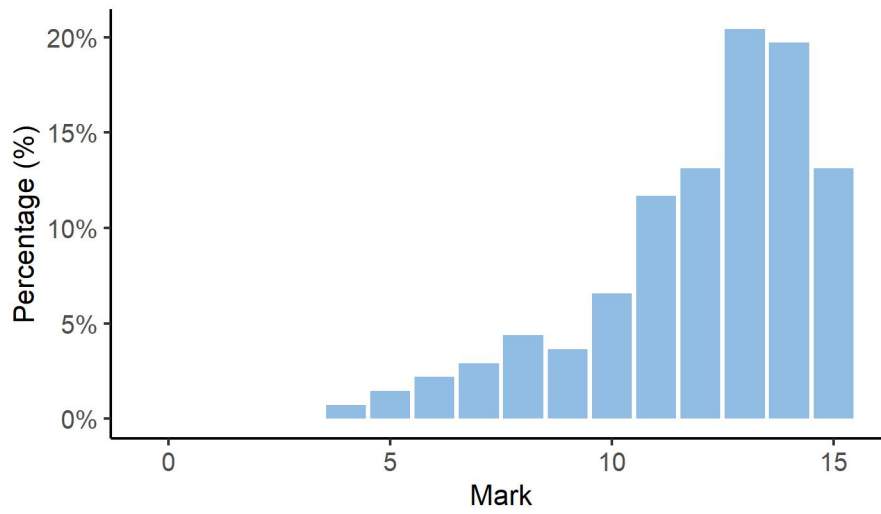
In General subjects, students completed two internal assessments and an external assessment. Schools made decisions based on QCAA advice and their school context. Therefore, across the state some instruments were completed by most schools, some completed by fewer schools and others completed by few or no schools. In the case of the latter, the data and information for these instruments has not been included.

Total results for internal assessment

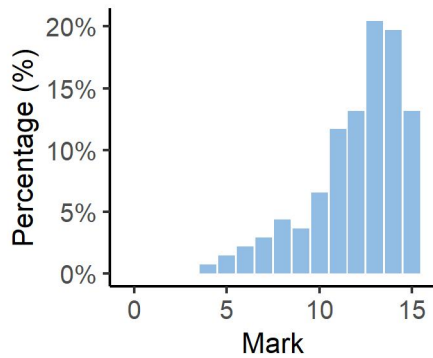


IA1 results

IA1 total



IA1 Criterion 1

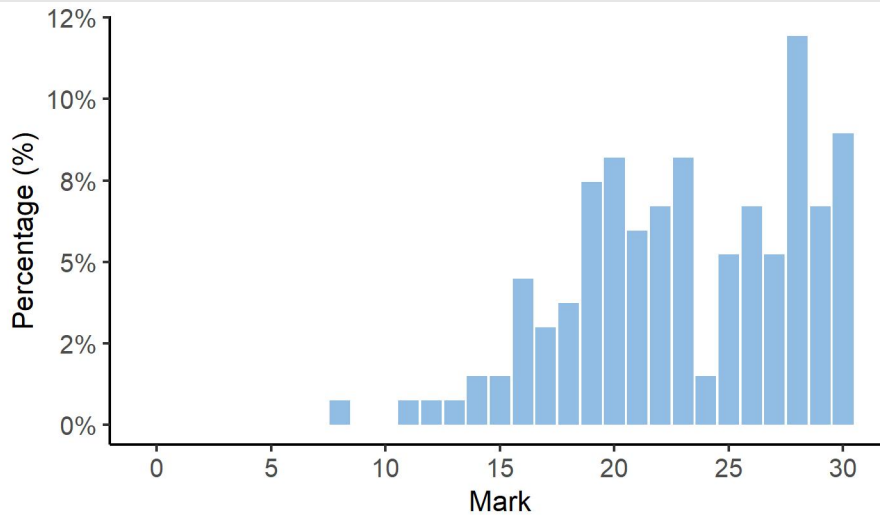


IA2 results

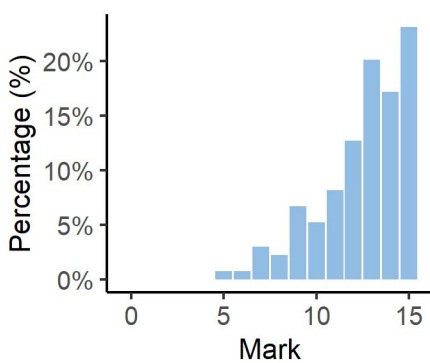
Due to COVID-19 pandemic adjustments, there were insufficient student responses to this instrument to provide useful analytics.

IA3 results

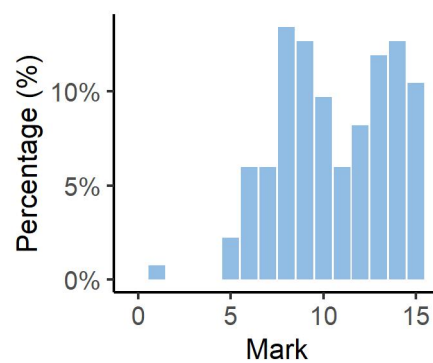
IA3 total



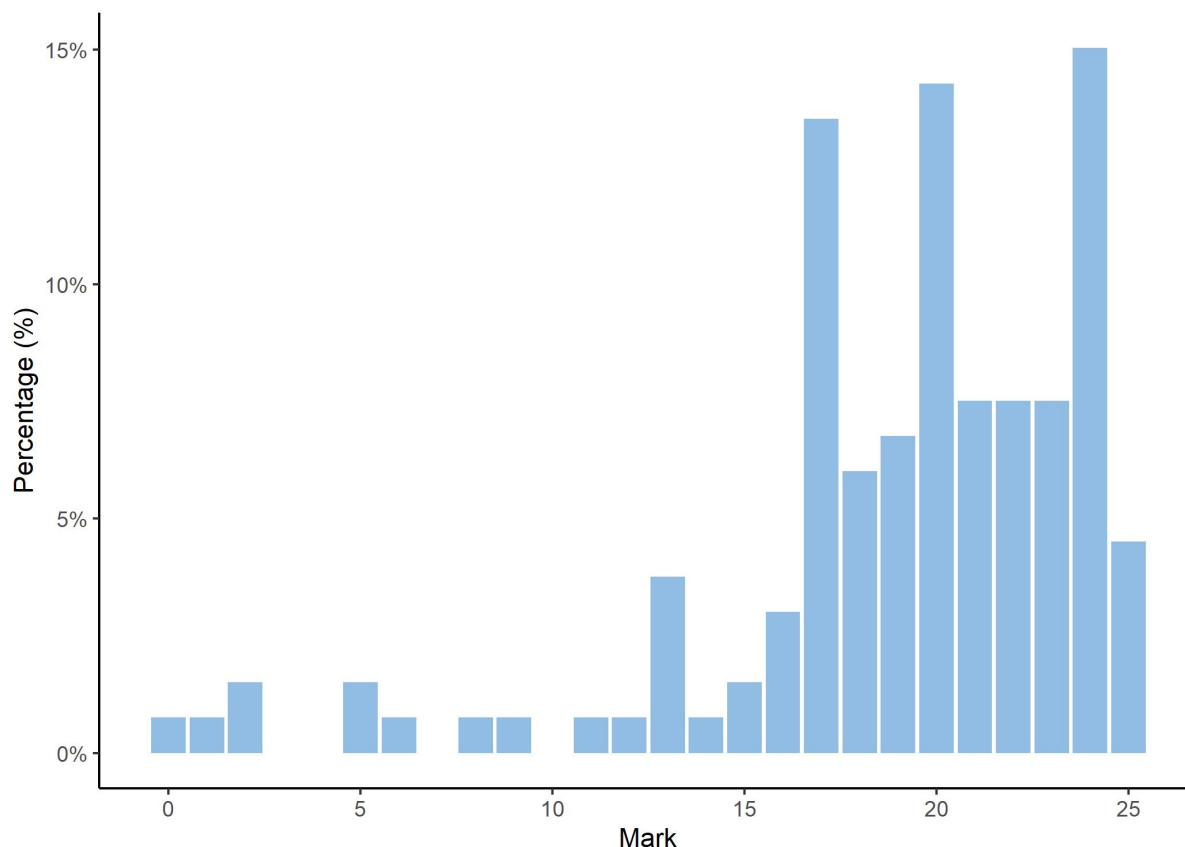
IA3 Criterion 1



IA3 Criterion 2



External assessment results



Final standards allocation

The number of students awarded each standard across the state are as follows.

Standard	A	B	C	D	E
Number of students	60	53	16	4	0

Grade boundaries

The grade boundaries are determined using a process to compare results on a numeric scale to the reporting standards.

Standard	A	B	C	D	E
Marks achieved	100–82	81–62	61–42	41–16	15–0

Internal assessment

The following information and advice pertain to the assessment design and assessment decisions for each IA in Units 3 and 4. These instruments have undergone quality assurance processes informed by the attributes of quality assessment (validity, accessibility and reliability).

Endorsement

Endorsement is the quality assurance process based on the attributes of validity and accessibility. These attributes are categorised further as priorities for assessment and each priority can be further broken down into assessment practices. Data presented in the assessment design sections identifies the reasons why IA instruments were not endorsed at Application 1, by the priority for assessments. An IA may have been identified more than once for a priority for assessment, e.g. it may have demonstrated a misalignment to both subject matter and to the assessment objective. Refer to the quality assurance tools for detailed information about the assessment practices for each assessment instrument.

Total number of items endorsed in Application 1

Number of items submitted each event	IA1	IA2	IA3
Total number of instruments	20	20	20
Percentage endorsed in Application 1	30	40	35

Confirmation

Confirmation is the quality assurance process based on the attribute of reliability. Teachers make judgments about the evidence in students' responses using the instrument-specific marking guide (ISMG) to indicate the alignment of students' work with performance-level descriptors and determine a mark for each criterion. These are provisional criterion marks. The QCAA makes the final decision about student results through the confirmation processes. Data presented in the assessment decisions section identifies the level of agreement between provisional and final results.

Number of samples reviewed at initial, supplementary and extraordinary review

IA	Number of schools	Number of samples requested	Supplementary samples requested	Extraordinary review	School review	Percentage agreement with provisional
1	16	70	14	12	13	94.85
2	16	85	16	0	12	89.55

Internal assessment 1 (IA1)

Examination — short response (15%)

Internal assessment 1 (IA1) is a short response examination in which students analyse Italian texts in English. Stimulus is varied: visual, written and audio or audiovisual (Syllabus section 4.6.1).

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment — validity practices

Validity priority	Number of times priority was identified in decisions*
Alignment	10
Authentication	0
Authenticity	0
Item construction	1
Scope and scale	2

*Total number of submissions: 20. Each priority might contain up to four assessment practices.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- appropriate stimulus materials that permitted students to engage with the required topic at an appropriate age- and context-level, either due to relevant learning experiences and/or an opportunity to empathise
- clear and focused questions that allowed for the 100-word response limit by ensuring that all performance levels can be demonstrated within these conditions
- original questions framed by a local relevant context and targeted specifically to stimulus, using the QCAA sample as a guide
- all elements tightly aligned to the syllabus specifications for this IA, including the assessment of all assessable objectives, e.g. cognitive verbs of analyse and evaluate and assessable elements of tone, purpose, context and audience
- stimulus with an appropriate scope and scale of information that directly related to the topic and question(s), e.g. a visual stimulus with enough data to extrapolate; a written stimulus containing a thesis and therefore a purpose, tone and audience; an audiovisual of appropriate length and content.

Practices to strengthen

It is recommended that assessment instruments:

- include questions that explicitly assess each of the assessable elements of objective two (identify tone, purpose, context and audience) and stimulus that incorporate these assessable elements for students to draw upon in their responses
- include a visual stimulus with up to but not exceeding 60 words in Italian
- contain authentic questions which differ from the QCAA sample in order to ensure authentic student responses
- provide suitable stimulus relevant to the question, e.g. a student cannot analyse data from a visual image if insufficient data is present
- visual images supported by sufficient text to ensure that inference and evaluation can occur
- contain explicitly worded questions that satisfy scope and scale, and do not instruct students to draw on knowledge outside the stimulus
- provide appropriately constructed questions that enable students to respond within the word limits provided in the syllabus, i.e. 100 words for short responses.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment — accessibility practices

Accessibility priority	Number of times priority was identified in decisions*
Bias avoidance	3
Language	0
Layout	2
Transparency	4

*Total number of submissions: 20. Each priority might contain up to four assessment practices.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- appropriate language in Italian, modelling accurate spelling, grammar, punctuation and other textual features
- audio/audiovisual stimulus that was clearly audible/viewable, and free from unnecessary speed and pronunciation difficulties that could impede comprehension
- clear and unequivocal instructions, i.e. cues that enabled students to understand what they needed to do
- labelled stimulus that aligned with specific questions.

Practices to strengthen

It is recommended that assessment instruments:

- include only visual and audio elements that are legible, clear, relevant, audible and accessible, and devoid of bias and inappropriate content
- are proofread in Italian, checking for accurate spelling, grammar, punctuation and other textual features
- include only questions that have been worked by teachers to ensure that responses can be achieved within 100 words. Additionally, although not a requirement, providing indicative responses for endorsement processes ensures this process.

Additional advice

- A single question that assess all four elements of objective two (*tone, purpose, audience, context*) in the one 100-word student response does not allow students to achieve the higher performance levels.
- Questions that require students to demonstrate analysis and/or evaluation derived from students' knowledge rather than ideas found in stimulus texts limit students' ability to demonstrate all performance levels, particularly in visual texts.
- Audio texts that are too long and present too many viewpoints may limit students' ability to demonstrate what they know and can do within syllabus conditions, e.g. word limit.
- Select audio stimulus with:
 - an appropriate level of complexity for Unit 4 and the final year of secondary schooling
 - clear speakers (if more than one) to enable students to differentiate between them
 - specific audiences
 - clear contexts.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Agreement trends between provisional and final results

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional
1	Analyse Italian texts in English	94.85	4.41	0.74

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- responses identified not only the purpose and audience in the stimulus but inferred their value, attitudes and/or meaning
- school policies for managing length were consistently adhered to when marking responses
- responses directly linked to the relevant stimulus and this was reflected in the mark awarded.

Samples of effective practices

The following is an excerpt from a response that illustrates the characteristics for the criterion. The sample may provide evidence of more than one criterion. The characteristics highlighted may not be the only time the characteristics have occurred throughout the response.

<p>Analysing Italian texts in English</p> <p>This response provides:</p> <ul style="list-style-type: none">discerning analysis and evaluation of relevant information and ideas to draw well-constructed and valid conclusionswell-substantiated justification of opinions, ideas and perspectives.	<p>The information presented in this stimulus is a drawing of a pregnant woman with statistics of the average age that women have a child and the average amount of children. In 1952 the average age was 25.9 years old and 2.3 children. In 2012 2012, the average age was 30.6 years with an average of 1.37 children. This decrease in children and increase in age is most likely to be the fact that it is now socially normal for women to work whereas in 1952 it was expected women filled a 'traditional' role of staying home and looking after the children.</p>
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Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG in this IA, it is recommended that:

- marks are awarded for information that has been extrapolated from the stimulus — not from general knowledge
- marks are not awarded when a student provides a response to a different question or refers to an incorrect stimulus, e.g. the identification of *tone* when the question requires the identification of *audience*
- marks are appropriately awarded when the *context* or *audience* of a stimulus is accurately identified in the response, i.e. if context and/or audience is not identified correctly, lower mark ranges may be more appropriate
- responses are checked carefully to ensure they include evidence from the stimulus which supports conclusions and decisions, and marked accordingly
- context needs to be inferred from the stimulus. Marks cannot be awarded when the context is stated in the question or if the context is too general, e.g. 'the context of stimulus 1 is Italy', is not an appropriate answer.

Internal assessment 2 (IA2)

Examination — combination response (30%)

Internal assessment 2 (IA2) is a combination response examination held in two sessions. In Session 1, students analyse Italian stimulus in English and create Italian texts using Italian stimulus. Session 2 incorporates a student-centred conversation (3–7 minutes) where students exchange information and ideas in Italian with reference to stimulus and unseen questions. Stimulus is varied: visual, written and audio or audiovisual (Syllabus section 4.6.2).

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment — validity practices

Validity priority	Number of times priority was identified in decisions*
Alignment	5
Authentication	0
Authenticity	2
Item construction	1
Scope and scale	1

*Total number of submissions: 20. Each priority might contain up to four assessment practices.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- questions which differed from the QCAA sample
- questions and stimulus framed by a local and relevant context
- questions in Session 1 that did not lead students to a pre-determined response, thereby ensuring authentic student responses
- questions in Session 2 that were open-ended, providing students with opportunities to sustain communication, exchange meaning and offer a spontaneous personal response to the stimulus.

Practices to strengthen

It is recommended that assessment instruments:

- are sufficiently different from the QCAA sample to enable students to produce unique responses using an authentic context
- include questions which prompt students to draw on only information evidenced in the stimulus rather than drawing on general knowledge outside it

- include questions in Session 1 which explicitly require students to respond to all elements of objective two
- include questions in Session 1 that do not provide the context of the stimulus, as students need to determine this for themselves.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment — accessibility practices

Accessibility priority	Number of times priority was identified in decisions*
Bias avoidance	2
Language	1
Layout	0
Transparency	3

*Total number of submissions: 20. Each priority might contain up to four assessment practices.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- appropriately worded questions that were succinct and did not include the use of bold, italics and other formatting features when not relevant
- clear, legible visual stimulus — students need to be able to engage with stimulus texts, which may require enlargement of the stimulus prior to endorsement in order to be read.

Practices to strengthen

It is recommended that assessment instruments:

- include clear instructions, which explicitly direct students to respond to the required stimulus
- include questions in Session 2 which avoid bias and focus on syllabus requirements. Personal responses are permissible, but students should not be explicitly asked to recount personal experiences, e.g. questions may ask students to present their perspectives and opinions on cyberbullying, not whether they have experienced cyberbullying
- use audio/audiovisual stimulus with minimal distractors, i.e. with speakers whose pace, pronunciation, enunciation and cadence do not impede comprehension and tone recognition.

Assessment decisions

Due to COVID-19 pandemic adjustments, there were insufficient student responses to this instrument to provide useful analytics.

Internal assessment 3 (IA3)

Extended response (30%)

Internal assessment 3 (IA3) is an extended response completed as two parts. Part 1 requires students to analyse Italian stimulus in Italian over a period that includes class time and home time (2–3 weeks). Stimulus is varied: visual, written, and audio or audiovisual. The student analysis is delivered in Italian as a multimodal presentation (4–8 minutes). Part 2 is a student-centred conversation in Italian (5–7 minutes) using unseen questions (Syllabus section 5.5.1).

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment — validity practices

Validity priority	Number of times priority was identified in decisions*
Alignment	5
Authentication	0
Authenticity	7
Item construction	0
Scope and scale	0

*Total number of submissions: 20. Each priority might contain up to four assessment practices.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- contexts relevant to the school rather than contexts copied from QCAA samples
- authentication strategies reflecting QCAA guidelines for assuring student authorship, with checkpoints suitable for the task and timeframe
- relevant stimulus of suitable scope and scale.

Practices to strengthen

It is recommended that assessment instruments:

- include three authentic stimulus texts which cover a range of text types (e.g. blog, poster, graph) and expose students to a range of perspectives
- contain two unseen stimulus with a combined length of 400–700 words in Italian.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment — accessibility practices

Accessibility priority	Number of times priority was identified in decisions*
Transparency	0
Language	0
Layout	0
Bias avoidance	1

*Total number of submissions: 20. Each priority might contain up to four assessment practices.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- clear and unequivocal instructions
- clear and correctly labelled stimulus
- relevant, legible, clear, audible and appropriate stimulus.

Practices to strengthen

It is recommended that assessment instruments:

- include audio/audiovisual stimulus that are audible and realistic for listening purposes.

Additional advice

- Conversations in Part 2 must meet the minimum length of 5 minutes. Teachers should prepare several additional questions to maintain dialogue in case student responses are too quick or brief and the minimum time limit is not reached.
- Select stimulus that enables students to respond to the questions fully, i.e. the stimulus should contain sufficient information to answer the questions.
- Stimulus texts need to align with each question's requirements to enable students to exploit stimulus content and to be able to perform across all performance levels.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Agreement trends between provisional and final results

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional
1	Analysing Italian texts in Italian	91.79	7.46	0.75
2	Exchanging information and ideas in Italian	87.31	12.69	0

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- for Session 1
 - response lengths in excess of syllabus requirements were considered and marks were appropriately awarded. Responses which exceed the word length do not match the definition of discerning and perceptive responses
 - language range, accuracy and pronunciation were considered in the identification of tone, purpose, context and audience.

Samples of effective practices

Due to COVID-19 pandemic adjustments, there were insufficient student responses to this instrument to provide useful analytics.

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG in this IA, it is recommended that:

- schools implement their policies on word and time limits to ensure these reflect the specifications of the syllabus — strategies for managing response length must be consistently applied to all responses which exceed these limits and marked to reflect this
- for Session 2
 - marks be awarded in the higher performance level if students use language elements discerningly. It is expected that this will include grammatical and lexical features which are reflective of the final year of senior Italian
 - for the criterion Exchanging information and ideas in Italian, responses must enable a two-way conversation, and so should include strategies to generate and maintain communication with spontaneity. Students should not be rescued or prompted by the teacher
 - the conversation should include little scaffolding by the teacher to ensure the student response is able to develop fully within the expected timeframe
 - marks awarded at the highest performance level must have evidence of generating conversation for the characteristic of ‘structure, sequenced and synthesised use of strategies’
 - responses must include at least one response to stimulus used in Session 1
 - marks must not to be awarded for rehearsed responses.

Additional advice

- Ensure students record their presentations in the correct format from the outset, e.g. MP4.
- Part 2 conversations should focus on the student’s presentation in Part 1 and marks be awarded appropriately.

External assessment

Examination — combination response (25%)

Assessment design

Assessment specifications and conditions

The examination was a combination of extended and short responses in English and Italian related to three unseen Italian stimulus texts. The stimulus texts were written text/s and transcripts of 500–800 words in length when combined (Syllabus section 5.5.2).

Criterion: Analysing Italian texts in English and Italian

The criterion requires students to:

- respond to three to six Italian stimulus texts, of which at least one is written, and one is audio, audiovisual, which are authentic related to the Unit 4 subject matter written text/s and transcripts of 500–800 words in length, when combined
- respond in English and Italian to unseen questions, scenarios and/or problems, e.g. interpreting graphs, tables or diagrams completing items requiring short and/or extended responses responding to unseen stimulus texts interpreting ideas and information in Italian texts
- analyse, synthesise and evaluate questions, scenarios and/or problems in response to Italian text/s
- write in full sentences, where appropriate, constructing a response so that ideas are maintained, developed and justified.

Criterion: Creating Italian texts

Students respond in Italian to unseen questions, scenarios, problems and/or Italian stimulus.

Conditions

- Time: 120 minutes plus 5 minutes perusal.
- Length:
 - responses in English
 - written short answer responses, up to 100 words per item
 - total response of 300–400 words
 - responses in Italian
 - written short answer responses up to 100 words per item
 - written extended answer responses of 200–300 words
 - total response of 400–600 words
- Resources: notes and reference materials are not permitted.

The 2020 assessment instrument consisted of three sections. Questions were derived from the context of Unit 4 Topic 1 (Finishing secondary school, plans and reflections) and Topic 2 (Responsibilities and moving on). This assessment was used to determine student achievement in the following 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 relate 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

Section 1 provided a radio announcement about a time capsule to Mars. There were two questions which required students to identify and justify purpose and audience in Italian.

Section 2 consisted of two written stimulus texts:

- a newspaper article about how a flower business had changed lives and revealed future plans. Two questions were asked which required students to evaluate and justify whether the decision had been a good one, as well as identifying and justify the context of the stimulus in English
- a blog about fruit picking. Two questions were asked. They required students to identify and justify the tone of the text as well as analysing how well the writer was prepared for their future in English.

Section 3 was an extended response in Italian of 200–300 words. It required students to apply for a sister school, exchange in Italy.

Assessment decisions

Overall, students responded well to the following assessment aspects:

- short response questions at differing levels and in variable amounts. Evidence of evaluation of texts, ability to decipher and analyse, and present evidence of comprehension was achieved well
- the ability to interpret language and make judgments with some accuracy, based on analysis of texts where context also had to be interpreted
- in the extended response, the ability to apply language fit for purpose using language from diverse genres (informative, narrative, persuasive) and demonstrating capacity at varying levels to be consistent in format and tone (formal/informal). Responses also showed the manipulation of a range of tenses and textual conventions to demonstrate knowledge of Italian language.

Effective practices

The following samples were selected to illustrate highly effective student responses in some of the assessment objectives of the syllabus.

Short response

Criterion: Analysing Italian texts in Italian

Item: 1

This question required students to identify the purpose of the stimulus and justify with three examples from the text.

Effective student responses:

- correctly stated the goal of the stimulus, i.e. to encourage school leavers to participate in a time capsule activity to Mars, and provided three relevant examples to support their statement
- stated how language was used and how the target audience might respond and provided two relevant examples to support this statement.

Student sample of effective responses

This excerpt has been included to:

- demonstrate specific and proficiently answers using analysis and demonstrating the vocabulary, grammar and text composition skills of a high-level learner of Italian
- illustrate the personal reflection in the response, adding to the student's comprehension of the stimulus
- show the use of appropriate examples and the thoughtful interpretation of the stimulus
- illustrate how meaning was achieved in Italian with few errors
- demonstrate thorough comprehension of texts answered succinctly.

<p>Analysing Italian texts in Italian (8 marks)</p> <p>This response:</p> <ul style="list-style-type: none">• states that the goal of the stimulus is to encourage school leavers to participate in a time capsule activity to Mars• provides three relevant examples to support this statement• conveys meaning relevant to the question (in Italian), allowing for few errors.	<p>QUESTION 1 (8 marks) ITALIAN</p> <p>What is the <u>goal</u> of Stimulus 1? Justify your response by providing three examples from the stimulus.</p> <p>Il scopo di questo è informare il pubblico di una programma. Questo programma è di una opportunità partecipativa in un capsula di tempo. Il speaker ha detto "abbiamo bisogno te", "cerca si millennia" è anche "participa un projetto progetto di spedire una capsula di tempo sul Marte".</p>
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Extended response

Item: 7

This question required students to apply for a sister school exchange in Italy.

Effective student responses:

- addressed and elaborated on all of the following:
 - introduced their school, their school experience and why their school should be selected
 - the importance of having an Italian exchange school
- conveyed meaning relevant to the task, proficiently communicated through selection of ideas, logical sequencing of ideas, and synthesis of ideas
- purposefully used a wide range of vocabulary, grammar and tenses as well as consistently used appropriate register for context.

Student samples of effective responses

There are no student response excerpts because either the student/s did not provide permission or there were third-party copyright issues in the response/s.
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Practices to strengthen

It is recommended that when preparing students for external assessment, teachers consider:

- higher marks in all questions were awarded where evidence in the responses demonstrated organised and logical answers to the question, demonstrating purposeful, relevant and at times strategic vision on the part of the student
- average or lower marks were given to responses which did not follow the task description, were written in moderately accurate Italian, and appeared to be rehearsed responses trying to fit the question
- students must take time to read the question carefully and multiple times, take time to understand what the question wants them to do and take time to plan an answer
- strategies for decoding and strategic deduction, such as
 - identifying key words
 - using collocations
 - pre-reading strategies that rely on genre and layout
 - deliberate listening strategies
- misunderstanding of the audio and keywords and their collocations resulted in misinterpretation — sometimes of an essential word. This was particularly evident in the misinterpretation of *fiori* (the suit of clubs) in Stimulus 2, which prevented students from reaching the higher marks although their Italian was understandable and their argumentation feasible. Students are unlikely to know the meaning of all the vocabulary in a text (just as they don't know it in their first language) therefore they need to be confident in hypothesising and predicting — literacy strategies they already use in their first language.