

Italian marking guide and response

External assessment 2021

Combination response (50 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 consists of a marking guide and a sample response.

The marking guide:

- 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.

The sample response:

- demonstrates the qualities of a high-level response
- has been annotated using the marking guide.

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.

Marking guide

Short response in Italian

Q	Sample response	The response, for receptive mode:	The response, for productive mode	M
1	<p>Questa è una conversazione tra padre e figlia. La figlia sta imparando a guidare, come possiamo capire dalle istruzioni del padre di sistemare il sedile, mettere la cintura e sistemare gli specchietti. La figlia è molto nervosa e non sa cosa fare, per esempio come aggiustare gli specchietti, ma è determinata ad imparare poiché ovviamente dovrà sapere guidare per essere indipendente quando andrà a vivere da sola alla fine di gennaio. Il papà le dice di girare a destra e alla fine di parcheggiare, ma anche di stare attenta, non distrarsi e tenere gli occhi sulla strada.</p>	<ul style="list-style-type: none"> · states that the conversation is about a driving lesson [1 mark] · provides one example to justify this statement [1 mark] · provides a second example to justify this statement [1 mark] · provides a third example to justify this statement [1 mark] 	· conveys meaning relevant to the question with few errors	4
			· conveys meaning relevant to the question with some errors	3
			· conveys meaning relevant to the question using some words and isolated phrases	2
			· conveys fragmented meaning	1
			· does not satisfy any of the descriptors above.	0

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
2	Il parlante N° 2 è la figlia. Vuole imparare a guidare prima di andarsene di casa. Per esempio, dice che a gennaio se ne andrà a vivere da sola. Inoltre dice che troverà difficile andare all'università e al lavoro senza aver imparato a guidare.	<ul style="list-style-type: none"> · states the motivation of the female speaker is to learn to drive before leaving home [1 mark] · provides one example to justify this statement [1 mark] · provides a second example to justify this statement [1 mark] 	· conveys meaning relevant to the question with few errors	4
			· conveys meaning relevant to the question with some errors	3
			· conveys meaning relevant to the question using some words and isolated phrases	2
			· conveys fragmented meaning	1
			· does not satisfy any of the descriptors above.	0

Short response in English

Q	Sample response	The response:
3	<p>This blog post is very helpful for students planning an exchange to Italy because it prepares them for what they are likely to encounter. It emphasises the need to understand how important soccer is in Italian culture. For example, soccer advertisements are plastered in the streets and the players are treated like movie stars. The author also states that they learned to treasure how overtly the Italians express their passion for soccer. They conclude by saying a year in Italy is a year loving soccer.</p>	<ul style="list-style-type: none"> · states a conclusion about how helpful the advice is for a student travelling to Italy [1 mark] · provides one example to justify this conclusion [1 mark] · provides a second example to justify this conclusion [1 mark] · provides a third example to justify this conclusion [1 mark] · provides a fourth example to justify this conclusion [1 mark]
4a)	<p>The intended audience of Stimulus 3 is parents of a child about to finish high school. The article begins by telling parents what skills to develop in their child to encourage independence.</p>	<ul style="list-style-type: none"> · states that the intended audience is parents [1 mark] · provides one example to justify this statement [1 mark]

Q	Sample response	The response:
4b)	<p>The stimulus might be found on a school website providing advice to parents from a guidance officer. This conclusion can be drawn from the stimulus in the line, 'Just because your teen is about to finish school it doesn't mean they are ready to move out and live on their own'.</p>	<ul style="list-style-type: none"> · states an appropriate context [1 mark] · provides one example to justify this conclusion [1 mark]
5	<p>The tone of the piece is persuasive, as the purpose of the text is suggesting to parents how valuable it is to prepare their teenagers for adulthood. An example from the text is 'Teaching these skills to our young people could make a big difference'. A further example can be drawn from 'A teen who knows how to track their progress is much more likely to stay motivated'.</p>	<ul style="list-style-type: none"> · states an appropriate tone [2 marks] · states an appropriate purpose [1 mark] · provides one example of how the tone supports the purpose [1 mark] · provides a second example of how the tone supports the purpose [1 mark]

Extended response in Italian — Question 6

Information	M	Meaning	M	Language elements	M	Textual conventions	M
The response:							
<ul style="list-style-type: none"> addresses and elaborates on all of the following <ul style="list-style-type: none"> what possible experiences can be expected at their school what other activities are available why it's nice to be part of a team 	6	<ul style="list-style-type: none"> conveys meaning relevant to the task proficiently communicates through <ul style="list-style-type: none"> selection of ideas logical sequencing of ideas synthesis of ideas 	5	<ul style="list-style-type: none"> uses a wide range of vocabulary purposefully uses a wide range of grammar purposefully uses a wide range of tenses purposefully uses consistent register for context 	8	<ul style="list-style-type: none"> uses all of the following <ul style="list-style-type: none"> an informal opening an informal conclusion 	2
<ul style="list-style-type: none"> addresses all of the following <ul style="list-style-type: none"> what possible experiences can be expected at their school what other activities are available why it's nice to be part of a team elaborates on 2 of these 	5	<ul style="list-style-type: none"> conveys meaning relevant to the task communicates through <ul style="list-style-type: none"> selection of ideas sequencing of ideas synthesis of ideas 	4	<ul style="list-style-type: none"> uses a wide range of vocabulary accurately uses a wide range of grammar accurately uses a wide range of tenses accurately uses consistent register for context 	7	<ul style="list-style-type: none"> uses 1 of the following <ul style="list-style-type: none"> an informal opening an informal conclusion 	1
<ul style="list-style-type: none"> addresses and elaborates on 2 of the following <ul style="list-style-type: none"> what possible experiences can be expected at their school what other activities are available why it's nice to be part of a team 	4	<ul style="list-style-type: none"> conveys meaning relevant to the task communicates through <ul style="list-style-type: none"> selection of ideas sequencing of ideas 	3	<ul style="list-style-type: none"> uses a wide range of vocabulary with few errors uses a wide range of grammar with few errors uses a wide range of tenses with few errors uses consistent register for context 	6	<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0
<ul style="list-style-type: none"> addresses 2 of the following <ul style="list-style-type: none"> what possible experiences can be expected at their school what other activities are available why it's nice to be part of a team elaborates on 1 of these 	3	<ul style="list-style-type: none"> conveys some meaning relevant to the task through <ul style="list-style-type: none"> selection of ideas sequencing of ideas 	2	<ul style="list-style-type: none"> uses a range of vocabulary with few errors uses a range of grammar with few errors attempts to use a range of tenses mostly uses consistent register for context 	5		

Information	M	Meaning	M	Language elements	M	Textual conventions	M
The response:							
<ul style="list-style-type: none"> addresses and elaborates on 1 of the following <ul style="list-style-type: none"> what possible experiences can be expected at their school what other activities are available why it's nice to be part of a team 	2	<ul style="list-style-type: none"> attempts to convey meaning 	1	<ul style="list-style-type: none"> uses a range of vocabulary and grammar with some errors 	4		
<ul style="list-style-type: none"> mentions words and/or phrases that could be used in a relevant response 	1	<ul style="list-style-type: none"> does not satisfy any of the descriptors above 	0	<ul style="list-style-type: none"> uses repetitive vocabulary and grammar with some errors 	3		
<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0	<ul style="list-style-type: none"> is in English. 		<ul style="list-style-type: none"> uses repetitive vocabulary and grammar with frequent errors 	2		
				<ul style="list-style-type: none"> uses isolated words and phrases 	1		
				<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0		



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