

# Italian subject report

2021 cohort

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# Introduction

Despite the challenges brought about by the COVID-19 pandemic, Queensland's education community can look back on 2021 with satisfaction at having implemented the first full assessment cycle in the new Queensland Certificate of Education (QCE) system. That meant delivering three internal assessments and one external assessment in each General subject.

This report analyses that cycle — from endorsing summative internal assessment instruments to confirming internal assessment marks, and designing and marking external assessment. It also gives readers information about:

- applying syllabus objectives in the design and marking of internal and external assessments
- patterns of student achievement.

The report promotes continuous improvement by:

- identifying effective practices in the design and marking of valid, accessible and reliable assessments
- recommending where and how to enhance the design and marking of valid, accessible and reliable assessment instruments
- providing 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
- assist in assessment design practice
- assist in making assessment decisions
- help prepare 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 (AS) and Senior External Examination (SEE) subjects, where relevant) and General (Extension) subjects.

## Report preparation

The report includes analyses of data and other information from endorsement, confirmation and external assessment processes. It also includes 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 completion

The following data includes students who completed the General subject or AS.

For the purposes of this report, while the 2021 summative units for the AS are AS units 1 and 2, this information will be included with the General summative Units 3 and 4.

**Note:** All data is correct as at 17 December 2021. Where percentages are provided, these are rounded to two decimal places and, therefore, may not add up to 100%.

Number of schools that offered the subject: 18.

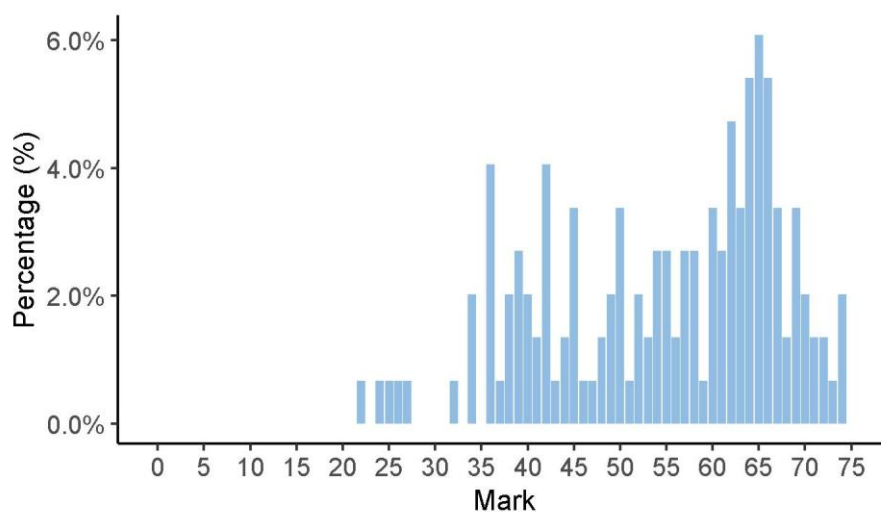
Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	175	168	147

## Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory
Unit 1	171	4
Unit 2	164	4

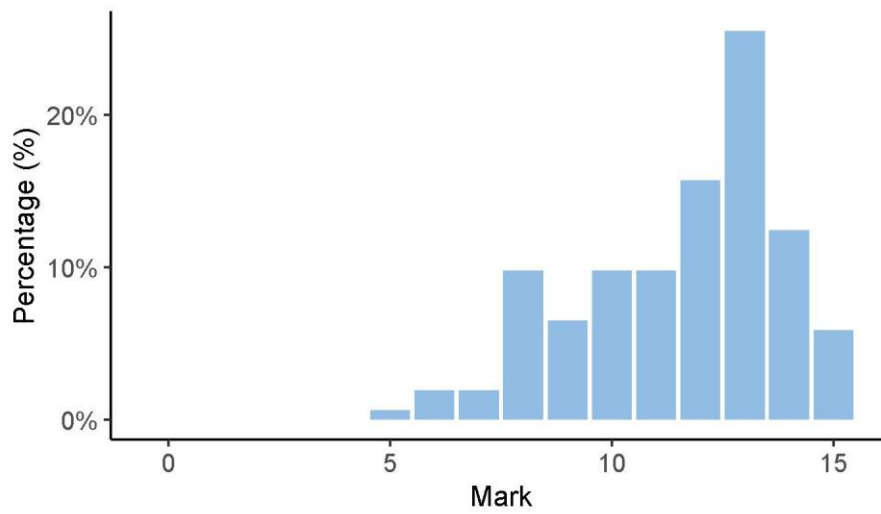
## Units 3 and 4 internal assessment (IA) results

### Total marks for IA

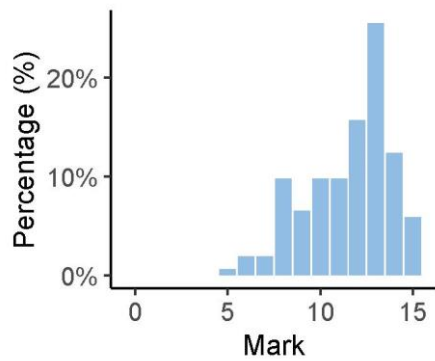


## IA1 marks

### IA1 total

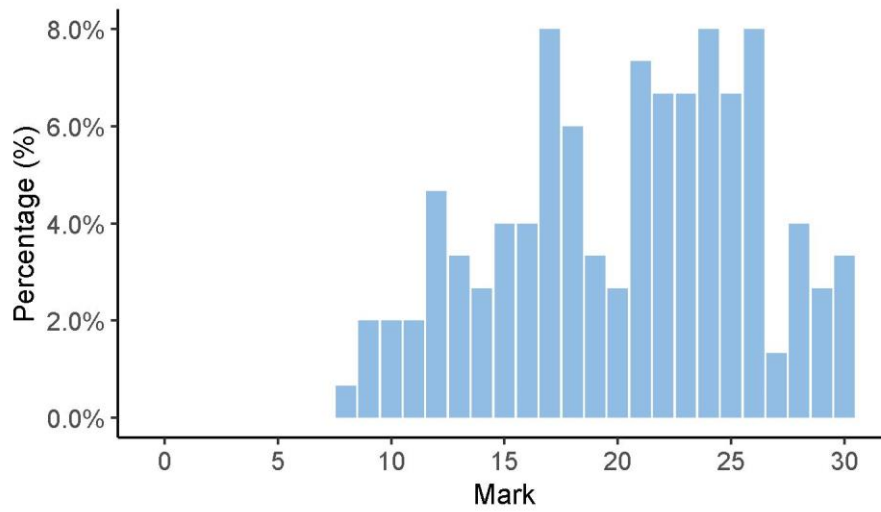


### IA1 Criterion: Analysing Italian texts in English

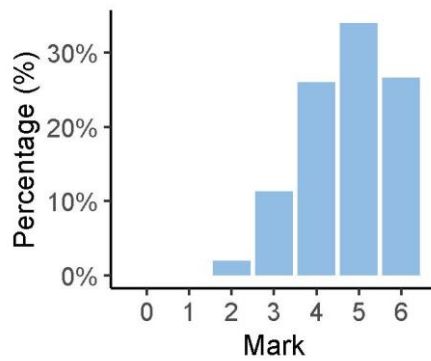


## IA2 marks

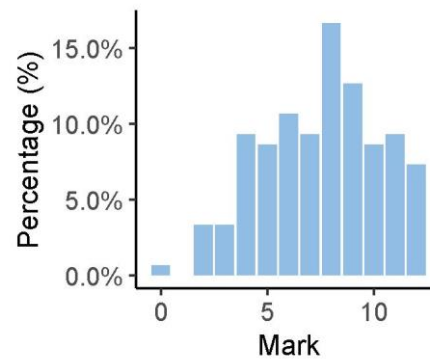
### IA2 total



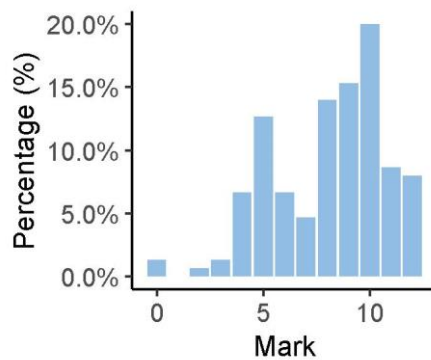
### IA2 Criterion: Analysing Italian texts in English



### IA2 Criterion: Creating Italian texts with Italian stimulus

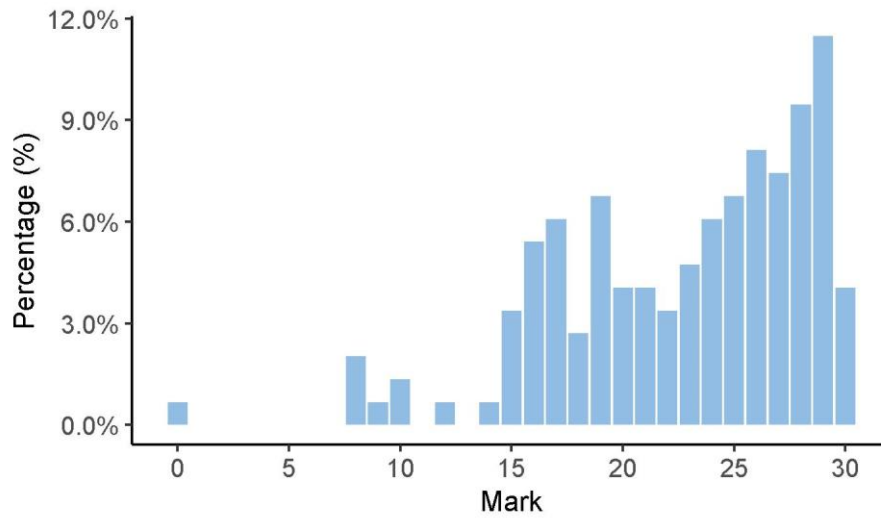


### IA2 Criterion: Exchanging information and ideas in Italian

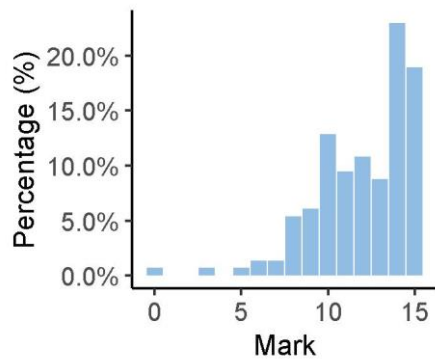


## IA3 marks

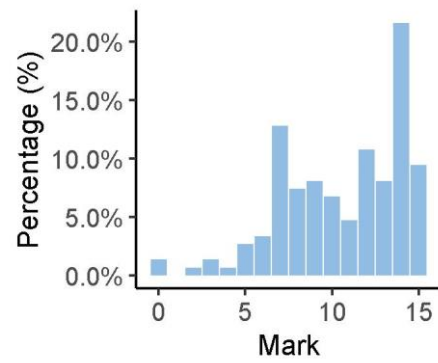
### IA3 total



### IA3 Criterion: Analysing Italian texts in Italian

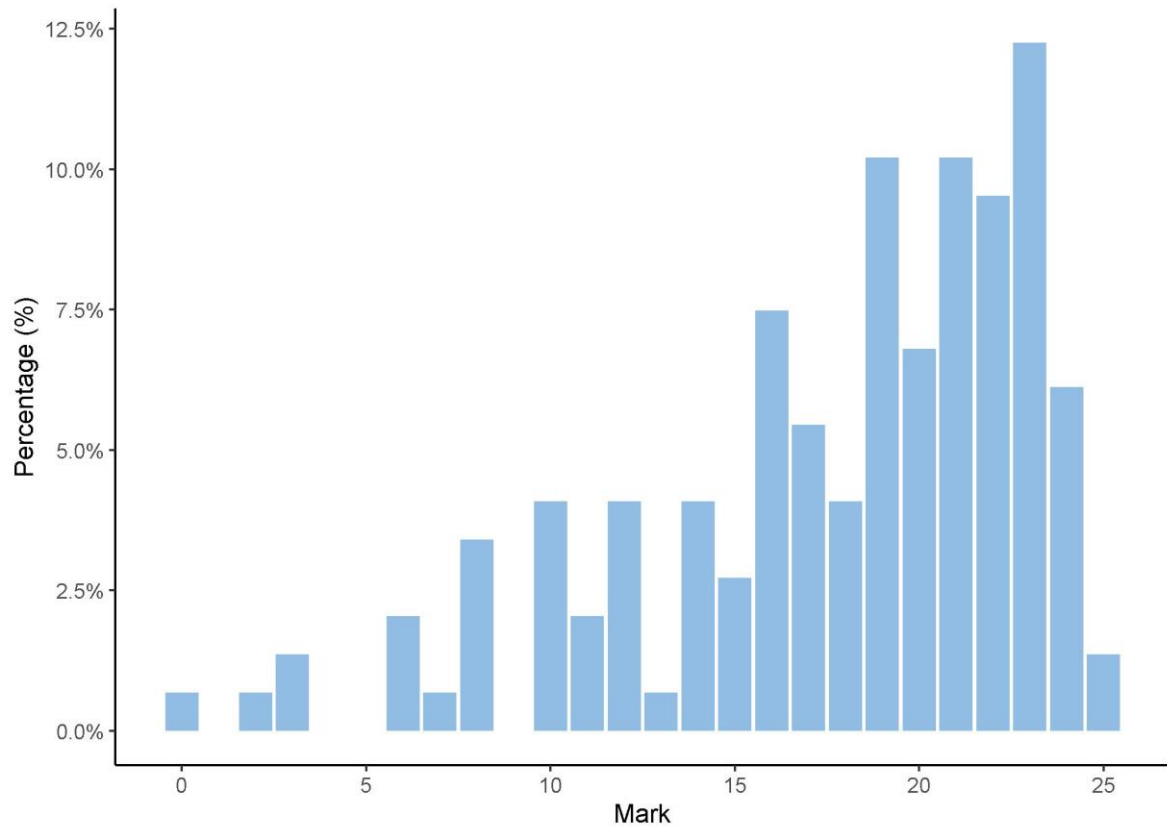


### IA3 Criterion: Exchanging information and ideas in Italian



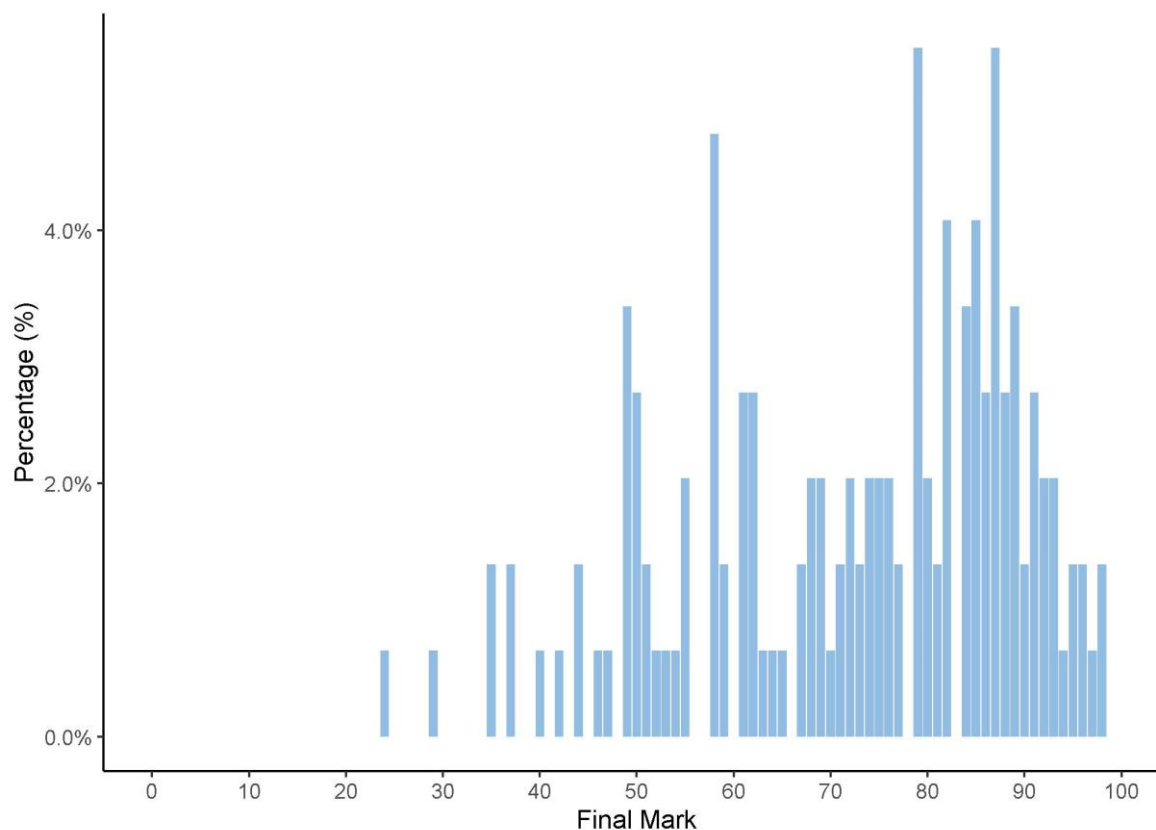


## External assessment (EA) marks



# Final subject results

## Final marks for IA and EA



## 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

## Distribution of standards

The number of students who achieved each standard across the state is as follows.

Standard	A	B	C	D	E
Number of students	58	47	35	7	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 section 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 the subject matter and the assessment objective/s.

Refer to the quality assurance tools for detailed information about the assessment practices for each assessment instrument.

### Percentage of instruments endorsed in Application 1

Number of instruments submitted	IA1	IA2	IA3
Total number of instruments	17	17	17
Percentage endorsed in Application 1	29%	35%	29%

## Confirmation

Confirmation is the quality assurance process based on the attribute of reliability. The QCAA uses provisional criterion marks determined by teachers to identify the samples of student responses that schools are required to submit for confirmation.

Confirmation samples are representative of the school's decisions about the quality of student work in relation to the ISMG and are used to make decisions about the cohort's results. If further information is required about the school's application of the ISMG to finalise a confirmation decision, the QCAA requests additional samples.

Schools may request a review where an individual student's confirmed result is different from the school's provisional mark in one or more criteria and the school considers this result to be an anomaly or exception.

The following table includes the percentage agreement between the provisional marks and confirmed marks by assessment instrument. The Assessment decisions section of this report for each assessment instrument identifies the agreement trends between provisional and confirmed marks by criterion.

**Number of samples reviewed and percentage agreement**

<b>IA</b>	<b>Number of schools</b>	<b>Number of samples requested</b>	<b>Number of additional samples requested</b>	<b>Percentage agreement with provisional marks</b>
<b>1</b>	16	91	22	50%
<b>2</b>	16	79	11	56.25%
<b>3</b>	16	78	20	56.25%



## 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 includes visual, written and audio/audiovisual stimulus (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 priority	Number of times priority was identified in decisions*
Alignment	7
Authentication	0
Authenticity	0
Item construction	9
Scope and scale	4

\*Each priority might contain up to four assessment practices.

Total number of submissions: 17.

##### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- featured item constructions that allowed students to construct an independent response demonstrating complex thought processes
- provided sufficient opportunities for students to demonstrate an understanding of the topic from the subject matter by including authentic sources with realistic contexts that were both accessible to and interesting for students
- used clear, direct language that was accessible to students and met the syllabus requirements
- provided questions that allowed students to demonstrate the range of performance levels in responses of up to 100 words for each question
- provided at least one question that required a response using a combination of stimulus.

## Practices to strengthen

It is recommended that assessment instruments:

- provide questions that do not lead students to a predetermined answer by giving context/information in the question itself, therefore limiting wording conclusions drawn by students (comprehension and analysis)
- use fit-for-purpose stimulus, e.g. an email is not an appropriate audio stimulus. The stimulus text type should be clear, and the context should be clear to students, e.g. where a stimulus has a protagonist reporting the views of others, the question must specify whose views the student is required to comment on
- give students the opportunity to cover the required assessable objectives and performance-level descriptors of the ISMG. Characteristic 2 of the ISMG requires the assessment to cover purpose, audience, context and tone; this is not optional
- contain questions that are within scope and scale, and that ask for an amount of information that is appropriate for the 100-word limit.

## 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 priority	Number of times priority was identified in decisions*
Bias avoidance	2
Language	6
Layout	2
Transparency	4

\*Each priority might contain up to four assessment practices.

Total number of submissions: 17.

## Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- had stimulus with a logical and clear layout, for efficient use in the timed examination
- provided audio/audiovisual stimulus that were accessible, used an appropriate pace, and were learning-level appropriate
- had well-constructed, unambiguous questions that clearly related to the stimulus and contained clearly expressed cognitions taken from the objectives
- instructed students to engage with correctly labelled stimulus and requested answers to correctly numbered, and the overall correct number of, questions.

## Practices to strengthen

It is recommended that assessment instruments:

- are subject to internal quality assurance practices that check spelling, punctuation and grammar in both languages

- are constructed using unambiguous, economical and direct questions with clear cognition intentions, correlating to correctly labelled stimulus
- use stimulus appropriate to a Year 12 level of Italian. Significant amounts of regional/dialect language should be avoided, and pronunciation and stress should have a high approximation to standard Italian.

### Additional advice

- The visual stimulus must not contain more than 60 words in Italian.
- The audiovisual stimulus must not contain any subtitles, words and/or other cues that would lead students to the expected response.
- Schools must apply a word limit policy for responses that exceed 100 words.
- The stimulus must be aligned with the subject matter of Unit 3.
- The assessment instrument and stimulus distributed to students must be downloaded from the QCAA Endorsement application to ensure the correct versions of the endorsed instrument and stimulus are administered.
- Indicative responses are highly recommended. These should be written in full sentences and model expected responses at the highest performance levels. By preparing indicative responses at the time of assessment design, teachers can ensure questions are clear and provide students with sufficient opportunity to achieve at the highest standards within the assessment conditions and specifications.
- Indicative responses will also assist endorsers to confirm that the responses are achievable.

## 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 confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Analysing Italian texts in English	50%	18.75%	6.25%	25%

### Effective practices

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

- school assessment policies for managing length were applied consistently when marking responses, e.g. teacher annotated the location where marking stopped (at 100 words) and the quality of the response was reflected in the ISMG
- responses were clear and conclusions were straightforward, with justification from a range of information, ideas and/or opinions from the relevant stimulus

- student responses were marked according to the requirements of the question
- student responses requiring evaluation and analysis were clearly stated and justified with evidence from the stimulus.

#### Samples of effective practices

The following are excerpts from a response that illustrates the characteristics for the criterion at the performance level indicated. The excerpts may provide evidence of more than one criterion. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

This student response excerpt has been included:

- to demonstrate how the perceptive identification of purpose, audience, context and tone was used to draw a valid and justifiable interpretation of meaning and values within the syllabus word limit
- to demonstrate discerning analysis and evaluation through clear explanations and the use of well-chosen information from the stimulus to substantiate justifications
- as an example of clearly stated conclusions that were well supported with evidence from the stimulus.

<p><b>Analysing Italian texts in English (15/15 marks)</b></p> <ul style="list-style-type: none"> <li>• perceptive identification of tone, purpose, context and audience to draw a valid and justifiable interpretation of inferences about meaning, values and attitudes</li> </ul>	<p><b>Excerpt 1</b></p> <p>Stefano speaks positively about living at home as he says 'it's not that bad' however, is a little upset he can't support himself as he says 'my salary doesn't allow me to live alone'. It can be implied that he values his strong connections with his parents as he says 'we get along' &amp; talks very happily about his mum. Francesca is appreciative of her parents as she says 'they do a lot for me', however anticipates leaving home &amp; being independent as she says 'I can't wait to live alone.' Therefore, demonstrating she values being able to support herself. &amp; live her life.</p> <p>Excellent description of tones + perspectives supported by well-chosen + explained evidence!</p>
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**Analysing Italian texts in English (15/15 marks)**

- discerning analysis and evaluation of relevant information and ideas in stimulus texts to draw well-constructed and valid conclusions with well-substantiated justifications

**Excerpt 2**

First two

The images of the traditional Italian families demonstrate the stereotypically patriarchal & extended traditional Italian families. The contemporary Italian families are portrayed as being diverse compared to the past with images representing gay & single-parent families. The contemporary mother is not confined to traditional gender roles as shown through the 4<sup>th</sup> image with the father cooking & the mother working. This highlights the evolution of 'parents' with gay, heterosexual & single-parent families & also the evolution of women's roles in society as they can work & support the family while the father stays at home.

very effective explanations - well-described w/ well-chosen relevant info to substantiate your justifications

This student response excerpt has been included:

- to demonstrate discerning analysis and evaluation of multiple stimulus with clearly stated and justified conclusions within the syllabus word limit.

**Analysing Italian texts in English (15/15 marks)**

- discerning analysis and evaluation of relevant information and ideas in stimulus texts to draw well-constructed and valid conclusions with well-substantiated justifications

Both stimuli strongly value regarding the over protection or nurture by mothers. The sons both claim they want to be independent yet live with their parents where their mothers coddle them and take on their responsibilities. In both contexts, the fathers want them to be out of the house working, seen when the father tells his son he shouldn't be remaining in the career. Their fathers wouldn't raised like 'mammoni' and traditionally men enter the workforce and start a family which shows that these men challenge those traditional ideals. The stimuli also privilege dependence and reliability on parents rather than children.

100 words.

## Practices to strengthen

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

- student responses cannot be considered beyond 100 words
- when marks are awarded for identification of purpose, audience, context and tone, responses must be checked carefully to ensure the evidence is from the stimulus and not from general knowledge
- marks are awarded for appropriate identification of context. The evidence inferred from the stimulus can include where text can be found, the environment (place and time) in which it was created, including any relevant social, historical and cultural conditions, inferred from the stimulus
- marks are awarded for information that has been extrapolated from the stimulus — not from general knowledge. The identification of a ‘social context’ that is not inferred from information and ideas in the text — but rather from the student’s background or previous knowledge — should not be considered adequate and valid
- if student responses include incorrect information from the stimulus, comprehension cannot be considered thorough
- 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
- when identifying audience, a specific group relevant to the stimulus must be identified. It is not acceptable to make generalisations, e.g. ‘Italians’ is not acceptable as an audience
- adjectives to describe tone need to be more descriptive and replaced by more specific words. ‘Informative’ or ‘formal/informal’ are not acceptable as tones. The language should indicate or convey emotion, feeling or attitude to subject matter and/or audience
- when awarding marks for comprehension, the responses must include a wide range of information from the stimulus
- when awarding marks for the justification of opinions, ideas and perspectives, student responses need to include explanations for how the evidence from the text supports the answer given
- quoting whole sentences from the text/s should be avoided, as it does not indicate comprehension of the information and/or ideas. Students should paraphrase and be encouraged to formulate their own unique answers.

## Additional advice

- Schools should continue to instruct students to provide justification from the text in English rather than Italian.
- Schools should apply their school assessment policy to responses that exceed the 100-word limit, and provide clear annotations on the student response and ISMG to describe how the policy has been applied.
- Strategies for managing response length according to each school’s assessment policy must be consistently applied to all responses across the entire cohort, e.g. apply the school assessment policy to only mark the first 100 words of the answer. It cannot be adjusted for an individual student response.

- Teachers should be familiar with the ISMGs to understand the performance-level descriptors and how marks are awarded at each level.
- When student work is matched to all three descriptors in the same performance-level descriptor, the higher mark of the performance-level descriptor must be awarded.
- When marks are awarded for identification of purpose, audience, context and tone, responses must be checked carefully to ensure the evidence is from the stimulus and not from general knowledge.



## 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 includes visual, written and audio/audiovisual stimulus (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 priority	Number of times priority was identified in decisions*
Alignment	8
Authentication	0
Authenticity	2
Item construction	4
Scope and scale	1

\*Each priority might contain up to four assessment practices.

Total number of submissions: 17.

#### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- used open-ended questions that did not lead students to a predetermined answer. These questions permitted students to draw their own conclusions and demonstrate comprehension and analysis that was matched to the highest performance level-descriptors of the ISMG
- had well-constructed questions in Session 1 Part 2 and Session 2 that permitted students to demonstrate their understanding of the stimulus and topics
- were relevant to the school context, original, and different from the sample instrument on the QCAA website
- had tasks that could be completed in the time allocated for the examinations in both Session 1 and Session 2, and reflected the recommended classroom time provided in the syllabus.

## Practices to strengthen

It is recommended that assessment instruments:

- include stimulus that is of a suitable type and complies with Syllabus section 4.6.2 for target language, word length (individual and combined) and use of subtitles
- ensure Session 1 Part 2 refers to more than one stimulus used in Part 1. Student work will not match the higher performance-level descriptors if the Part 2 extended response question does not include reference to more than one stimulus
- ensure Session 2 includes at least one question that explicitly asks students to refer to/use Stimulus 4 in conversation
- ensure Session 2 includes at least one question that explicitly asks students to refer to/use stimulus from Session 1
- ensure Session 2 includes a visual stimulus that presents a different perspective to the stimulus used in Session 1. Note that a different perspective does not necessarily mean new subject matter
- are within scope and scale and focus on topics from Unit 3. The task should not include a significant focus on topics from Units 1 and 2
- allow for open-ended questions in Session 2. Questions that begin with how, why and what in Italian will give students opportunities to achieve at the higher performance levels.

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

\*Each priority might contain up to four assessment practices.

Total number of submissions: 17.

### Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- had a clear layout, with both questions and stimulus numbered clearly and correctly
- were free from irrelevant material, especially in visual/audiovisual stimulus
- used clear instructions and error-free stimulus.

### Additional advice

- The ISMG file uploaded for confirmation should only contain the ISMG; it should not contain the student's response.

- Student responses are not written on thin lined paper, especially if the paper is used on both sides, as ink can come through and cause a response to become illegible.
- Appropriate response space should be provided under each question. The space provided will give students an indication of the expected response length.
- Indicative responses should be in full sentences and within the word limit.
- For Session 1 Part 2, students should be taught to write different types of texts and to use the correct format features for the required text type, e.g. formal emails to the editor.

## 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 confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Analysing Italian texts in English	93.75%	6.25%	0%	0%
2	Creating Italian texts with Italian stimulus	68.75%	6.25%	6.25%	18.75%
3	Exchanging information and ideas in Italian	68.75%	6.25%	0%	25%

### Effective practices

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

- school assessment policies for managing length were applied consistently when marking responses, e.g. teacher annotated the location where marking stopped (at 100 words) and the quality of the response was reflected in the ISMG
- teachers understood that when the three characteristics were matched to the performance-level descriptors for three bands, e.g. the band for the 11–12 mark range, the band for the 9–10 mark range and the band for the 7–8 mark range, the lower mark in the middle band (9 in this example) must be awarded. Refer to the ISMG document in the QCAA Portal
- the exchange of information and ideas in Italian (Session 2) is a conversation between the student and the teacher rather than an interview. Rehearsed or verbatim responses are not conversations, so they are not personal responses
- students used a variety of *strategies to maintain communication* (see syllabus glossary) and teachers adapted their questions to students' responses to further investigate their comments
- the assessment instrument allowed the student to cover a range of subject matter from Unit 3 Topics 2 and 3.

## Samples of effective practices

The following are excerpts from a response that illustrates the characteristics for the criteria at the performance level indicated. The excerpts may provide evidence of more than one criterion. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

These student response excerpts have been included:

- to demonstrate perceptive identification of purpose, audience, context and tone, used to draw a valid and justifiable interpretation of meaning and values
- to show the effective use of teacher annotations on a student response to indicate where evidence is found.

<p><b>Analysing Italian texts in English (6/6 marks)</b></p> <ul style="list-style-type: none"> <li>• perceptive identification of tone, purpose, context and audience to draw a valid and justifiable interpretation of inferences about meaning, values and attitudes</li> </ul>	<p><b>Excerpt 1</b></p> <p><del>It's on</del> The purpose of these interviews is to advertise &amp; promote <sup>Viaggiare giovani's</sup> <del>the</del> group exchange programmes to <del>possible</del> <sup>interested</sup> youth. Both Alexia &amp; Max have enthusiastic tones as they describe making friends through <del>e</del> joining clubs. Alexia says her trip was fantastic &amp; <sup>her</sup> <del>she felt</del> <sup>soccer</sup> team made her feel apart of the group. Max positively talks about going on excursions with his friends at the environment clubs. Sara values spending time face to face with her friends as she negatively talks about Italians &amp; Australians being 'obsessed' with technology. Sara does use technology to <del>stay connected with her friends in Australia</del> <sup>stay</sup> connected with friends back home.</p> <p>well-identified p.r.p., aud, tones w/ well-selected details as justifications, which demonstrate analysis</p>
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**Analysing Italian texts in English (6/6 marks)**

- discerning analysis and evaluation of relevant information and ideas in stimulus texts to draw well-constructed and valid conclusions with well-substantiated justifications

**Excerpt 2**

~~Sara in Stimu~~ Both stimuli correctly <sup>✓</sup> portray that <sup>CONCLUS.</sup> many youth are obsessed <sup>✓</sup> with technology. Sara in stimulus 1 states both Italians & Australians spend too much time <sup>✓</sup> on technology. Similarly, the Pope ~~tries to~~ encourages the young scouts to be present & 'not stay locked inside' ~~but socialise~~ <sup>to be yourself.</sup> I agree <sup>✓</sup> with the Pope & Sara <sup>about</sup> as he states the importance of being yourself <sup>✓</sup> ~~to be happy~~ <sup>✓</sup> e.g., 'freedom is Each one of you is unique!' I agree with both ~~Max & Alexia~~ <sup>people</sup> that to feel like you belong, try find friends with similar interests <sup>✓</sup> like how Alexia joined a soccer team.

she admits <sup>✓</sup>

\* Yet, technology is useful <sup>✓</sup> to help her keep in contact with her family & friends in Australia.

*Exc. evaluations of different aspects (plus of cons)*

**Criterion: Analysing Italian texts in English**

**Assessment objectives**

- comprehend Italian to understand information, ideas, opinions and experiences related to socialising and societal issues and/or ideas
- identify tone, purpose, context and audience to infer meaning, values and attitudes related to socialising and societal issues and/or ideas
- 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
<ul style="list-style-type: none"> <li>thorough comprehension of information, ideas and/or opinions in all the stimulus texts related to socialising and societal issues and/or ideas</li> <li>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</li> <li>discerning analysis and evaluation 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.</li> </ul>	6
<ul style="list-style-type: none"> <li>effective comprehension of information and ideas in most of the stimulus texts related to socialising and societal issues and/or ideas</li> <li>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</li> <li>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.</li> </ul>	5

**Practices to strengthen**

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

- teachers do not award a mark out of 6 for each question (Session 1 Part 1)
- teachers do not award marks for purpose, audience, context and tone in student responses when the question does not require these to be identified (Session 1 Part 1)
- context must be descriptive enough and identified clearly, including justification, such as a description of an environment in which an event occurs/context of the situation and its specific features (Session 1 Part 1)



- adjectives to describe tone need to be more descriptive and replaced by more specific words, e.g. 'informative' or 'formal/informal' are not acceptable tones. The language should indicate or convey emotion, feeling or attitude to subject matter and/or audience (Session 1 Part 1)
- where two characteristics are highlighted in one band and one characteristic is highlighted in the band below, the lower mark in the higher band must be awarded (Session 1 Part 1)
- if a comparable assessment is used, schools must ensure all required documents are clearly named and correctly uploaded. Indicative responses should be included for comparable assessment (Session 1 Part 1)
- teachers lead the conversation — if students digress out of topic, teachers should interrupt them and redirect them to the topic (Session 1 Part 2)
- teachers develop students' ability to manipulate the language spontaneously, rather than prepare rehearsed responses (Session 1 Part 2)
- adequate referencing to the stimulus texts is required to meet the assessment criteria (Session 1 Part 2)
- synthesis of ideas needs to demonstrate efficient justification of arguments, as it impacts on the flow and the body of the text. The response needs to be cohesive, with a logical transition from one point to another, and be supported by personal opinion/s and/or perspective/s (Session 1 Part 2)
- for a response to be considered discerning, language elements should display complexity and a wide variety of grammatical and lexical features which reflect a student's final year of senior Italian (Session 1 Part 2)
- students should be taught to paraphrase, rather than to give direct quotations, when creating responses in Italian for either written or spoken tasks. Long direct quotations show only an adequate selection of details from the texts (Session 1 Part 2)
- responses are a two-way conversation. If the teacher asks all the questions, the third characteristic cannot be marked in the highest band because the 'generating and maintaining conversation' requirement will not be met (Session 2)
- hesitant responses that require prompting and do not have enough reference to the stimulus text/s cannot be described as spontaneous (Session 2)
- students must be asked open-ended questions to give them sufficient opportunity to demonstrate their knowledge and understanding of the criterion or criteria and provide an authentic/sufficient response (Session 2)
- responses should be unrehearsed and not overlap with the written response from Session 1. Rehearsed or verbatim responses are not considered to be a conversation, and they should be assessed at a low level for provision of an adequate response' (Session 2).

### **Additional advice**

- Conversations must be recorded as MP3 or MP4 files.
- Teachers need to understand how to apply the ISMG, e.g. ticks for all three characteristics in the band for the 9–10 mark range must be awarded a mark of 10.
- Teachers need to clearly indicate the characteristics on the ISMG they have awarded.

- When a student is awarded a mark across three different bands, the final mark awarded should be the lower mark in the middle band, e.g. where there is one mark in the band for the 11–12 mark range, a second mark in the band for the 9–10 mark range and a third mark in the band for the 7–8 mark range, the final mark awarded should be 9.
- Schools need to implement their policies on word and/or time limits to reflect the syllabus specifications.
- Strategies for managing response length according to each school's assessment policy must be consistently applied to all responses across the entire cohort, e.g. apply the school assessment policy to only mark the first 100 words of the answer. It cannot be adjusted for an individual student response.
- The quality of the audio recording must be checked for clarity before it is uploaded to the Confirmation application in the QCAA Portal.



## 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 including holiday time). Stimulus includes visual, written, and audio/audiovisual stimulus. 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 priority	Number of times priority was identified in decisions*
Alignment	16
Authentication	3
Authenticity	0
Item construction	1
Scope and scale	2

\*Each priority might contain up to four assessment practices.

Total number of submissions: 17.

#### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- chose authentic and effective stimulus with a clear text type
- ensured alignment between the content of stimulus texts and the focus of the task question, while balancing the appropriateness of students having to provide a personal perspective
- included context statements constructed in the QCAA Endorsement application, which were concise and clear. These provided only necessary context and did not anticipate or confuse the task/question
- were constructed with appropriate scope and scale and provided opportunities for students to respond within syllabus conditions (4–8 minutes) and the opportunity to reach the higher performance-level descriptors of the ISMG

- ensured authentication checkpoints were timed and clearly indicated to students to meet the syllabus conditions for the IA3.

### Practices to strengthen

It is recommended that assessment instruments:

- use, and clearly identify as the stimulus that has been studied in class, an appropriate stimulus selected from the list prescribed in the syllabus: Italian film, documentary, television series episode, extended interview, newspaper, magazine article, journal, short story, novella, website or printed materials
- select two additional unseen stimulus items, which are checked for compliance with the syllabus word limit condition: unseen texts must have a combined length of 400–700 words in Italian (Syllabus section 5.5.1)
- explicitly ask students to identify purpose, audience, context and tone in the stimulus to give them the opportunity to achieve at the highest performance levels
- explicitly ask students in Session 1 Part 2 to relate their personal perspective on the information in the stimulus, and to refer to the texts in their presentation, to give them the opportunity to achieve at the highest performance levels
- construct checkpoints that meet the syllabus conditions for the task, e.g. there is no checkpoint 4, and the inclusion of checkpoint 4 could potentially extend the time spent on the task to 4–6 weeks. Checkpoints must be timed and clearly indicated to ensure the task meets the syllabus requirements.

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

\*Each priority might contain up to four assessment practices.

Total number of submissions: 17.

### Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- used language economically and effectively to communicate clear directions
- had a clear layout, and included instructions in the appropriate section
- presented students with clear, error-free assessment papers. These papers had labelled stimulus, published dates linked to checkpoints, and page and line breaks used to good effect.

## Practices to strengthen

There were no significant issues identified for improvement.

## Additional advice

- The assessment instrument allows the student to cover a range of subject matter from Unit 4 Topics 1 and 2.
- The audio or audiovisual stimulus cannot include subtitles, words and/or cues that would compromise students' ability to listen to and engage with stimulus as per syllabus requirements.
- Teachers should provide clear scaffolding of the task, e.g. context statements and instructions need to ensure students understand what is expected from them in Part 1 and Part 2 to demonstrate the full range of performance-level descriptors of the ISMG.
- Provide open-ended questions for Session 2 that centre around information and ideas related to Unit 4 subject matter, which allow students to communicate their ideas and exchange information (including a personal opinion).

## 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 confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Analysing Italian texts in Italian	68.75%	18.75%	0%	12.5%
2	Exchanging information and ideas in Italian	75%	18.75%	6.25%	0%

### Effective practices

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

- identification of purpose, audience, context and tone were used by the student to draw interpretation of inferences about meaning, values and attitudes, rather than mere identification for the sake of meeting assessment requirements (Session 1)
- the exchange of information and ideas in Italian was a conversation between the student and the teacher rather than an interview. Rehearsed or verbatim responses were not considered to be conversations; therefore, they were not personal responses (Session 2)
- students used a variety of *strategies to maintain communication* (see syllabus glossary) and teachers adapted their questions to students' responses to further investigate their comments and ask for clarifications (Session 2)

- the conversation was managed within the time limit (5–7 minutes) and explanations of the school's time policy were given in the teacher's annotated ISMG (Session 2)
- teachers managed the conversation with a good balance of questions centring on both the student's presentation and a personal response related to Unit 4 subject matter (Session 2).

#### Samples of effective practices

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

This student response excerpt has been included:

- to demonstrate a natural and spontaneous exchange rather than an interview as it provides evidence of structured, sequenced and synthesised use of strategies to generate and maintain the conversation in a discerning manner throughout the conversation — the student uses pause fillers and expressions typical of a natural conversation where they would be thinking about what they are saying (e.g. 'allora', 'mi faccia pensare'), self-correcting, asking questions and commenting on the interlocutor's (teacher's) information and ideas.

**Exchanging information and ideas in Italian (15/15 marks)**

- discerning application of conventions and use of language features
- structured, sequenced and synthesised use of strategies to generate and maintain the conversation in a discerning manner
- provision of a perceptive and justified personal response

*Conversation transcript - In italics: Teacher's interventions*

[...]  
 .... Ho scoperto che per i diplomati italiani *si...ah...ci sono tantissimi...ah...problemi con ehm trovare un lavoro dopo le superiori, ah...anziché studiare all'università, ma anche in generale,* per gli italiani trovare un lavoro...*ehm...ahm...anche,* ho parlato delle difficoltà e possibilità per i giovani diplomati [.....] e il primo testo *ahm...ha parlato dell'anno sabbatico e cosa ah...hai fatto,* per i diplomati italiani nell'anno sabbatico, *per esempio si può fare il volontario all'estero o anche lavorare all'estero perché quando si prende un anno sabbatico si...ehm...può imparare le nuove destrezza...per.. ahm...il lavoro in futuro, come imparare una lingua straniera. E per gli italiani è più importante parlare altre lingue per il lavoro...ehm...*  
*E per te invece? È importante? Cosa pensi delle lingue straniere?*  
*Beh,* penso che in Australia non è importante...  
*mhm*  
*Ho...ho...posso* parlare 3 lingue: l'inglese, italiano, tedesco. Non è più importante nel lavoro...  
*Sì, sei un caso raro tu...*  
*Sì, e per me...*so che in Italia e in Europa è più importante, non si può...*mhm...non si può trovare un lavoro senza due lingue...*  
*Sì hai ragione...*  
*Ma,* qui è facile trovare un lavoro con l'inglese...*con solo l'inglese...*  
*Purtroppo...*  
*Ma penso che le lingue siano più importanti perché quando si impara una lingua straniera si possono...ehm...capire meglio altre persone con altre culture, altre...persone nel mondo e anche credo che le lingue siano più importante perché ci permettono di rimanere connessi con altre culture e persone...*  
*Sì sono totalmente d'accordo. Tu che cosa pensi di fare in futuro?*  
*Ah...allora...ehm...adesso* non mi piace la scuola, *molto,* perché...*ehm...* nel mio percorso scolastico ho tantissimi problemi con studenti e le altre persone perché alla mia età le persone non sono molto simpatiche...  
*Sono adolescenti, cosa ti aspettavi..*  
*Sì...e dopo la scuola vorrei andare in Inghilterra perché vorrei fare l'audizione per il corso di musical theatre a Londra e se non mi...dovessero accettare, andrei in Germania per studiare medicina all'università...e quindi...se studiassi medicina in Germania, vorrei fare l'Erasmus in Italia perché mi piacerebbe vivere in Italia e vedere in prima persona la cultura italiana...*  
*Sì sì*  
*Sì*  
*Sarebbe bello.. anch'io ho studiato in Germania...*  
*Ah sì, e... cosa si sentiva nell'ultimo anno di scuola?...*  
*T response*  
*Anch'io...*  
*Non vedevo l'ora che finisse...*  
*Anch'io...*  
*Senti, parlami un po' delle tue esperienze lavorative invece...*  
*Certamente...ho un lavoretto. Sono una receptionist in una clinica di fisioterapia e lavoro da 3 anni...adesso...sì...non mi piace molto, mi annoio perché...voglio... ehm...lavorare e usare le mie lingue che so, conosco...*  
*Sì sì*  
*E spero che quando mi trasferirò in Inghilterra, posso trovare un lavoro che mi permette di usare le lingue che conosco, come l'italiano e tedesco.*  
*[T comment]*  
*Sì...*  
*Va bene, senti, e invece, che cosa consiglieresti agli studenti della classe decima?*  
*Dieci?*  
*Sì*  
*Per me...per una persona che trova la scuola e lo studio più difficile, darei consigli che... ho trovato un metodo di studio che mi aiuta di concentrarmi e si chiama il metodo pomodoro...*  
*Oh*  
*[S laughs]... è italiano ... e consiste nel mettere un timer per 25 minuti e una pausa per 5 minuti e...ogni 25 minuti... per me... posso concentrarmi e organizzare il mio studio perché questo timer per*

Excerpt 1 content (audio, 7 min 27 sec)

[www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr\\_italian\\_19\\_ia3\\_sr\\_snip2.mp3](http://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_italian_19_ia3_sr_snip2.mp3)

This student response excerpt has been included:

- to demonstrate an overall effective presentation that engages the audience from the start and strategies to maintain the listener's engagement, e.g. the use of questions throughout the text, especially at the beginning of every paragraph
- to demonstrate the purposeful intonation and clear pronunciation that facilitates the effective delivery of a presentation, e.g. stressing specific words, speeding up and slowing down as appropriate

- to exemplify discerning analysis and evaluation of a variety of information from all stimulus and effective use of these to support opinions, make relevant conclusions and comment on the usefulness of the stimulus
- to showcase the use of a variety of complex structures in well-linked, purposeful sentences.

<p><b>Analysing Italian texts in Italian (15/15 marks)</b></p> <ul style="list-style-type: none"> <li>• demonstration of comprehensive understanding</li> <li>• perceptive identification of tone, purpose, context and audience to draw valid and justifiable interpretation of inferences about meaning, values and attitudes</li> <li>• use of proficient and complex Italian</li> <li>• discerning analysis and evaluation</li> <li>• well-constructed and valid conclusions with well-substantiated justification</li> </ul>	<p>Che cosa possiamo fare noi giovani dopo la scuola superiore? Buongiorno a tutti, ho analizzato 3 testi grazie ai quali ho compreso quali differenze e somiglianze ci siano tra le possibilità e le difficoltà per i diplomandi in Italia e in Queensland. Quali sono le nostre opzioni? Lavorare o continuare a studiare? Fondamentalmente la scelta sembra limitata, ma in realtà all'interno di queste ci sono tantissime vie che possiamo prendere. Invece quali possibilità ci sono per un diplomato italiano rispetto a uno del Queensland?</p> <p>Per prima cosa, immagina di essere un diplomato che vuole iscriversi all'università, quali difficoltà potresti affrontare? Riusciresti a essere indipendente o dovreesti continuare a vivere a casa perché non ce la faresti da solo? Dalla mia analisi, sembra che un diplomato italiano sia molto sotto pressione perché deve scegliere il perfetto corso universitario subito dopo la fine dei suoi studi. Questo è dimostrato nel terzo testo, un articolo online che parla della disoccupazione catastrofica in Italia e di quali sono i modi in cui si può evitare di essere disoccupati. L'autrice sembra essere molto intraprendente nel dare consigli benché il suo consiglio principale sia di scegliere il corso di studi adatto sin dall'inizio sia abbastanza scontato. Concordo che per i diplomati sia importante informarsi sui lavori più richiesti per scegliere subito l'indirizzo giusto così potranno trovare lavoro e diventare indipendenti e sistemarsi velocemente. Per questo credo che gli studenti del Queensland siano fortunati perché per loro invece è molto più facile cambiare corso di studi. Infatti possiamo studiare qualsiasi cosa ci piaccia senza pensare al nostro futuro e a quali siano i settori che garantirebbero più lavoro che, secondo Anna, sembra essere essenziale in Italia. In più il tasso di disoccupazione in Queensland non è alto e in generale credo che sia più facile trovare lavoro in confronto all'Italia.</p>
	<p>Ma perché sembra più difficile trovare lavoro dopo le superiori in Italia rispetto a qui? Secondo il terzo testo, l'Italia è il terzo peggior paese in Europa per tasso di disoccupazione. Quindi, è molto difficile trovare lavoro dopo la scuola perché è evidente che la domanda supera l'offerta, o, come dice Anna, che i lavori disponibili sono diversi dalle qualifiche ottenute. D'altro canto, per i diplomati in Queensland è più comune lavorare a tempo pieno dopo le superiori anziché studiare all'università. Il secondo testo è un'intervista a quattro laureati che condividono le loro esperienze di ricerca di lavoro. Molti italiani sono pessimisti, come Paola, che sostiene che tantissimi laureati non possono trovare un lavoro che non sia precario e mal pagato. Un ostacolo per i giovani italiani è che non hanno esperienza lavorativa e la maggioranza delle aziende non assume le persone con zero esperienza. Al contrario, tantissimi studenti del Queensland hanno lavorato durante le superiori. Ciò ha permesso loro di maturare esperienza e dunque di avere più probabilità di assicurarsi un lavoro. Comunque penso che sia più facile trovare un lavoro all'estero per gli italiani perché hanno più destrezza e flessibilità nel parlare più di una lingua diversamente dalla maggioranza degli studenti del Queensland.</p>
	<p>Come potrebbero i diplomati di entrambi i paesi superare queste difficoltà? È evidente dal tono positivo e esplicativo dell'autore del primo testo che, in particolare per un diplomato italiano, prendere un anno sabbatico sia una scelta saggia perché ci sono tantissimi vantaggi. Per promuovere i vantaggi dell'anno sabbatico tra i ragazzi italiani, l'autore afferma che quando si prende un anno sabbatico si maturano diverse esperienze che aumentano le proprie competenze. Per esempio, andando all'estero per lavorare, viaggiare o studiare, si imparerà una lingua straniera, che è molto richiesta dalle aziende. Inoltre, l'autore afferma che prendersi un anno sabbatico è un ottimo trampolino di lancio per una carriera internazionale. Tuttavia, come Paola nel secondo testo, tantissimi italiani non vogliono trasferirsi per lavoro o per l'università diversamente dagli australiani. Questo limita i diplomati italiani perché gli stipendi all'estero sono più alti che in Italia. Infatti un altro intervistato, Francesco, dice che vivendo all'estero è più indipendente perché pagato di più. Credo che la riluttanza dei diplomati e laureati italiani di trasferirsi (all'estero o in una nuova città) limiti le loro possibilità di essere più indipendenti.</p>
	<p>Perché gli australiani trovano lavoro più facilmente e quindi migliorano le proprie competenze per essere indipendenti, mentre gli italiani sono 'bloccati' e non riescono a conquistare la propria indipendenza non sfruttando le occasioni che hanno? Personalmente, ritengo che la maggioranza dei giovani italiani non sia indipendente perché non sono mandati allo sbaraglio e non devono contare su sé stessi come la maggior parte degli adolescenti australiani.</p>
	<p>Excerpt 2 content (video, 6 min 56 sec)  <a href="http://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_italian_19_ia3_sr_snip1.mp4">www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_italian_19_ia3_sr_snip1.mp4</a></p>
	<p>Excerpt 2 content (audio, 6 min 56 sec)  <a href="http://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_italian_19_ia3_sr_snip1.mp3">www.qcaa.qld.edu.au/curriculum-assessment/portal/media/snr_italian_19_ia3_sr_snip1.mp3</a></p>



## Practices to strengthen

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

- teachers highlight the need to use the three stimulus texts to respond to the task. Extra information from students' experience and/or knowledge (especially of their own country) will be required and should be used to develop a personal response, but because this task specifically assesses students' ability to analyse Italian texts in Italian, all characteristics of the ISMG are based on the comprehension, analysis and evaluation of the stimulus. If students do not do this, they will not be able to achieve at the highest performance levels, even if their Italian is excellent in terms of both language and pronunciation (Session 1)
- teachers note that Characteristic 2 of the Analysing Italian texts in Italian criterion includes identification of purpose, audience, context and tone as well as the use of proficient and complex Italian, which includes pronunciation (Session 1)
- grammar structures are considered part of well-constructed conclusions in Characteristic 3 (Session 1)
- teachers ensure students understand that they need to identify purpose, audience, context and tone at least once across the three stimulus in their multimodal presentation (Session 1)
- teachers ask questions that lead students to discuss the content of their presentation and stimulus from Session 1 (Session 2)
- teachers understand that endorsed sample questions are just samples. To ensure spontaneity, questions should be modified in wording and order to fit the exchange (Session 2)
- students are taught — and given the opportunity to practise — a range of strategies to maintain and generate conversation (Session 2)
- teachers understand how to apply the ISMG, e.g. if two characteristics are at the standard for the 14–15 mark range and one is at the standard for the 10–11 mark range, the mark awarded should be 14, not 12. Refer to the ISMG document on the QCAA Portal (Session 2).

## Additional advice

- Teachers and school officers involved in the submission should check to ensure that each uploaded multimodal presentation contain the student's audio. A presentation is best exported as one video document.
- Students should be encouraged to export their PowerPoint into a video — this allows the duration of the presentation to be checked without having to calculate time of each recording on each slide and it is easier to watch at confirmation, as well as for teachers marking. Also, students can easily see if their presentation is over the time limit and reduce the length if required.
- To create 'lighter' video files, encourage students to export their finalised PowerPoint with audio into an MP4 file. This can be done also when using a 'green room' for the recording which, if available, can help students make more compelling presentations.
- Characteristic 2 should be marked when assessing pronunciation, while Characteristic 3 refers to grammar and grammatical complexity for the Analysing Italian texts in Italian criterion.
- The Italian word *stimolo* does not have the same meaning as the English word stimulus in this context. Teachers can encourage students to paraphrase using more appropriate terminology, such as 'il primo/secondo/terzo testo'.



# External assessment

External assessment (EA) is developed and marked by the QCAA. The external assessment for a subject is common to all schools and administered under the same conditions, at the same time, on the same day.

## Examination — combination response (25%)

### Assessment design

The assessment instrument was designed using the specifications, conditions and assessment objectives described in the summative external assessment section of the syllabus. The examination consisted of one paper:

- Paper 1, Section 1 consisted of short response questions (15 marks)
- Paper 1, Section 2 consisted of short response questions (14 marks)
- Paper 1, Section 3 consisted of an extended response question (21 marks).

The examination assessed subject matter from Unit 4. Questions were derived from the context of Topic 1: Finishing secondary school, plans and reflections and Topic 2: Responsibilities and moving on.

The assessment required students to analyse Italian stimulus texts in both English and Italian, and to create a written extended response in Italian.

The stimulus texts included an audio text in Italian for the Section 1 short response in Italian, with two associated questions, and two written texts in Italian for the Section 2 short response in English with three associated questions.

### Assessment decisions

Assessment decisions are made by markers by matching student responses to the external assessment marking guide (EAMG). The external assessment papers and the EAMG are published in the year after they are administered.

### Effective practices

Overall, students responded well to:

- Questions 3, 4 and 5 (short response in English). Students were able to identify the context and audience, and to make judgments about usefulness
- Question 6 (extended response in Italian). Students were able to create Italian texts that were structured logically and covered all aspects of the task.

## Short response

### Section 1: Short response in Italian

#### Question 1 and 2

These questions required students to:

- identify what the conversation in Stimulus 1 was about
- identify the motivation of the female speaker in the stimulus
- justify both responses with specific examples from the audio stimulus
- convey meaning relevant to the questions, in Italian.

The following excerpts have been selected to illustrate effective student responses in one or more of the syllabus assessment objectives. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

### Samples of effective practices

Effective student responses:

- identified that the stimulus conversation was about a driving lesson between father and daughter (Question 1)
- cited detailed examples from the stimulus identifying context-specific vocabulary such as *car seat*, *mirrors*, *pedals* and instructional phrases from the father, such as *turn the key and put it into first, don't ever be distracted/take your eyes of the road, turn right here, now park* (Question 1)
- identified that the motivation of the female speaker was to learn to drive before going off to live on her own in January (Question 2)
- provided two examples to justify the female speaker's motivation. These were paraphrased from the daughter's words: *I need to learn to drive before going off to live on my own at the end of January, otherwise it will be difficult to get to university and work* (Question 2)
- demonstrated understanding of the audio stimulus by conveying meaning relevant to the questions in Italian with few errors (Questions 1 and 2).

These student response excerpts have been included:

- to demonstrate the identification of context, justified with relevant examples
- to demonstrate the identification of the motivation of the female speaker, justified with relevant examples
- to show the conveying of meaning in Italian language with few errors.

<p><b>Receptive mode (4/4 marks)</b></p> <p><b>Productive mode (4/4 marks)</b></p> <ul style="list-style-type: none"> <li>statement that the conversation is about a driving lesson</li> <li>provision of three examples to justify this in proficient and accurate Italian</li> </ul>	<p><b>Excerpt 1</b></p> <p>Question 1.</p> <p>Questa conversazione si tratta di una ragazza adolescente che sta imparando a guidare una macchina. Questo si può vedere quando il papà dice "puoi fare tutta la pratica che vuoi", qui il papà vuol dire che la figlia può praticare per potere farlo senza stressarsi. Altro esempio è quando la figlia dice che si sente nervosissima, questo ci afferma che lei sta in una situazione stressante. Anche dice che è necessario imparare prima che si vada a vivere da sola, questo ci dice che lei è una adolescente che vive ancora con i suoi genitori.</p>
<p><b>Receptive mode (3/3 marks)</b></p> <p><b>Productive mode (4/4 marks)</b></p> <ul style="list-style-type: none"> <li>correct identification of the female speaker's motivation to learn to drive before leaving to live on her own so work and university would be facilitated, justified with two examples from the text in Italian with few errors</li> </ul>	<p><b>Excerpt 2</b></p> <p>Question 2.</p> <p>La motivazione per la parlante nel audio è che vuole andarsi a vivere da sola, per quello deve imparare a guidare la macchina. Un esempio di questo è quando dice che bisogna che impari prima di che vada a vivere da sola, perché altrimenti sarà difficile andare all'Università oppure al lavoro. Lo sappiamo anche perché il papà le dice alla sua figlia che deve praticare adesso con lui perché non è ancora a suo agio nella macchina.</p>

## Section 2: Short response in English

### Question 3, 4 and 5

These questions required students to:

- analyse and evaluate how helpful Stimulus 2 would be for a student planning an exchange trip to Italy and justify the response with four examples from the text (Question 3)
- identify the intended audience of Stimulus 3 and justify the response with one example from the stimulus (Question 4a)
- state where Stimulus 3 might be found and justify the response with one example from the text (Question 4b)
- analyse how the writer used tone to achieve the intended purpose and justify the response with two examples from the stimulus (Question 5).

Effective student responses:

- stated an appropriate tone and an appropriate purpose and provided two examples of how the tone supported the purpose. These included persuasive, advisory, instructional, supportive, reassuring but with a sense of urgency or importance (Question 5)
- identified that the purpose of the stimulus was to urge parents to recognise how valuable it was to prepare their own children to be independent and functional (Question 5)
- emphasised that teaching these skills to young people would make a big difference (Question 5)
- acknowledged that teens with the skills to track their progress were much more likely to stay motivated (Question 5)

- identified ways in which the tone supports the purpose. The stimulus used language to influence parents to help their children transition into adulthood by using consistent phrasing to repeat the message of independence (Question 5)
- recognised that the writer's tone of confidence and certainty was created using high modality verbs such as 'must' and 'all', and strong adjectives such as 'fundamental', 'essential' and 'important' (Question 5).

This student response excerpt has been included:

- to demonstrate the statement of an appropriate tone and purpose
- to show the provision of two examples of how the tone supports the purpose.

<p><b>Question 5</b> <b>(5/5 marks)</b></p> <ul style="list-style-type: none"> <li>• statement of appropriate tone (encouraging, suggestive)</li> <li>• statement of an appropriate purpose (suggest strategies to achieve)</li> <li>• provision of two examples of how the tone supports the purpose</li> </ul>	<p>The writer uses encouraging, suggestive, informative and casual language to achieve her purpose to suggest strategies to prepare <del>adults</del> adolescents for adult life.</p> <p>She uses rhetorical questions to draw readers in, for example, she asks, "Which skills can be useful?" She is very encouraging to readers when she says "Help them to grow!" This encourages you to teach them the skills she suggested and more.</p>
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### Extended response

#### Question 6

This question required students to write a 200–300-word response in Italian to an email from a friend in Florence. Students were required to address the three points stated in the task: what to expect from an Australian school, what activities other than soccer are on offer, and why it's great to be part of a team.

Effective student responses:

- addressed all three points required by the task, and elaborated on each one
- communicated proficiently and in a way that was relevant to the task. Ideas were selected and sequenced logically using layout and paragraphing, and synthesised using cohesive language and consistent register
- used a wide range of vocabulary, grammar and tenses to create purposeful, original and task-appropriate responses.

These student response excerpts have been included:

- to demonstrate the inclusion of an informal opening and an informal conclusion
- to show a response that addresses, logically sequences and elaborates on all three points required by the task
- to show ideas that are purposefully selected, logically sequenced using layout and paragraphing, and synthesised using cohesive language and consistent register
- to illustrate the use of correct auxiliaries (contractions, articles and agreement) and tenses (recent past, present, present progressive, conditional, future, subjunctive) to create purposeful, original and task-appropriate responses.

**Textual conventions  
(2/2 marks)**

- an informal opening
- an informal conclusion

**Excerpt 1**

try out other activities when they come to Australia on exchange next year.

In your response, you must address the following questions:

- Cosa si possono aspettare dalla tua scuola?
- Quali sono le altre attività a disposizione del tuo amico?
- Perché è bello far parte di una squadra?

Da: <sup>sarah@gmail.com</sup> Florence@gmail.com  
 A: Florence@gmail.com  
 Oggetto: Il mio scambio in Australia.

Ciao Florence,

Come stai? Sto molto bene. Ho letto il tuo email e non vedo l'ora di quando ti arrivi in Australia!

Allora è tardi e mia mamma mi chiama per cena.

Fammi sapere quando arrivi in Australia!

Baci e abbracci,

Il tuo amico Sarah

**Meaning  
(5/5 marks)**

- use of a wide range of vocabulary with few errors
- use of a wide range of grammar with few errors
- use of a wide range of tenses with few errors
- use of consistent register

**Language elements  
(6/8 marks)**

- conveying of meaning relevant to the task
- proficient communication through selection, logical sequencing, and synthesis of ideas

**Excerpt 2**

È anche importante che tu aspettarci molte feste e giornate in spiaggia, perché qui ne abbiamo tempo. Come tu descrivi l'importanza di far parte di una squadra o fare parte di un gruppo che tifa per la stessa squadra, mi ricorda molto come mi sento quando sono intorno i miei amici.

Quando sarà il tuo tempo di venire per lo scambio, ti farò vedere come far parte della mia squadra di amici. Fino a quel tempo, ti devo salutare.

Alla prossima amico,

**Practices to strengthen**

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

- encouraging students to paraphrase the excerpts from the stimulus they wish to use as evidence when responding in Italian by using their own words (synonyms and phrasing), rather than including direct quotations from the provided texts. This would permit students to demonstrate knowledge of Italian language elements and afford them the opportunity to sequence and synthesise information in the stimulus, without copying and/or plagiarising sentences

- consolidating students' application of grammar rules for writing in Italian with accurate gender and number agreement, and use of pronouns, possessive adjectives and prepositions/prepositional phrases
- revising the uses of formal and informal language structures, including in singular and plural forms, particularly relating to register and regional norms
- reinforcing the tools of textual analysis as keys to evaluating and making evidence-based judgments on stimulus texts. Students should have vocabulary in both languages to accurately describe and explain how purpose, audience, context and tone are achieved. Responses that identified 'informal/formal' or 'informative' as a tone were not awarded marks. The analysis of language choices in a text to reveal tone was challenging for many students
- providing more opportunities for students to learn to write topic statements and qualifying sentences that elaborate the topic in Italian, e.g. teaching students to set up the topic sentence in the Italian style of posing a question, and then answer it in the elaboration. This would improve structure and cohesion in student writing in target language
- encouraging students to develop decoding and deciphering skills. Teachers should provide ample opportunities for students to become resilient and persevere when they are met with words they do not understand in a stimulus
- continuing to teach students to 'error hunt' and proofread for basic orthographical accuracy (spelling, accents, articulated prepositions) as well as agreement in gender and number. Basic inaccuracy in written Italian was a significant weakness across responses in the Creating Italian texts criterion
- developing students' capacity to create an extended response in Italian that adheres to the prescribed word length of between 200 and 300 words
- instructing students not to include personal information (e.g. given name, family name, school name) within their responses to examination questions.