

Italian marking guide and response

External assessment 2022

Combination response (59 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 school, future plans and responsibilities.

Note: Objective 6 is not assessed in this instrument.

Purpose

This document consists of a marking guide and an annotated 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 annotated 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

Section 1: Short response in English

Q	Sample response	The response:
1	<p>This interview is set in the social context of Italy's current uncertain economic climate. Economic challenges have pushed young people to find different ways of earning a living. There has been a return to traditional jobs, such as shoemakers, furniture restorers and butlers. There has also been a return to work in agriculture.</p>	<ul style="list-style-type: none">• identifies an appropriate social context [1 mark]• provides an example from the stimulus to justify the response [1 mark]• provides a second example from the stimulus to justify the response [1 mark]• provides a third example from the stimulus to justify the response [1 mark]
2	<p>The Minister is very positive and supportive of job creation. He says, 'I encourage any trend that provides jobs for members of our community'. He mentions how jobs from the past have been re-envisioned and adapted to suit modern needs. He gives examples such as shoemakers making handmade shoes, and carpenters restoring old furniture. His friendly but informative 'Did you know ...' shows he is clearly aware of what is happening. The comments about occupations such as pastry chefs now being designers, and farm work being available due to organic food growth, are also supportive of the young.</p>	<ul style="list-style-type: none">• states a valid position [1 mark]• provides an example from the stimulus to justify the statement [1 mark]• provides a second example from the stimulus to justify the statement [1 mark]• provides a third example from the stimulus to justify the statement [1 mark]• provides a fourth example from the stimulus to justify the statement [1 mark]• provides a fifth example from the stimulus to justify the statement [1 mark]

Q	Sample response	The response:
3	<p>The likely audience is young people/school leavers looking for volunteer work experience in Italy. The stimulus asks if they are interested in an opportunity that challenges them after they have finished their studies. The body paragraph confirms who the recruitment drive is aimed at — ‘dear passionate students of Italian language and culture’ with ‘excellent English [and] a sufficient level of Italian’. It concludes by challenging the reader to spend a specified period away after they complete their school life.</p>	<ul style="list-style-type: none"> • identifies a valid audience [1 mark] • provides an example from the stimulus to justify the response [1 mark] • provides a second example from the stimulus to justify the response [1 mark] • provides a third example from the stimulus to justify the response [1 mark]
4	<p>The purpose of the stimulus is to encourage young people to go and volunteer at the Pompeii Archaeological Park. The tone is warm and inviting, using words like ‘dear’ to encourage the reader to apply. This tone is also created through the use of inclusive language. For example, the use of the informal ‘you’ (<i>tu</i>) to suit a young audience. It encourages participation by urging involvement in an important world archaeological site. For example, you don’t have to be an expert to help in a support role. Words such as ‘teams’ and ‘groups’ are also repeated.</p>	<ul style="list-style-type: none"> • states an appropriate purpose [1 mark] • states an appropriate tone [1 mark] • draws a valid conclusion about how well the tone supports the purpose of the stimulus [1 mark] • provides an example from the stimulus to justify the conclusion [1 mark] • provides a second example from the stimulus to justify the conclusion [1 mark] • provides a third example from the stimulus to justify the conclusion [1 mark]

Section 2: Short response in Italian

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
5	<p>La presentatrice da' dei consigli:</p> <p>1. Dice che la preparazione e' una cosa importantissima per affrontare qualsiasi tipo di prova o esame nella vita. Usa l'esempio dell'esame di guida e chiede se una persona andrebbe all'esame senza essersi preparata prima?</p> <p>2. Consiglia di pensare (usare la testa) e prendere decisioni basate sui fatti e la logica. Ad esempio, dice che la vita ci presentera` con situazioni dove dobbiamo valutare e giudicare prima di decidere cosa fare.</p> <p>3. Raccomanda la riflessione per crescere. Dice di riflettere sulle proprie abitudini, conoscere le proprie reazioni, i propri comportamenti e di lavorare bene su se stessi. Così` cresciamo forti e belli!</p>	<ul style="list-style-type: none"> • states recommendation 1 [1 mark] • provides an example from the stimulus to justify recommendation 1 [1 mark] • states recommendation 2 [1 mark] • provides an example from the stimulus to justify recommendation 2 [1 mark] • states recommendation 3 [1 mark] • provides an example from the stimulus to justify recommendation 3 [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
6	<p>Il pubblico target piu' adatto e` quello dei maturandi all'ultimo anno di scuola.</p> <p>I maturandi sarebbero molto interessati ed attirati dal podcast perche' da` ai ragazzi dei consigli per gestire ed affrontare la transizione dalla scuola alla vita dopo la scuola. Questo e` un argomento che ci preoccupa ed al quale pensiamo molto.</p> <p>La presentatrice vuole condividere i suoi consigli con i ragazzi e apre il podcast con domande comuni tra i ragazzi – ad esempio: Posso farcela? Come mi posso preparare per il futuro?</p> <p>Quindi secondo me il podcast sarebbe molto popolare e gradito tra noi ragazzi, perche' parla di un momento chiave nella nostra vita. Noi siamo eccitati ma anche preoccupati per il cambiamento, e la presentatrice parla di queste emozioni e come le possiamo gestire nel futuro.</p>	<ul style="list-style-type: none"> • draws a valid conclusion about the extent to which the stimulus would be popular with its intended audience [1 mark] • states a valid intended audience [1 mark] • provides an example from the stimulus to justify the conclusion [1 mark] • provides a second example from the stimulus to justify the conclusion [1 mark] 	<ul style="list-style-type: none"> • conveys meaning relevant to the question allowing for few errors 	4
			<ul style="list-style-type: none"> • conveys meaning relevant to the question allowing for some errors 	3
			<ul style="list-style-type: none"> • conveys meaning relevant to the question through the use of some words and isolated phrases 	2
			<ul style="list-style-type: none"> • conveys fragmented meaning 	1
			<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Section 3: Extended response in Italian — Question 7

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M
<ul style="list-style-type: none"> addresses and elaborates on all of the following <ul style="list-style-type: none"> making the most of their education the skills useful for the future how to improve their employment prospects 	6	<ul style="list-style-type: none"> develops an astute response 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 and with a high level of accuracy uses a wide range of grammar purposefully and with a high level of accuracy uses a wide range of tenses purposefully and with a high level of accuracy uses consistent register for context 	8	<ul style="list-style-type: none"> uses all of the following <ul style="list-style-type: none"> a formal opening a formal conclusion 	2
<ul style="list-style-type: none"> addresses all of the following <ul style="list-style-type: none"> making the most of their education the skills useful for the future how to improve their employment prospects elaborates on 2 of these 	5	<ul style="list-style-type: none"> develops an effective response 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 purposefully with few errors uses a wide range of grammar purposefully with few errors uses a wide range of tenses purposefully with few errors uses consistent register for context 	7	<ul style="list-style-type: none"> uses 1 of the following <ul style="list-style-type: none"> a formal opening a formal conclusion 	1
<ul style="list-style-type: none"> addresses and elaborates on 2 of the following <ul style="list-style-type: none"> making the most of their education the skills useful for the future how to improve their employment prospects 	4	<ul style="list-style-type: none"> develops some parts of the response 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 some errors uses a wide range of grammar with some errors uses a wide range of tenses with some errors uses consistent register for context 	6	<ul style="list-style-type: none"> does not satisfy any of the descriptors above OR is in English. 	0

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M
<ul style="list-style-type: none"> addresses 2 of the following <ul style="list-style-type: none"> making the most of their education the skills useful for the future how to improve their employment prospects elaborates on 1 of these 	3	<ul style="list-style-type: none"> demonstrates some relevance 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 some errors uses a range of grammar with some errors attempts to use a range of tenses mostly uses consistent register for context 	5		
<ul style="list-style-type: none"> addresses 1 of the following <ul style="list-style-type: none"> making the most of their education the skills useful for the future how to improve their employment prospects 	2	<ul style="list-style-type: none"> attempts to convey relevance to the task 	1	<ul style="list-style-type: none"> uses a range of vocabulary and grammar with errors 	4		
		<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"> uses cohesive, simple sentences with frequent errors 	3		
<ul style="list-style-type: none"> uses words and/or phrases that are relevant to the task 	1			<ul style="list-style-type: none"> uses fragmented sentences with frequent errors 	2		
<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"> uses isolated words and phrases with accuracy 	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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