

# Italian subject report

2022 cohort

February 2023



ISBN

Electronic version: 978-1-74378-227-9



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# Introduction

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Throughout 2022, schools and the QCAA worked together to further consolidate the new Queensland Certificate of Education (QCE) system. The familiar challenges of flood disruption and pandemic restrictions were managed, and the system continued to mature regardless.

We have now accumulated three years of assessment information, and our growing experience of the new system is helping us to deliver more authentic learning experiences for students. An independent evaluation will commence in 2023 so that we can better understand how well the system is achieving its goals and, as required, make strategic improvements. The subject reports are a good example of what is available for the evaluators to use in their research.

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

- how schools have applied syllabus objectives in the design and marking of internal assessments
- how syllabus objectives have been applied in the marking of 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, including those that demonstrate best practice.

Schools are encouraged to reflect on the effective practices identified for each assessment, consider the recommendations to strengthen assessment design and explore the authentic student work samples provided.

## Audience and use

This report should be read by school leaders, subject leaders and teachers to:

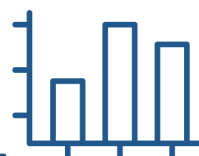
- inform teaching and learning and assessment preparation
- assist in assessment design practice
- assist in making assessment decisions
- help prepare students for external assessment.

The report is publicly available to promote transparency and accountability. Students, parents, community members and other education stakeholders can use it to 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.

**Note:** All data is correct as at 31 January 2023. 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: 13.

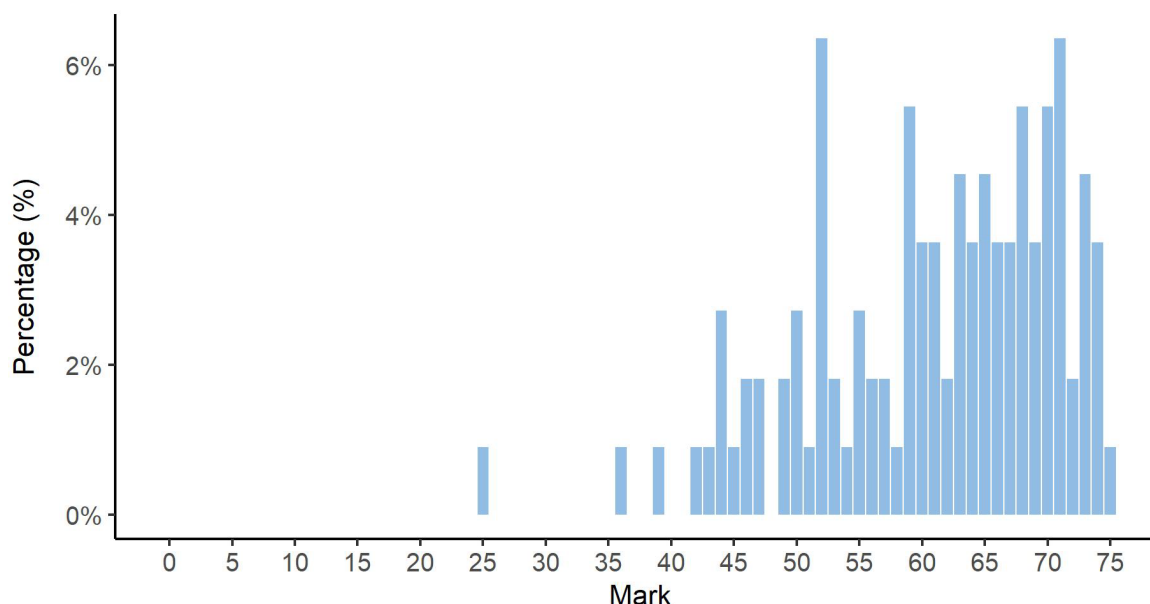
Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	125	117	110

## Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory
Unit 1	120	5
Unit 2	114	3

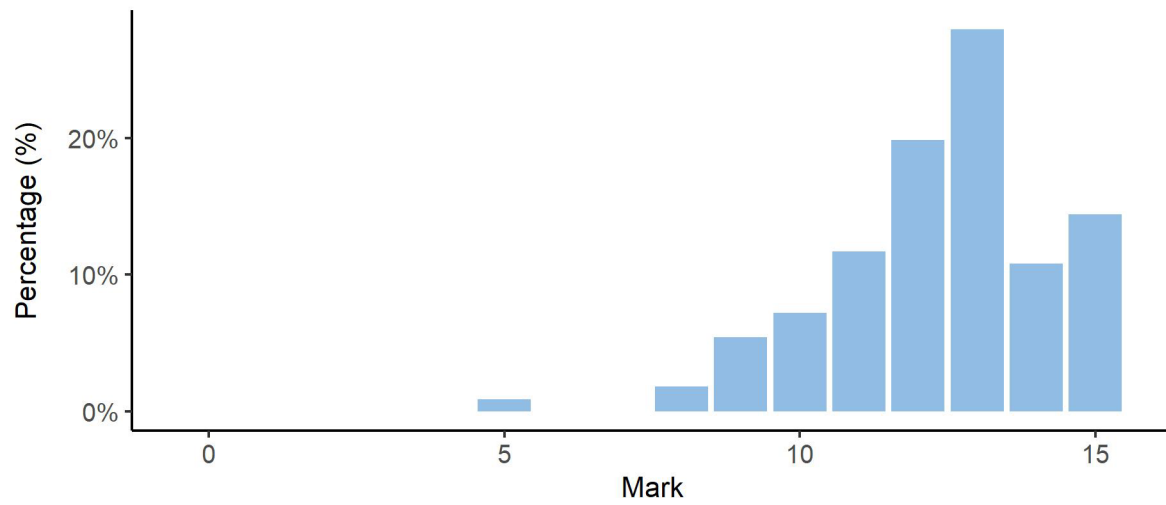
## Units 3 and 4 internal assessment (IA) results

### Total marks for IA

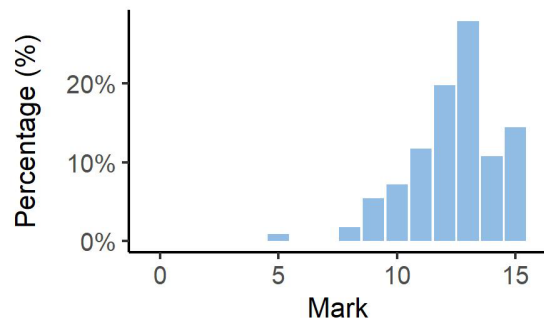


## IA1 marks

### IA1 total

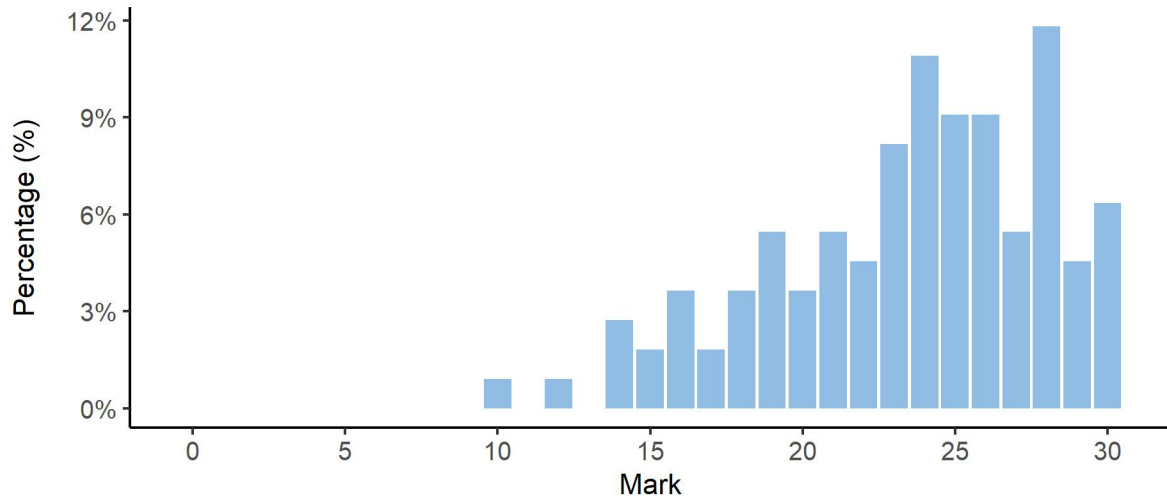


### IA1 Criterion: Analysing Italian texts in English

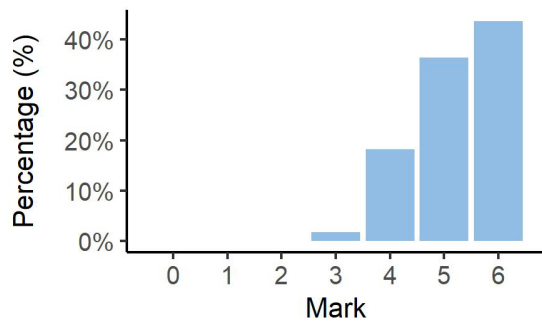


## IA2 marks

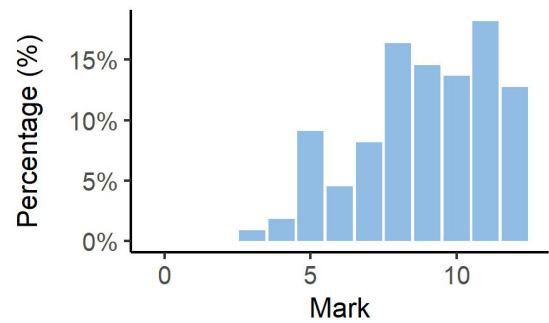
### IA2 total



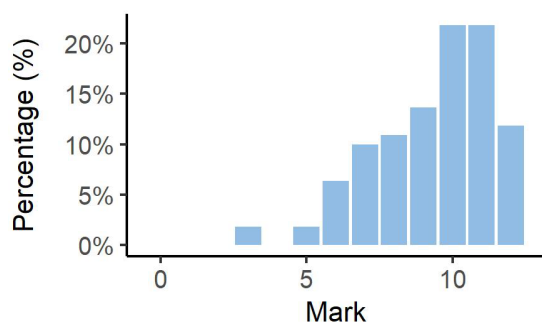
### IA2 Criterion: Analysing Italian texts in English



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

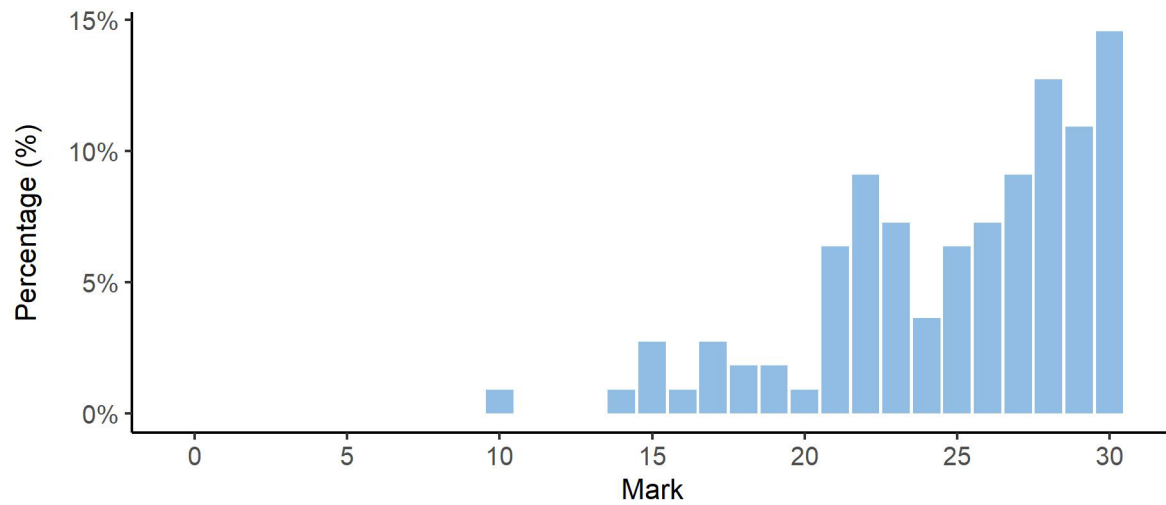


### IA2 Criterion: Exchanging information and ideas in Italian

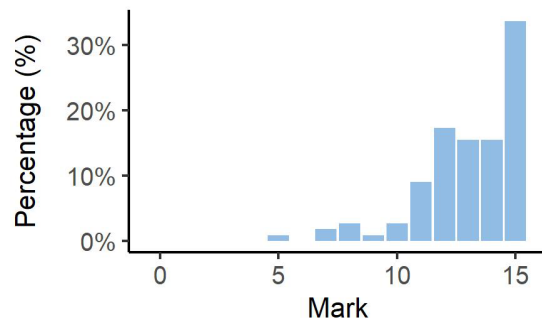


## IA3 marks

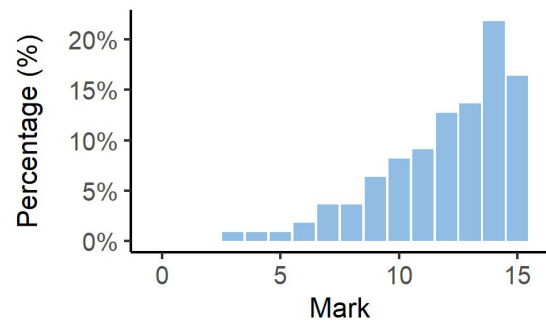
### IA3 total



### IA3 Criterion: Analysing Italian texts in Italian

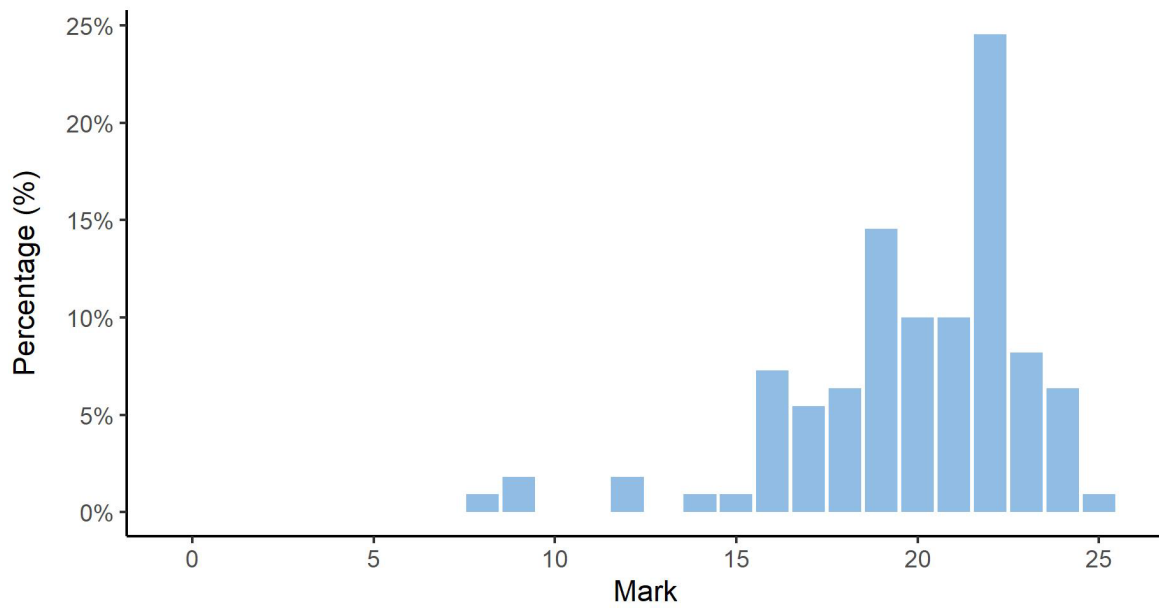


### IA3 Criterion: Exchanging information and ideas in Italian



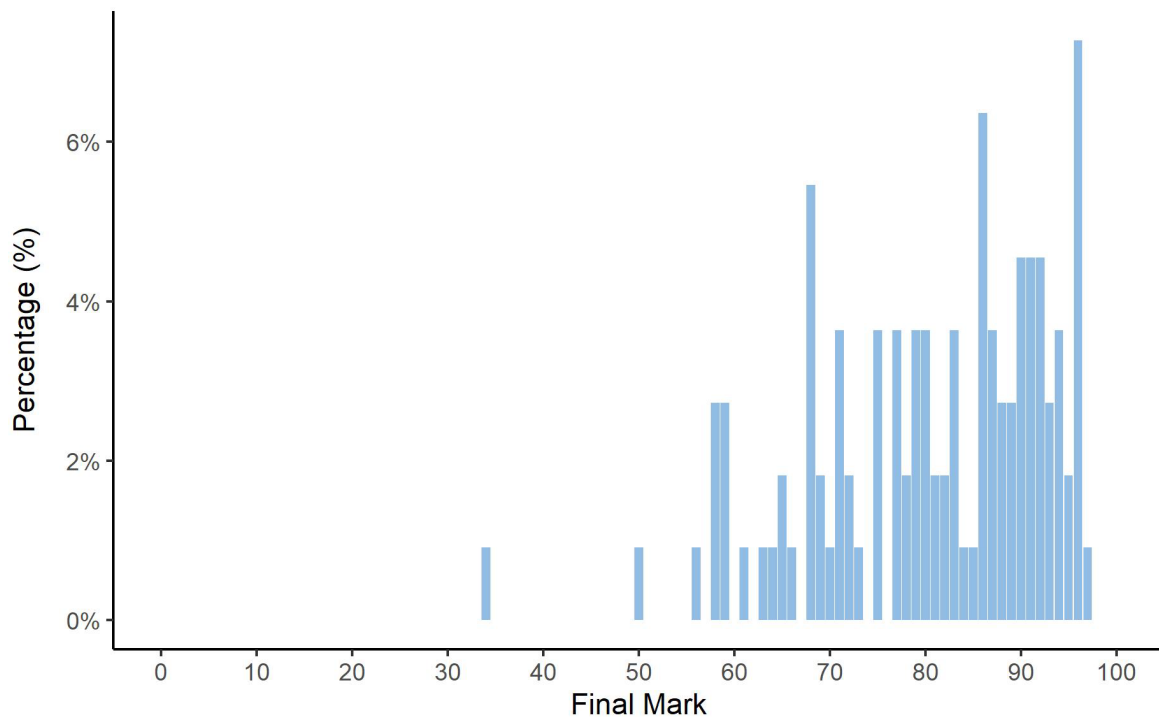


## External assessment (EA) marks



## 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	100–84	83–64	63–42	41–17	16–0

## 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	53	46	10	1	0

# Internal assessment



The following information and advice relate 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 *QCE and QCIA policy and procedures handbook v4.0*, Section 9.5.

### Percentage of instruments endorsed in Application 1

Number of instruments submitted	IA1	IA2	IA3
Total number of instruments	13	12	13
Percentage endorsed in Application 1	7%	16%	30%

## 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 instrument-specific marking guide (ISMG), and are used to make decisions about the cohort's results.

Refer to *QCE and QCIA policy and procedures handbook v4.0*, Section 9.6.

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

IA	Number of schools	Number of samples requested	Number of additional samples requested	Percentage agreement with provisional marks
1	13	66	0	61.54%
2	13	66	14	84.62%
3	13	67	7	76.92%



## Examination — short response (15%)

Summative internal assessment 1 assesses subject matter from Unit 3 Topic 1: Roles and relationships. The examination assesses the application of a range of cognitions to multiple provided items — questions related to unseen Italian stimulus texts.

Student responses must be completed individually, under supervised conditions, and in a set timeframe.

### 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	5
Authentication	0
Authenticity	10
Item construction	0
Scope and scale	2

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

Total number of submissions: 13.

#### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- required students to respond to 4–6 examination questions and write cohesive answers in full sentences. One question relied on the use of more than one stimulus text in the answer
- offered stimulus texts that conformed fully to syllabus specifications — namely, 3–5 Italian stimulus texts, of which one was written, one was audio/audiovisual, and one was visual.

#### Practices to strengthen

It is recommended that assessment instruments:

- give students the opportunity to cover the required assessable objectives and performance-level descriptors of the ISMG by requiring a valid demonstration of comprehension of Italian. Questions should be free of context and information that leads students to a pre-determined answer

- provide stimulus texts with sufficient scope, and have clear, identifiable tone, audience, context and purpose to allow for unique responses
- adhere to specifications regarding the audiovisual stimulus (Syllabus section 4.6.1). The audiovisual stimulus must be devoid of written text Alternatively, an audio text can be used
- adhere to syllabus specifications by providing a visual stimulus text containing a maximum of 60 words in Italian.

## Accessibility

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

### Reasons for non-endorsement by priority of assessment

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

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

Total number of submissions: 13.

### Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- provided indicative responses that were within 100 words' length, thereby quality assuring the instrument and adhering to syllabus conditions
- used cues that aligned to the specifications, objectives and ISMG. Stimulus texts were identified with a stimulus name and number that was consistent and accurate throughout the instrument, to ensure instructional transparency.

### Practices to strengthen

It is recommended that assessment instruments:

- provide audio and audiovisual stimulus that is clear and understandable, free from distractors, background noise and audibility problems that could impede comprehension. Speakers must be clear and use standard Italian, at a comprehensible but not overly modified pace (i.e. acceptable Year 12 standard)
- are checked for errors in Italian language to model accurate spelling, grammar, punctuation and other textual features to students
- prioritise instructional transparency, making what they must do clear to students by
  - quality-assuring the instrument for accessibility
  - carefully labelling each question and any corresponding stimulus
  - matching the number of the stimulus to the number given in the instructions to students.

## Additional advice

- Cover all the elements of Assessment objective 2 across the questions, so that students can infer meaning, values and attitudes related to relationships and roles in society, in order to have opportunity to achieve the highest standards. Ensure students have opportunities to demonstrate perceptive identification of context, audience and tone to draw a valid and justifiable interpretation.
- Ensure the scale of information, knowledge and skills that students are required to demonstrate in the task is appropriate for the syllabus conditions, e.g. a teacher-prepared indicative response will reveal if the question can be answered in 100 words, and if the stimulus is appropriate to the scope and scale of the question/s.

## 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	61.54%	15.38%	0%	23.08%

### Effective practices

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

- marks at the highest performance level were awarded only for student responses that demonstrated an understanding of the cognitive verbs, particularly what it means to *evaluate* (i.e. 'make an appraisal by weighing up or assessing strengths, implications and limitations; make judgments about ideas, works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria')
- student responses that demonstrated their ideas were developed and justified with language evidence from the stimulus and paraphrased in English
- responses in English were under 100 words and showed good comprehension, analysis and evaluation.

### Samples of effective practices

The following excerpts demonstrate well-synthesised responses and good choice of vocabulary to draw explicative conclusions with strong justifications. Different aspects of the text are used as evidence. The responses are clearly annotated.

Excerpt 1 asked students to *identify* the tone of Stimulus 1.

Excerpt 2 asked students to *compare* the values about work presented in Stimulus 2 and 3 and justify their response with evidence from the stimulus texts.

**Note:** The characteristics identified may not be the only time the characteristics occurred throughout a response.

### Excerpt 1

The text demonstrates compassion<sup>23</sup> by acknowledging<sup>23</sup> that 2020 was difficult, and had<sup>30</sup> a radical effect of change on our lives. The empathetic tone is revealed as the text considers all perspectives<sup>48</sup> - including the stresses of the caregivers<sup>60</sup> having more domestic duties<sup>60</sup> with more people at home. It empathises with an adolescent's<sup>70</sup> inability to socialise during isolation, an important part of their lives<sup>80</sup>. It also pays tribute to<sup>90</sup> ~~grandparents~~ the separation of grandparents and family<sup>98</sup> & to keep

*Handwritten notes:* - excellent conclusion!

### Excerpt 2

stimulus 2 and 3 demonstrate different values surrounding women<sup>10</sup> in the workplace. Stimulus 2 speaks of the wage-gap, demonstrating a strong value<sup>30</sup> for equality<sup>30</sup> in the workplace. or the stimulus 3 states that 34% of women are still housewives<sup>40</sup> getting paid less than their partners, contradicting the purpose of stimulus 2. Both texts confirm what we believe to be true<sup>50</sup> about women in the workplace - that they are quantitatively<sup>60</sup> earning less, which links to the wage gap. Additionally, both texts insinuate<sup>70</sup> that women work more now than ever<sup>80</sup>, as families are choosing to have not to have children, which may be related to a work-based lifestyle<sup>100</sup>.

*Handwritten notes:* Analysis, Synthesis, Inference!

### Practices to strengthen

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

- when awarding marks at the highest performance level, student responses must
  - contain information that is inferred from the social, historical and/or cultural conditions in the stimulus text
  - specifically answer the question, e.g. not identify context when the question requires the identification of tone

- describe tone using adjectives that indicate or convey emotion, feeling or attitude towards the subject matter and/or audience. 'Informative' or 'formal/informal' are not acceptable as terms to identify tones and should not be used
- justify opinions, ideas and perspectives, with explanations of how the evidence from the text supports the answer given
- identify PACT elements in line with the glossary definitions in the syllabus — specifically, context (social/cultural or historical) — as well as being correct, specific and relevant to the stimulus.

### **Additional advice**

- Students need to provide justification from the text in English rather than Italian in their responses. If Italian text is quoted, it cannot be considered as evidence of comprehension: this criterion requires students to analyse Italian texts in English.
- Schools should upload their indicative responses to facilitate the confirmation process.
- Teachers should
  - understand that if each characteristic is marked at a different performance level of the criterion, the mark awarded is the lower one in the middle performance-level descriptor
  - award marks only when student responses specifically address the criteria in the ISMG
  - annotate indicative student responses to indicate clearly the type of evidence found in the response.





## Examination — combination response (30%)

Summative internal assessment 2 assesses subject matter from both:

- Unit 3 Topic 2: Socialising and connecting with my peers
- Unit 3 Topic 3: Groups in society.

The examination assesses the application of a range of cognitions to multiple provided items — questions, scenarios and/or problems related to unseen Italian stimulus texts, i.e. written, audio, audiovisual or visual.

Student responses must be completed individually, under supervised conditions, and in a set timeframe.

This instrument is designed to be delivered over two sessions, but schools must ensure that the integrity of the examination is not compromised.

## 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	6
Authentication	0
Authenticity	2
Item construction	2
Scope and scale	2

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

Total number of submissions: 12.

### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- allowed students to demonstrate their understanding of the topic, by featuring varied but connected subject matter that allowed students to see a purpose and narrative, and to make comparisons and contrasts between topics and the stimulus
- provided indicative responses for Session 1, Part 1 questions that were within 100 words, thereby assuring the quality of the instrument and its adherence to syllabus conditions.

## Practices to strengthen

It is recommended that assessment instruments:

- adhere to specifications regarding the audiovisual stimulus items (Syllabus section 4.6.2). Alternatively, use an audio text
- provide sufficient opportunity in questions to demonstrate Assessment objective 2, at the highest performance levels, by inferring meaning, values and attitudes through the identification of purpose, audience, context and tone (PACT)
- provide students with the opportunity, in Session 2, to demonstrate their understanding of the topic and demonstrate the required assessable objectives and performance-level descriptors of the ISMG by including specific reference to any stimulus used in Session 1. It is recommended that at least one question in Session 2 should explicitly ask students to reference a minimum of one stimulus used in Session 1
- provide students with the opportunity to demonstrate their understanding of the relevant topics (Unit 3 Topics 2 and 3) by using a variety of stimulus items and questions relevant to the subject matter for IA2, e.g. students can effectively cover Topic 3 subject matter without focusing too much on the use of technology, which is more appropriately covered in Unit 2, Topic 2: Technology and media.

## 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	4
Layout	2
Transparency	5

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

Total number of submissions: 12.

## Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- gave adequate space for student responses
- provided clear and accessible instructions in a timed examination with multiple stimulus items, responses and sessions
- ensured that instructions and labelling of questions and stimulus items were aligned and correctly referenced in numerical order, and numbering corresponded to the question and stimulus
- used appropriate language and avoided unnecessary jargon. Clarity of tasks was ensured in instruments by using the cognitive verbs in the syllabus, and avoiding unfamiliar verbs (i.e. 'using *explain*, *analyse* or *evaluate*' rather than 'articulate' or 'assess')

- provided clear directions to students about which speaker/s and author/s they were to comment on in terms of purpose and tone, clearly specifying which purpose and whose tone/s must be identified in instances where there were multiple-participant conversations.

### Practices to strengthen

It is recommended that assessment instruments:

- provide instructions for students to answer within the specified length (Syllabus section 4.6.1)
- are quality assured for layout and transparency errors that could potentially impact upon accessibility of the instrument, e.g. a reference to 'images' where only one is presented, or a question that refers to four texts where only three are provided over both sessions, or questions that refer to part A of the exam where no part A exists
- use appropriate stimulus items that provide opportunities for Assessment objective 2 to be demonstrated, contextualised for the IA, e.g. a question about 'audience' referring to a stimulus that presents a private conversation is confusing, whereas if it is referring to a podcast conversation, it is more easily accessible
- ensure that stimulus items avoid bias and/or inappropriate content.

### Additional advice

- The stimulus for Session 2: Unprepared response should provide a different perspective from Session 1. This offers students the best opportunity to achieve Assessment objectives 1, 4, 5 and 6.
- Questions asking students to provide responses about personal traumatic experiences should be avoided.
- Bold text should only be used where necessary and may need to be modified. Bold text in the original may be distracting in the exam text and lead students to select incorrect content when responding to questions. Ensure stimulus items are accessible without distractors.

## 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	92.31%	7.69%	0%	0%
2	Creating Italian texts with Italian Stimulus	92.31%	0%	7.69%	0%

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
3	Exchanging information and ideas in Italian	84.62%	7.69%	0%	7.69%

### Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective at the highest performance level when:

- in Session 2, the exchange between the student and the teacher was a conversation rather than an interview. Remember that rehearsed or verbatim responses are not conversations and cannot be regarded as personal responses
- students used effective strategies (with appropriate pauses and interjections) to maintain communication (see the glossary in the syllabus) and teachers adapted their questions to students' responses to further investigate their comments
- in Sessions 1 and 2, students referred to both the stimulus texts to achieve a range of performance-level descriptors. Cognitions were answered in the first sentence, followed by elaborations with evidence/justification from the stimulus texts.

### Samples of effective practices

The following excerpt demonstrates a response at the highest performance level in Italian (Session 1 Part 2). It has been included because it:

- illustrates a personal response using a *discerning* application of language structures, including a wide range of vocabulary (e.g. subjunctive and conditional complex sentences) with a high degree of accuracy
- shows a well-developed, cohesive and detailed personal response covering all elements of the task and making *purposeful* links to stimulus texts to support a variety of ideas and opinions, forming a well-structured and justified comprehensive response
- demonstrates *discerning* selection, sequencing and synthesis of details from Italian stimulus texts to support the personal response and justified opinions throughout the text
- features well-annotated responses.

**Note:** The characteristics identified may not be the only time the characteristics occurred throughout a response.

cond. Per molti giovani <sup>oggi giorno</sup> ~~oggi~~, gli anni dell'adolescenza sono molto difficili. Gli adolescenti devono affrontare <sup>ogni giorno</sup> ogni giorno i problemi - dalla scuola alla vita sociale. Sfortunatamente, questi problemi ~~sono~~ <sup>peggiorano</sup> ~~sono~~ peggiorano con l'influenza della tecnologia. <sup>improvvisamente</sup> ~~tutti~~ <sup>per tanti,</sup> ~~possono~~ <sup>porta</sup> comunicare tutto il tempo. A questo ~~posso~~ <sup>può</sup> ~~risultare~~ risulta ~~ai~~ <sup>si</sup> ai problemi di cyberbullismo. Molti giovani si sentono isolati e ~~si rivolgono~~ <sup>si rivolgono</sup> alle droghe, l'alcol e il fumo per farcela. È molto comune in Australia di avere un Smartphone. I giovani sono sempre ~~chiacchierano~~ <sup>chiacchierano</sup> con i social e non escono con gli amici molto, come in Italia. ~~Quest~~ Nel ~~setto~~ primo testo, si può vedere che questi valori sono presenti quando è detto <sup>che</sup> che "tutti i giovani Australiani sono ~~ob~~ ossessionati con ~~il loro~~ Smartphone."

point 1 Però, non tutti ~~gli~~ <sup>dai loro</sup> i giovani Australiani sono dipendenti ~~da~~ <sup>dai loro</sup> smartphone. Per me, è più importante ~~che~~ <sup>che</sup> ~~chiacchierare~~ <sup>chiacchierare</sup> con i miei ~~di~~ <sup>di</sup> amici ~~in~~ <sup>in</sup> persona, per mantenere <sup>buon</sup> ~~un~~ <sup>buon</sup> un rapporto. Penso che la tecnologia <sup>sia</sup> sia importante per comunicare con gli amici, ma <sup>qualche volta,</sup> non ~~è~~ <sup>è</sup> essenziale. Vorrei ~~che~~ <sup>che</sup> i giovani Australiani <sup>tanti</sup> non avessero i social, perché creano ~~1~~ <sup>tanti</sup> problemi.

point 1 Uso il mio telefono per stare connesso con la famiglia all'estero e gli amici, ma non per tanto altro. Se non avessi il mio cellulare, potrei sopravvivere!

point 3 Sono ~~d'accordo~~ <sup>d'accordo</sup> con il secondo testo: i giovani sembrano proiettati in una realtà virtuale. Se fossimo dedicati <sup>con</sup> ~~con~~ <sup>un altro</sup> ~~un altro~~ <sup>un altro</sup> a stare connessi in realtà, ~~è~~ <sup>è</sup> sarebbe un mondo più bello per tutti.

## Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG for this IA, it is recommended that teachers ensure students understand the demands of the assessment technique:

- in Session 1, Part 2
  - student responses reference more than one stimulus text to meet the assessment criteria
  - the extended response in Italian
    - is logical
    - includes elements such as an introduction and conclusion and logical paragraphing (linking words are recommended)
    - uses the text type indicated in the task (letter, blog, speech, etc.)
    - avoids long quotations of passages from the stimulus materials
- in Session 2, student responses should neither be rehearsed nor read from a prepared script. Such responses cannot be considered a 'personal response' and are regarded as 'relying heavily on prompts and cues'.

## Additional advice

- In Session 2, teacher contribution should be kept to a minimum. The conversation should be student-centred.
- The assessment instrument should cover a range of subject matter from Unit 3 Topics 2 and 3. The conversation in Session 2 must remain within the appropriate scope and scale and focus on topics from Unit 3.
- Care must be taken by schools in scanning all pages of student responses and annotated ISMGs (noting that there are three parts to IA2).
- For Session 1, Part 1, schools should upload their indicative responses to facilitate the confirmation process. For best practice, indicative responses should be constructed together with the assessment to ensure the questions are achievable within the specified length, and these should be included with the endorsement submission.
- School assessment policies for managing length should be applied consistently when marking responses, e.g. teachers should annotate where marking stopped, and the quality of the marked part of the response should be reflected in the ISMG.

# Internal assessment 3 (IA3)



## Extended response (30%)

Summative internal assessment 3 assesses subject matter selected from:

- Unit 4 Topic 1: Finishing secondary school, plans and reflections
- Unit 4 Topic 2: Responsibilities and moving on.

This assessment focuses on the communication and exchange of ideas and information. It is an open-ended task responding to three Italian stimulus texts. While students may undertake some research when developing the extended response, it is not the focus of this technique.

Student responses must be completed individually and in a set timeframe.

Students may choose to support their response with additional resources; these do not form part of the stimulus for the task.

This assessment occurs over an extended period of time. Students may use class time and their own time to develop a response. Some parts of the preparation time for the response may be conducted under supervised conditions to ensure authenticity.

## 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	0
Scope and scale	2

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

Total number of submissions: 13.

### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided stimulus texts that were clearly labelled and met syllabus requirements for text types and lengths. The seen stimulus came from the list provided (Syllabus section 5.5.1) and the unseen stimulus was chosen from one written and one audio or audiovisual text, or a series of visual texts

- provided well-chosen and on-topic stimulus texts that provided information and ideas specific to finishing secondary school, future plans and responsibilities. This afforded students the opportunity to provide a personal response to the task by referring to the relevant stimulus texts, and enabled the selection of elements of the text that supported or contrasted with their personal perspective/s
- provided sample questions for Part 2 that gave students multiple and sufficient opportunities to relate their presentation and personal response to the stimulus texts
- provided tasks of appropriate scope and scale and allowed students to demonstrate engagement with topics, investigate stimulus text perspectives and package information and ideas about the final year of school, in unique and personal responses. These tasks were feasible and permitted the assessable objectives and performance level descriptors of the ISMG to be covered in a 4-8 minute presentation.

### Practices to strengthen

It is recommended that assessment instruments:

- use brief context statements that set the scene for the task, but do not include instructions
- direct students on the content for the presentation in the task instructions rather than in the context statement
- employ task instructions that do not lead students to a predetermined response by providing judgement parameters, e.g. instructions asking students to investigate perspectives that are already determined in the task, such as 'a milestone in their life' or 'Italian provides opportunities', should not be used. These directions limit students' ability to engage with stimulus themes and offer unique personal responses, including their own perspective/s on the ideas and information offered in the stimulus texts
- reflect the required combined length of 400–700 unseen words and ensure that the selected audiovisual and/or audio stimulus texts do not exceed this.

### 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	0
Layout	1
Transparency	1

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

Total number of submissions: 13.



## Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- used images, diagrams and/or other visual elements that were legible, clear, relevant and accessible to ensure clarity of context and detail
- avoided inappropriate and biased content
- gave clear instructions that were free of errors and modelled accurate spelling, grammar, and punctuation
- provided realistic contexts for tasks.

## Practices to strengthen

It is recommended that assessment instruments:

- are clearly label clearly which is the unseen and seen stimulus
- ensure that one unseen stimulus that is either an audio or audiovisual text, or a series of visual texts
- when a series of visual texts is chosen as the unseen stimulus, should contain more than one visual stimulus, each containing up to 60 words in Italian
- include stimulus items that are not only relevant to the topics of Unit 4, but also assist students in completion of the assessment, e.g. a promotional audiovisual text for potential university options would constitute relevant support for the execution of the student task.

## Additional advice

- Schools should consider that the accepted metric for spoken Italian is 100 words pronounced per minute.

## 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	92.31%	7.69%	0%	0%
2	Exchanging information and ideas in Italian	84.62%	15.38%	0%	0%

## Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when, at the highest performance level:

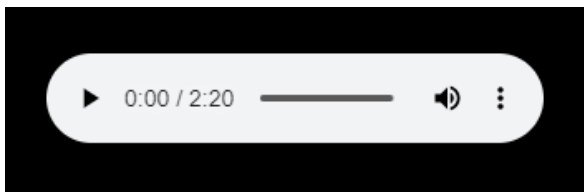
- in Session 1, identification of purpose, audience, context and tone were used by the student to draw interpretations or inferences about meaning, values and attitudes
- in Session 2
  - the exchange of information and ideas in Italian was a conversation between the student and the teacher rather than an interview.
  - students used a variety of strategies to generate and maintain communication, and teachers adapted their questions to students' responses to further investigate their comments and ask for clarifications
  - the conversation was managed within the specified time (5–7 minutes) and explanations of the school's time policy were given in the teacher's annotated ISMG.

### Samples of effective practices

The following excerpt is a well-organised speech that presents a personal response, clearly demonstrating comprehensive understanding of the texts, by using relevant information and ideas to support opinions. The stimulus items are well analysed and ideas are well constructed. There are consistently well-formulated conclusions through the proficient use of complex Italian with very clear pronunciation.

**Note:** The characteristics identified may not be the only time the characteristics occurred throughout a response.

#### Excerpt 1



Audio content: (2 mins, 20 secs) [https://www.qcaa.qld.edu.au/downloads/senior-qce/languages/snr\\_italian\\_22\\_subj\\_rpt\\_ia3.mp3](https://www.qcaa.qld.edu.au/downloads/senior-qce/languages/snr_italian_22_subj_rpt_ia3.mp3)

## Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG for this IA, it is recommended that teachers ensure students understand the demands of the assessment technique, including that:

- in Part 1, students are directed to use all three stimulus texts to respond to the task
- pronunciation and proficiency of the use of language in the multimodal presentation are evaluated within Characteristic 2, Criterion 1
- in Session 1, responses identify purpose, audience, context and tone at least once across the three stimulus texts in the multimodal presentation
- in Session 2, rehearsed or verbatim responses are not conversations, so they cannot be considered as personal responses.

## Additional advice

- 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. In addition, students can easily see if their presentation is over the specified time and reduce the length if required.
- In Session 2, teachers should:
  - adapt endorsed sample questions as required for each student to fit the conversation and ensure spontaneity
  - understand that the use of strategies to generate and maintain communication to provide a personal response can be generated spontaneously and fluently by either asking the teacher meaningful questions or by the student moving the conversation forward in an unexpected or unpredicted way
  - pose questions that encourage students to discuss the content of their presentation or what they have learned from it.
- Schools must use documents printed from the QCAA Portal, including ISMGs, and scan ISMGs carefully, to ensure legibility.

# 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 — (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 (20 marks)
- Paper 1, Section 2 consisted of short response questions (18 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 show comprehension and analysis of stimulus texts and to create an extended written response in Italian to a set task.

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

### Assessment decisions

#### Effective practices

Overall, students responded well to Questions 3, 5, and 6.

#### Short response in English: Question 1

Question 1 required students to identify the social context and justify their response with three examples from Stimulus 1.

Effective student responses:

- identified a specific *social* context related to Italy's current uncertain economic climate and/or the creative approach of young Italians to find new job opportunities due to the challenges of the current economic climate, rather than simply identifying the context of the stimulus text
- provided three distinct examples as evidence to support the Italian Minister of Labour's statement that many young people are forced to find new solutions to earn a living. Examples included: the return to craftsmanship and traditional jobs such as shoemakers, furniture restorers and luthiers; the return to work in agriculture, thanks to a return to genuine and organic food; the transformation of some jobs, such as pastry chefs and butlers, which are now more prestigious and well-paid careers; and the exploitation of opportunities provided by new technologies to expand to new markets.

## Sample of effective practices

This excerpt has been included:

- to demonstrate a clear identification of relevant social context using evidence from the stimulus text
- to exemplify the selection of three distinct examples from the stimulus text as justification.

The social context of stimulus 2 is "the challenging economic climate in Italy" which has caused young Italians to seek new jobs. This is evident when "The Minister of Work" comments in an interview that "given the economic situation, many young Italians are obligated to search for new solutions to make a living". Furthermore, "jobs of the past" are being ~~re~~<sup>adapted</sup> to suit the "needs of today's society", such as "mobile restaurants". Additionally, ~~and~~ "bakeries, gelati shops and pastry shops" that were once considered "less desirable careers" are "now being transformed in style of cakes and cupcakes". The minister also comments on how "many young Italians now find new types of work in the agricultural sector" and "are happy to move to the country".

## Short response in English: Question 2

Question 2 required students to determine the position taken by the Minister of Labour on the issue discussed and to justify their response with five examples from Stimulus 1.

Effective student responses:

- identified a positive and supportive position
- identified five different examples from the stimulus rather than listing different items for the same justification (e.g. 'the return to jobs like shoemakers, furniture restorers and luthiers' is one example)
- identified fully relevant examples to justify their response rather than having a partially correct justification.

## Sample of effective practices

This excerpt has been included:

- to exemplify a clear and valid description of the position of the Minister of Labour
- to demonstrate the inclusion of different examples of language evidence from the stimulus to justify the response and an explanation of the way those examples support the conclusion.

The Minister has taken a proactive position and is pleased with Italian initiative. First, he calls the new jobs "creative" and ~~claims~~ <sup>claims</sup> they have "brought a rebirth of ~~the artisan~~ <sup>the artisan</sup> and other past professions." He further claims that "we are very proud to have one of the best Butler academies" in Italy. He describes how "less desirable professions" in the food industry have been "transformed," bringing back "the passion for genuine food," and opening doors for the agricultural sector in Italy. This consistent positive language demonstrates his position is one of pride and resilience. Moreover, he discusses that ~~new~~ <sup>new</sup> technology can be used to create opportunities for selling and exporting Italian made goods. Therefore, the Minister ~~encourages~~ <sup>encourages</sup> the creation <sup>and</sup> revival of jobs while recognising the ~~existing~~ <sup>existing</sup> crisis.

### Short response in English: Question 3

Question 3 required students to identify a valid audience for Stimulus 2 and to justify their response with three examples from the stimulus.

Effective student responses:

- identified that a valid audience would be high-school leavers interested in volunteering or work experience abroad (in Italy), and/or who are passionate about Italian language, culture, and/or history and architecture
- identified three examples from the stimulus to justify the identified audience.

Sample of effective practices

This excerpt has been included:

- to demonstrate the identification of a specific valid audience
- to demonstrate the use of different pieces of evidence from the stimulus to justify every element used to describe the identified audience.

overseas ~~that~~ ~~the~~ ~~knowledge~~ of Italian  
 The audience of stimulus 7 are <sup>students</sup> ~~graduates~~ who are  
 graduating school. This is evident by the rhetorical  
 question at the start which asks "are you looking  
 for a unique overseas experience... when you finish school."  
 The mention of finishing school and overseas - as well as  
 the later request for students passionate of the Italian  
 culture and language - <sup>show</sup> that this ~~app~~ audience is foreign  
 graduates. Further the author says "it is an opportunity  
 open to anyone who has just finished school," and  
 "is school about to finish and you are looking for  
 adventure?" which ~~re-enforces~~ re-enforces the intended audience.

#### Short response in English: Question 4

Question 4 required students to evaluate how well the tone of Stimulus 2 supports its purpose and to justify their response with three examples from the stimulus.

Effective student responses:

- identified an appropriate tone as positive, inviting, encouraging, warm, persuasive or similar
- identified that the purpose of the stimulus was to encourage, invite or persuade readers to volunteer at the Pompei Archaeological Park
- drew a valid conclusion about the effectiveness of the tone in achieving this purpose
- used specific evidence from the stimulus as justification examples.

Sample of effective practices

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

#### Short response in Italian: Question 5

Question 5 required students to use Italian to state the three recommendations made in Stimulus 3 (audio) and to justify their response with one example from the stimulus for each recommendation.

Effective student responses:

- clearly identified the three recommendations

- provided relevant and complete details about each recommendation as examples, elaborating and integrating evidence from the stimulus in their response, rather than simply transcribing partially correct phrases heard in the audio stimulus.

Samples of effective practices

This excerpt has been included:

- to demonstrate the effective elaboration of relevant evidence from the stimulus to justify the response with comprehensive examples and explanations
- to exemplify a synthetic, yet comprehensive and effective, approach to answering the question.

...  
 Simona dal terzo testo parla dei consigli per i  
 giovani <sup>per</sup> ~~da~~ quando finiscono la scuola superiore.  
 Ha tre chiare direzioni. Primo, ha detto che  
 prepararsi è fondamentale - non importa se sia per  
 un'esame all'università o per un colloquio per un  
 lavoro, è importante affrontare ogni situazione con  
 confidenza e essere pronto e preparato. Secondo,  
 pensa che dovranno usare ~~le~~ <sup>le</sup> loro teste  
 e fare scelte giuste. Nel mondo dopo la scuola  
 superiore, quando non si prenda le decisioni in  
 base di fatti e alla logica, può avere ~~gli~~ <sup>gli</sup> impatti  
 negativi <sup>sulla</sup> ~~sulla~~ <sup>propria</sup> vita. Finalmente, lei consiglia  
 di continua crescere; trovando i punti di forza  
 e rifletta sempre sulle tue abitudini.

#### Short response in Italian: Question 6

This question required students to use Italian to draw a conclusion about the popularity of Stimulus 3 among its intended audience and to justify their response with two examples from the text.

Effective student responses:

- identified the intended audience as young people leaving school, or who had just left school
- drew a relevant (most likely positive) conclusion about the popularity of the text with its intended audience



- identified two relevant examples to justify their conclusion from the tone or language used by the speaker, and/or the usefulness of the content.

Samples of effective practices

This excerpt has been included:

- to demonstrate the identification of a specific audience
- to demonstrate the use of language and tone as examples to justify the drawn conclusion
- to model a use of Italian that 'conveys meaning relevant to the question', although with some errors.

La terza ~~testo~~ potrebbe essere indirizzato agli adolescenti che sta per ~~credere~~ finire le superiori e devono consigli per il futuro. ~~Questo testo~~ ~~il testo~~ potrebbe essere Questo testo potrebbe essere molto popolare con gli adolescenti italiani di oggi, perché include i consigli utili per il mondo del lavoro, e la persona che parla usa un tono incoraggiante e entusiasta. Il testo afferma che il testo ~~indirizzato~~ discute la transizione tra le superiori e il mondo del lavoro. La persona ~~che~~ ~~che~~ che parla, Simone, ~~dice~~ ~~che~~ crede che ogni persona che ascolta a questo podcast ~~potrebbe~~ ~~potrebbe~~ ottenere grandi risultati nel futuro, se ~~seguono~~ ~~ascoltano~~ ai consigli che da, ~~che convince~~ ~~potrebbe~~ convincere gli adolescenti ~~a~~ ~~per~~ ascoltare ai consigli. ~~però~~ ~~però~~ Simone anche dice che, se ~~se~~ ~~per~~ gli adolescenti seguono ~~uno~~ ~~incoraggiante~~, e anche seguono i consigli ~~che~~ ~~che~~, avranno un futuro "pieno di successi", e poi da ~~tre~~ ~~tre~~ utili ~~che~~ ~~che~~ punti ~~che~~ ~~che~~ gli ascoltatori possono seguire facilmente.

#### Extended response in Italian: Question 7

This section required students to respond in Italian to the task of writing a speech to the last school assembly of the year to inspire Year 10 students and provide advice. The task included three comments posed in Italian.

Effective student responses:

- addressed the three points of content outlined in the question and elaborated on all of them by providing details

- conveyed relevant meaning using relevant information to include in the response, organising it logically (including in paragraphs), and linking ideas to synthesise the text overall
- used a broad range of appropriate vocabulary, tenses and structures, applying them with purpose and accuracy
- thoughtfully employed language features and functions to achieve specific purposes
- used a consistent register
- followed the specific textual conventions with an appropriate opening and conclusion.

#### Sample of effective practices

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

### 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 in their own words (using synonyms and rephrasing), 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 sentences
- 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
- 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
- developing students' vocabulary and phrases to answer tone, purpose, context and audience questions in Italian
- encouraging students to list clear, distinct examples in their justifications in short responses
- developing students' understanding of context as the environment in which an event occurs or in which a text is created or responded to. Context may include the general social, historical and cultural conditions and the specific features of its immediate social environment. Social context is different from the general context of a text
- consolidating students' application of grammar rules for writing in Italian with accurate gender and number agreement, and use of pronouns, possessive adjectives and prepositions or prepositional phrases
- revising the uses of formal and informal language structures, including in singular and plural forms, particularly relating to register
- providing many opportunities for students to learn to write topic statements and qualifying sentences that elaborate on the topic in Italian, e.g. teaching students to set up the topic sentence in the Italian style of posing a question, and then answering it in the elaboration. This would improve the structure and cohesion of student writing in Italian

- ensuring students understand how to elaborate on the topics of the extended response in Italian by providing extra details, links to personal experience, and/or reasons and explanations that are relevant
- 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
- providing opportunities to practise writing extended responses in Italian in a variety of text types, to learn appropriate textual conventions for each format
- ensuring students understand the importance of paragraphing and linking information, ideas and opinions in extended responses in order to produce cohesive texts with a logical structure
- 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.

### **Additional advice**

- The word ‘audience’ should only be translated as ‘pubblico’ if there is a live audience, e.g. to a performance, a speech, a program. In other instances, students could be taught to identify audience with expressions such as ‘il testo è/potrebbe essere indirizzato a ...’
- Students should be encouraged to use an appropriate word in Italian to translate the word ‘stimulus’, e.g. ‘primo/secondo/terzo testo’ would be suitable translations.