

# Italian subject report

2023 cohort

January 2024





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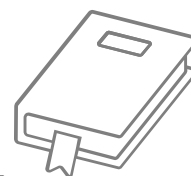
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# Introduction

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Throughout 2023, schools and the Queensland Curriculum and Assessment Authority (QCAA) continued to improve outcomes for students in the Queensland Certificate of Education (QCE) system. These efforts were consolidated by the cumulative experience in teaching, learning and assessment of the current General and General (Extension) senior syllabuses, and school engagement in QCAA endorsement and confirmation processes and external assessment marking. The current evaluation of the QCE system will further enhance understanding of the summative assessment cycle and will inform future QCAA subject reports.

The annual subject reports seek to identify strengths and opportunities for improvement of internal and external assessment processes for all Queensland schools. The 2023 subject report is the culmination of the partnership between schools and the QCAA. It addresses school-based assessment design and judgments, and student responses to external assessment for this subject. In acknowledging effective practices and areas for refinement, it offers schools timely and evidence-based guidance to further develop student learning and assessment experiences for 2024.

The report also includes 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 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 internal and 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 senior 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 highlights

**13**

schools offered  
Italian



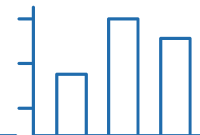
**89.92%**  
of students  
completed  
4 units



**99.14%**  
of students  
received a C  
or higher



# Subject data summary



## Subject completion

The following data includes students who completed the General subject.

**Note:** All data is correct as at January 2024. Where percentages are provided, these are rounded to two decimal places and, therefore, may not add up to 100%.

Number of schools that offered Italian: 13.

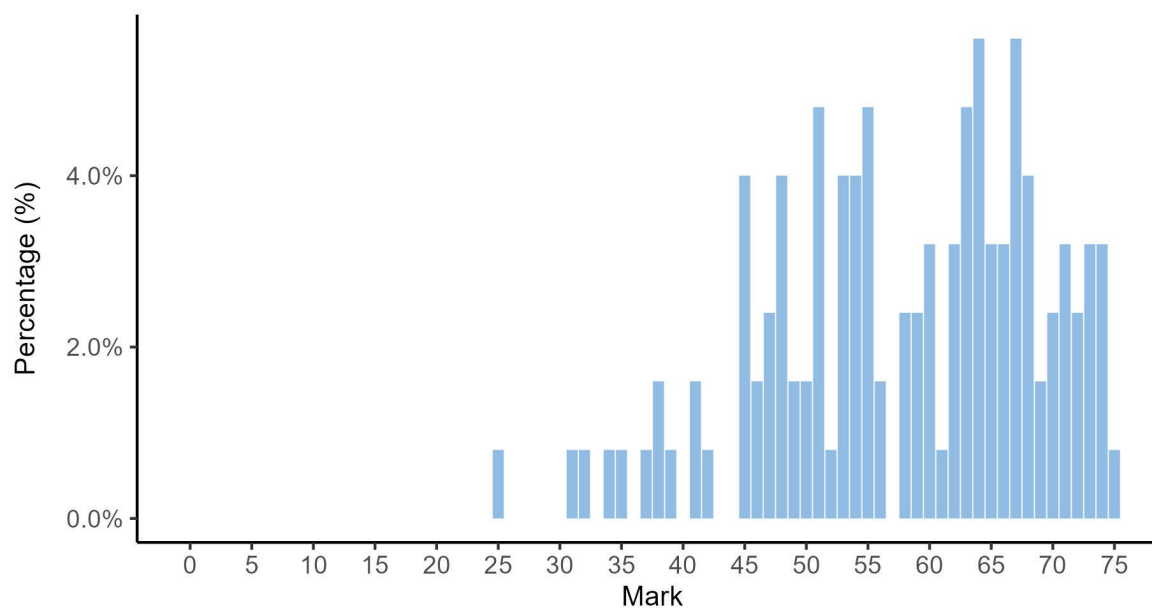
Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	129	125	116

## Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory
Unit 1	128	1
Unit 2	125	0

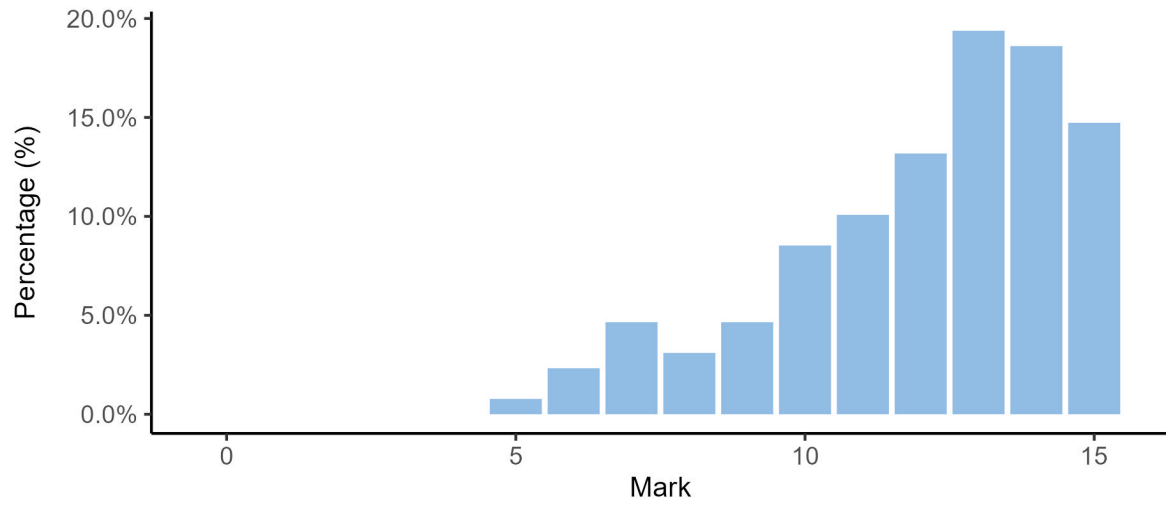
## Units 3 and 4 internal assessment (IA) results

### Total marks for IA

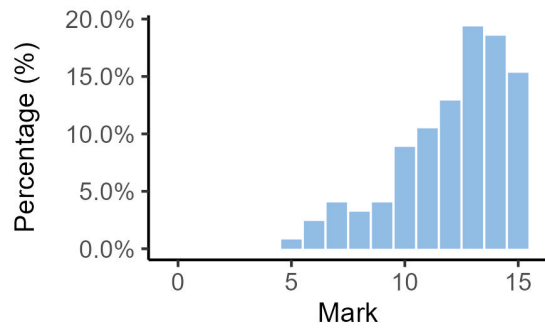


## IA1 marks

### IA1 total



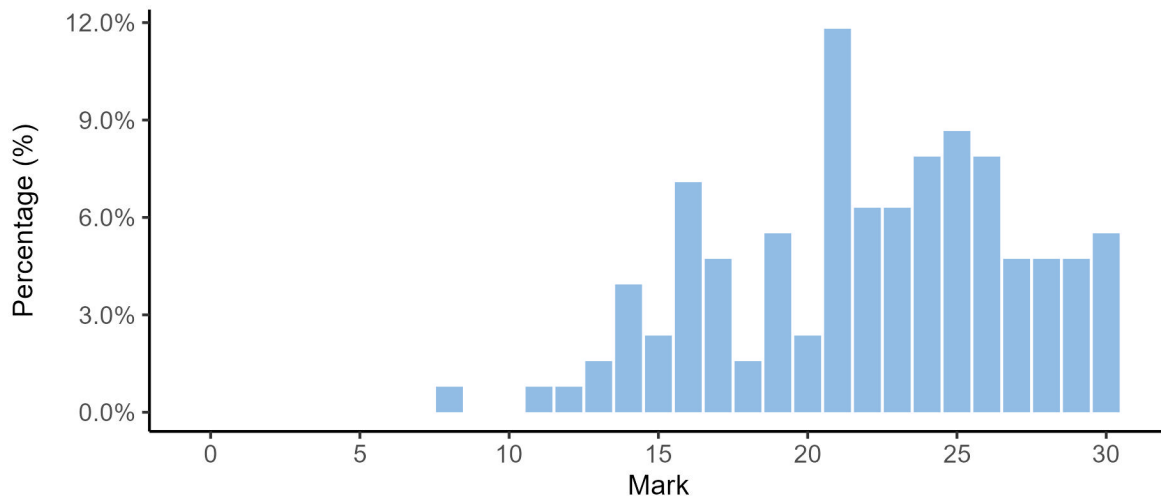
### IA1 Criterion: Analysing Italian texts in English



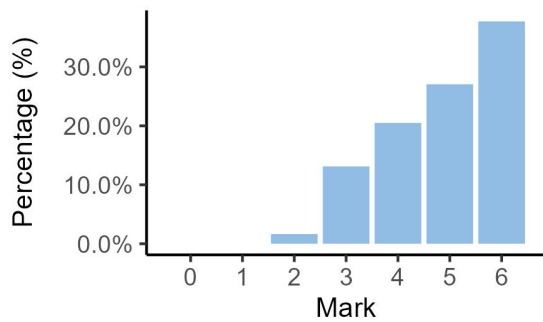


## IA2 marks

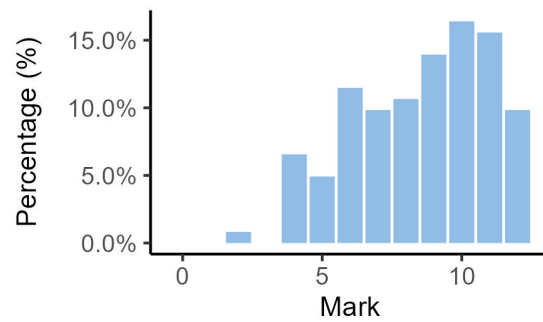
### IA2 total



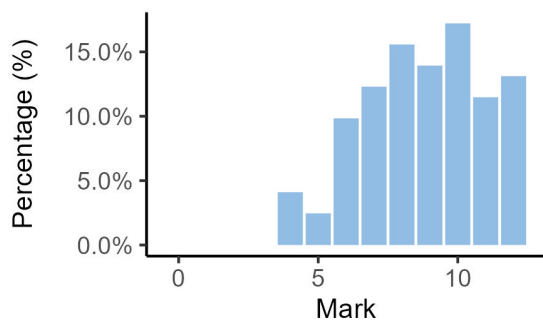
### IA2 Criterion: Analysing Italian texts in English



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

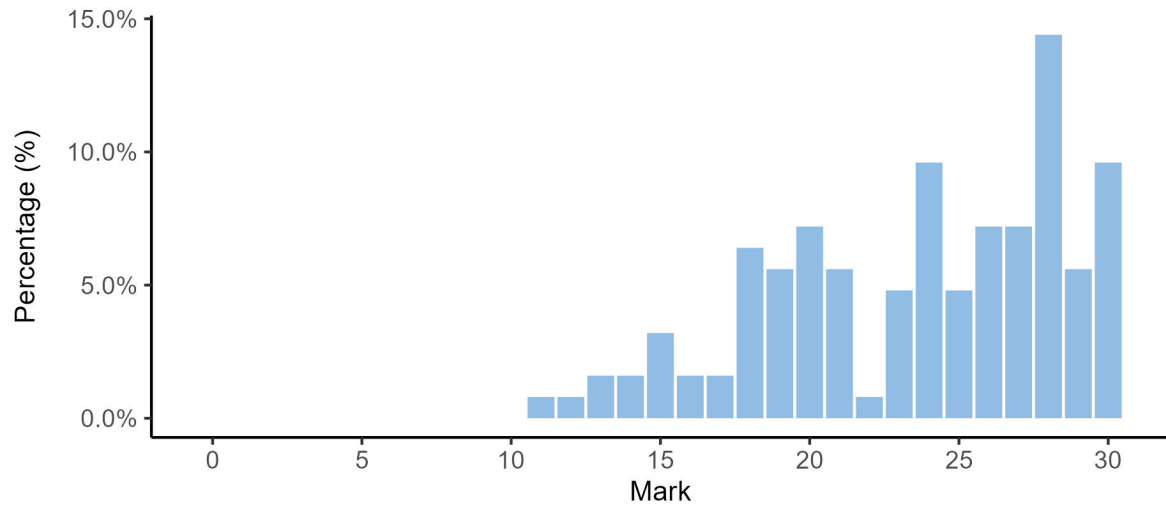


### IA2 Criterion: Exchanging information and ideas in Italian

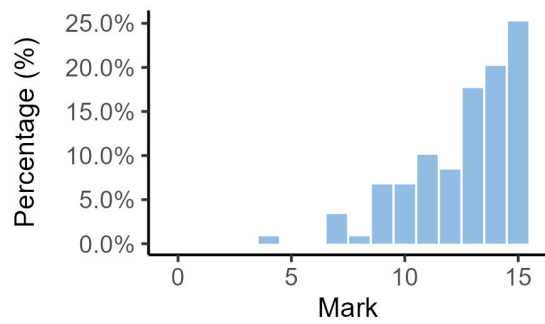


## IA3 marks

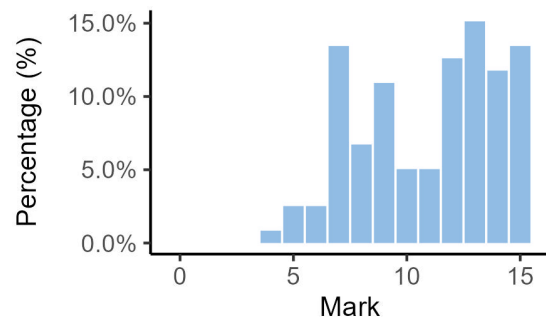
### IA3 total



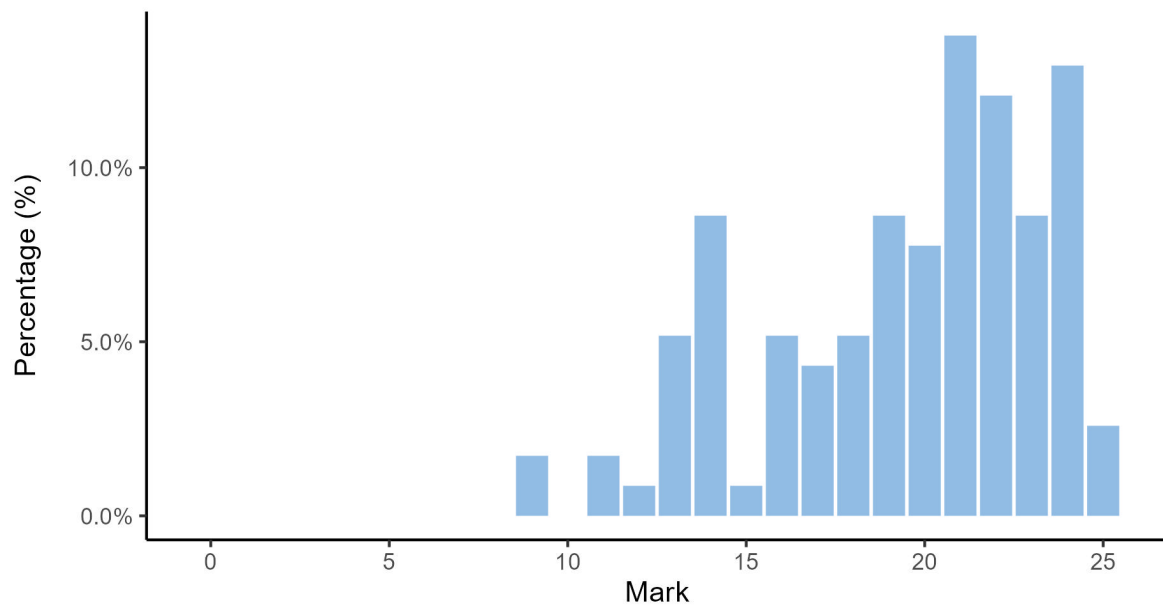
### IA3 Criterion: Analysing Italian texts in Italian



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

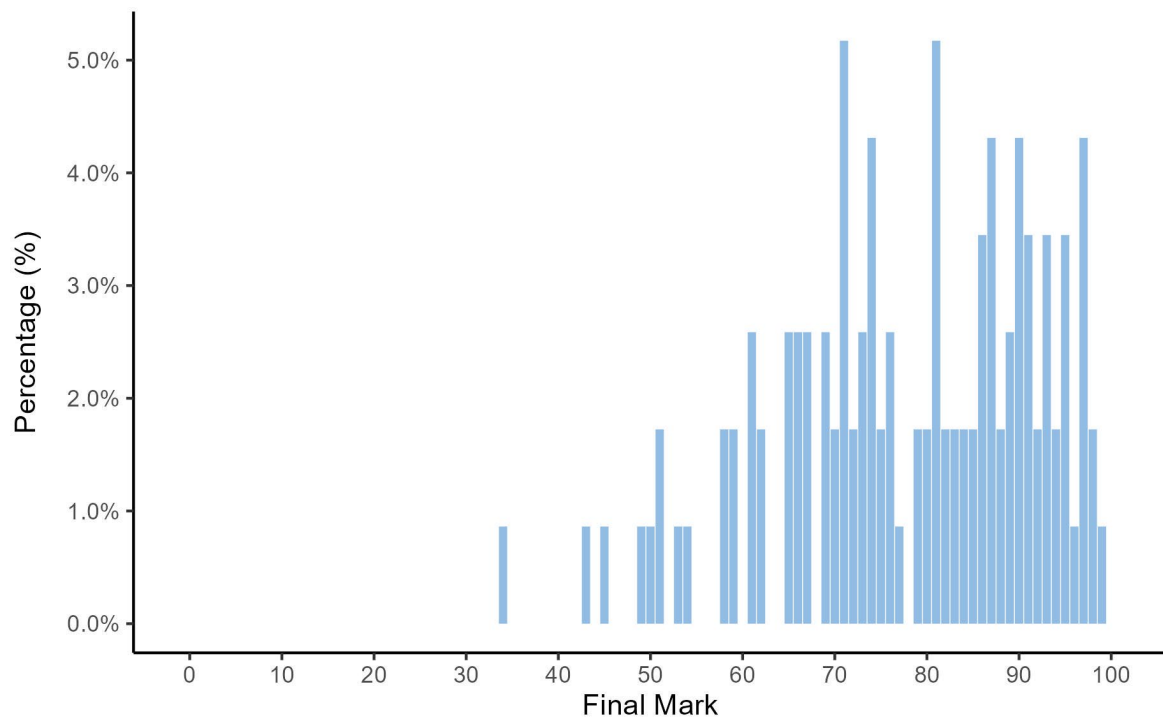


## External assessment (EA) marks



## 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	100–83	82–64	63–42	41–18	17–0

## 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	50	48	17	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 v5.0*, Section 9.6.

### Percentage of instruments endorsed in Application 1

Number of instruments submitted	IA1	IA2	IA3
Total number of instruments	13	13	13
Percentage endorsed in Application 1	23%	7%	46%

## 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 v5.0*, Section 9.7.

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	74	0	100%
2	13	74	0	92.31%
3	12	69	0	91.67%

# Internal assessment 1 (IA1)



## 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	6
Item construction	2
Scope and scale	4

\*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
- included one examination question which required students to use more than one stimulus text in their answer
- offered stimulus that aligned to syllabus specifications, namely: three to five Italian stimulus, of which one was written, one was audio or audiovisual, and one was visual.

### Practices to strengthen

It is recommended that assessment instruments:

- provide stimulus with sufficient scope that have clear and tangible purpose, audience, context and tone (PACT) elements, with an awareness that not all stimulus are suitable for all types of questions, e.g. a change of tone must be evident within a stimulus if a question about a change in tone within a stimulus is asked

- allow for unique responses in the identification of purpose, audience, context and tone (PACT) and allow for inferences to be drawn from the stimulus, rather than relying on the student's general knowledge
- ensure that any audiovisual stimulus that is used contains no written text or subtitles
- ensure clarity in any questions that relate to an audio or audiovisual stimulus. When there is more than one speaker in the stimulus, students must know which speaker should be referenced in their response.

## 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	1
Transparency	7

\*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:

- ensured stimulus were clearly named and numbered consistently and accurately throughout the instrument
- provided indicative responses written in the development stage to quality assure the instrument that tested the scope and scale of the instrument by making sure answers could be completed within the syllabus response conditions (up to 100 words), and the timeframe.

### Practices to strengthen

It is recommended that assessment instruments:

- include stimulus that is age appropriate and contains no sensitive material for senior students as outlined in the *QCE and QCIA policy and procedures handbook v5.0*, Section 8.2.2: Appropriate learning experiences and materials.
- include audio or audiovisual stimulus that is clear, audible, and recorded at an appropriate pace for students using judicious pausing where relevant.
- are checked for errors in the Italian language to ensure the stimulus models accurate spelling, grammar, punctuation and other textual features.

## 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	100%	0%	0%	0%

## Effective practices

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

- marks at the upper performance levels for
  - comprehension were awarded when students used a variety of evidence from the selected stimulus to justify their responses without repeating the same evidence in other questions, thereby demonstrating thorough understanding of the stimulus texts and addressing each question appropriately
  - identification of purpose, audience, context and tone (PACT) were awarded when evidence also included valid interpretations of inferences about meaning, values and attitudes related to the relationships and roles in society evident in the stimulus
  - analysis and evaluation were awarded when evident across the whole of the student response, demonstrating valid, justified and well-constructed conclusions in a consistent way.

## Samples of effective practices

The following excerpt illustrates context and draws a valid and well-justified interpretation of inferences about meaning and values. Information and ideas in the text are selected for value and relevance through thoughtful and astute choices, characterised by discerning analysis and evaluation to draw well-constructed and valid conclusions about social significance with well-substantiated justifications from the stimulus text. This is a high-level response at the 14–15 mark range.

**Note:** The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.



These are advertisements and their evolution since the past. It is  
 It's evident that women did all the housework in the <sup>'50s and '60s</sup> past -  
 washing clothes, cooking, etc. due to the tradition that women  
 take care of the kids and house while men go to work.  
 Currently, the gender equality is present in advertisements with  
 men doing the cleaning<sup>laundry</sup> and cooking especially with many different  
 types of families being accepted in the modern society - homosexual,  
 single dads, etc. <sup>so it appeals to them as well.</sup> As shown here, It is important that the parents  
 set a good example for the kids <sup>by doing the housework themselves</sup>. ~~These are~~ which is why parents

The following excerpt demonstrates perceptive identification of purpose and audience, which are described clearly and explained in detail. The justifications have been selected with discriminating judgment which demonstrates discerning analysis and evaluation in well-constructed, valid conclusions. This is a high-level response at the 14–15 mark range.

**Note:** The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.

The purpose of this Radio program edition is to find out  
 the reasons why <sup>60% of</sup> young people tend to stay at home. ~~People~~  
~~who~~ Likely listeners can be young people who are insecure  
 of having to live with parents as such choice can be impacted  
 by low ~~salary~~ unsustainable salary like Stefano, or inability  
 to work because of university like Francesca. The text  
 is also directing the audience to empathise with young  
 people and not judge.

### Practices to strengthen

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

- when making judgments related to the first descriptor, evidence of comprehension is considered across the entire response, e.g. responses awarded marks at the highest

performance level must demonstrate thorough comprehension of all stimulus texts and not contain misunderstandings of the stimulus or use evidence repetitively across the responses

- when making judgments related to the second descriptor, tone is not considered as perceptively or effectively identified if only described as 'informative' or 'formal/informal' and does not identify how the language used indicates or conveys emotions, feelings or attitudes to subject matter and/or audience. Students should be exposed to a range of adjectives that they can use to describe tone.

## Additional advice

- Students should be encouraged to:
  - include justifications in their responses for how the evidence identified supports the answer given
  - provide concise responses with clear, detailed conclusions that are well-constructed and supported by well-substantiated justifications using evidence from the stimulus texts rather than general knowledge.
- Schools
  - should continue to instruct students to provide justification from the stimulus texts in English rather than Italian.
  - should ensure the best-fit approach is applied correctly by awarding:
    - the top mark when three descriptors are selected in the one performance level
    - the lower mark of the middle performance level when a response matches across three different performance level descriptors, e.g. total 10 marks not 9 when one descriptor is 12–13, one is 10–11, one is 4–5
    - the top mark of a specific performance level descriptor when two descriptors are awarded in that performance-level descriptor and the third descriptor is awarded in a higher performance-level descriptor, e.g. total 5 marks not 7 if there are two descriptors in 4–5 and one in 10–11

For further information and guidance, see

  - QCE and QCIA policy and procedures handbook v5.0, Section 9.7.1
  - *Making judgments* webinar resource, in the Syllabuses application (app) via the QCAA Portal
  - *Module 3 — Making reliable judgments*, in the Assessment Literacy app
  - are responsible for ensuring the quality, accuracy and accessibility of required files before submitting files for confirmation (*QCE & QCIA policy and procedures handbook*, Section 9.7.3) and should refer to the *Confirmation submission information* for Italian (available in the Syllabuses app) to check the submission requirements and to ensure that
    - the complete student responses are uploaded as required
    - all confirmation sample files are correctly labelled when uploaded in the Confirmation app
    - all provisional marks recorded in the Student Management app are carefully checked against students' original ISMGs to ensure accuracy (*QCE and QCIA policy and procedures handbook v5.0*, Section 9.7.2).

# Internal assessment 2 (IA2)



## 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	8
Authentication	0
Authenticity	7
Item construction	3
Scope and scale	3

\*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:

- instructed students to reference more than one stimulus in the Session 1 Part 2 extended response
- provided open-ended sample questions in Session 2 that related to at least one stimulus from Session 1, so that students were given the opportunity to achieve at the highest performance levels of the ISMG for the Exchanging information and ideas criterion in Italian
- provided students the opportunity to demonstrate their understanding of the subject matter for Unit 3 Topics 2 and 3 by using a variety of stimulus items and questions.

## Practices to strengthen

It is recommended that assessment instruments:

- include questions that
  - are constructed to allow for authentic student responses and do not lead students to a pre-determined response, e.g. in Session 1 Part 2, questions need to establish that the student must give a personal response to the stimulus
  - allow for responses to be drawn from the stimulus rather than a student’s general knowledge of the topic
- provide stimulus that
  - contains a clear and tangible tone in order to facilitate student identification and justification, e.g. a stimulus may show excitement evident in the adjectives and superlatives used
  - if audiovisual, contains neither written text nor subtitles, as these do not enable students to develop their skills in listening.

## 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	3
Layout	2
Transparency	8

\*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:

- indicated the expected response length by including adequate space for student responses
- used appropriate language and avoided unnecessary language in the instructions
- provided clear and accessible instructions which indicated the correct language students should use when providing their response
- ensured stimulus was both correctly labelled and referenced in the questions.

## Practices to strengthen

It is recommended that assessment instruments:

- provide instructions for students to answer within the syllabus response conditions
- include age-appropriate stimulus for senior students as outlined in in the *QCE and QCIA policy and procedures handbook v5.0*, Section 8.2.2: Appropriate learning experiences and materials

- create an authentic context for the Session1 Part 2 extended response that is both relevant and accessible to students. This can be achieved by making explicit for students the text type of the response, e.g. email, speech transcript.

## 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	100%	0%	0%	0%
2	Creating Italian texts with Italian stimulus	100%	0%	0%	0%
3	Exchanging information and ideas in Italian	92.31%	0%	7.69%	0%

### Effective practices

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

- in Analysing Italian texts in English (Session 1 Part 1)
  - marks at the upper performance levels for
    - comprehension were awarded when students used a variety of evidence from the selected stimulus to justify their responses without repeating the same evidence in other questions, thereby demonstrating thorough understanding of the stimulus texts and addressing each question appropriately
    - the identification of purpose, audience, context and tone (PACT) were awarded when evidence also included valid interpretations of inferences about meaning, values and attitudes related to the relationships and roles in society evident in the stimulus
- in Creating Italian texts with Italian stimulus
  - marks at the upper performance levels for comprehension were awarded when responses demonstrated the use of proficient and complex Italian with only minor errors that did not affect the discerning application of conventions and use of language elements at this level
  - the extended response in Italian was cohesive and detailed with discerning synthesis of a variety of information and/or ideas from more than one stimulus text to support and justify the student's personal response and opinion — obtained through the discerning use of language elements with well-sequenced and linked sentences and paragraphs
  - the extended response in Italian met all the task requirements comprehensively.

## Samples of effective practices

The following excerpt illustrates discerningly selected, sequenced and synthesised information from different stimulus texts. The ideas and opinions are well justified and the discerning use of linking words and a variety of language elements make the response cohesive. This is a high-level response at the 11–12 mark range.

**Note:** The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.

Allo gente piace socializzare con gli altri nella vita quotidiana perché la fa sentire accettata e contenta. Ci connettiamo sia online sia faccia a faccia, che significa ci sono molti vantaggi e svantaggi. 33

Prima di tutto, credo che sia proprio importante fare parte di un gruppo come sportivo, musicale, e di volontariato. Sergio, per esempio, fa il volontariato di sociale. Gli piace aiutare gli anziani perché si sentiva triste ogni volta che li ha visto da soli. I giovani vogliono dedicare il tempo per aiutare le persone. Inoltre, è un'opportunità fantastica per ottenere nuove capacità e conoscenze, e anche fare nuove amicizie. Penso che <sup>appartenere ai</sup> i gruppi siano molto buoni per il corpo e soprattutto la mente. 106

Secondo, la tecnologia ci lascia a connetterci con le persone ~~intere~~ ovunque siamo nel mondo. ~~Si~~ come è davvero comodo e facile usare, <sup>la</sup> utilizziamo per fare tutto ogni giorno. 131

Però, l'uso dei social media è pericoloso per <sup>troppo</sup> i numeri delle ragioni. <sup>alcune</sup>  
 Per esempio, è facile diventare dipendenti su loro come Cinevra.  
 Non avrei mai immaginato che fossero avessero avuto molti svantaggi.  
 Nella mia vita, devo passare almeno due ore a giorno sui social, ✓  
 affinché io sia aggiornato sui pettegolezzi pettegolezzi delle celebrità.  
 È così cattivo ~~perché~~ perché è una grande perdita di tempo! <sup>191</sup> ✓  
 Il scorso weekend, avrei dovuto fare i miei compiti invece di leggere  
 recensioni come Cinevra. Dobbiamo molto attenti ogni volta che usiamo  
 i social.

✓ In sintesi, penso che siamo esperti sociali perché ci piace socializzare  
 con l'un l'altro frequente. ~~Ma~~ Anche se possiamo incontrarci  
 faccia a faccia, possiamo inviare i messaggi così che <sup>ci teniamo</sup> siamo ancora  
 in contatto. Facendo il volontariato o messaggiando online sono  
 i modi utile <sup>per</sup> connetterci con le persone intorno al mondo. ✓

### Practices to strengthen

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

- in Exchanging information and ideas in Italian
  - students ask meaningful questions to generate communication and/or respond to the teacher's comments, using a variety of strategies as required to demonstrate a spontaneous exchange of information and ideas
  - teachers minimise their comments, keep their questions simple and avoid providing too much information about a stimulus text in order to allow students to synthesise the relevant information and ideas from stimulus themselves
  - students demonstrate well-constructed conclusions with the discerning use of a variety of language features with minor errors only.

### Additional advice

- Students should be given the opportunity to practise making links to the stimulus in a variety of ways, i.e.
  - comparing themselves to people in the stimulus, e.g. 'Come X nel primo testo, anch'io ...'

- agreeing and/or disagreeing with the message communicated, e.g. ‘Sono d’accordo con il secondo testo che ...’ — which they can use in both extended responses in Italian, Session 1 Part 2 and Session 2.
- Teachers, in Session 2
  - should avoid asking questions that require students to provide sensitive personal information about themselves or their peers
  - should ask straightforward and open-ended questions that allow students to refer to the stimulus texts in their personal response rather than provide a summary of the stimulus in the question itself
  - should ask questions that allow students to synthesise both information and ideas from the stimulus texts to give students the opportunity to achieve at the upper performance levels, e.g. ‘Quale messaggio vuole comunicare/trasmettere questa immagine?’
  - should encourage students to follow up on teacher’s comments and/or responses to their questions to ensure a spontaneous exchange of information and ideas, as evident in a conversation, rather than an interview where students may have pre-prepared some questions in an attempt to generate communication
  - should ask a variety of questions to meet the assessment response length conditions, of a minimum 3 minutes, in order to give students enough opportunities to achieve the upper performance levels
  - should encourage students to take only short notes in the 10-minute planning time to ensure that they use them to provide a spontaneous personal response rather than reading whole passages, demonstrating that they need to rely heavily on prompts and cues to communicate.
- Schools
  - should use a best-fit approach to determine a result where evidence in an assessment response matches descriptors at different performance levels in a criterion (Syllabus section 1.3). For further information and guidance, see
    - *QCE and QCIA policy and procedures handbook v5.0*, Section 9.7.1
    - *Making judgments* webinar resource, in the Syllabuses app
    - *Module 3 — Making reliable judgments*, in the Assessment Literacy app
  - are responsible for ensuring the quality, accuracy and accessibility of required files before submitting files for confirmation (*QCE & QCIA policy and procedures handbook*, Section 9.6.3) and should refer to the *Confirmation submission information* for Italian (available in the Syllabuses app) to check the submission requirements and to ensure that
    - the complete student responses are uploaded as required
    - all confirmation sample files are correctly labelled when uploaded in the Confirmation app
    - all provisional marks recorded in the Student Management app are carefully checked against students’ original ISMGs to ensure accuracy (*QCE and QCIA policy and procedures handbook v5.0*, Section 9.7.2).



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

\*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:

- offered cognitively stimulating texts relevant to the students' lives and/or their experiences, and their level of proficiency in Italian
- included stimulus offering a range of perspectives, enabling students to access diverse pathways into the development of their individual response
- included sample questions in Part 2, prompting students to discuss information included in their Part 1 multimodal response

- conveyed the task, the context of the task and the stimulus as a coherent whole.

### Practices to strengthen

It is recommended that assessment instruments:

- include an in-class stimulus selected from the defined list of syllabus-specified text types (see Syllabus section 5.5.1) and ensure that it is labelled as the in-class stimulus for endorsement
- include at least two visual texts if providing a series of visual texts as one of the unseen stimulus. Each individual visual stimulus must include up to 60 words in Italian. A visual stimulus without words in Italian does not provide students with appropriate opportunities for analysis
- include instructions for both Parts 1 and 2 within the assessment instructions
- cue students to identify purpose, audience, context and tone and to analyse and evaluate so that Assessment objectives 2 and 3 can be demonstrated.

### 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	0
Language	2
Layout	0
Transparency	2

\*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:

- included audio and audiovisual stimulus that was clear and audible and recorded at an appropriate pace for students, using judicious pausing where relevant.
- used appropriate language and avoided unnecessary jargon, specialist language and colloquial language, particularly in instruments that used a series of visual stimulus, which contained Italian language only.

### Practices to strengthen

It is recommended that assessment instruments:

- mirror accurate spelling and grammar in all Italian stimulus
- offer instructions to students that are clear and consistent across the whole instrument
- provide realistic presentation contexts for students.

## 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	100%	0%	0%	0%
2	Exchanging information and ideas in Italian	91.67%	0%	0%	8.33%

### Effective practices

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

- in Analysing Italian texts in Italian
  - the upper performance level was matched to evidence which demonstrated the application of suitable and purposeful language conventions, with uses of language features evident, and made explicit reference to Part 1, the multimodal presentation
  - the upper performance level was only awarded when the evidence demonstrated perceptive identification of each element of purpose, audience, context and tone (PACT)
- in Exchanging information and ideas in Italian
  - the conversation was within the response length time specified by the syllabus (5–7 minutes) allowing students enough opportunities to achieve at the upper performance levels
  - the student and the teacher had a conversation rather than an interview, where teachers minimised their own responses and provided students the opportunity to respond to their comments, allowing for a more spontaneous and realistic conversation
  - the student used a variety of strategies to generate and maintain communication, and the teacher adapted their questions to students' responses to further investigate their comments and ask for clarifications.

#### Samples of effective practices

The following excerpt illustrates the identification and use of tone to perceptively draw valid and justifiable interpretations of inferences about meaning, values and attitudes with relevant and purposeful links between the stimulus and the student's personal opinions. This is a high-level response at the 14–15 mark range.

**Note:** The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.

Post maturità: la paura e il peso della scelta del proprio futuro. I ragazzi sono veramente pronti per decidere?


---

- Discute le pressioni che i giovani sentono
- “Solo una percentuale ridotta di adolescenti ha le idee chiare sul proprio futuro”
- “Si preoccupano di aver fatto spendere ai genitori dei soldi inutilmente”

Il futuro?

Che fine farò?

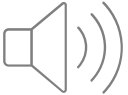
Dove andrò a studiare?



Video content: (1 min, 49 secs) [www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr\\_italian\\_ia3\\_e1.mp4](http://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_italian_ia3_e1.mp4)

The following excerpt illustrates structure, sequence and synthesis through the use of strategies to generate and maintain the conversation in a discerning manner, with the student adding many relevant details to justify her personal response, making valid links to the stimulus texts and her presentation, and asking relevant, spontaneous questions based on the content of the conversation. This is a high-level response at the 14–15 mark range.

**Note:** The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.



Audio content: (1 min, 33 secs) [www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr\\_italian\\_ia3\\_e1.mp3](http://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_italian_ia3_e1.mp3)

### Practices to strengthen

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

- in Analysing Italian texts in Italian
  - purpose, audience, context and tone (PACT) are identified at least once across the stimulus texts studied and are explored further to draw a valid and justifiable interpretation of inferences about meaning, values and attitudes
- in Exchanging information and ideas in Italian
  - students do not read or recite a prepared response to sample questions that they have previously rehearsed

- the conversation is student centred and teachers limit their own comments and responses so that students have ample time to showcase their language abilities
- teachers ask simple questions and do not provide a complete summary of the stimulus content as this can prevent students from making their own reference to the texts.

## Additional advice

- Teachers
  - in Part 2
    - need to ensure a 5-minute conversation in order to give students enough opportunities to be able to showcase their abilities in speaking
    - can adapt endorsed sample questions as required for each student to fit the conversation and ensure spontaneity
    - should understand that the use of strategies to generate and maintain communication to provide a personal response can be generated spontaneously and fluently by either the teacher asking meaningful questions or by the student moving the conversation forward in an unexpected or unpredicted way
- should give students regular opportunities to speak spontaneously in class
- can explicitly teach strategies to generate and maintain conversation in class so students become more confident and fluent in oral exchange
- can encourage students to make spontaneous links to their presentation and stimulus texts during Part 2, to ensure they exchange information and ideas about their presentation in a perceptive and discerning manner.
- Schools
  - are responsible for ensuring that students are aware of the school-based assessment policy and procedures for managing response length or responses exceeding or not reaching the limits. Schools must apply their school assessment policy clearly and consistently when managing response lengths and provide clear annotations on the ISMG to describe how the policy has been applied and which evidence was used to make a judgment. Further information about managing assessment response length is in the *QCE and QCIA policy and procedures handbook v5.0*, Section 8.2.6
  - should use a best-fit approach to determine a result where evidence in an assessment response matches descriptors at different performance levels in a criterion (Syllabus section 1.3). For further information and guidance, see
    - *QCE and QCIA policy and procedures handbook v5.0*, Section 9.7.1
    - *Making judgments* webinar resource, in the Syllabuses app
    - *Module 3 — Making reliable judgments*, in the Assessment Literacy app
  - are responsible for ensuring the quality, accuracy and accessibility of required files before submitting files for confirmation (*QCE & QCIA policy and procedures handbook*, Section 9.6.3) and should refer to the *Confirmation submission information* for Italian (available in the Syllabuses app) to check the submission requirements and to ensure that
    - the complete student responses are uploaded as required
    - all confirmation sample files are correctly labelled when uploaded in the Confirmation app

- all provisional marks recorded in the Student Management app are carefully checked against students' original ISMGs to ensure accuracy (*QCE and QCIA policy and procedures handbook v5.0, Section 9.7.2*).

# 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 in Italian (15 marks)
- Paper 1, Section 2 consisted of short response questions in English (13 marks)
- Paper 1, Section 3 consisted of an extended response question in Italian (21 marks)

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 with six short response questions and one extended response question (49 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 text for the Section 1 short response in Italian was an audio text in Italian with two associated questions. The stimulus text for the Section 2 short response in English consisted of two written texts in Italian with four 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:

- Question 3 (short response in English), identifying a valid feeling for the writer
- Question 5 (short response in English), identifying where the stimulus might be published and justifying their response with relevant evidence from the stimulus
- Question 7 (extended response in Italian), developing an effective response with selection and sequencing of relevant ideas.

## Samples of effective practices

### Short response in Italian

This section required students to respond in Italian to two questions referring to one audio stimulus: These constituted Questions 1 and 2 of the paper.

#### Question 1

This question required students to respond in Italian to state how Valentina encourages Lucia to feel about her current situation in Stimulus 1 (audio) and to justify their response with two examples from the stimulus.

Effective student responses in receptive mode:

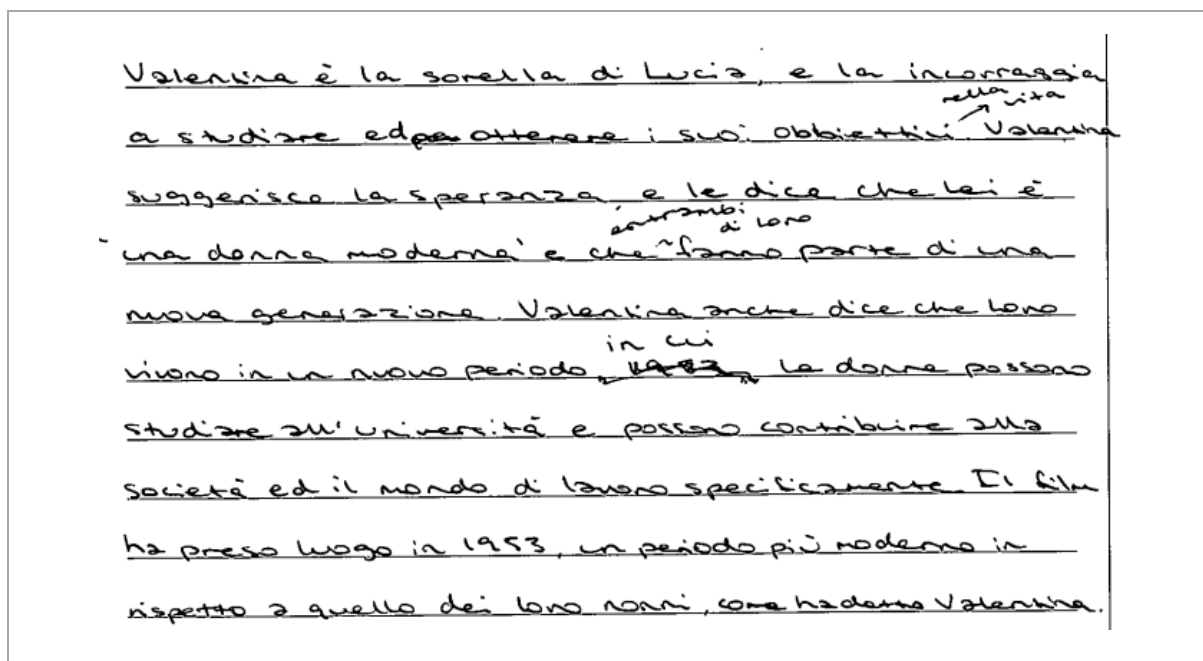
- stated clearly how Valentina encourages Lucia to feel
- used two different examples to justify their response
- elaborated on the relevant stimulus quotations used to justify their response.

Effective student responses in the productive mode:

- responded in Italian to the question with few errors.

These excerpts have been included:

- to demonstrate clear and specific identification of how Valentina encourages Lucia to feel
- to demonstrate the effective use of short quotes from the stimulus, purposefully selected and explained to justify the drawn conclusion
- to model a response in Italian that effectively 'conveys meaning relevant to the question'.





## Question 2

This question required students to respond in Italian to identify two intended audiences for Stimulus 1 (audio), to state why they would be interested in the film, and to justify their conclusions with one example for each audience from the stimulus.

Effective student responses in receptive mode:

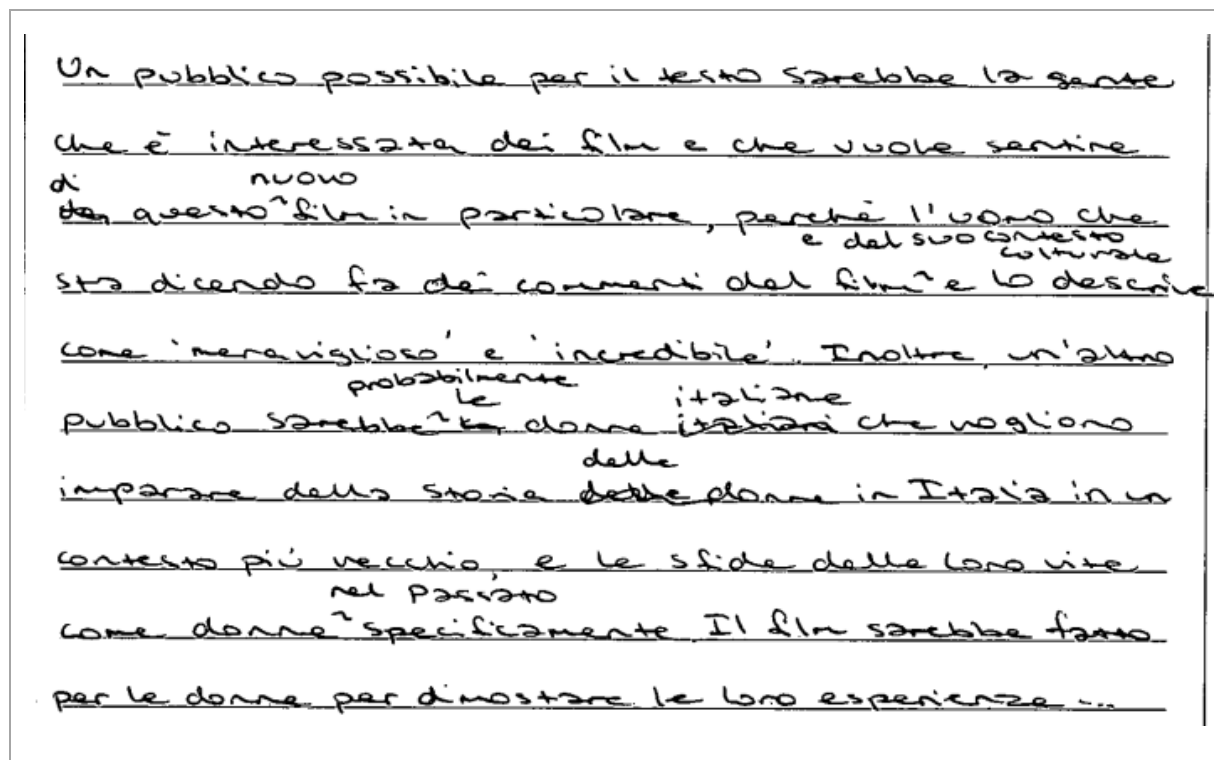
- identified two different and specific audiences explaining why they would be interested in the film
- used different examples to justify each audience.

Effective student responses in the productive mode:

- responded in Italian to the question with few errors.

This excerpt has been included:

- to demonstrate the identification of two specific audiences including an explanation of why they would be interested in the film
- to demonstrate how the student has effectively elaborated relevant evidence from the stimulus to justify their conclusions with details and explanations
- responded in Italian effectively to 'convey meaning relevant to the question' although with some errors.



### Short response in English

This section required students to respond in English to four questions referring to two written stimulus. These constituted Questions 3, 4, 5 and 6 of the paper.

#### Question 3

This question required students to respond in English to identify the feeling of the writer of Stimulus 2 about their new job, and to justify their conclusion with two examples from the stimulus.

Effective student responses:

- identified the writer's feeling of excitement about their new job
- used relevant examples to justify their conclusion.

This excerpt has been included:

- to demonstrate the clear, well-elaborated and detailed identification of the writer's feeling
- to demonstrate how the student included different examples from the stimulus to justify their response and how they explained the way those examples support their conclusion.

Andrea, the writer, is feeling excited, optimistic and content about her new job as an influencer. Firstly, she describes how she will have the possibility to experience Italian history, culture and traditions because she will be paid to travel and document her travelling experiences on <sup>on social media</sup> ~~the~~ agency's social media. Secondly, she feels excited as she says "non vedo l'ora", meaning "I can't wait", because she will be having a job she will love and she highlights this by saying how she cannot wait to begin her new adventure. Although her grandmother doesn't understand and is worried for Andrea becoming an online influencer, Andrea is content about her new job as she has grown up with social media and the internet and cannot imagine a future without it.

## Question 4

This question required students to evaluate how the writer's context explained in Stimulus 2 affected their career choice, and to justify their conclusion with two examples from the stimulus.

Effective student responses:

- identified the writer's personal and social context of growing up in a digital world rather than the context of the text
- explained how this context affected the writer's career choice
- used relevant examples from the stimulus to justify their conclusion.

This excerpt has been included:

- to demonstrate a clear identification of relevant personal and social context explaining how this affected their career choice
- to exemplify the selection of two distinct examples from the stimulus text as justification.

The writer explains how she <sup>been</sup> ~~has~~ brought up in a ~~technology~~ ~~world~~ ~~advanced~~ world surrounded by technology, which ultimately affected the writer's career choice. For <sup>instance</sup> ~~example~~, the writer used technology at home, at school and while with friends which has <sup>led</sup> ~~lead~~ her to want to create content such as videos <sup>and</sup> photos of which ~~she~~ she can share with the world. The writer is 18 and ~~will soon~~ ~~graduate~~ so she describes herself as curious and adventures and cannot wait to be independent. Since the job will allow her to travel and get paid it seems perfect.

## Question 5

This question required students to identify where Stimulus 3 might be published, and to justify their response with two examples from the stimulus.

Effective student responses:

- identified the context where the text might be published as a school's newsletter or website or other school-published material
- used language examples from the stimulus to justify their response.

This excerpt has been included:

- to demonstrate a clear identification of the context where the stimulus text might be published
- to exemplify the selection of distinct examples of language and content from the stimulus text as justification.

Stimulus 3 is a notice from the school's principal that can be published in the school's newsletter or sent out as an email to students and families. Firstly, the writer addresses "Dear parents and students" so it can be assumed the notice will be read by these people either in the newsletter or email. Secondly, it is a school notice from the principal as it has the school's logo in the top left corner and has the title "We sustain the school of our dreams", the "our" indicates the school's students, teachers, parents and principal to make the school more sustainable for the students, others and the environment after the school received feedback from parents and students.

## Question 6

This question required students to identify the possible reason behind the changes discussed in Stimulus 3, and to justify their response with three examples from the stimulus.

Effective student responses:

- identified a valid reason as the school's response to feedback received and/or to foster responsibility for the environment
- provided three distinct examples from the stimulus text to support their conclusion.

This excerpt has been included:

- to demonstrate the identification of a valid reason using evidence from the stimulus
- to exemplify the selection of distinct examples of language and content from the stimulus text as justification.

The reason behind the changes discussed is from the feedback received from the school from a survey completed by parents and students. Firstly, the writer who is the principal addresses how the school agrees with "you all", indicating the parents and students, about needing to help students to develop as responsible people for the sustainability of the school. Secondly, the principal writes how the survey indicates that sustainability is <sup>aligned</sup> in line with the school motto and values and this sustainability depends on the practice of life for the betterment of future generations. Thirdly, he writes how there will be an implementation in the teaching curriculum to allow students to be the generation who is 'thoughtful of sustainability's fragility and complexity as there may have been student behavioural issues occurring at the school.

## Extended response

### Question 7

This question required students to create an extended response in Italian that responded to the task: a letter to sister school students in Italy who are visiting soon and to excite them about their visit. The task included three comments posed in Italian, which were:

- Why is Australia a great place to visit?
- What type of activities can you do in Queensland?
- Give examples of the typical cost of things in Australia.

Effective student responses:

- addressed the three points of content outlined in the question and elaborated on all of these by providing details
- purposefully selected information and ideas to meet the purpose, organised them logically (including in paragraphs), and linked them to synthesise the text overall
- used a broad range of appropriate Italian 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 closing that matched the recipient.

This excerpt has been included:

- to demonstrate effective elaboration of all three elements required by the task where every topic is presented with a range of details: 6/6 marks
- to exemplify proficient communication of information through the selection of content, logical sequencing and synthesis of ideas through the use of cohesive devices and well-constructed and organised paragraphs with appropriate, effective and engaging introduction and conclusion: 5/5 marks
- to demonstrate adherence to text type and register directed by the task description: 2/2 marks
- to illustrate a response that provided evidence of a wide range of vocabulary, grammar and verb tenses used appropriately and purposefully with few errors: 6/8 marks.

A. Il conitto nazionale di Paolo Diacono da: ~~Romily~~ <sup>Romily</sup> ~~Brasile~~

2 Rosa strada, Cividale dei Friuli da: Brisbane

Italy

State High School

Cordelia Street Qld

Australia

Ciao a tutti! Come state voi? Siete pronti per il vostro viaggio? Mi chiamo Romily e vi dirò un po' dell'Australia quindi voi sarete <sup>più</sup> entusiasti per il viaggio tra poco.

In primo luogo, penso che l'Australia sia un bel posto da visitare in generale perché ci sono

qui

tante cose da fare e tante città da visitare!

Mentre siete qui, dove ~~deve~~ <sup>deve</sup> ~~andare~~ <sup>andare</sup> in

spiaggia perché le nostre spiagge sono

bellissime bellissime! Anche il tempo anche fa

bene usualmente che ~~piace~~ <sup>mi piace</sup>. Inoltre,

il nostro Paese ~~è~~ ha una cultura veramente

~~ricca~~ ricca e vecchia, con una storia importante.

Vi incorraggio di immergervi in una cultura molto

diversa ~~a te~~ <sup>in rispetto</sup> alla vostra. Il vostro viaggio

sarà una nuova esperienza, ~~è~~ e una

un'opportunità di imparare più del nostro Paese.

In secondo luogo, durante il vostro viaggio, potreste andare alle foreste oppure alle montagne. ~~Met~~ In aggiunta, ci sono tante città diverse attraverso il Paese con i negozi, i teatri, i cinema, i ristoranti, ed altri tipi di attività. Potreste anche visitare il museo e la galleria <sup>che sono</sup> d'arte moderna <sup>qui in</sup> Queensland, se volete, <sup>imparare</sup> specialmente per ~~imparare~~ più della nostra cultura. Mi piace la galleria d'arte molto perché la trovo

<sup>sempre</sup> interessante. Potreste anche visitare le nostre università <sup>prestigiose</sup> a Queensland ma preferisco <sup>io</sup> le spiagge personalmente.

In terzo luogo, purtroppo, tutte le attività costano molti soldi. Nella mia esperienza personale non è <sup>possibile</sup> ~~possibile~~ a fare niente senza soldi. Perciò, vi consiglierei di portare dei soldi, <sup>li senza</sup> perché ~~senza soldi~~, probabilmente non potrete...

## Practices to strengthen

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

- developing students' broader understanding of context as the environment in which something exists and events occur. Context may include the general personal, social, historical and cultural conditions. The 'context explained in the text' is different from the text context; it refers to the who, what, where, when of the writer and their environment
- ensuring students understand that language from the stimulus texts must be used as evidence to support their responses rather than visuals used in the stimulus for specific text types
- encouraging students not to use quotations in Italian in short responses in English as any Italian used as evidence without a translation or paraphrase in English in this section cannot be awarded any marks



- developing students' ability to understand and respond to different styles of questions so that they can read questions fully and answer every part, e.g. if the response needs to identify a likely audience and why they would be interested in it, only identifying a valid audience is not enough
- continuing to develop students' ability to paraphrase when they do not know or remember a term or expression in the target language, rather than use an English term or expression.

### **Additional advice**

- Students should avoid including their personal information (e.g. given name, family name, school name) within their responses to examination questions. If a text requires an introduction, names can be made up.
- Extended responses in Italian can generally be well organised with an introductory paragraph that introduces the text referring to the context provided in the task, different paragraphs for each dot point provided, and a conclusion that summarises the main ideas again.