

# Italian marking guide and response

External assessment 2025

## Combination response (50 marks)

### Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. comprehend Italian to understand information, ideas, opinions and experiences related to finishing secondary school, future plans and responsibilities
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to finishing secondary school, future plans and responsibilities
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities
4. apply knowledge of Italian language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to finishing secondary school, future plans and responsibilities
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to finishing school, future plans and responsibilities.

**Note:** Objective 6 is not assessed in this instrument.

# Purpose

This document consists of a marking guide and a sample response.

The marking guide:

- provides a tool for calibrating external assessment markers to ensure reliability of results
- indicates the correlation, for each question, between mark allocation and qualities at each level of the mark range
- informs schools and students about how marks are matched to qualities in student responses.

The sample response:

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

# Mark allocation

Where a response does not meet any of the descriptors for a question or a criterion, a mark of '0' will be recorded.

# Marking guide

## Section 1: Short response in Italian

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
1	Questo esercizio riguarda una conversazione telefonica tra un ragazzo e sua nonna che sta per per fargli una visita a sorpresa per la sua maturità. Per esempio, la nonna dice “tra una settimana vengo in Australia per la tua maturità”. Un altro esempio è la frase usata alla fine della conversazione quando il ragazzo dice “chiamami di nuovo prima di partire”.	<ul style="list-style-type: none"> <li>identifies a valid context <b>[1 mark]</b></li> <li>provides a relevant example to justify the response <b>[1 mark]</b></li> <li>provides a second relevant example to justify the response <b>[1 mark]</b></li> </ul>	<ul style="list-style-type: none"> <li>conveys meaning relevant to the question with few errors</li> <li>conveys meaning relevant to the question with some errors</li> <li>conveys meaning relevant to the question using some words and isolated phrases</li> <li>conveys fragmented meaning</li> <li>does not satisfy any of the descriptors above.</li> </ul>	<p>4</p> <p>3</p> <p>2</p> <p>1</p> <p>0</p>

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
2	<p>Il tono usato dal ragazzo nella conversazione è felice. Per esempio, il ragazzo esclama “Ma è fantastico!”. Un altro esempio è il fatto che dica “è incredibile!”. Infine, si evince la sua felicità dall’espressione “Non vedo l’ora di mangiare le tue fettuccine”, indicando la sua gioia e impazienza nel vedere nuovamente la nonna.</p>	<ul style="list-style-type: none"> <li>• draws a valid conclusion about how the boy is feeling about the situation <b>[1 mark]</b></li> <li>• provides a relevant example to justify the conclusion <b>[1 mark]</b></li> <li>• provides a second relevant example to justify the conclusion <b>[1 mark]</b></li> <li>• provides a third relevant example to justify the conclusion <b>[1 mark]</b></li> </ul>	<ul style="list-style-type: none"> <li>• conveys meaning relevant to the question with few errors</li> </ul>	4
			<ul style="list-style-type: none"> <li>• conveys meaning relevant to the question with some errors</li> </ul>	3
			<ul style="list-style-type: none"> <li>• conveys meaning relevant to the question using some words and isolated phrases</li> </ul>	2
			<ul style="list-style-type: none"> <li>• conveys fragmented meaning</li> </ul>	1
			<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0

## Section 2: Short response in English

Q	Sample response	The response:
3	<p>The audience for Stimulus 2 is a cohort of students in their final year of study who are interested in doing a gap year.</p> <p>The author mentions that 'our' teachers spoke about the experience of spending an extended period of time abroad as being valuable. She then addresses the audience, 'dear friends', and she goes on to tell the audience about her own gap year, which she completed after her own high school studies. The author also states that she does this in the hope that her experience will push the audience to follow in her footsteps.</p>	<ul style="list-style-type: none"> <li>• identifies a valid audience <b>[1 mark]</b></li> <li>• provides a relevant example to justify the response <b>[1 mark]</b></li> <li>• provides a second relevant example to justify the response <b>[1 mark]</b></li> </ul>
4	<p>The author is talking in hindsight. Had she known how useful her experiences at school were going to be in her future, she would have taken more advantage of her time at school. In her piece of writing, she wants to highlight to students who are in Year 12 to take advantage of the opportunities before them as they will be able to draw on these opportunities later in life. She references things such as learning a language, investing time to meet new people and keeping an open mind to other ways of thinking as some of the things she laments not doing. She recognises she did not give enough importance to these opportunities when she was at school.</p>	<ul style="list-style-type: none"> <li>• draws a valid conclusion about how the experience affected the way the writer sees the world <b>[1 mark]</b></li> <li>• provides a relevant example to justify the conclusion <b>[1 mark]</b></li> <li>• provides a second relevant example to justify the conclusion <b>[1 mark]</b></li> <li>• provides a third relevant example to justify the conclusion <b>[1 mark]</b></li> </ul>

Q	Sample response	The response:
5	<p>The purpose of Stimulus 3 is to let people know about the English summer camp Mare Adriatico and to promote the camp as a possible job for young English speakers.</p> <p>This is clear when the article states: ‘This summer camp is also a huge opportunity for young English native speakers who would like to learn Italian and work with Italian children’. Also, the author states his purpose when he writes ‘with this article we hope to let young English speakers understand what a magnificent opportunity this could be’.</p>	<ul style="list-style-type: none"> <li>• identifies a valid purpose <b>[1 mark]</b></li> <li>• provides a relevant example to justify the response <b>[1 mark]</b></li> <li>• provides a second relevant example to justify the response <b>[1 mark]</b></li> </ul>
6	<p>According to the article, working as a group leader in the Italian summer camp would be of great value for a young person wanting to learn Italian as it gives the opportunity to be immersed in the Italian language and culture.</p> <p>Having afternoons and evenings free, you will be able to immerse yourself in Italian culture. And you may get a partial reimbursement for your airfare — this would be valuable for a young person who wants to travel but does not have economic independence yet.</p>	<ul style="list-style-type: none"> <li>• draws a valid conclusion about why this type of work would be of value <b>[1 mark]</b></li> <li>• provides a relevant example to justify the conclusion <b>[1 mark]</b></li> <li>• provides a second relevant example to justify the conclusion <b>[1 mark]</b></li> <li>• provides a third relevant example to justify the conclusion <b>[1 mark]</b></li> </ul>

### Section 3: Extended response in Italian — Question 7

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M
<ul style="list-style-type: none"> <li>addresses and elaborates on all of the following               <ul style="list-style-type: none"> <li>the benefits of a completed education</li> <li>the skills or attributes an education offers</li> <li>the idea that jobs in the future may draw on unexpected skills</li> </ul> </li> </ul>	6	<ul style="list-style-type: none"> <li>develops an astute response relevant to the task</li> <li>proficiently communicates through               <ul style="list-style-type: none"> <li>selection of ideas</li> <li>logical sequencing of ideas</li> <li>synthesis of ideas</li> </ul> </li> </ul>	5	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary purposefully and with a high level of accuracy</li> <li>uses a wide range of grammar purposefully and with a high level of accuracy</li> <li>uses a wide range of tenses purposefully and with a high level of accuracy</li> <li>uses consistent register for context</li> </ul>	8	<ul style="list-style-type: none"> <li>uses all of the following               <ul style="list-style-type: none"> <li>appropriate initial greeting for an email to a friend</li> <li>appropriate closing</li> </ul> </li> </ul>	2
<ul style="list-style-type: none"> <li>addresses all of the following               <ul style="list-style-type: none"> <li>the benefits of a completed education</li> <li>the skills or attributes an education offers</li> <li>the idea that jobs in the future may draw on unexpected skills</li> </ul> </li> <li>elaborates on two of these</li> </ul>	5	<ul style="list-style-type: none"> <li>develops an effective response relevant to the task</li> <li>communicates through               <ul style="list-style-type: none"> <li>selection of ideas</li> <li>sequencing of ideas</li> <li>synthesis of ideas</li> </ul> </li> </ul>	4	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary purposefully with few errors</li> <li>uses a wide range of grammar purposefully with few errors</li> <li>uses a wide range of tenses purposefully with few errors</li> <li>uses consistent register for context</li> </ul>	7	<ul style="list-style-type: none"> <li>uses at least one of the following               <ul style="list-style-type: none"> <li>appropriate initial greeting for an email to a friend</li> <li>appropriate closing</li> </ul> </li> </ul>	1
<ul style="list-style-type: none"> <li>addresses and elaborates on two of the following               <ul style="list-style-type: none"> <li>the benefits of a completed education</li> <li>the skills or attributes an education offers</li> <li>the idea that jobs in the future may draw on unexpected skills</li> </ul> </li> </ul>	4	<ul style="list-style-type: none"> <li>develops some parts of the response relevant to the task</li> <li>communicates through               <ul style="list-style-type: none"> <li>selection of ideas</li> <li>sequencing of ideas</li> </ul> </li> </ul>	3	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary with some errors</li> <li>uses a wide range of grammar with some errors</li> <li>uses a wide range of tenses with some errors</li> <li>uses consistent register for context</li> </ul>	6	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>is in English.</li> </ul>	0

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M
<ul style="list-style-type: none"> <li>addresses two of the following               <ul style="list-style-type: none"> <li>the benefits of a completed education</li> <li>the skills or attributes an education offers</li> <li>the idea that jobs in the future may draw on unexpected skills</li> </ul> </li> <li>elaborates on one of these</li> </ul>	3	<ul style="list-style-type: none"> <li>demonstrates some relevance to the task through               <ul style="list-style-type: none"> <li>selection of ideas</li> <li>sequencing of ideas</li> </ul> </li> </ul>	2	<ul style="list-style-type: none"> <li>uses a range of vocabulary with some errors</li> <li>uses a range of grammar with some errors</li> <li>attempts to use a range of tenses</li> <li>mostly uses consistent register for context</li> </ul>	5		
<ul style="list-style-type: none"> <li>addresses and elaborates on one of the following               <ul style="list-style-type: none"> <li>the benefits of a completed education</li> <li>the skills or attributes an education offers</li> <li>the idea that jobs in the future may draw on unexpected skills</li> </ul> </li> </ul>	2	<ul style="list-style-type: none"> <li>attempts to convey relevance to the task</li> </ul>	1	<ul style="list-style-type: none"> <li>uses a range of vocabulary and grammar with errors</li> </ul>	4		
				<ul style="list-style-type: none"> <li>uses simple sentences with frequent errors</li> </ul>	3		
<ul style="list-style-type: none"> <li>uses words and/or phrases relevant to the task</li> </ul>	1	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>is in English.</li> </ul>	0	<ul style="list-style-type: none"> <li>uses fragmented sentences with frequent errors</li> </ul>	2		
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>is in English.</li> </ul>	0			<ul style="list-style-type: none"> <li>uses isolated words and phrases with accuracy</li> </ul>	1		
				<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>is in English.</li> </ul>	0		

# Sample response

<p><b>Information</b> addresses and elaborates on all of the following:</p> <ul style="list-style-type: none"><li>• the benefits of a completed education</li><li>• the skills or attributes an education offers</li><li>• the idea that jobs in the future may draw on unexpected skills</li></ul> <p><b>Language elements</b> uses a wide range of vocabulary purposefully and with a high level of accuracy uses a wide range of grammar purposefully and with a high level of accuracy uses a wide range of tenses purposefully and with a high level of accuracy uses consistent register for context</p>	<h2>Question 7 in Italian</h2> <p>Carissimo Luca,</p> <p>Ho appena completato il mio diploma di maturità ed è una bella sensazione. Ti scrivo per darti alcune buone ragioni per cui anche tu dovresti completare i tuoi studi, ma ti chiedo di riflettere attentamente sulle tue decisioni e di considerare alcuni fatti importanti.</p> <p>Un motivo importante per cui si dovrebbe apprezzare la scuola è l'opportunità di sviluppare competenze essenziali a raggiungere i nostri obiettivi futuri, soprattutto in questo futuro incerto.</p> <p>In passato le cose erano un po' diverse e non tutti completavano la scuola fino al 12° anno. Oggigiorno, considerata la forte richiesta di lavoratori qualificati e istruiti, completare gli studi ti offrirà maggiori opportunità di carriera. Un buon titolo di studio offre maggiori prospettive di lavoro, un potenziale di guadagno più elevato e una maggiore sicurezza e stabilità sul posto di lavoro.</p> <p>Studiare ti offre una grande varietà di competenze specifiche che saranno preziose nella tua vita professionale e personale. Imparerai ad affrontare nuove sfide, sviluppare soluzioni creative e migliorare le tue competenze comunicative, rendendoti un professionista più qualificato e sicuro di te.</p> <p>La scuola mi ha dato l'opportunità di incontrare nuove persone, fare nuove esperienze e ampliare la mia prospettiva sul mondo, e questo mi aiuterà a crescere personalmente e ad arricchire la mia vita in tanti modi diversi.</p> <p>Infine, completare i miei studi mi ha ispirato a diventare un modello positivo per gli altri, che spero traggano ispirazione dalla mia forza di volontà e dalla mia determinazione nel raggiungere i miei obiettivi. Anche tu puoi essere come me e motivare e influenzare gli altri a seguire i loro sogni e le loro aspirazioni, creando così un effetto positivo nella tua cerchia sociale.</p> <p>Spero che anche tu ti senta soddisfatto come me quando avrai completato i tuoi studi. Chiamami pure se vuoi, così ne parliamo!</p> <p>A presto,</p> <p>Laura</p>	<p><b>Textual conventions</b> uses all of the following:</p> <ul style="list-style-type: none"><li>• appropriate initial greeting for an email to a friend</li><li>• appropriate closing</li></ul> <p><b>Meaning</b> develops an astute response relevant to the task proficiently communicates meaning through</p> <ul style="list-style-type: none"><li>• synthesis of ideas</li><li>• logical sequencing of ideas</li><li>• selection of ideas</li></ul>
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