Italian subject report

2025 cohort

January 2026

Contents

Introduction

The annual subject reports seek to identify strengths and opportunities for improvement of internal and external assessment processes for all Queensland schools. The 2025 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 General and General (Extension) subjects. 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 2026.

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
- important considerations to note related to the revised 2025 syllabus (where relevant).

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.

Subject highlights

16
schools offered Italian

5.75%
increase in enrolment since 2024

100%
agreement with provisional marks for IA1

Subject data summary
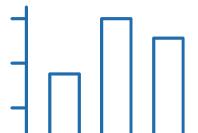
Unit completion

The following data shows students who completed the General subject.

Note: All data is correct as at January 2026. 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: 16.

Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	184	173	156

Units 1 and 2 results

Number of students	Unit 1	Unit 2
Satisfactory	178	166
Unsatisfactory	6	7

Units 3 and 4 internal assessment (IA) results

Total marks for IA
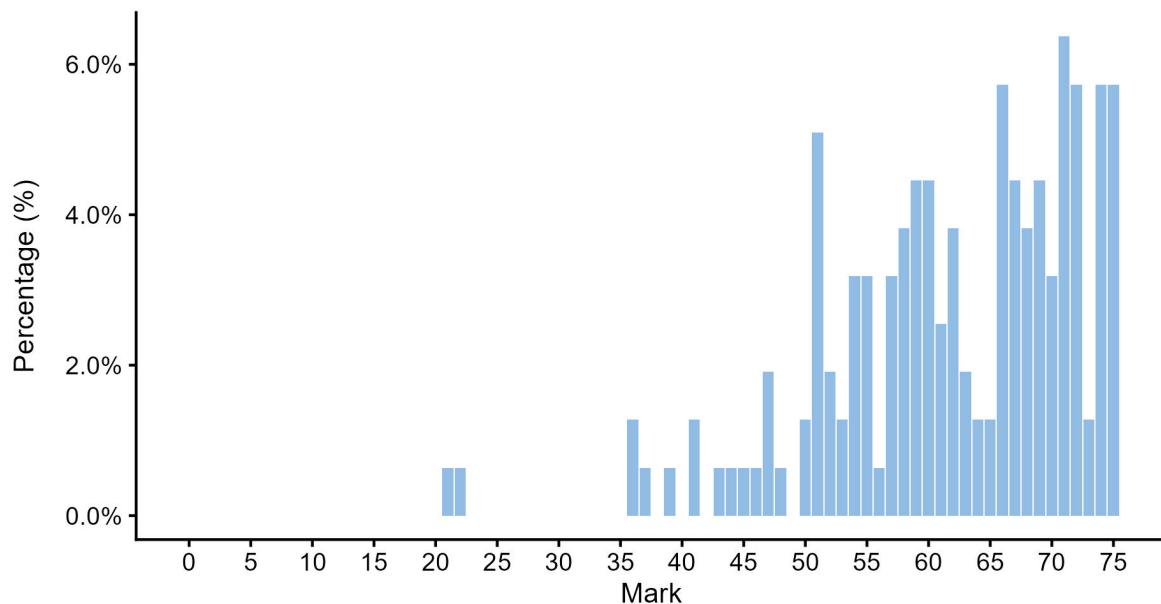
IA1 marks

IA1 total
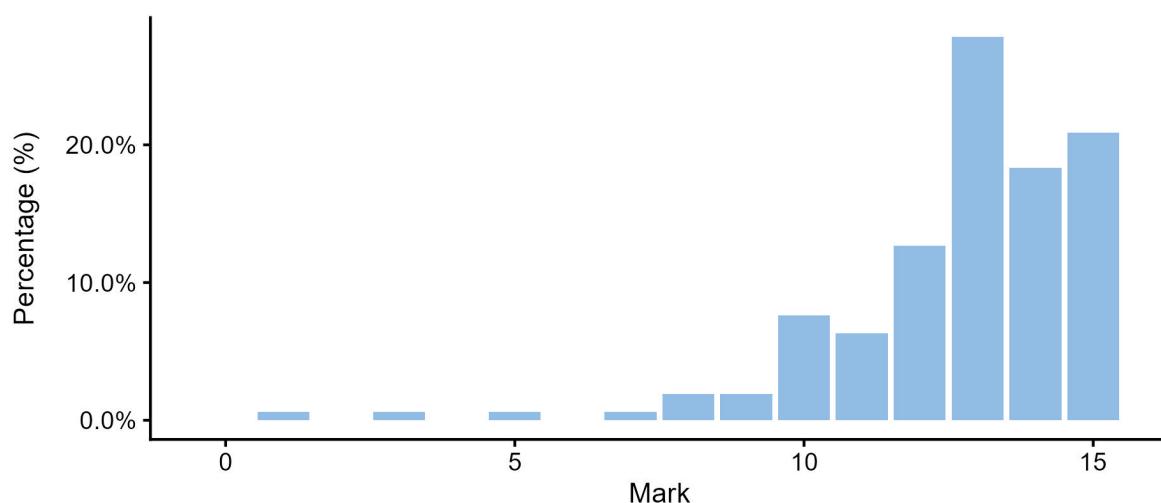
IA1 Criterion: Analysing Italian texts in English
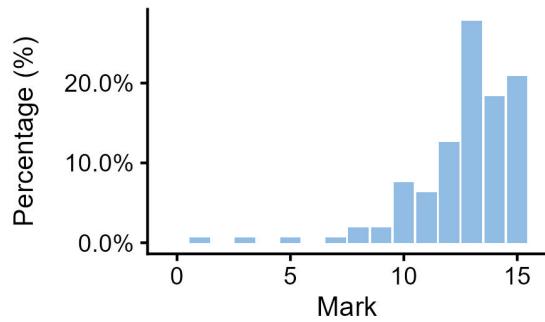
IA2 marks

IA2 total
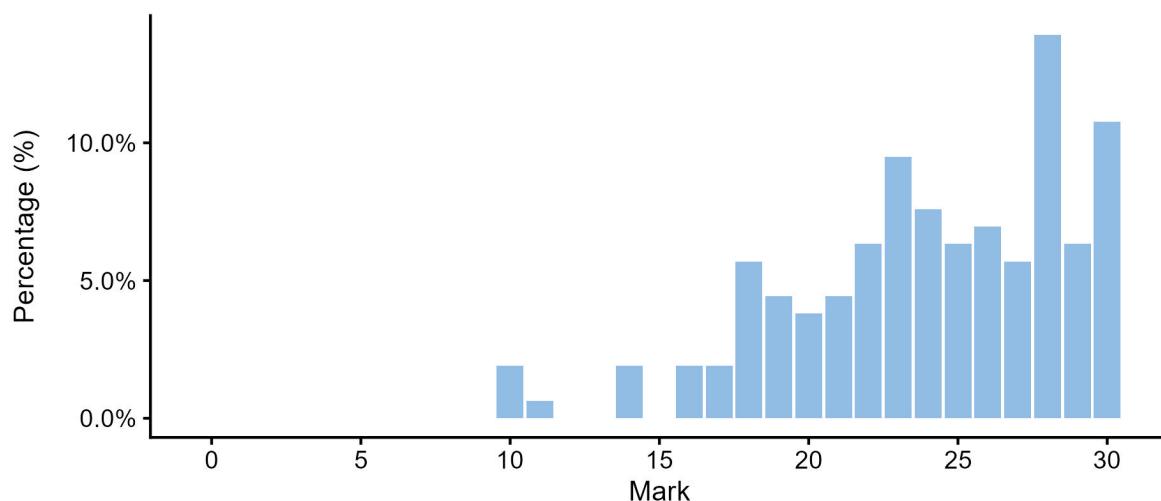
IA2 Criterion: Analysing Italian texts in English
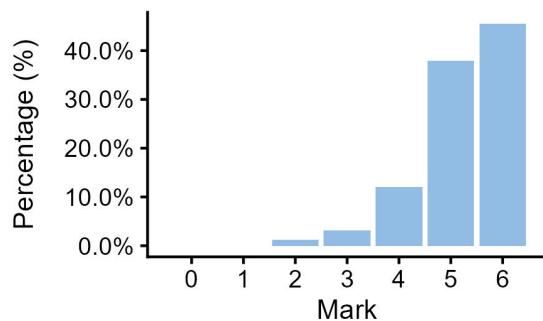
IA2 Criterion: Creating Italian texts with Italian stimulus
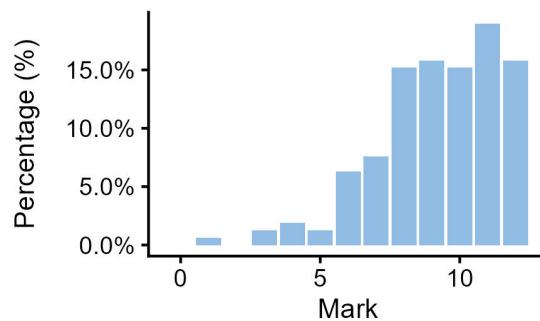
IA2 Criterion: Exchanging information and ideas in Italian
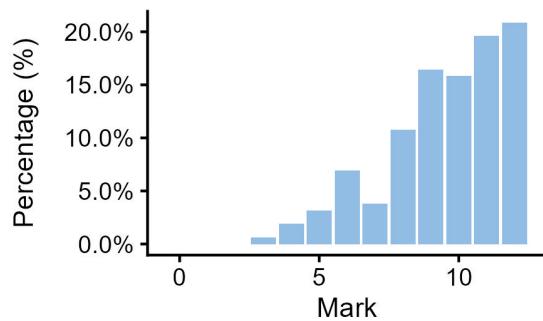
IA3 marks

IA3 total
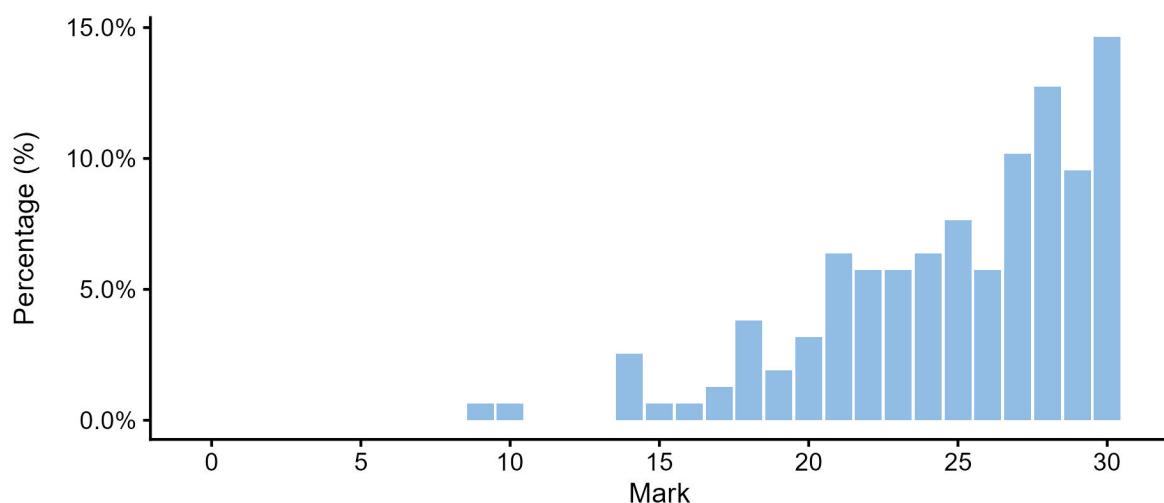
IA3 Criterion: Analysing Italian texts in Italian
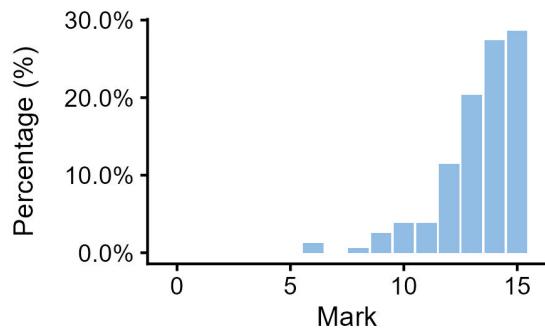
IA3 Criterion: Exchanging information and ideas in Italian
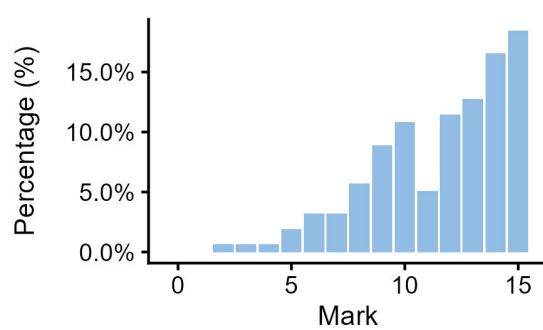
External assessment (EA) marks
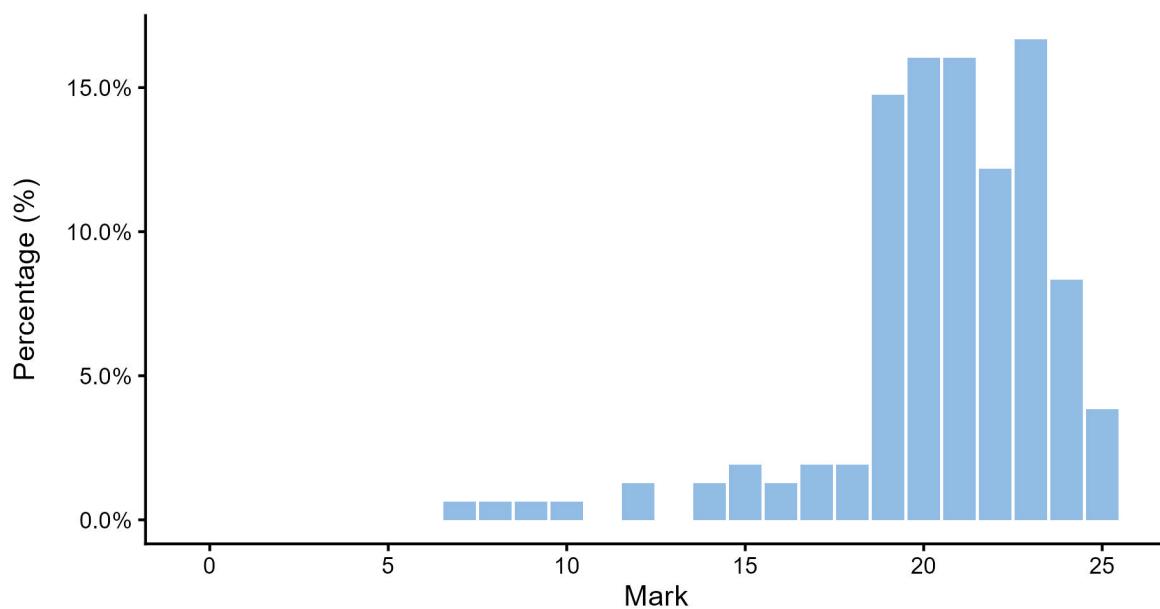
Final subject results

Final marks for IA and EA
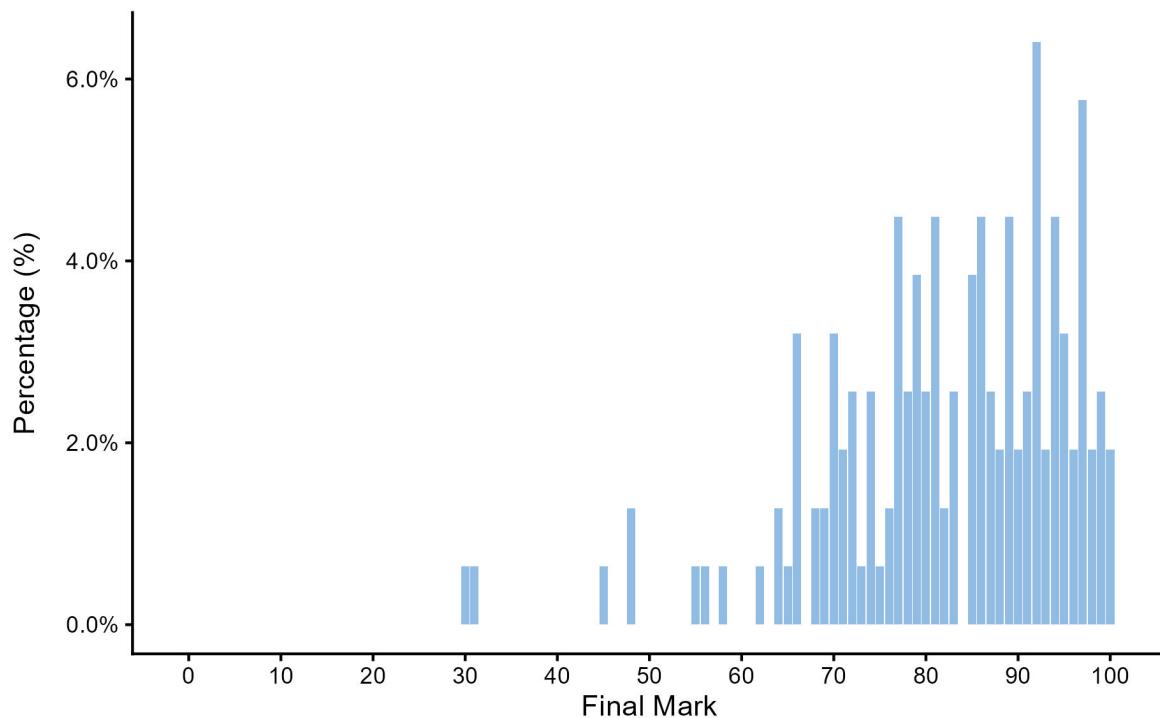
Grade boundaries

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	41–18	17–0

Distribution of standards

Number of students who achieved each standard across the state.

Standard	A	B	C	D	E
Number of students	81	66	7	2	0
Percentage of students	51.92	42.31	4.49	1.28	0.00

Internal assessment

This 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 assessment. 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 v7.0*, Section 9.5.

Percentage of instruments endorsed in Application 1

Internal assessment	IA1	IA2	IA3
Number of instruments	15	15	15
Percentage endorsed in Application 1	40	53	60

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 v7.0*, Section 9.6.

The following table includes the percentage agreement between the provisional marks and confirmed marks by assessment instrument. The Assessment decisions section 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	15	90	0	100.00
2	15	90	0	86.67
3	15	89	0	86.67

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	0
Authentication	0
Authenticity	5
Item construction	1
Scope and scale	1

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- included audio stimulus featuring accurate and authentic Italian pronunciation and intonation recorded at a pace slightly slower than native speech

- posed questions that enabled students to draw out the purpose, audience, context and tone elements from the stimulus.

Practices to strengthen

It is recommended that assessment instruments:

- use open-ended questions that do not lead students to predetermined responses, allowing them to demonstrate independent evaluation and analysis

- include stimulus with sufficient scope, scale and subject matter to effectively support student responses

- include stimulus that are authentic and not heavily modified.

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	0
Transparency	2

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- provided audio stimulus recorded at an accessible pace with clear voice differentiation

- included age-appropriate stimulus texts that did not contain sensitive or inappropriate material.

Practices to strengthen

It is recommended that assessment instruments:

- model accurate and error-free use of Italian and English grammar, spelling and textual features to ensure clarity for students

- label and number stimulus texts consistently and provide clear instructions on how students should use them for each question.

Additional advice

When developing an assessment instrument for this IA, it is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- The stimulus specifications (p.19) have been revised. Assessment instruments must include unseen stimulus texts that are authentic, relate to Unit 3 Topic 1 subject matter and are not drawn from materials previously used in class.

- The syllabus now requires that three stimulus texts with a combined length of up to 1,000 words must be provided — one must be written and one an audio/audiovisual. They should address Topic 1 subject matter.

- The revised questions specifications require students to answer Questions 1, 2 and 3 in English, and Questions 4 and 5 in Italian. This should be specified in the assessment instrument instructions.

Schools should also

- provide indicative responses for each question. These responses are not endorsed. Their purpose is to support the validity and reliability in the design and marking of these assessment instruments.

Assessment decisions

Reliability

Reliability 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	100.00	0.00	0.00	0.00

Effective practices

Reliable judgments were made using the ISMG for this IA when:

- responses were matched to the highest performance-level descriptors (14–15 marks) that identified all purpose, audience, context and tone (PACT) elements, provided relevant evidence from the stimulus text, were well developed and used to infer meaning, values and attitudes. This approach not only strengthened the argument but also demonstrated a deep understanding and critical engagement with the stimulus

- evidence from student responses was matched to all qualifiers of each descriptor

- justifications were considered and well substantiated when a range of evidence from the stimulus text/s was purposefully selected and paraphrased

Practices to strengthen

When making judgments for this IA for the 2025 syllabus, it is essential to consider the following key differences between the ISMGs in the 2019 and 2025 syllabuses:

- Although, responses no longer have word limits, they should be concise with clear, detailed conclusions that are well structured, supported and justified based on evidence from the stimulus texts rather than relying on prior knowledge.

- Only one conclusion needs to be drawn in each question, but it must be thoroughly developed to be well-substantiated, i.e. simply identifying one of the PACT elements required is not enough to achieve the highest mark.

- Relevant, valid conclusions must be well substantiated as well as justified by the correct number of pieces of evidence to be awarded the highest marks. If a response provides all the required pieces of supporting evidence but the conclusion was not well substantiated, the response cannot be awarded the highest marks.

- Each question will be marked separately by applying the ISMG however, if evidence to support conclusions is used in one question it cannot be reused for another.

To further ensure reliable judgments are made using the ISMG for this IA, it is recommended that:

- evidence must be detailed, relevant and paraphrased from the stimulus in both English and Italian to achieve the highest performance levels of the ISMG

- the best-fit approach is applied correctly when awarding the final marks. In the English response, to be awarded a mark of three, evidence must match both characteristics in the

mark range. When there is evidence of any misunderstandings or misinterpretations of the stimulus a mark of three cannot be awarded

- when 'to inform' is provided as the stated purpose, it should be clearly supported by evidence in the text. If it is evident 'to inform' is not the primary purpose, and a more precise purpose can be concluded, students should be guided to determine the purpose that the stimulus most strongly supports

- for Analysing Italian texts in English, responses should be in English. Any examples or responses provided in Italian will not attain marks.

Additional advice

It is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- The syllabus definitions of purpose, audience, context and tone still apply when teaching and assessing IAs. Students are encouraged to consider the following in relation to

  – purpose — What is the goal that this text is trying to achieve?

  – audience — Who is the text designed for? Who is the text targeting with its message? This should be specific to the text and not a general group

  – context, what is the scenario in which the text exists?

  – tone — What kind of language is used to convey the text's message? This should be an adjective and an emotion. Informative, informational, formal or informal are not acceptable tones.

- Responses in Question 1, 2 and 3 must be in English. Evidence from the stimulus texts must be paraphrased or summarised in English. Evidence provided in Italian does not contribute to the response and the meaning conveyed in Italian can only considered for Question 4 and 5.

- As the same evidence cannot be reused for multiple responses, stimulus and questions should be designed so that each question has specific and tangible examples.

Samples

The following excerpt illustrates a thorough well-substantiated response. The identification of purpose is developed in depth throughout the response. Meaning is inferred through identification of purpose and audience.

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

The purpose is to publicise the motivations behind
~~and~~ the effects of ~~an~~ 'mummeny's boys':
a *phenomenon* ~~then living style~~ that is not a choice, but
a necessity. The speaker ~~doesn't~~ sees ~~that~~ no
point in buying an apartment if they have
everything they need at home, and anyway,
they don't know how to do any domestic
~~chores~~ jobs. ~~an that~~ His girlfriend thinks like
him, although he ~~does~~ misses having his own
mental space ~~at home~~, therefore indicating
~~that~~ the text's success in publicising
the motivations behind — ~~as well~~ and both positive
and negative effects of — being a 'mammon
An audience of young men would be
interested in the interview, to know if it
is worth it to move out of home.

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	0
Authentication	0
Authenticity	4
Item construction	0
Scope and scale	2

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided students with opportunities to demonstrate their understanding of the subject matter covered in Unit 3 Topics 2 and 3

- provided stimulus texts that included a range of text types and different perspectives appropriate for Year 12 students.

Practices to strengthen

It is recommended that assessment instruments:

- design questions that do not lead to predetermined answers to ensure original and authentic responses

- ensure questions are within the scope and scale of the syllabus-defined subject matter for Unit 3 and enable students to respond to the range of cognitions required.

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	4
Language	3
Layout	0
Transparency	4

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- provided transparent instructions clearly aligned with syllabus conditions

- ensured stimulus were both correctly labelled and referenced in the questions.

Practices to strengthen

It is recommended that assessment instruments:

- model accurate and error-free use of Italian and English grammar and spelling to ensure clarity for students.

Additional advice

When developing an assessment instrument for this IA, it is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- The question specifications have been revised. The written extended response question/task in English must include three focus areas in Italian.

- The stimulus specifications have been revised and now require that

  – the unseen topic-related questions used during the conversation must provide opportunities for students to construct spontaneous and unrehearsed responses

  – the unseen stimulus for the conversation section must contain different or varied subject matter from Unit 3, Topic 2 and/or Topic 3 and different perspectives from the written extended response focus areas

  – either one unseen visual stimulus (up to 60 words in Italian) or a short-written stimulus (up to 80 words in Italian) must be selected as stimulus for the conversation. Open-ended sample questions referring to the stimulus should be included. Questions should provide students opportunities to exchange meaning and communicate spontaneously.

Assessment decisions

Reliability

Reliability 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	100.00	0.00	0.00	0.00
2	Creating Italian texts with Italian stimulus	100.00	0.00	0.00	0.00
3	Exchanging information and ideas in Italian	86.67	6.67	6.67	6.67

Effective practices

Reliable judgments were made using the ISMG for this IA when:

- for Creating Italian texts with Italian stimulus (Session 1 Part 2), marks at the highest performance levels were allocated when

    – responses were logically organised and demonstrated clear control of text structure appropriate to the required text type (e.g. article, blog, email), including a purposeful introduction, body paragraphs and conclusion

    – unique and well-developed responses elaborated on all parts of the task, including the student's perspective and justification, showing a deeper analysis of the relevant content

    – the response referenced stimulus texts throughout and elaborated on information and ideas from the stimulus — explicitly or implicitly — to support personal perspectives and ideas, with a clear explanation of how evidence supported these.

- in Exchanging information and ideas in Italian (Session 2), responses discussed a range of information and ideas in a spontaneous and natural manner beyond simple reference to the new visual stimulus. Students expanded on the themes presented and engaged in authentic interaction using relevant and purposeful language.

Practices to strengthen

When making judgments for this IA for the 2025 syllabus, it is essential to consider the following key differences between the ISMGs in the 2019 and 2025 syllabuses:

- In Creating an extended response in Italian:

    – students must still justify their conclusions, ideas and perspectives even though no reference to stimulus texts is required. Justification should be evident through logical reasoning, use of examples, and depth of interpretation

- responses must communicate ideas and perspectives appropriate to the task and text type provided, effectively addressing all three required focuses (bullet points). Cohesion, register and organisation should align with the chosen text type.

- In Exchanging information and ideas in Italian:

  - meaning must be constructed in response to the new visual or short written stimulus only. To demonstrate understanding, inference and interpretation, students should draw directly from the stimulus

  - to demonstrate discerning selection and sequencing of ideas in an unprepared conversation with proficiency and spontaneity, students will still need to use a range of strategies to manage and sustain interaction, such as asking for clarification, extending responses, and linking ideas naturally

To further ensure reliable judgments are made using the ISMG for this IA, it is recommended that:

- tasks remain unseen prior to the assessment session to ensure authenticity and enable students to produce unique, individual responses

- students are explicitly taught and encouraged to use Italian terminology where appropriate and commonly available, rather than relying on anglicisms, e.g. piattaforma rather than platform. This supports accuracy, register and alignment with the Language elements criterion

- in Exchanging information and ideas in Italian, teachers

  - indicate how responses exceeding the time limit were managed (e.g. 'marked up to [specific point]') to demonstrate consistent and transparent application of the ISMG

  - vary the questions and sequencing of prompts for individual students to promote authentic and spontaneous conversations. This avoids predictability, reduces the likelihood of rehearsed or formulaic responses, and allows for genuine evidence of proficiency and spontaneity

  - keep their involvement to a minimum to ensure the conversation remains student centred and the student speaks for the maximum time possible in the range of 3–7 minutes with teachers facilitating only as needed to maintain flow.

Additional advice

It is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- The conversation must remain student centred with teachers keeping their own contributions brief and facilitative. This ensures students have maximum opportunity to demonstrate their communicative proficiency and spontaneity in Italian, consistent with the requirements of the Exchanging information and ideas in Italian — Communication criterion.

- Teachers must actively encourage students to engage in spontaneous, unrehearsed conversations rather than delivering prepared monologues. Marking of the assessment should reflect students' ability to respond naturally in real-time interactions.

- As a text type must be set for Creating an extended response in Italian, students should be explicitly taught and given opportunities to practise a range of text types suited to different contexts, purposes and audiences. This ensures they can apply appropriate conventions, register and organisation of ideas, supporting authentic communication and reliable judgments against the ISMG.

Samples

The following excerpt illustrates a logically organised and paragraphed text including all elements of the text type set. Evidence from different stimulus texts is used throughout the text to support personal perspectives and ideas. There is purposeful use of a range of grammar and vocabulary.

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

ST Il nostro mondo: Gli effetti della tecnologia ~~sull~~ sui
socializzare

ST 23 Maggio 2025

ST La tecnologia, è uno stromento o un
pericolo? ~~Sei~~ Non sei ~~insicuro?~~ Perciò questo l'articolo
mio è per te. Discuterà come la tecnologia crea
blog il cyberbullismo, gli effetti e possibile
soluzioni.

Il cyberbullismo è come il bullismo, ma
succede online invece di faccia a faccia.
A volte, il cyberbullismo potrebbe più difficile
da controllare, perchè il bullo è spesso

succede online invece di faccia a faccia.
A volte, il cyberbullismo potrebbe più difficile
da controllare, perchè il bullo è spesso
anonimo. ~~Questo è~~ L'articolo, "Come
SI influisce la tecnologia sulla vita dei
ragazzi?", discute come "le vittime di

cyberbullismo possono vedere la propria
reputazione danneggiata". È evidente
che il cyberbullismo sia dannoso per te
~~nostre~~ la nostra salute mentale. Se la tecnologia
~~est~~ non esistessa, la nostra salute mentale
sarebbe migliore.

PR: Ritengo che il cyberbullismo sia ingiustificabile.
Crea i traumi e le conseguenze per tutta
vita. Purtroppo, ha portato ~~te p=~~ alcune le
persone a suicidarsi. Comunque, è possibile
femare il cyberbullismo ~~prima~~ prima che
sia troppo tardi. Se stai subendo il bullismo
di qualsiasi tipo, parlane con un adulto.
Potrebbe essere un genitore, un insegnante o
un allenatore, chiunque che di cui ~~et~~ ti fidi.
Si ricordi, parlare non è un segno di debolezza.

È importante ~~trovare t'uso~~ trovare un ~~bullismo~~ equilibrio
nell'usare la tecnologia. Si ricordi uscire
con gli amici, fare sport oleggere un libro.
~~L'importanza di gentilezza è indescrivibile.~~
~~Dovresti sorridere oggi a~~ Dovresti spegnere lo
schermo un po' per
Mi piacerebbe sentire il suo parere sul
cyberbullismo.
Vorrei chiederti, "Come può ~~ge~~ essere gentile
oggi?"

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	1

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- were aligned to Assessment objectives 2 and 3 encouraging students to address purpose, audience, context and tone elements while evaluating and analysing

- included clear, precise and error-free instructions for both the multimodal presentation and the student centred conversation.

Practices to strengthen

It is recommended that assessment instruments:

- include both the multimodal presentation and the student-centred conversation requirements

- include stimulus that are linguistically appropriate, aligned with Unit 4 Topic 1 and 2 subject matter and reflect a range of perspectives.

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	1
Layout	0
Transparency	2

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- enabled students to select elements of the stimulus that supported their perspective/s

- included two or more visual images with up to 60 words in Italian for each visual stimulus image.

Practices to strengthen

It is recommended that assessment instruments:

- label and number stimulus texts clearly to ensure students can easily reference them when responding

- include open-ended sample questions that relate to both the student's presentation and Unit 4 subject matter.

Additional advice

When developing an assessment instrument for this IA, it is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- The identification of purpose, audience, context and tone is no longer a requirement of the multimodal presentation.

- The stimulus specifications have been revised. When selecting stimulus texts:

  – if selecting a series of visual texts as an option for one of the two unseen stimulus texts, it must consist of at least three visual images with up to 60 words in Italian for each image

  – audiovisual stimulus materials must not include any subtitles or written words in either Italian or English.

- The assessment conditions have been revised. Students should receive both the seen and unseen stimulus for study at the beginning of the five-week assessment period.

- The response requirements now include a spoken interview component. Teachers should include and practise interview strategies to sustain communication and exchange meaning within this genre.

Assessment decisions

Reliability

Reliability 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	100.00	0.00	0.00	0.00
2	Exchanging information and ideas in Italian	86.67	13.33	0.00	0.00

Effective practices

Reliable judgments were made using the ISMG for this IA when:

- for Session 1, Analysing Italian texts in Italian, responses were awarded the highest marks when:

  – the multimodal presentation demonstrated explicit analysis and evaluation of relevant information and ideas in the stimulus texts, rather than a simple translation or summary, supported by clear, well-substantiated conclusions and included reasonable personal opinions and perspectives

  – they were well-structured and highly cohesive, addressing all task requirements and showing a logical organisation of ideas — introduction, development and interpretation of arguments from the stimulus texts, and a formal conclusion

  – personal experience was interwoven with relevant information and ideas from the stimulus texts

- for Session 2, Exchanging information and ideas in Italian, responses were awarded the highest marks that produced opinions, ideas, information and perspectives to maintain the conversation spontaneously, without reliance on rehearsed or read material

- time limits for both sessions were appropriately considered, and indication was provided regarding how responses exceeding the limits were managed.

Practices to strengthen

When making judgments for this IA for the 2025 syllabus, it is essential to consider the following key differences between the ISMGs in the 2019 and 2025 syllabuses:

- Language elements are assessed under a separate criterion and include grammar, vocabulary and punctuation/pronunciation. Decisions should be made, on balance, to indicate where most of the evidence sits.

- Identification of purpose, audience, context and tone from the stimulus texts is not required.

- Creating a response appropriate to the task and the text type of a multimodal presentation is explicitly required. Slides must effectively complement the spoken component and demonstrate purposeful use of Italian (slides must not contain English).

To further ensure reliable judgments are made using the ISMG for this IA, it is recommended that:

- for the Creating a multimodal presentation in Italian — Responding (communication) criterion, students must provide a comprehensive, relevant, cohesive response to all parts of the task, including purposeful complementary slides, to be awarded the highest marks

- consideration must be given to responses with slides that contain errors or English text

- for the Exchanging information and ideas in Italian — Creating and responding criterion, deductions should reflect problems (errors) of meaning or relevance, e.g. responses that are only partially relevant or not relevant at all to the questions asked. Language inaccuracies that do not impede meaning should be considered within the Language elements criterion

- responses are considered thorough and discerning when they are relevant and well-elaborated

- time limits are applied consistently and any instances of responses exceeding the limits are considered with annotations of how these were managed when awarding marks.

Additional advice

It is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- Although Session 2 is an interview rather than a conversation, it is recommended that teachers tailor their questions to suit individual student responses to support genuine interaction and ensure spontaneity in students' replies.

- A higher level of linguistic complexity is expected in the multimodal presentation than in the interview.

- Spontaneity is an essential aspect of the Exchanging information and ideas in Italian – Communication criterion. Students should not be encouraged to memorise responses as rehearsed sounding responses can only be awarded a maximum of 2 marks for this criterion.

- The interview must still relate to the student's multimodal presentation as well as Unit 4 subject matter. Questions should enable students to extend on the ideas, perspectives and opinions explored in their presentation.

Samples

The following excerpts illustrate clear pronunciation and meaningful intonation suited to presentation speech. It is a well-organised text with an engaging introduction and purposeful conclusion. It demonstrates a wide range of language including many complex structures used purposefully and effectively. There is deep analysis and evaluation of text interwoven with personal perspective.

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

Un'esperienza all'estero

Un'esperienza impagabile per ogni giovane

Excerpt 1
Video content: (1 min, 11 secs)
https://youtu.be/2WNxWWWc5gA

Excerpt 2
Video content: (24 secs)
https://youtu.be/p8VgqASI56o

Excerpt 3
Video content: (24 secs)
https://youtu.be/iNhC3hTHBOM

Excerpt 4
Video content: (36 secs)
https://youtu.be/W7TywjG4vss

Excerpt 5
Video content: (1 min, 31 secs)
https://youtu.be/tEZpRYVuKnY
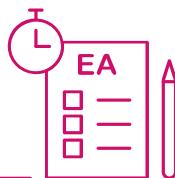
External assessment

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. The external assessment papers and the external assessment marking guide (EAMG) are published in the year after they are administered.

Examination — combination response (25%)

Assessment design

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

- Section 1 consisted of short response questions (15 marks)

- Section 2 consisted of short response questions (14 marks)

- Section 3 consisted of an extended response question (21 marks).

The assessment required students to analyse three stimulus texts in both English and Italian.

The stimulus for 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 EAMG.

Effective practices

Overall, students responded well to:

- Question 2

- Question 3

Practices to strengthen

When preparing students for external assessment, it is recommended that teachers:

- develop students' broader understanding of context as the environment in which something exists, and events occur. For instance, the 'context of the phone call' refers to who, what, where, when of the speakers and their environment. In this case, students must identify not only who and where the speakers are but also the reason/s for the call

- encourage students to respond to short response questions fully and directly. Students should respond to a 'how' or 'why' question with a specific answer that includes a manner or reason. For instance, if they need to make a conclusion about how the writer's experience affected the way they see the world, simply stating that the experience affected the way they see the world and then listing some examples is not sufficient

- support students' learning to identify an Italian writer/speaker's gender in a text and to pay attention to using the correct gender in their responses. For instance, if some adjectives describing the author have a feminine ending, students should refer to the author as she and her

- instruct students to divide their extended response into clear paragraphs according to the text type. To receive full marks for 'meaning', students must organise their work into clear paragraphs that cover each bullet point separately. Failing to use paragraphs can detract from the sequencing and synthesis of ideas and prevents the allocation of full marks.

Additional advice

- Students should be encouraged to maintain their anonymity when responding to questions, especially in the extended response, to ensure the reliability of marking. School names, student names, teacher names and any other identifying factors should be excluded from student work. Pseudonyms or creative references are not of concern.

- Teachers should continue to highlight the importance of using different evidence in the different responses based on the same stimulus text as justification and to write full sentences/paragraphs both in Italian and English in their short responses by paraphrasing from the text.

- Short responses should be straight forward with a clear conclusion and examples from the text. The examples should support the conclusion made. Separating examples in different sentences supports clarity and consequently marking.

- Students should be encouraged to showcase the application of complex language selected from the mandatory language elements in their extended response in Italian.

Samples

Short response in Italian

Question 1

This question required students to identify the context of the phone call in Stimulus 1 and justify the response with two examples from the stimulus.

Effective student responses:

- identified that the phone call was between a grandma (Angela from Sorrento, Italy) and her grandson (Marco from Australia) and that the grandma called to inform him about her (surprise) visit to Australia for his high school graduation.

- included appropriate examples from the text to justify the context identified and explained how these examples justified the conclusions made, e.g. 'the grandma says she is going to visit him (in a week) for his graduation ceremony', 'the grandma says that she had told his mum to keep it secret'.

Question 2

This question required students to identify how the boy is feeling about the situation in Stimulus 1 and justify their conclusion with three examples from the stimulus.

Effective student responses:

- identified that Marco is happy/excited/enthusiastic about his grandma visiting him for his graduation

- included appropriate examples such as: 'Marco expresses that he's very happy that she's coming', 'Marco expresses anticipation and states that he can't wait to eat her pasta' (fettuccine), Marco expresses excitement and states that he'll finally be able to show her his school.

Short response in English

Question 3

This question required students to identify an intended audience for Stimulus 2 and justify their response with two examples from the stimulus.

Effective student responses:

- identified the audience as high school students in their senior year or young people who have finished high school and were interested in doing a gap year or were unsure what to do

- correctly referred to the author as a female by identifying the gendered adjectives in the text

- used relevant examples from the text to justify the audience. For instance, 'she stated that her teachers spoke about the advantages of a long period of time abroad', 'she addressed the readers with a term of endearment', 'she hoped that her experience would convince the audience to follow in her footsteps'.

Question 4

This question required students to explain how the experience of the writer affected the way they saw the world and to justify their conclusion with three examples from the stimulus.

Effective student responses:

- concluded that the writer now had a more open/positive or broader view due to the experience

- used relevant examples from the text to justify their conclusion. For instance, 'the author now realises that she should have taken more advantage of her time at school', 'the author regrets not having put enough effort into studying the language at school', 'the author recognises that living in a foreign country has made her understand how important it is to try new things and to get out of her comfort zone'.

Question 5

This question required students to identify the purpose of Stimulus 3 and justify their response with two examples from the stimulus.

Effective student responses:

- identified one of two valid purposes: to advertise the English summer camp in Italy for Italian kids (and their families) or to promote the camp as a possible job for young English speakers

- used valid examples to justify the first purpose. For instance, 'this is an excellent, fully English-language camp that has been operating successfully for 20 years', 'Young Italian children can fully immerse themselves in English and return to school with improved language skills', 'Italian parents can safely leave their children during the long summer months'

- for the second purpose, included examples such as, 'the camp provides a valuable chance for young English native speakers to strengthen their Italian as they work with Italian kids', 'It's an opportunity that Australian and American youth won't want to miss', 'They can live an unforgettable Italian summer, have fun, and boost their language skills while gaining experience as a camp group leader'.

Question 6

This question required students to explain why this type of work would be of value to a young person wanting to learn Italian, and justify their response with three examples from the stimulus.

Effective student responses:

- identified that the work was of value for young English speakers due to the immersive nature of the experience both cultural and linguistically

- used three clear examples to justify their conclusion, e.g. 'while managing activities in English, they would be inevitably learning Italian through the interaction with Italian kids, 'they will have the afternoons and evenings free to immerse themselves in the language and culture even outside the camp, 'they can live the magic of Italian summer, thus enriching their understanding of Italian culture and language'.

This excerpt has been included:

- as it clearly states how the experience of immersing yourself in the culture is a valuable way to learn a language while justifying this conclusion with three distinct examples from the stimulus.

Extended response

Question 7

This question required students to write an email to a friend in Italy explaining why it feels wonderful to have completed their senior certificate. In their response students had to address:

- the benefits of a completed education

- the skills and/or attributes offered by an education

- the idea that jobs in the future may require unexpected skills.

Effective student responses:

- provided information by addressing and elaborating on all three bullet points

- developed a logically sequenced email about their completion of high school. Ideas were purposefully and proficiently selected and synthesised, with each topic being effectively introduced and developed

- structured the email with logically sequenced paragraphs, linking words and cohesive devices

- opened and closed the email with an informal greeting and leave-taking

- accurately and proficiently used a wide range of language, including complex Italian.

This excerpt has been included:

- as it clearly demonstrates the appropriate textual conventions, a wide range of purposeful language elements and a high level of accuracy. It is an astute response relevant to the task.

Da: janedoe@aus.email.com

A: mariarossi@liceo.it

Oggetto: Finalmente ho finito!

Ciao Maria,

Come stai? Spero che vada tutto bene. Ti scrivo per dirti che finalmente ho fatto tutti gli esami per la maturità.

Quindi,
Quest'anno è stato bellissimo, e oraa sto provando emozioni contrastandi. Mentre sono emozionata per tutte le nuove esperienze e l'opportunità dopo la maturità ceremonia di maturità, mi mancherà tantissima la mia scuola. Credo che siano tanti benefici di un'istruzione completa, e sono molto fortunata di aver avuto queste opportunità.

In primo luogo, l'istruzione completa ~~mi~~ da l'opportunità di studiare
all'università. Volevo studiare medicina da quando ero piccola, e l'istruzione
mi ha aiutato tantissimo a ~~~~ sviluppare ~~~~ pronta di entrare all'università
l'anno prossimo. Siccome il punteggio ATAR richiesto per medicina è molto
alto, ~~~~ il sostegno dalla scuola e ~~dai~~ miei insegnanti mi ~~~~ ha
ispirato a
~~permesso di~~ ottenere ~~questo~~ buoni voti.

Inoltre, l'istruzione ~~offre~~ mi ha offerto tante abilità, ~~tanti~~ attributi. Allora,
~~Marria,~~ se dovessi dare consiglio a ~~qualcuno~~ ~~te quando~~ fai l'ultimo anno di ~~~~ scuola
~~l'anno prossimo, dirci che~~ dirci che sia molto importante ~~di~~ provare ~~aprire~~
a essere ~~molto~~ coraggiosa l'anno prossimo. ~~Il tuo liceo ti offre~~ ~~la scuola superiore può essere~~
Chiedi aiuto!
(~~molto stressante per gli studenti, particolarmente durante gli esami, ma~~
per questo motivo,
ricordati che l'istruzione offre tante opportunità di ~~crescere~~ crescere e imparare
nuove cose. Ad esempio, la mia scuola ~~~~ permette gli studenti
di rimanere a scuola dopo le ~~tre~~ 3 e studiare in biblioteca con l'aiuto
degli insegnanti. Inoltre, la scuola superiore mi ha insegnato come equilibrare
i miei studi con la vita sociale, un'abilità molto importante per
l'università. Dimmi sulla tua scuola!