



# Italian 2025 v1.2

## IA2: Sample assessment instrument

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

<b>Student name</b>	sample only
<b>Student number</b>	sample only
<b>Teacher</b>	sample only
<b>Exam date</b>	sample only

## Marking summary

Criterion	Marks allocated	Provisional marks
Creating an extended response in Italian — Responding and creating	3	
Creating an extended response in Italian — Responding (language elements) in Italian	6	
Creating an extended response in Italian — Responding (communication)	6	
Exchanging information and ideas in Italian — Language elements	5	
Exchanging information and ideas in Italian — Communication	5	
<b>Overall</b>	<b>25</b>	

# Conditions

<b>Technique</b>	Examination — extended response
<b>Unit</b>	Unit 3: La nostra società; cultura e identità — Our society; culture and identity
<b>Topic/s</b>	Topic 2: The arts, entertainment and sports and/or Topic 3: Groups in society
<b>Time</b>	Written extended response: 80 minutes + 10 minutes planning time Spoken extended response: 7 minutes + 10 minutes planning time
<b>Seen / Unseen</b>	Written extended response: 1 unseen question/task with three different focuses  Spoken extended response: Unseen visual or a short written stimulus text and unseen open-ended questions
<b>Other</b>	Dictionaries are not to be used in this examination.  Written extended response must be handwritten.  Use the unseen stimulus text and planning time notes for the spoken extended response.

# Instructions

## Written extended response

- Respond to 1 question/task in **Italian**.
- Draw on personal perspectives and write your answer using black or blue pen.
- Respond in full sentences to a question/task and text type.
- Answer the question/task on the lined pages provided.

## Spoken extended response

- Respond to the unseen stimulus text in **Italian**.
- Respond to unseen, open-ended questions posed during the conversation.
- Participate in a one-to-one, student-centred conversation about the stimulus text and Unit 3 Topic 2 and/or Topic 3 subject matter.

# Task

## Written extended response

Write a personal blog post for an Italian youth website that explores the topic of group identity and current social trends. In your post, must address the following:

- spiega, secondo te, l'importanza del gruppo per i giovani di oggi
- condividi la tua esperienza personale – come socializzi con i tuoi amici
- fai un confronto tra la cultura giovanile italiana e australiana riflettendo sull'impatto della cultura italiana sui giovani e il loro modo di socializzare.

[illegible]

[illegible]

## Spoken extended response: Sample teacher questions

### Question 1

Cosa voleva dire il cantante quando ha detto che “la musica può farci riflettere su temi importanti”? Sei d'accordo? Perché?

### Question 2

Secondo te, che influenza ha l'intrattenimento giovanile (come musica, serie TV o film) sui giovani?

### Question 3

Conosci un cantante, attore o atleta italiano che ti ispira? Perché?

### Question 4

In classe abbiamo studiato ... Cosa pensi della musica/televisione italiana? Quali pensi che siano le differenze e/o le somiglianze tra quello che ascoltano e guardano i giovani italiani e australiani?

### Question 5

Di che gruppo fai parte nella tua vita quotidiana? Che ruolo ha nella tua identità? Usi la moda, la musica o i social media per esprimere chi sei? E i giovani italiani

# Instrument-specific marking guide (IA2): Examination — extended response (25%)

Creating an extended response in Italian — Responding and creating	Marks
The student response has the following characteristics:	
• addresses the three different focuses related to the subject matter in Italian	3
• addresses two of the different focuses related to the subject matter in Italian	2
• addresses one of the different focuses related to the subject matter in Italian.	1
The student response does not match any of the descriptors above.	0

Creating an extended response in Italian — Responding (language elements) in Italian	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>constructs meaning by applying comprehensive and complex knowledge of language elements with minor errors in the use of               <ul style="list-style-type: none"> <li>wide range of vocabulary</li> <li>wide range of grammar</li> <li>punctuation</li> <li>consistent register</li> <li>spelling</li> </ul> </li> </ul>	6
<ul style="list-style-type: none"> <li>constructs meaning by applying comprehensive knowledge of language elements with minor errors in the use of               <ul style="list-style-type: none"> <li>wide range of vocabulary</li> <li>wide range of grammar</li> <li>punctuation</li> <li>register</li> <li>spelling</li> </ul> </li> </ul>	5
<ul style="list-style-type: none"> <li>constructs meaning by applying knowledge of language elements with minor errors in the use of               <ul style="list-style-type: none"> <li>range of vocabulary</li> <li>range of grammar</li> <li>punctuation</li> <li>register</li> <li>spelling</li> </ul> </li> </ul>	4
<ul style="list-style-type: none"> <li>constructs meaning by applying some knowledge of language elements with some errors in use of               <ul style="list-style-type: none"> <li>vocabulary</li> <li>grammar</li> <li>punctuation</li> <li>register</li> <li>spelling</li> </ul> </li> </ul>	3

Creating an extended response in Italian — Responding (language elements) in Italian	Marks
• repetitive use of Italian language elements and vocabulary	2
• fragmented use of Italian.	1
The student response does not match any of the descriptors above.	0

Creating an extended response in Italian — Responding (communication)	Marks
The student response has the following characteristics:	
• communicates with discerning selection, sequencing and synthesis of information to justify conclusions, ideas and perspectives appropriate to the task and text type	6
• communicates with effective selection, sequencing and synthesis of information to justify conclusions, ideas and perspectives appropriate to the task and text type	5
• communicates with selection, sequencing and synthesis of information to justify conclusions, ideas and perspectives appropriate to the task and text type	4
• communicates with some selection and sequencing of information with some justification of conclusions/ideas/perspectives appropriate to the task	3
• a written response with some selection and sequencing of information/ideas	2
• disjointed use of Italian.	1
The student response does not match any of the descriptors above.	0

Exchanging information and ideas in Italian — Language elements	Marks
The student response has the following characteristics:	
• constructs meaning in response to stimulus by applying comprehensive knowledge of language elements in a conversation with minor errors in the use of <ul style="list-style-type: none"> <li>– wide range of vocabulary</li> <li>– wide range of grammar</li> <li>– pronunciation</li> <li>– consistent register</li> <li>– intonation</li> </ul>	5
• constructs meaning in response to stimulus by applying knowledge of language elements in a conversation with minor errors in the use of <ul style="list-style-type: none"> <li>– range of vocabulary</li> <li>– range of grammar</li> <li>– pronunciation</li> <li>– register</li> <li>– intonation</li> </ul>	4
• constructs meaning in response to stimulus by applying some knowledge of language elements with some errors in a conversation in the use of <ul style="list-style-type: none"> <li>– vocabulary</li> </ul>	3



Exchanging information and ideas in Italian — Language elements	Marks
<ul style="list-style-type: none"> <li>– grammar</li> <li>– pronunciation</li> <li>– register</li> <li>– intonation</li> </ul>	
<ul style="list-style-type: none"> <li>• uses some Italian language in a conversation, including repetitive use of               <ul style="list-style-type: none"> <li>– vocabulary</li> <li>– grammar</li> </ul> </li> </ul>	2
<ul style="list-style-type: none"> <li>• fragmented use of Italian in a conversation</li> </ul>	1
The student response does not match any of the descriptors above.	0

Exchanging information and ideas in Italian — Communication	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>• demonstrates discerning selection and sequencing of ideas in an unprepared conversation with proficiency and spontaneity</li> </ul>	5
<ul style="list-style-type: none"> <li>• demonstrates effective selection and sequencing of ideas in an unprepared conversation with proficiency and spontaneity</li> </ul>	4
<ul style="list-style-type: none"> <li>• demonstrates selection and sequencing of ideas in an unprepared conversation with some proficiency</li> </ul>	3
<ul style="list-style-type: none"> <li>• demonstrates fragmented selection and sequencing of ideas, or delivers a rehearsed set of responses</li> </ul>	2
<ul style="list-style-type: none"> <li>• disjointed use of Italian</li> </ul>	1
The student response does not match any of the descriptors above.	0

# Stimulus

## Spoken extended response

In una recente intervista, un giovane cantante italiano ha detto:

“La musica non è solo intrattenimento: può unire i giovani e farci riflettere su temi importanti come l’identità, la diversità e l’inclusione”.

Molti fan hanno commentato che oggi, film, serie e canzoni parlano più liberamente di gruppi sociali diversi. Altri, invece, pensano che l’arte dovrebbe restare neutrale.

Tu cosa ne pensi?

(61 words)



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