



Italian 2025 v1.3

IA3: 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.

Student name	sample only
Student number	sample only
Teacher	sample only
Issued	sample only
Due date	sample only

Marking summary

Criterion	Marks allocated	Provisional marks
Creating a multimodal presentation in Italian — Multimodal presentation	3	
Creating a multimodal presentation in Italian — Responding (language elements)	6	
Creating a multimodal presentation in Italian — Responding (communication)	6	
Exchanging information and ideas in Italian — Creating and responding	5	
Exchanging information and ideas in Italian — Language elements	5	
Exchanging information and ideas in Italian — Communication	5	
Overall	30	

Conditions

Technique	Assignment — extended response
Unit	Unit 4: <i>Il mio presente; il mio futuro</i> — My present; my future
Topic/s	Topic 1: The present and/or Topic 2: Future choices
Duration	5 weeks (in-class and out-of-class time)
Mode/length	Multimodal presentation in Italian: up to 7minutes Interview in Italian: up to 7 minutes (unprepared) Dictionaries not permitted in the interview component of this task.
Individual/group	Individual
Other	Multimodal presentation may be delivered live or be pre-recorded. Interview may be assessed at a separate time to the multimodal presentation.

Context

In this unit, you have focused on the topics of the present and future choices. You will respond to three teacher-provided stimulus texts, one of which has been explored in class. The other two are unseen, and you will work on them individually.

Task

As part of your school's exchange program, your Italian teacher has asked you to present a speech in a multimodal presentation for the senior high school students at your Italian sister school.

Synthesise the ideas in Stimulus 1, 2, and 3 to develop a multimodal presentation, of up to 7 minutes in Italian, to share your reflections and opinions about this topic. You will identify different perspectives, including your personal perspective, and reflect on any cultural differences, in response to the following question:

To what extent do high school experiences influence students' future educational and career pathways?

Your presentation is to be submitted as a video file containing both audio and visual components.

To complete this task, you must:

- develop an understanding of the information, ideas, opinions and experiences in all the stimulus texts
- demonstrate your own perspectives using evidence from all the three stimulus texts
- draw your own personal conclusions
- construct a structured, sequenced and synthesised multimodal presentation
- justify your response using relevant information from all three stimulus texts.

Checkpoints

- ☐ Term 2, Week 1: Negotiate with your teacher about perspective and content before developing your response and/or conducting supplementary research.
- ☐ Term 2, Week 3: Develop a draft for feedback. Your teacher will provide advice but not corrections.
- ☐ Week 5: Submit a final copy of your multimodal on or before the due date.

Authentication strategies

- You will be provided class time for task completion.
- Your teacher will observe you completing work in class.
- You will produce sections of the final response under supervised conditions.
- Your teacher will collect copies of your response and monitor at key junctures.
- Your teacher will collect and annotate a draft.
- You must acknowledge all sources.
- You must submit a declaration of authenticity.

- You will produce summaries during your response preparation.
- Your teacher will conduct interviews or consultations as you develop the response.
- Your teacher will conduct interviews after submission to clarify or explore aspects of your response.
- Your teacher will compare the responses of students who have worked together in groups.
- Your teacher will ensure class cross-marking occurs.
- When working as part of a group, your individual response is assessed by your individual performance in the assessment technique/task.
- You will each produce a unique response by identifying how this is achieved, e.g. selecting personal perspectives using information and ideas from the teacher provided stimulus texts.
- You will use plagiarism-detection software to submit your response.
- You will provide documentation of your progress at the third week after receiving the assessment task.

Scaffolding

- Use a range of resources, including the Unit 4 Language Elements List and class notes to prepare for your multimodal presentation.
- Use teacher provided stimulus texts to plan and choose your personal perspectives.
- Find the evidence in the stimulus texts that supports and/or doesn't support your perspective/s relevant to the context, task and text type for the multimodal presentation.
- Draft/plan how to link the information together by structuring your information and insights in an organised way.
- Submit draft for feedback.
- Be familiar with your technology and allow plenty of time to check all is working.
- Practise prior to presenting. You might choose to deliver your multimodal presentation live or pre-record your multimodal presentation.

Instrument-specific marking guide (IA3): Multimodal presentation and interview response (30%)

Creating a multimodal presentation in Italian — Multimodal presentation	Marks
The student response has the following characteristics:	
comprehension of ideas in three stimulus texts in Italian related to the present and/or future choices	3
comprehension of ideas in two stimulus texts in Italian related to the present and/or future choices	2
some comprehension of ideas in one stimulus text in Italian related to the present and/or future choices.	1
The student response does not match any of the descriptors above.	0

Creating a multimodal presentation in Italian — Responding (language elements)	Marks
The student response has the following characteristics:	
- constructs meaning by applying comprehensive and complex knowledge of language elements in a multimodal presentation with minor errors in the use of - wide range of vocabulary - wide range of grammar - pronunciation - consistent register - intonation	6
- constructs meaning by applying comprehensive knowledge of language elements in a multimodal presentation with minor errors in the use of - wide range of vocabulary - wide range of grammar - pronunciation - register - intonation	5
- constructs meaning by applying knowledge of language elements in a multimodal presentation with minor errors in the use of - range of vocabulary - range of grammar - pronunciation - register - intonation	4
- constructs meaning by applying some knowledge of language elements with some errors in a multimodal presentation in the use of - vocabulary - grammar - pronunciation - register - intonation	3

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

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

Exchanging information and ideas in Italian — Creating and responding	Marks
The student response has the following characteristics:	
• thorough and discerning responses to the open, unseen interview questions	5
• thorough responses to the open, unseen interview questions	4
• relevant responses to the open, unseen interview questions, with some errors	3
• mostly relevant responses to the open, unseen interview questions, with errors	2
• fragmented engagement with the questions posed.	1
The student response does not satisfy 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 an interview by applying comprehensive knowledge of language elements with minor errors in the use of – wide range of vocabulary – wide range of grammar – pronunciation – consistent register – intonation	5
• constructs meaning in an interview by applying knowledge of language elements with minor errors in the use of – range of vocabulary – range of grammar – pronunciation – register – intonation	4
• constructs meaning in an interview by applying some knowledge of language elements with some errors in the use of – vocabulary – grammar – pronunciation – register – intonation	3
• uses some Italian language in an interview, including repetitive use of – vocabulary – grammar	2
• fragmented use of Italian in an interview.	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:	
• demonstrates discerning selection and sequencing of ideas in an interview with proficiency and spontaneity	5
• demonstrates effective selection and sequencing of ideas in an interview with proficiency and spontaneity	4
• demonstrates selection and sequencing of ideas in an interview with some proficiency	3
• demonstrates fragmented selection and sequencing of ideas in an interview, or delivers a set of rehearsed responses	2
• disjointed use of Italian.	1
The student response does not satisfy any of the descriptors above.	0

Stimulus

Three stimulus texts of differing text types and modes are attached.

- Stimulus 1 — Film: *Notte prima degli esami* studied in class
- Stimulus 2 — An Unseen Written Text
- Stimulus 3 — An Audio Text

Stimulus 1: In class stimulus

Film: *Notte prima degli esami* (2006)

The film follows Luca, an 18-year-old Roman student in 1989, during the emotional weeks leading up to the *maturità* (final exams). Through parties, conflicts with teachers, and dreams about university and love, the story captures how the last year of school becomes a turning point toward adulthood.

Stimulus 2: Written text

Il giorno dopo la maturità: sogni e realtà dei giovani italiani

Dopo mesi di studio intenso e di notti insonni, migliaia di studenti italiani hanno finalmente salutato la maturità. Ma che cosa succede il giorno dopo? Per molti giovani, il diploma rappresenta non solo la fine di un percorso, ma anche l'inizio di un'avventura piena di dubbi e di sogni.

Secondo un sondaggio recente, il 62% degli studenti afferma che le esperienze scolastiche hanno influenzato le loro scelte future più di qualsiasi altra cosa. Le materie preferite, i professori carismatici e le attività extrascolastiche sono spesso decisive. *“È stata la mia insegnante di scienze a farmi scoprire la passione per la biologia,”* racconta Giulia, 19 anni, che ora sogna di diventare ricercatrice ambientale.

Altri, invece, vedono la scuola come un trampolino verso la libertà. *“Durante il liceo ho capito che non volevo restare sempre nello stesso posto. Voglio viaggiare, conoscere lingue diverse e lavorare nel turismo,”* spiega Luca, 18 anni. Alcuni studenti scelgono di prendersi un anno sabbatico per fare volontariato o lavorare all'estero prima di iscriversi all'università. Per molti, il contatto con altre culture e contesti diventa un modo per capire meglio se stessi e i propri obiettivi. Altri iniziano tirocini o corsi professionali, spinti dal desiderio di mettere subito in pratica ciò che hanno imparato.

Gli esperti di orientamento sottolineano che la scuola offre non solo conoscenze, ma anche competenze trasversali: collaborazione, gestione del tempo, resilienza. *“Le esperienze scolastiche — dalle gite ai progetti di volontariato — aiutano i ragazzi a scoprire chi sono,”* afferma la psicologa Dott.ssa Bianchi. Anche le difficoltà incontrate a scuola — una bocciatura, un conflitto con un insegnante, o l'ansia da prestazione — diventano occasioni di crescita personale. *“Imparare a gestire la pressione e le delusioni è una parte fondamentale del percorso formativo,”* aggiunge la Dottoressa.

Tuttavia, non tutti si sentono pronti. Circa un terzo degli intervistati confessa di non avere ancora le idee chiare. *“La scuola mi ha dato molto, ma ora tocca a me scegliere la strada,”* dice Ahmed. Alcuni parlano di paura del fallimento, altri di un futuro incerto nel mondo del lavoro. Nonostante ciò, la maggior parte vede la fine della scuola come un'opportunità per reinventarsi e mettere in pratica ciò che ha imparato in modo nuovo e creativo.

Che cosa rimane, allora, dopo la maturità? Forse la consapevolezza che il futuro non è una risposta, ma una ricerca continua. Come scrive un blog studentesco: *“Se la scuola ci ha insegnato qualcosa, è che non si finisce mai di imparare.”*

Stimulus 3: Audio text

Podcast episode: *Dopo la scuola: e adesso?*

Host (Sara): Benvenuti a “Giovani in movimento”, il podcast dove i ragazzi raccontano il loro presente e immaginano il futuro. Oggi parliamo del futuro dopo la scuola con due ospiti speciali, Marta e Davide, entrambi appena diplomati.

Marta: Per me la scuola è stata fondamentale. Ho partecipato al giornalino scolastico, ho imparato a lavorare in gruppo e ho scoperto che amo comunicare. Ora studio giornalismo all'università. Senza quell'esperienza, non avrei mai capito cosa volevo fare.

Davide: Io invece ho vissuto la scuola in modo diverso. Ero più concentrato sullo sport. La mia passione per il calcio mi ha insegnato disciplina e spirito di squadra, ma non tutto è venuto dalla scuola. Le attività fuori mi hanno formato di più.

Sara: Interessante! Quindi per te, Davide, l'influenza della scuola è stata limitata?

Davide: Sì, direi di sì. La scuola mi ha dato le basi, ma le esperienze extra-scolastiche mi hanno fatto crescere.

Marta: Però senza la scuola non avremmo incontrato certi professori che ci hanno incoraggiato. Ti ricordi la prof di filosofia?

Davide: Ah sì, lei ci spingeva sempre a pensare in modo critico. In effetti, quella è una cosa che mi servirà per sempre.

Sara: Quindi possiamo dire che la scuola lascia un'impronta, anche se in modi diversi per ciascuno.

Marta: Esatto. E secondo me, ogni esperienza — anche un esame andato male — ti prepara al futuro.

Sara: Grazie ragazzi! Prima di salutarvi, un'ultima domanda: come vi immaginate tra cinque anni?

Marta: In una redazione a Milano, magari!

Davide: Spero di lavorare nello sport, ma con la testa sulle spalle... e magari viaggiare un po'.

Sara: Bene, auguri a entrambi! E a voi ascoltatori, ricordate: la fine della scuola non è un punto d'arrivo, ma un punto di partenza. Grazie per averci ascoltato. A presto, con un nuovo episodio di “Giovani in movimento”.

Interview — sample teacher questions

Question 1 Che cosa hai imparato da questa presentazione?

Question 2 In che modo la scuola ti ha preparato per il tuo futuro?

Question 3 Che cosa pensi di fare dopo che avrai finito la scuola superiore? Come sei arrivato/a a queste decisioni? Che progetti hai per il tuo futuro?

Question 4 Pensi che la lingua italiana avrà un ruolo nel tuo futuro? Quale? Quali sono i vantaggi di studiare una lingua straniera al giorno d'oggi?

Question 5 In che modo il volontariato può cambiare la vita dei giovani?

All stimulus texts are created by the QCAA.



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