# Italian 2025 v1.2

General senior syllabus

October 2024

# Contents

# Queensland syllabuses for senior subjects

In Queensland, a syllabus for a senior subject is an official 'map' of a senior school subject. A syllabus's function is to support schools in delivering the Queensland Certificate of Education (QCE) system through high-quality and high-equity curriculum and assessment.

Syllabuses are based on design principles developed from independent international research about how excellence and equity are promoted in the documents teachers use to develop and enliven the curriculum.

Syllabuses for senior subjects build on student learning in the Prep to Year 10 Australian Curriculum and include General, General (Extension), Senior External Examination (SEE), Applied, Applied (Essential) and Short Course syllabuses.

More information about syllabuses for senior subjects is available at www.qcaa.qld.edu.au/senior/senior-subjects and in the 'Queensland curriculum' section of the *QCE and QCIA policy and procedures handbook*.

Teaching, learning and assessment resources will support the implementation of a syllabus for a senior subject. More information about professional resources for senior syllabuses is available on the QCAA website and via the QCAA Portal.

# Course overview

## Rationale

The need to communicate is the foundation for all language development. People use language to achieve their personal communicative needs — to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal for additional language acquisition is communication. Students do not simply learn a language — they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts.

Additional language acquisition provides students with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Communicating with people from Italian-speaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding.

Language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. As students experience and evaluate a range of different text types, they reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes and audiences.

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

For exchanges to be relevant and useful, additional language acquisition must position students at the centre of their own learning. When students communicate their own aspirations, values, opinions, ideas and relationships, the personalisation of each student's learning creates a stronger connection with the language. Activities and tasks are developed to fit within the student's life experience.

The ability to communicate in an additional language such as Italian is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens.

Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

# Syllabus objectives

The syllabus objectives outline what students have the opportunity to learn.

1. **Comprehend Italian to understand information, ideas, opinions and experiences.**

   When students understand information, ideas, opinions and experiences in Italian, they determine meaning and respond to texts.

2. **Identify tone, purpose, context and audience to infer meaning.**

   When students identify tone, purpose, context and audience, they demonstrate understanding of language and meaning within texts.

3. **Analyse and evaluate information and ideas to draw conclusions.**

   When students interpret and make judgments about information and ideas, they draw conclusions to make meaning and/or develop points of view.

4. **Apply knowledge of language elements of Italian to construct meaning.**

   When students apply knowledge of a wide range of grammatical structures and a wide variety of vocabulary to create texts, they use their knowledge of Italian to construct points of view and communicate with accuracy.

5. **Structure, sequence and synthesise information to justify opinions and perspectives.**

   When students structure, sequence and synthesise information in a range of contexts and for a range of purposes, they exchange and justify opinions, ideas and perspectives in Italian.

6. **Communicate using contextually appropriate Italian.**

   When students use strategies to communicate in Italian in a range of modes, they use knowledge of language to establish meaning and awareness of sociolinguistic conventions to exchange ideas. They display coherence and show understanding of language and culture.

# Designing a course of study in Italian

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

The syllabus is used by teachers to develop curriculum for their school context. The term *course of study* describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise subject matter, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic setting.

## Course structure

Italian is a General senior syllabus. It contains four QCAA-developed units from which schools develop their course of study.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Students should complete Unit 1 and Unit 2 before beginning Units 3 and 4. Units 3 and 4 are studied as a pair.

More information about the requirements for administering senior syllabuses is available in the 'Queensland curriculum' section of the *QCE and QCIA policy and procedures handbook*.

## Curriculum

Senior syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Within the requirements set out in this syllabus and the *QCE and QCIA policy and procedures handbook*, schools have autonomy to decide:

- how and when subject matter is delivered

- how, when and why learning experiences are developed, and the context in which learning occurs

- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills.

These decisions allow teachers to develop a course of study that is rich, engaging and relevant for their students.

## Assessment

Senior syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

General senior syllabuses contain assessment specifications and conditions for the assessment instruments that must be implemented with Units 3 and 4. These specifications and conditions ensure comparability, equity and validity in assessment.

Within the requirements set out in this syllabus and the *QCE and QCIA policy and procedures handbook*, schools have autonomy to decide:

- specific assessment task details

- assessment contexts to suit available resources

- how the assessment task will be integrated with teaching and learning activities

- how authentic the task will be.

In Unit 1 and Unit 2, schools:

- develop at least two but no more than four assessments

- complete at least one assessment for each unit

- ensure that each unit objective is assessed at least once.

In Units 3 and 4, schools develop three assessments using the assessment specifications and conditions provided in the syllabus.

More information about assessment in senior syllabuses is available in 'The assessment system' section of the *QCE and QCIA policy and procedures handbook*.

## Subject matter

Each unit contains a unit description, unit objectives and subject matter. Subject matter is the body of information, mental procedures and psychomotor procedures (see Marzano & Kendall 2007, 2008) that are necessary for students' learning and engagement with the subject. Subject matter itself is not the specification of learning experiences but provides the basis for the design of student learning experiences.

Subject matter has a direct relationship with the unit objectives and provides statements of learning that have been constructed in a similar way to objectives.

## Aboriginal perspectives and Torres Strait Islander perspectives

The QCAA is committed to reconciliation. As part of its commitment, the QCAA affirms that:

- Aboriginal peoples and Torres Strait Islander peoples are the first Australians, and have the oldest living cultures in human history

- Aboriginal peoples and Torres Strait Islander peoples have strong cultural traditions and speak diverse languages and dialects, other than Standard Australian English

- teaching and learning in Queensland schools should provide opportunities for students to deepen their knowledge of Australia by engaging with the perspectives of Aboriginal peoples and Torres Strait Islander peoples

- positive outcomes for Aboriginal students and Torres Strait Islander students are supported by successfully embedding Aboriginal perspectives and Torres Strait Islander perspectives across planning, teaching and assessing student achievement.

Guidelines about Aboriginal perspectives and Torres Strait Islander perspectives and resources for teaching are available at www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives.

Where appropriate, Aboriginal perspectives and Torres Strait Islander perspectives have been embedded in the subject matter.

## Complementary skills

Opportunities for the development of complementary skills have been embedded throughout subject matter. These skills, which overlap and interact with syllabus subject matter, are derived from current education, industry and community expectations and encompass the knowledge, skills, capabilities, behaviours and dispositions that will help students live and work successfully in the 21st century.

These complementary skills are:

- literacy — the knowledge, skills, behaviours and dispositions about language and texts essential for understanding and conveying English language content

- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully

- 21st century skills — the attributes and skills students need to prepare them for higher education, work, and engagement in a complex and rapidly changing world. These skills include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. The explanations of associated skills are available at www.qcaa.qld.edu.au/senior/senior-subjects/general-subjects/21st-century-skills.

It is expected that aspects of literacy, numeracy and 21st century skills will be developed by engaging in the learning outlined in this syllabus. Teachers may choose to create additional explicit and intentional opportunities for the development of these skills as they design the course of study.

# Additional subject-specific information

Additional subject-specific information has been included to support and inform the development of a course of study.

This syllabus is designed for students who wish to study Italian as an additional language and who have studied P–10 Australian Curriculum: Italian or similar. Other students with less formal language learning experience may also be able to meet the requirements of the syllabus successfully.

## Language elements

Language elements for Italian are provided in a supporting resource on the QCAA website. A working knowledge of these elements supports students in their development of learning the subject matter.

Learning experiences across the four units will provide the opportunity for students to acquire communicative language capacity using these language elements. Students will then be required to demonstrate their capacity to use these language elements.

## Literacy in Italian

Literacy is the set of knowledge and skills about language and texts that is essential for understanding and conveying information in Italian. Ongoing systematic teaching and learning focused on the literacy knowledge and skills specific to Italian is essential for student achievement. This includes knowledge of the nature and structure of letters, spelling conventions, written accents and punctuation and their application to communicate effectively.

Students need to learn and use the knowledge and skills of reading, viewing and listening to understand and acquire the Italian language. Students need to learn and use the knowledge and skills of writing, composing and speaking to convey information in Italian.

To understand and use literacy skills in Italian, teaching and learning strategies include:

- comprehending language and texts to make literal and inferred meanings from Italian texts

- using Italian in the classroom, real-world and/or lifelike contexts to progress their own learning.

To analyse and evaluate Italian texts, teaching and learning strategies include:

- using Italian to convey ideas and information in particular ways to suit audience and purpose

- analysing the ways language is used to convey ideas and information in Italian texts

- drawing conclusions about the purpose and audience of Italian texts.

These aspects of literacy knowledge and skills are embedded in the syllabus objectives, unit objectives and subject matter, and ISMGs for Italian.

Students will need an understanding of the language elements and text types for this syllabus.

# Reporting

General information about determining and reporting results for senior syllabuses is provided in the 'Determining and reporting results' section of the *QCE and QCIA policy and procedures handbook*.

## Reporting standards

Reporting standards are summary statements that describe typical performance at each of the five levels (A–E).

| A |
| --- |
| The student, in responding to texts in a range of contexts, demonstrates thorough comprehension of information, ideas, opinions and experiences in Italian. Tone, purpose, context and audience are identified to infer valid and justifiable meaning. Discerning analysis and evaluation of information and ideas are developed to draw valid conclusions with well-substantiated justification of opinions, ideas and perspectives.<br><br>The student, in creating texts in a range of contexts, demonstrates a comprehensive and discerning application of knowledge of language elements to create texts that construct appropriate meaning. Information and language elements are structured, sequenced and synthesised to convey well-justified opinions, perspectives and ideas in Italian.<br><br>The student, in exchanging meaning, demonstrates the use of comprehensive and discerning communication skills through the use of contextually appropriate Italian language. |

| B |
| --- |
| The student, in responding to texts in a range of contexts, demonstrates accurate comprehension of information, ideas, opinions and experiences in Italian. Tone, purpose, context and audience are identified to infer meaning. Effective analysis and evaluation of information and ideas are developed to draw conclusions with justification of opinions, ideas and perspectives.<br><br>The student, in creating texts in a range of contexts, demonstrates an effective application of knowledge of language elements to create texts that construct appropriate meaning. Information and language elements are structured, sequenced and synthesised to convey opinions, perspectives and ideas in Italian.<br><br>The student, in exchanging meaning, demonstrates the use of effective and accurate communication skills through the use of contextually appropriate Italian language. |

| C |
| --- |
| The student, in responding to texts in a range of contexts, demonstrates comprehension of information, ideas, opinions and experiences in Italian. Tone, purpose, context and audience are identified to infer some meaning. Analysis and evaluation of relevant information and ideas are developed to draw conclusions with some justification of opinions, ideas and perspectives.<br><br>The student, in creating texts in a range of contexts, demonstrates application of knowledge of language elements to create texts that construct some meaning. Information and language elements are structured, sequenced and synthesised to convey opinions, perspectives and ideas in Italian.<br><br>The student, in exchanging meaning, demonstrates the use of some communication skills through the use of contextually appropriate Italian language. |

| **D** |
|---|
| The student, in responding to and creating texts in a range of contexts, demonstrates partial comprehension of Italian to understand obvious information and ideas. Some conclusions are drawn. Knowledge of Italian language elements is applied to create texts that construct fragmented meaning. |
| **E** |
| The student, in responding to and creating texts in a range of contexts, demonstrates fragmented understanding of information in Italian, and fragmented application of knowledge of Italian language elements. |

## Determining and reporting results

### Unit 1 and Unit 2

Schools make judgments on individual assessment instruments using a method determined by the school. They may use the reporting standards or develop an instrument-specific marking guide (ISMG). Marks are not required for determining a unit result for reporting to the QCAA.

The unit assessment program comprises the assessment instrument/s designed by the school to allow the students to demonstrate the unit objectives. The unit judgment of A–E is made using reporting standards.

Schools report student results for Unit 1 and Unit 2 to the QCAA as satisfactory (S) or unsatisfactory (U). Where appropriate, schools may also report a not rated (NR).

### Units 3 and 4

Schools mark each of the three internal assessment instruments implemented in Units 3 and 4 using ISMGs.

Schools report a provisional mark by criterion to the QCAA for each internal assessment.

Once confirmed by the QCAA, these results will be combined with the result of the external assessment developed and marked by the QCAA.

The QCAA uses these results to determine each student's subject result as a mark out of 100 and as an A–E.

# Units

## Unit 1: La mia vita — My world

In Unit 1, students compare and contrast lifestyles and education in Australian and Italian-speaking communities, schools, homes and peer-group contexts. They communicate their understanding and experiences of relationships through the use of information and ideas in texts and language. Students discuss their world, and the cultural values related to community, lifestyles, family, peers and education.

### Unit objectives

1. Comprehend Italian to understand information, ideas, opinions and experiences related to family/carers, peers and education.

2. Identify tone, purpose, context and audience to infer meaning related to family/carers, peers and education.

3. Analyse and evaluate information and ideas to draw conclusions related to family/carers, peers and education.

4. Apply knowledge of language elements of Italian to construct meaning related to family/carers, peers and education.

5. Structure, sequence and synthesise information to justify opinions and perspectives related to family/carers, peers and education.

6. Communicate using contextually appropriate Italian related to family/carers, peers and education.

## Subject matter

### Topic 1: Family/carers

- Discuss the similarities and differences in family/carers' daily life in students' own and Italian-speaking communities.

- Examine the structure of the family/carer unit and stereotypical roles in society in students' own and Italian-speaking communities in the 21st century.

- Comment on how young people engage with their extended families.

### Topic 2: Peers

- Describe how students and their Italian-speaking peers socialise and connect with each other.

- Compare the opportunities and challenges for young people in making and maintaining friendships.

- Discuss relationships in a range of texts and explore personal opinions about the ideas and experiences within the texts.

### Topic 3: Education

- Compare school lives in Italian-speaking communities and Australia.

- Evaluate the benefits and challenges of school life and study.

# Unit 2: Esplorando il mondo — Exploring our world

In Unit 2, students move beyond their personal world to how they engage with the wider world. They do this by exploring options for personal travel and exploration in Italian-speaking communities and Australia, and by considering the associated cultural conventions. Students consider the ways that Italian culture has contributed to the world, and reflect upon their experiences, compare options and express preferences, while appreciating diverse cultural values.

## Unit objectives

1. Comprehend Italian to understand information, ideas, opinions and experiences related to travel and exploration, social customs and Italian influences around the world.

2. Identify tone, purpose, context and audience to infer meaning related to travel and exploration, social customs and Italian influences around the world.

3. Analyse and evaluate information and ideas to draw conclusions related to travel and exploration, social customs and Italian influences around the world.

4. Apply knowledge of language elements of Italian to construct meaning related to travel and exploration, social customs and Italian influences around the world.

5. Structure, sequence and synthesise information to justify opinions and perspectives related to travel and exploration, social customs and Italian influences around the world.

6. Communicate using contextually appropriate Italian related to travel and exploration, social customs and Italian influences around the world.

## Subject matter

### Topic 1: Travel and exploration

- Discuss ideas and information related to travel options and experiences in Italian-speaking communities, e.g. booking accommodation, seeking advice about tourist activities.

- Evaluate tourist destinations by reflecting on travel experiences and the benefits of travel.

- Investigate the significant features of a famous destination in an Italian-speaking community.

### Topic 2: Social customs

- Examine social customs and cultural conventions in Italian-speaking communities and/or in Italian texts about travel.

- Consider food and festivals and how they develop a sense of belonging.

- Analyse and discuss rites of passage in a variety of Italian-speaking communities around the world and how they reveal cultural values.

### Topic 3: Italian influences around the world

- Identify how Italian culture is maintained in the modern world.

- Analyse how aspects of Italian culture have influenced the world.

# Unit 3: La nostra società; cultura e identità — Our society; culture and identity

In Unit 3, students investigate their place in society. They consider groups in the community and how identity is linked or challenged by membership of these groups. Students also explore the role of the arts as a contributor to the formation of culture and identity, and how sporting and leisure activities both reflect and shape our lifestyle.

## Unit objectives

1. Comprehend Italian to understand information, ideas, opinions and experiences related to lifestyles and leisure, the arts, entertainment and sports, and groups in society.

2. Identify tone, purpose, context and audience to infer meaning related to lifestyles and leisure, the arts, entertainment and sports, and groups in society.

3. Analyse and evaluate information and ideas to draw conclusions related to lifestyles and leisure, the arts, entertainment and sports, and groups in society.

4. Apply knowledge of language elements of Italian to construct meaning related to lifestyles and leisure, the arts, entertainment and sports, and groups in society.

5. Structure, sequence and synthesise information to justify opinions and perspectives related to lifestyles and leisure, the arts, entertainment and sports, and groups in society.

6. Communicate using contextually appropriate Italian related to lifestyles and leisure, the arts, entertainment and sports, and groups in society.

## Subject matter

### Topic 1: Lifestyles and leisure

- Discuss ways language and culture shape lifestyles and leisure in Italian-speaking communities.

- Explore how science and technology affect lifestyles and leisure, in Australian and Italian-speaking communities.

### Topic 2: The arts, entertainment and sports

- Investigate a significant/prominent Italian speaker and their contribution to the arts and/or entertainment, or to sports.

- Discuss youth culture (e.g. comedies, TV series, music in Italian-speaking communities) and how it entertains and influences people, and what this reveals about culture.

### Topic 3: Groups in society

- Evaluate how young people establish their group identity through socialising and connecting with their peers.

- Identify how young people in their own and Italian-speaking communities relate to, and express opinions about, other groups.

- Explore Italian culture/society/places and their/its influence on groups.

# Unit 4: Il mio presente; il mio futuro — My present; my future

In Unit 4, students focus on what it means to be a citizen of a community, and how that is shaped by the experiences of the present. This includes an exploration of contemporary influences, and how these may affect students in their post-school futures. Students consider possible plans for their futures and how their plans and aspirations compare with those of young Italian speakers. Students are offered opportunities to use complex Italian and to explore their perspectives on issues relevant to their futures and to the futures of their peers, and to consider the role of Italian in their future lives.

## Unit objectives

1. Comprehend Italian to understand information, ideas, opinions and experiences related to the present and future choices.

2. Identify tone, purpose, context and audience to infer meaning related to the present and future choices.

3. Analyse and evaluate information and ideas to draw conclusions related to the present and future choices.

4. Apply knowledge of language elements of Italian to construct meaning related to the present and future choices.

5. Structure, sequence and synthesise information to justify opinions and perspectives related to the present and future choices.

6. Communicate using contextually appropriate Italian related to the present and future choices.

## Subject matter

### Topic 1: The present

- Explore and reflect on the end of school lives, including the significance of graduation ceremonies and end-of-school celebrations in Australian and Italian-speaking communities.

- Analyse and evaluate the role of young people in shaping the future, e.g. through technology, sustainability and/or innovation.

- Research and discuss social and global events that interest young people.

- Discuss the challenges and benefits of volunteering for young adults and communities.

### Topic 2: Future choices

- Compare and contrast employment prospects and the benefits and opportunities of speaking a second language.

- Investigate post-school options in students' own and Italian-speaking communities, and discuss their personal considerations of independence.

- Consider the role of Italian in students' futures, including the opportunity for future study, travel and careers.

- Explore what it means to be a global citizen in a changing world, including students discussing the kind of person they aspire to be, and how they will stay connected to their friends.

# Assessment

## Internal assessment 1: Examination — short response (20%)

### Assessment objectives

1. Comprehend Italian to understand information, ideas, opinions and experiences related to lifestyles and leisure.

2. Identify tone, purpose, context and audience to infer meaning in both English and Italian related to lifestyles and leisure.

3. Analyse and evaluate information and ideas to draw conclusions related to lifestyles and leisure.

4. Apply knowledge of language elements of Italian to construct meaning related to lifestyles and leisure.

5. Structure, sequence and synthesise information to justify opinions and perspectives related to lifestyles and leisure.

6. Communicate using contextually appropriate Italian related to lifestyles and leisure.

### Specifications

The teacher provides an examination that:

- relates to Unit 3 Topic 1 subject matter

- enables students to respond to the range of cognitions required

- consists of five short response questions posed in English

- does not specify or lead the student through a series of steps, dictating a solution or the information to be used.

#### Question specifications

The examination must be aligned to the specifications provided in the table below.

| Focus of question | In these questions, students: |
|---|---|
| Analysing Italian texts in English<br>• three short written responses (in English)<br>• covering 2 elements of PACT, and analysis and evaluation | • respond in full sentences in English<br>• identify two of purpose/audience/context/tone in Italian stimulus text/s<br>• analyse and evaluate Italian stimulus text/s |
| Analysing Italian texts in Italian<br>• two short written responses (in Italian)<br>• covering the additional 2 elements of PACT and the productive use of language | • respond in full sentences in Italian<br>• identify two of purpose/audience/context/tone in Italian stimulus text/s that were not used in Questions 1 and 2<br>• analyse and evaluate Italian stimulus text/s |

**Stimulus specifications**

The teacher provides three unseen stimulus texts that:

- have not been copied from information or texts that students have directly used in class

- are authentic and related to Unit 3 Topic 1 subject matter

- have a combined length of up to 1000 words in Italian

- include at least one written and at least one audio or audiovisual.

## Conditions

- This is an individual supervised task.

- Time allowed
  - Perusal time: 5 minutes
  - Working time: 90 minutes

- Audio or audiovisual stimulus texts must
  - contain no subtitles or captions in Italian and/or English translation
  - be recorded slower than background speaker pace with appropriate pausing
  - be played up to three times under examination conditions.

- Student responses must be handwritten.

- Students must not use dictionaries in this examination.

## Mark allocation

| Criterion | Assessment objectives | Marks |
|---|---|---|
| Analysing Italian texts in English — Question 1 | 1, 2, 3 | 3 |
| Analysing Italian texts in English — Question 2 | 1, 2, 3 | 3 |
| Analysing Italian texts in English — Question 3 | 1, 2, 3 | 4 |
| Analysing Italian texts in Italian — Question 4 | 1, 2, 3, 4, 5, 6 | 5 |
| Analysing Italian texts in Italian — Question 5 | 1, 2, 3, 4, 5, 6 | 5 |
| | **Total marks:** | 20 |

## Instrument-specific marking guide (IA1)

| Analysing Italian texts in English — Question 1 | Marks |
|---|---|
| The student response has the following characteristics: | |
| • draws a valid and well-substantiated conclusion about one of purpose/audience/context/tone from the stimulus<br>• justifies with two pieces of supporting evidence from the stimulus | 3 |
| • draws a valid conclusion about one of purpose/audience/context/tone from the stimulus<br>• justifies with one piece of supporting evidence from the stimulus | 2 |
| • identification of relevant evidence from the stimulus. | 1 |
| The student response does not match any of the descriptors above. | 0 |

| Analysing Italian texts in English — Question 2 | Marks |
|---|---|
| The student response has the following characteristics: | |
| • draws a valid and well-substantiated conclusion about one of purpose/audience/context/tone from the stimulus<br>• justifies with two pieces of supporting evidence from the stimulus | 3 |
| • draws a valid conclusion about one of purpose/audience/context/tone from the stimulus<br>• justifies with one piece of supporting evidence from the stimulus | 2 |
| • identification of relevant evidence from the stimulus. | 1 |
| The student response does not match any of the descriptors above. | 0 |

| Analysing Italian texts in English — Question 3 | Marks |
|---|---|
| The student response has the following characteristics: | |
| • draws a valid and well-substantiated conclusion about lifestyles and leisure from the stimulus text/s<br>• justifies with three pieces of supporting evidence from the stimulus text/s | 4 |
| • draws a valid conclusion about lifestyles and leisure from the stimulus text/s<br>• justifies with two pieces of supporting evidence from the stimulus text/s | 3 |
| • draws a valid conclusion about lifestyles and leisure from the stimulus text/s<br>• justifies with one piece of supporting evidence from the stimulus text/s | 2 |
| • identification of relevant evidence from the stimulus. | 1 |
| The student response does not match any of the descriptors above. | 0 |

| Analysing Italian texts in Italian — Question 4 | Marks |
|---|---|
| The student response has the following characteristics: | |
| • draws a valid and well-substantiated conclusion about one of purpose/audience/context/tone from the stimulus<br>• justifies with two pieces of supporting evidence from the stimulus<br>• conveys meaning in Italian with minor errors | 4–5 |
| • draws a valid conclusion about one of purpose/audience/context/tone from the stimulus<br>• justifies with one piece of supporting evidence from the stimulus<br>• conveys meaning in Italian with some errors | 2–3 |
| • identification of relevant evidence from the stimulus in Italian. | 1 |
| The student response does not match any of the descriptors above. | 0 |

| Analysing Italian texts in Italian — Question 5 | Marks |
|---|---|
| The student response has the following characteristics: | |
| • draws a valid and well-substantiated conclusion about one of purpose/audience/context/tone from the stimulus<br>• justifies with two pieces of supporting evidence from the stimulus<br>• conveys meaning in Italian with minor errors | 4–5 |
| • draws a valid conclusion about one of purpose/audience/context/tone from the stimulus<br>• justifies with one piece of supporting evidence from the stimulus<br>• conveys meaning in Italian with some errors | 2–3 |
| • identification of relevant evidence from the stimulus in Italian. | 1 |
| The student response does not match any of the descriptors above. | 0 |

# Internal assessment 2: Examination — extended response (25%)

## Assessment objectives

1. Comprehend Italian to understand information, ideas, opinions and experiences related to the arts, entertainment and sports, and/or groups in society.

4. Apply knowledge of language elements of Italian to construct meaning related to the arts, entertainment and sports, and/or groups in society.

5. Structure, sequence and synthesise information to justify opinions and perspectives related to the arts, entertainment and sports, and/or groups in society.

6. Communicate using contextually appropriate Italian in a written text and a conversation related to the arts, entertainment and sports, and/or groups in society.

## Specifications

The teacher provides an examination that:

- relates to Unit 3 Topic 2 and/or Topic 3 subject matter

- enables students to respond to the range of cognitions required

- is open-ended and enables students to respond in a meaningful way

- does not specify or lead the student through a series of steps, dictating a solution or the information to be used.

### Question specifications

The examination must be aligned to the specifications provided in the table below.

| Focus of question | In the question, students: |
|---|---|
| One written extended response with three different focuses related to the subject matter (organised in bullet points, in Italian) | draw on personal perspectives, e.g. explaining behaviour, reflecting on actions and/or proposing future courses of action<br>• respond in full sentences |
| One spoken extended response (in Italian) | • respond to a stimulus text<br>• participate in a one-to-one, student-centred conversation about the stimulus text<br>• respond to unseen open-ended questions posed during the conversation |

**Stimulus specifications**

The teacher provides:

- for the written extended response, a question/task that reflects a text type (e.g. blog, email, letter, text message, speech transcript) and requires students to discuss three different focuses related to the subject matter (organised in bullet points) posed in Italian

- for the spoken extended response, one unseen stimulus text, which provides different or varied subject matter from the bullet points of the written extended response. This stimulus is used as a springboard for the conversation — chosen from one of the following

  - visual text up to 60 words in Italian

  - short written text up to 80 words in Italian

- unseen questions during the Italian conversation to provide students with opportunities to sustain communication, exchange meaning and provide a spontaneous personal response to the stimulus.

## Conditions

- This is an individual supervised task.

- Students must not use dictionaries in this examination.

- The written extended response must be handwritten.

- The spoken conversation component of this task may be assessed at a separate time.

**Extended response**

- Time allowed

  - Planning time: 10 minutes

  - Working time: 80 minutes

**Conversation**

- Time allowed

  - Planning time: 10 minutes

  - Working time: 7 minutes

- Students may

  - only use the unseen stimulus text

  - make notes as prompts during planning time

  - use notes from planning time during the conversation.

## Mark allocation

| Criterion | Assessment objectives | Marks |
|---|---|---|
| Creating an extended response in Italian — Responding and creating | 1, 4, 5, 6 | 3 |
| Creating an extended response in Italian — Responding (language elements) in Italian | 1, 4, 5, 6 | 6 |
| Creating an extended response in Italian — Responding (communication) | 1, 4, 5, 6 | 6 |
| Exchanging information and ideas in Italian — Language elements | 1, 4, 5, 6 | 5 |
| Exchanging information and ideas in Italian — Communication | 1, 4, 5, 6 | 5 |
| **Total marks:** | | 25 |

## Instrument-specific marking guide (IA2)

| 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: | |
| • constructs meaning by applying comprehensive and complex knowledge of language elements with minor errors in the use of<br>  – wide range of vocabulary<br>  – wide range of grammar<br>  – punctuation<br>  – consistent register<br>  – spelling | 6 |
| • constructs meaning by applying comprehensive knowledge of language elements with minor errors in the use of<br>  – wide range of vocabulary<br>  – wide range of grammar<br>  – punctuation<br>  – register<br>  – spelling | 5 |
| • constructs meaning by applying knowledge of language elements with minor errors in the use of<br>  – range of vocabulary<br>  – range of grammar<br>  – punctuation<br>  – register<br>  – spelling | 4 |
| • constructs meaning by applying some knowledge of language elements with some errors in use of<br>  – vocabulary<br>  – grammar<br>  – punctuation<br>  – register<br>  – spelling | 3 |
| • 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 |

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| 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<br>  – wide range of vocabulary<br>  – wide range of grammar<br>  – pronunciation<br>  – consistent register<br>  – intonation | 5 |
| • constructs meaning in response to stimulus by applying knowledge of language elements in a conversation with minor errors in the use of<br>  – range of vocabulary<br>  – range of grammar<br>  – pronunciation<br>  – register<br>  – intonation | 4 |
| • constructs meaning in response to stimulus by applying some knowledge of language elements with some errors in a conversation in the use of<br>  – vocabulary<br>  – grammar<br>  – pronunciation<br>  – register<br>  – intonation | 3 |
| • uses some Italian language in a conversation, including repetitive use of<br>  – vocabulary<br>  – grammar | 2 |
| • fragmented use of Italian in a conversation. | 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 unprepared conversation with proficiency and spontaneity | 5 |
| • demonstrates effective selection and sequencing of ideas in an unprepared conversation with proficiency and spontaneity | 4 |
| • demonstrates selection and sequencing of ideas in an unprepared conversation with some proficiency | 3 |
| • demonstrates fragmented selection and sequencing of ideas, or delivers a rehearsed set of responses | 2 |
| • disjointed use of Italian. | 1 |
| The student response does not match any of the descriptors above. | 0 |

# Internal assessment 3: Multimodal presentation and interview (30%)

## Assessment objectives

1. Comprehend Italian to understand information, ideas, opinions and experiences related to the present and/or future choices.

4. Apply knowledge of language elements of Italian to construct meaning related to the present and/or future choices.

5. Structure, sequence and synthesise information to justify opinions and perspectives related to the present and/or future choices.

6. Communicate using contextually appropriate Italian in a multimodal response and an interview related to the present and/or future choices.

## Specifications

This task requires students to:

-

- synthesise the ideas in three teacher-provided Italian stimulus texts related to the Unit 4 Topic 1 and/or Topic 2 subject matter

- identify different perspectives, including their own perspectives, on the ideas and information offered in the three stimulus texts

- structure, sequence and synthesise their individual multimodal response in Italian

- respond, in spoken Italian, to unseen, open-ended, reflective questions and exchange meaning in an interview related to their response and Unit 4 subject matter.

**Stimulus specifications**

The teacher provides three stimulus texts that:

- cover a range of text types

- are authentic and related to Unit 4 subject matter.

One stimulus text must:

- be studied in class from the beginning of the 5 weeks

- enable students to select elements of the text that support their perspective/s

- be chosen from: an Italian film, documentary, television series episode, extended interview, newspaper/magazine article, journal, short story, novella, website, podcast or music video. This stimulus is not included in the combined word length specification.

The other two stimulus texts must:

- be unseen materials that students have not been exposed to directly in class

- be different in text type from the in-class seen stimulus

- have a combined length of up to 1000 words in Italian

- include one that is written

- include one that is audio or audiovisual or a series of visual texts. A series of visual texts is three or more visual images with up to 60 words in Italian in each image

- be given to students with the assessment task sheet.

## Conditions

- Students receive 5 weeks notification of task, including distribution of the stimulus.

- Students can develop their responses in class time and their own time.

- This is an individual task.

- The spoken interview component may be assessed at a separate time to the multimodal presentation.

- Students may not use dictionaries in the interview component of this task.

## Response requirements

### Presentation

- Multimodal (at least two modes, one written and one spoken, delivered at the same time): up to 7 minutes

- All written text must be in Italian.

- The response may be supported with additional resources.

- The presentation may be delivered live or be pre-recorded.

### Interview

Spoken: up to 7 minutes (unprepared, in Italian)

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## Mark allocation

| Criterion | Assessment objectives | Marks |
|---|---|---|
| Creating a multimodal presentation in Italian — Multimodal presentation | 1, 4, 5, 6 | 3 |
| Creating a multimodal presentation in Italian — Responding (language elements) | 1, 4, 5, 6 | 6 |
| Creating a multimodal presentation in Italian — Responding (communication) | 1, 4, 5, 6 | 6 |
| Exchanging information and ideas in Italian — Creating and responding | 1, 4, 5, 6 | 5 |
| Exchanging information and ideas in Italian — Language elements | 1, 4, 5, 6 | 5 |
| Exchanging information and ideas in Italian — Communication | 1, 4, 5, 6 | 5 |
| **Total marks:** | | 30 |

# Instrument-specific marking guide (IA3)

| 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<br>  – wide range of vocabulary<br>  – wide range of grammar<br>  – pronunciation<br>  – consistent register<br>  – intonation | 6 |
| • constructs meaning by applying comprehensive knowledge of language elements in a multimodal presentation with minor errors in the use of<br>  – wide range of vocabulary<br>  – wide range of grammar<br>  – pronunciation<br>  – register<br>  – intonation | 5 |
| • constructs meaning by applying knowledge of language elements in a multimodal presentation with minor errors in the use of<br>  – range of vocabulary<br>  – range of grammar<br>  – pronunciation<br>  – register<br>  – intonation | 4 |
| • constructs meaning by applying some knowledge of language elements with some errors in a multimodal presentation in the use of<br>  – vocabulary<br>  – grammar<br>  – pronunciation<br>  – register<br>  – intonation | 3 |
| • repetitive use of Italian language elements and vocabulary 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 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 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 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 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 an interview by applying comprehensive knowledge of language elements with minor errors in the use of<br>  – wide range of vocabulary<br>  – wide range of grammar<br>  – pronunciation<br>  – consistent register<br>  – intonation | 5 |
| • constructs meaning in an interview by applying knowledge of language elements with minor errors in the use of<br>  – range of vocabulary<br>  – range of grammar<br>  – pronunciation<br>  – register<br>  – intonation | 4 |
| • constructs meaning in an interview by applying some knowledge of language elements with some errors in the use of<br>  – vocabulary<br>  – grammar<br>  – pronunciation<br>  – register<br>  – intonation | 3 |
| • uses some Italian language in an interview, including repetitive use of<br>  – vocabulary<br>  – 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 match any of the descriptors above. | 0 |

# External assessment: Examination — combination response (25%)

External assessment is developed and marked by the QCAA. The external assessment in Italian is common to all schools and administered under the same conditions, at the same time, on the same day.

## Assessment objectives

1. Comprehend Italian to understand information, ideas, opinions and experiences related to the present and future choices.

2. Identify tone, purpose, context and audience to infer meaning related to the present and future choices.

3. Analyse and evaluate information and ideas to draw conclusions related to the present and future choices.

4. Apply knowledge of language elements of Italian to construct appropriate meaning related to the present and future choices.

5. Structure, sequence and synthesise information to justify opinions and perspectives related to the present and future choices.

6. Communicate using contextually appropriate Italian in both short and extended responses related to the present and future choices.

## Specifications

This examination:

- consists of a number of different types of questions relating to Unit 4

- may ask students to respond using

    – sentences or paragraphs in English (up to 100 words per question)

    – sentences or paragraphs in Italian (up to 100 words per question)

    – extended responses in Italian (up to 400 words per question)

- may ask students to

    – interpret graphs, tables or diagrams

    – respond to unseen stimulus materials

    – interpret ideas and information in Italian texts

    – analyse, synthesise and evaluate questions, scenarios and/or problems in response to Italian text/s.

### Stimulus specifications

The QCAA provides three to six Italian stimulus texts that:

- are authentic and related to Unit 4 subject matter

- have a combined length of up to 1000 words in Italian

- include at least one written text and one audio or audiovisual text.

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## Conditions

- Mode: written
- Time allowed
  - Perusal time: 5 minutes
  - Working time: 120 minutes
- Students must not bring notes, dictionaries or reference materials into this examination.

# Glossary

The syllabus glossary is available at www.qcaa.qld.edu.au/downloads/senior-qce/common/snr_glossary_cognitive_verbs.pdf.

# References

Marzano, RJ & Kendall, JS 2008, *Designing and Assessing Educational Objectives: Applying the new taxonomy*, Corwin Press, Thousand Oaks, California.

——2007, *The New Taxonomy of Educational Objective*s, 2nd edn, Corwin Press, Thousand Oaks, California.

# Version history

| Version | Date of change | Information |
|---|---|---|
| 1.0 | January 2024 | Released for familiarisation and planning (with implementation starting in 2025) |
| 1.1 | July 2024 | Released for implementation with minor updates |
| 1.2 | October 2024 | ISBN removed |