2022 Italian Continuers Subject Assessment Advice

Overview

Subject assessment advice, based on the 2022 assessment cycle, gives an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

Teachers should refer to the subject outline for specifications on content and learning requirements, and to the subject operational information for operational matters and key dates.

Across the Assessment Types for this subject, students can present their responses in oral or multimodal form, where 6 minutes is the equivalent of 1000 words. Students should not speed-up the recording of their videos excessively in an attempt to condense more content into the maximum time limit.

From 2023, if a video is flagged by markers/moderators as impacted by speed, schools will be requested to provide a transcript and markers/moderators will be advised to mark/moderate based on the evidence in the transcript, only considering evidence up to the maximum word limit (e.g. up to 2000 words for AT3).

If the speed of the recording makes the speech incomprehensible, it affects the accuracy of transcriptions and it also impacts the ability of markers/moderators to find evidence of student achievement against the performance standards.

School Assessment

Teachers can improve the moderation process and the online process by:

* thoroughly checking that all grades entered in schools online are correct.
* ensuring the uploaded tasks are legible, all facing up (and all the same way), and remove blank pages, student notes and formula pages.
* ensuring the uploaded responses have pages the same size and in colour so teacher marking and comments are clear.

Assessment Type 1: Folio

The folio includes:

* Interaction
* Text Production
* Text Analysis.

Interaction

The more successful responses commonly:

* demonstrated accurate interactions within the time requirement
* included elaboration and examples
* were able to provide detailed responses which contained information that was both relevant to the topic and provided depth and elaboration
* handled shifts in topics well and were invested in the conversation with their teacher
* displayed a good level of fluency and a strong level of awareness of their overall pronunciation and intonation
* provided opportunities for interaction tasks that allowed for the student to take on a different persona or different role (e.g. an interview with the teacher about migration and interviews taking on a different persona (chef))
* displayed the ability to self-correct when they realised that an error had been made.

The less successful responses commonly:

* included frequent, and often simple grammatical errors in the interactions (e.g. Gioco il cricket e pallavolo)
* included a lack of agreements (e.g. Mi piace tutte le mie materie. Sono interessato a tutti le materie. La mia film preferita e'....)
* included tenses errors (e.g. le materie che ho studio)
* used verbs that were not conjugated (e.g. Andrea giocare tutti i sport)
* had difficulty with pronunciation and mispronounced words (e.g. sassofono, eroe).

Text production

The more successful responses commonly:

* were relevant and interesting and discussed issues affecting young people which allowed the students to effectively express themselves in their chosen genre
* used tenses and the conditional accurately and effectively
* allowed opportunities for the use of the subjunctive (e.g. Penso che sia importante …)
* made good use of expressions (e.g. Non vedo l'ora di … Mi manca … Voglio andare …)
* were able to create texts which suited their context, audience and purpose, and therefore incorporated the right conventions of their chosen text types
* adhered to the text type conventions and demonstrated excellent language choices for the selected text type. For example, the correct use of the subjunctive when expressing an opinion or feeling.
* demonstrated excellent ideas and planning and were engaging and maintained the readers interest (e.g. included letters written by prisoners of war or characters from film studies or speeches about the importance of friendship (what makes a good friend).

The less successful responses commonly:

* did not always make the use of word limits, which resulted in little or no evidence of planning
* did not consistently use punctuation or make the required agreements (e.g. Tuo amica)
* confused prepositions and articulated prepositions (e.g. Sono dell’Australia, instead of dall’Australia)
* included the definite articles when listing, for example subjects
* used verbs in the infinitive form, rather than conjugating them.

Text analysis

The more successful responses commonly:

* made use of past exam questions, which can be beneficial, as this does allow students to consider worthwhile topics and to demonstrate their understanding of linguistic features and relevant cultural aspects
* demonstrated that students were able to analyse the language used in the text in detail and were able to support their responses with well-chosen examples from the text.

The less successful responses commonly:

* used literal translations (e.g. un lungo weekend)
* showed a lack of understanding of connectors to join parts of sentences
* showed a lack of understanding of verbs in sentences
* found it hard to make agreements as required
* did not provide enough information and omitted answers
* did not understand the texts deeply enough to be able to answer all of the questions.

General comments or observations

Some schools did not include the audio files required with their samples for moderation. All task sheets and texts (written and audio) must be submitted at moderation.

Assessment Type 2: In-depth Study

The more successful responses commonly:

* wrote their English reflections with clarity and conciseness. It was evident that they had undertaken considered study, analysis and reflection
* selected interesting topics., La Sagra di Formaggio a Bra, La mafia, slow food, La pressione sociale … and the stronger reflections used relevant adjectives and expressions to discuss their ideas, whether for the written or the oral component. An example of this is essere una buona forchetta — for a food topic.
* spoke with confidence in their interactions and mostly demonstrated correct pronunciation.

The less successful responses commonly:

* demonstrated some pronunciation issues (e.g. Modena, Scuderia, marchio, esprimere, durano, period, sostenibili, abiti, collabora, stereotipi, cattolici, settentrionali)
* agreements not made (e.g. la Ferrari hanno…/should be ha)
* included plurals that caused issued (e.g. le informazioni, gli italiani).

External Assessment

Assessment Type 3: Examination

The exam consists of two assessments, an oral examination, and a written examination.

Oral Examination

The oral examination of approximately 15 minutes comprises a general conversation and a discussion of the student’s in-depth study. In the conversation, students converse with the examiners about their personal world. Please note that students are not permitted to take notes or cue cards into the Oral Examination.

Section 1: Conversation

The more successful students:

* could discuss their subjects, family, likes, goals well with the minimum of errors
* were very well prepared, handling the questions being asked well and were able to share information about themselves confidently
* provided responses that were relevant and created interest based on learning about the students' lives
* included the required detail and expressed the appropriate detail and opinions.

The less successful students:

* had often simple pronunciation errors, for example vedere, pensavano
* often placed the emphasis on the wrong syllable
* sounded less authentic, with perhaps a heavy reliance on electronic translating, at least in parts
* expression were less sophisticated
* often responded with 'yes/no', without the explanation or expansion.

Section 2: Discussion

The more successful students:

* were able to carry out a conversation about their in-depth study topics (e.g. the Second World War and the Holocaust and its impact on Italy)
* were able to elaborate and provide examples
* were able to provide detailed responses which contained information that was both relevant to the topic and provided depth and elaboration.

The less successful responses students:

* demonstrated a lack of preparation for the task, as students need to be able to express their subjects correctly. For example, studio la techolgica digitale. Studio la bioggia, E' difficile scegliare ...
* answered with a one- or two-word answer and did not expand
* were difficult to hear clearly
* had difficulty in asking for help or clarification
* found it challenging to use the past tense and prepositions correctly. For example, Io andato Italia
* demonstrated a lack of agreements: Lui è molto simpatiche
* were unsure of basic vocabulary lavorlo (lavoro), olanda (ollandese), for the topics studied.

General observations

Overall, the choice of topics was strong, some examples being:

* The effects of technology on youth (I giovani e la tecnologia)
* Il Made in Italy.

The latter in particular, leant itself to students using interesting vocabulary and terms: marchio, etichetta, abbigliamento, prodotto innovative, macchinetta, design rivoluzionario, azienda.

Written Examination

Overall, the examination questions allowed most students to demonstrate success across the Written Examination. In preparation for the examination students should be encouraged to develop their ability to elaborate on their ideas, especially through reflection tasks. In addition, they should also be encouraged to focus on the accuracy of tenses, conjugations and agreements. Even stronger responses included some simple grammatical errors in these areas.

Section 1: Listening and Responding

There were 2 texts in Italian varying in length and nature. Students were generally able to identify the context, purpose and audience of each text. The more successful students were able to analyse aspects of the language in the texts.

Text 1

Question 1

(a) Students identified fully what Sara did on Sunday, she visited Amalfi/beach with a friend.

(b) Students were able to correctly identify Michele’s surprise that Sara would have travelled so far for a day outing and that she ate so much as she was planning to go swimming at the beach.

Text 2

Question 2

(a) Students were able to identify the purpose of the text, highlighting Dolce & Gabbana as a company that shows the beauty of Italian culture around the world.

(b) Students were able to explain the phrase ‘per ogni aspetto della vostra vita’ with reference to the text, highlighting that Dolce & Gabbana are more than just a fashion brand. They have also created products for the home and food items.

(c) Students were able to describe the attitude and tone of the speakers as positive, enthusiastic, and confident and used clear examples from the text, the writer used rhetorical questions, superlatives and many adjectives. The speaker’s tone was also very proud.

The more successful responses commonly:

* understood the intention of the questions
* provided clarity and depth in responses
* used appropriate examples from the text to support the response given.

The less successful responses commonly:

* had not been carefully read after being written
* showed limited depth of understanding of content
* demonstrated the use of examples from the text was limited or a random guess response was provided. Some students were unable to identify and explain some of the linguistic techniques, and incorrectly used the terms ‘Imperatives’ and ‘Modal Verbs’.

Section 2: Reading and Responding

Part A

Text 3

Question 3

(a) Students were able to explain the language used by the reviewer to maintain the readers interest and give detailed samples from the text.

* The use of rhetorical questions Chi e’ Roberto Baggio?
* The use of emotive language “La sua potente determinazione”
* The author’s use of the imperative and future tenses
* The author’s appeals to the reader’s empathy.

(b) Students correctly identified the change in the reviewer’s opinion over the course of the documentary and provided evidence from the text. At the beginning they think that the documentary is of little interest but then he is very surprised, and he adds that it is worth watching.

(c) Students correctly translated the expression as it’s the journey, not the destination that is important. Baggio was able to return to form after his injury with his determination.

The more successful responses commonly:

* understood the intention of the questions
* provided clarity and depth in their responses
* used appropriate examples from the text to support the response given.

The less successful responses commonly:

* had not been carefully read
* showed limited depth of understanding of content
* demonstrated the unable to identify and explain some of the linguistic techniques, and incorrectly using the terms.

Part B

The more successful responses commonly:

* understood the email and were able to respond to the questions
* referred with depth and breadth to Liliana’s situation with her parents’ disapproval of technology
* understood and provided evidence in their email of a time when technology was not an advantage and caused problems
* demonstrated empathy and made personal connections with Liliana’s situation.

The less successful responses commonly:

* misunderstood the questions or did not respond to Liliana’s email
* did not comment on the situation and did not answer all the questions in the stimulus text
* did not mention the positive embrace of technology or the negative situations technology can create
* were unable to make connections with their experiences and those of Liliana’s.

Section 3: Writing in Italian

Question 5

The most popular choice was Option 2 – Write a diary entry that includes the following sentence: “Quando ho letto le notizie stammattina sono rimasto/sono rimasta sorpreso/sorpresa di vedere …”

The least popular choice was Option 3 – ‘Usa la seguente foto come ispirazione e scrivi un articolo per una rivista italiana sulla ricchezza della cultura italiana.’

The more successful responses commonly:

* adhered to the specific requirements of the chosen text type
* included the prescribe phrase appropriately in the piece of writing (riflessione nel diario)
* met the word length requirement of the task
* wrote in a logical and structured manner with correct grammar, syntax and punctuation
* were relevant to all aspects of the topic demonstrating depth and breadth of content
* were engaging as they effectively expressed complex ideas and opinions.

The less successful responses commonly:

* did not adhere to the specific requirements of the chosen text type
* did not meet the word limit for the task
* showed only a partial or limited understanding of the context
* had limited content with only simple ideas and opinions expressed
* required decoding where incorrect grammar, syntax and punctuation was applied
* used incorrect selection of words from the dictionary which impeded meaning.