2023 Italian (continuers) Subject Assessment Advice

Overview

Subject assessment advice, based on the 2023 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.

School Assessment

Assessment Type 1: Folio

The folio includes:

* Interaction
* Text Production
* Text Analysis.

Interaction

The more successful responses:

* were able to clearly express their ideas
* were able to talk about themselves and their reasons for choosing Italian, their school subjects, and their hopes for the future
* understood the questions and were able to construct coherent, relevant sentences, imparting a good degree of detail. They used a wide range of pertinent vocab and expressions, demonstrating a solid grasp of tenses and agreements
* used generally good pronunciation and were able to elaborate and give examples
* could discuss topics, such as school subjects, family, likes, goals, etc. well - with the minimum of errors
* displayed a good level of fluency and their overall pronunciation and intonation were of a very high standard
* included interviews with the teacher about different topics and participants taking on a different persona
* were able to self-correct when they realised that error had been made
* had interactions that were more like conversations rather than interviews by the teacher
* displayed more confidence and reacted to teacher comments to show further comprehension
* demonstrated a sound command of language and an ability to maintain discussion.

The less successful responses:

* contained frequent and basic grammatical errors in the interactions: Gioco il cricket e pallavolo
* included lack of agreements: Mi piace tutte le mie materie. Sono interessato a tutti le materie. La mia film preferita e'
* confused tenses i.e. materie che ho studio
* did not conjugate verbs i.e.: Andrea giocare tutti i sport
* had poor pronunciation – mispronounced words: sassofono, eroe
* misunderstood the questions
* were unable to expand on answers beyond yes and no.

Text production

The more successful responses:

* were relevant and interesting set text productions, such as issues affecting young people
* provided opportunities for students to use the subjunctive - Penso che sia importante...
* had effective task design, allowing students to demonstrate evidence of learning at a high level. For example, diary entry was an effective task, as the candidates were able to use a range of good expressions, such as: Non vedo l'ora di... Mi manca... Voglio andare ...
* were relevant and focused on interesting issues affecting young people, allowing the students to effectively express themselves in the chosen genre
* used tenses and the conditional well
* were able to create texts which suited their context, audience, and purpose, and therefore, incorporated the right conventions of the text type produced
* included text types which were adhered to, and allowed for excellent language choices. For example, the correct use of the subjunctive when expressing an opinion or feeling
* were text production pieces which 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:

* were too short - there was little or no evidence of planning
* did not consistently use punctuation or make the required agreements: Tuo amica
* confused prepositions and articulated prepositions: Sono dell’Australia, instead of dall’Australia
* included the definite articles when listing things, 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 they allow candidates to consider worthwhile topics and to reveal their understanding of linguistic features and relevant cultural aspects
* were able to analyse the language used in the text with excellent detail and supported responses with well-chosen examples from the text.

The less successful responses commonly:

* used literal translations – 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 the questions.

General comments or observations

Some schools didn’t include the audio files used for Text Analysis tasks in the teacher’s materials upload. When submitting materials for moderation please include all source materials for Text Analysis tasks.

Assessment Type 2: In-depth Study

The more successful responses commonly:

* composed English reflections that demonstrated a strong ability to analyse information and reflect on learning with insight
* considered what they had learnt about Italian culture and their own beliefs and practices through the study of their chosen topic
* selected interesting topics, Umbria Jazz Festival, The Piaggio Group and sustainability through La Vespa
* included English reflections and written and oral Italian tasks that demonstrated careful research and planning through the use of creative and relevant vocabulary, such as the verb ‘vespare’ and #lamiavespanonsitocca (‘Don't touch my Vespa’) as a Twitter hashtag
* included oral presentations that were delivered with confidence and demonstrated a genuine interest in the topic
* provided an oral response which was creative and informative (podcast, video blog, and tour guide)
* provided information in their oral presentation that was different to their written response and made use of a range of text types which engaged the audience and complimented their language strengths, this included diary entries, magazine articles, and personal letters
* used a range of complex language and expression, with a high degree of accuracy
* were able to provide reasons for selecting their topic and explain what they learnt from researching their in-depth study
* were able to reflect on the information gained and express how it challenged their thinking.

The less successful responses commonly:

* included an oral response which contained information which was very similar to their written Italian response
* demonstrated limited use of expression and interest in their topic which impacted their ability to engage the audience
* included inaccurate oral expression with errors and/or frequent pauses which, at times, proved to be a distraction to the oral presentation
* provided simple reasons for selecting their topic and did not fully elaborate on what they learnt from researching their in-depth study topic
* mostly recounted the research process involved in undertaking the in-depth study in the English reflection and were not able to demonstrate personal reflection on the information gained and the ways on which it challenged their thinking
* lacked depth due to the use of simple language, expressions, and content.

General comments or observations

Topics for the in-depth study included: Chiara Ferragni, I Ferragnez, Ancient Rome, Artemisia Gentileschi, Carla Fracci, Dante Alighieri, Sanremo Song Festival, Lamborghini, instability in Italy and La cucina italiana.

For the oral response in Italian the time limit was generally adhered to; however, some teachers asked students questions at the end of their presentation like 'quale risorse e` stato molto utile per la tua ricerca?', which is not required as a part of the task.

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 10-15 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.

Section 1: Conversation

The more successful responses commonly:

* were prepared to share information about their personal world
* were able to elaborate on their responses, offering more information and providing greater detail and engaged well with the examiners
* demonstrated fluency and a solid grasp of pronunciation and grammar and were able to keep the flow of conversation going, with little effort. They were able to talk conversationally about a range of topics, including school, study, their part time job, sports, past-times, music, etc.
* could discuss their subjects, family, likes, and goals well with a minimum of errors
* were very well prepared for the questions asked and were able to share information confidently and effectively about themselves
* provided responses that were relevant and created interest based on learning about the students' lives.
* included expansion on answers and expressed the appropriate detail and opinions.

The less successful responses commonly:

* struggled with comprehension and relied on rehearsed answers
* misunderstood the questions and replied with incorrect rehearsed answers
* were not able to expand on their answers, and at times were only able to answer with yes and no
* often had short and unengaging responses which resulted in poor flow of conversation. This required the examiners to continue asking questions to keep the conversation moving
* used incorrect vocabulary. For example: gioco instead of partita to express a game / match
* confused basic constructions, for example Vorrei viaggiato / Vorrei studiato. Io studi and Mi piace cucinando and using various verb endings or Preferito instead of Preferisco
* were unable to use communication strategies when they did not understand. For example, not being able to ask for the question to be repeated
* mispronounced key words (chimica, educazione fisica, fachio), failed to make agreements, confused verbs (lavo con mia zia - instead of lavoro...) or omitted them (mio papa' italiano) and used incorrect definite (i ristorante) and indefinite articles (un sport, uno libro). Prepositions also caused issues - with either the incorrect ones being used or being omitted: Spero che studio.

Section 2: Discussion

The more successful responses commonly:

* had a good connection with, and a strong understanding of their topic (basketball, music, counterfeiting, etc.) as well as demonstrating evidence of preparation and planning for the discussion
* were able to elaborate and give examples to support their answers
* were able to provide detailed responses which contained information that was both relevant to the topic and provided depth and elaboration
* were able to state the exact website and / or the name of an online article.
* were able to pronounce utile correctly, rather than saying Yutile
* used relevant terms and, if required, could express the year that events occurred.

The less successful responses commonly:

* commonly were unable to speak to the dot points provided on the In-Depth Study outline form
* were unable to explain the nature of their completed tasks
* were unable to elaborate on their answers or provide a depth and breadth of information about their topic beyond basic information and/or general knowledge
* were unable to answer questions relating to useful sites or provide any explanation about the sites, most commonly just stating ‘used the internet’
* used Italianised English words - stylista (instead of stilista)
* would offer a one- or two-word answer
* were not able to be clearly heard
* struggled to ask for help or clarification or use communication strategies to continue the discussion.

General observations

Generally, candidates understood the questions and were able to construct coherent, relevant sentences, imparting a good degree of detail. They used a wide range of pertinent vocab and expressions, demonstrating a solid grasp of tenses and agreements. Candidates were able to express the subjects taken this year (even correctly omitting the definite article), as well as their year level. Some of the more successful students used both the conditional correctly (Mi piacerebbe andare in Europa) and the subjunctive and se clauses.

Written Examination

Overall, the exam questions allowed most students to succeed. Students should be encouraged to work on elaborating their ideas, especially through reflection tasks. Students should also be encouraged to focus on their conjugations and agreement along with tenses. Even more successful responses included some simple errors.

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)

* Candidates were able to identify the offer correctly.
* Candidates were able to identify the correct answer for this question. A small number of candidates incorrectly used one dollar instead of one euro.

Question 1(b)

Candidates were able to identify 3 reasons from the text, but sometimes omitted some information from each reason.

Question 1(c)

* Candidates were able to clearly identify the condition placed on the offer that the house had to be renovated within 3 years
* More difficult to identify was that you had to complete the renovation in a max time frame of 3 years
* Some students were sidetracked with who could live in the houses i.e. pensioners, but a number of students were able to correctly identify the answer.

Text 2

Question 2 (a)

* Candidates were able to identify two things about Gina Lollobrigida.

Question 2 (b)

* This question was more difficult, with candidates generally struggling to identify the main aspects of the close friendship between the two people
* Candidates, however, could identify many of the details in the text.

The more successful responses commonly:

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

The less successful responses commonly:

* showed limited depth of understanding of content
* included limited examples from the text or a random guess response was provided.

Section 2: Reading and Responding

Part A

Text 3

Question 3 (a)

* Candidates were able to translate the meaning of the title in English and explain what it meant it relation to the text
* Candidates could correctly explain the title, even if they paraphrased it rather than directly translating it.

Question 3 (b)

* Candidates were able to correctly identify 2 reasons that needed to be taken into consideration when visiting the museum
* The less successful candidates, although they were able to show their understanding of the text, only identified one reason, the opening and closing times.

Question 3 (c)

* Candidates misinterpreted this question. Rather than what encouraged the Ministry of Culture to take this initiative? Candidates read the question as by taking this initiative, what will the Ministry of Culture encourage? Therefore, many students spoke of the benefits that this initiative will bring.

Question 3 (d)

* Candidates handled this question well, analysing different language techniques used to convey the author’s ‘positive’ attitude
* The common techniques students identified were rhetorical question, supported by at least one appropriate example, emotive language, supported by an example, persuasive language, supported by an example
* Candidates also identified the title of the article as a language technique.

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:

* did not carefully read the text and questions
* showed limited depth of understanding of content
* demonstrated the use of examples from the text that was limited, or a random guess response was provided
* were not able to identify and explain some of the linguistic techniques, and incorrectly used the terms.

Part B

The more successful responses commonly:

* understood the contents of the blog and were able to provide a response that engaged with the opinions of both characters
* had some excellent ideas and were able to agree or disagree with the comments being made, and supported their arguments with relevant examples which were well explained and justified with appropriate and detailed examples
* were able to give reasons why recycled gifts or experiences were also good for the environment
* used expression which was very good and relevant to the text type
* were able to use the subjunctive mood to express their opinion, whilst others were able to incorporate the use of idioms to give their writing more authenticity
* demonstrated setting out of the work that was coherent and had ideas grouped together making it easy to follow
* showed understanding that the text type of a blog forum required less formal language.

The less successful responses commonly:

* were not able to articulate their response as well, even though candidates may have understood the content of the blog
* were challenged by the word limit and were not able to fully express their ideas
* used ideas which were overly simple and not explored in detail
* listed arguments given but did not fully explain or support with an appropriate example
* used simple expression which was often flawed by simple errors, and incorrect verb tenses.

Section 3: Writing in Italian

Question 5

General comments

* The most popular choices were the diary entry and the email to a friend, asking them to study with you in Siena. The least popular option was convincing the nursery school to introduce Italian as part of their language program
* Overall students provided relevant ideas, but the use of candidates’ language and expression appropriate to the text types varied across the cohort
* Students would benefit from remembering that in addition to their ideas and expression, the layout of the text type is important as is linking information logically and coherently.

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
* 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 expressed complex ideas and opinions effectively
* were able to use persuasive language to provide reasons effectively
* were able to use the imperative mood.

The less successful responses commonly:

* did not adhere to the chosen text type’s specific requirements
* did not meet the word length requirement of the task
* showed that they only had a partial or limited understanding of the context of the question
* had limited points covered with only simple ideas and opinions expressed
* had responses where incorrect grammar, syntax, and punctuation impeded meaning, making reading the response challenging
* used an incorrect selection of words from dictionary that impeded meaning
* kept their ideas simple and did not offer much elaboration, particularly in the speech response
* had ideas which tended to be listed and not explored in depth.