2019 Italian (Continuers) Subject Assessment Advice

Overview

Subject assessment advice, based on the previous year’s 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 more successful responses were similar to those listed in 2018 and commonly:

* demonstrated a wide range of skills (written, analytical and oral)
* provided detailed responses to text analysis tasks which addressed questions directly
* demonstrated a variety of complex vocabulary, sentences and ideas
* responded to well-designed tasks, which allowed students to articulate their understanding of texts, language features and show depth
* were able to interpret, analyse and reflect most effectively
* demonstrated comprehensive evidence of planning and effective use of complex linguistic structures
* created responses that were original, demonstrating depth and breadth in the treatment of the topic
* used the maximum time limit for the *Interaction*\* effectively.

The less successful responses were similar to those listed in 2018 and commonly:

* used simple ideas or opinions
* lacked detail and depth in the response
* needed greater clarity
* demonstrated a lack of preparation in the Interaction which featured pauses, silence, hesitations and mistakes
* lacked evidence from texts to support the interpretation.

\*Special note that the Interaction is to be a conversation rather than an oral presentation

Assessment Type 2: In-depth Study

The more successful responses were similar to those listed in 2018 and commonly:

* demonstrated a genuine engagement in the chosen topic
* used original topics that made use of a range of resources to showcase learning
* selected topics that allowed for depth of analysis and reflection
* were presented with tasks that allowed for personal writing
* showed confidence in oral presentations, being creative with choice of format
* used a vast array of resources to support their presentation
* demonstrated well-prepared discussions that enabled the sharing of findings, information, opinions and interpretations with others.

The less successful responses were similar to those listed in 2018 and commonly:

* treated the chosen topic as a project with a body of facts with description, rather than an analysis and reflection of the findings, information and opinions
* demonstrated limited cultural/language connection
* displayed frequent hesitation in the oral presentation
* selected topic/texts that provided a lack of opportunity to reflect on culture, values and/or beliefs
* provided a reflection in the context of a process, rather than as a reflection of their own learning.

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 were similar to the qualities listed in 2018 and commonly:

* were well prepared and confident in interacting in Italian demonstrating spontaneity of conversation
* demonstrated the ability to be fluent and to expand on their ideas, taking the conversation in interesting directions
* demonstrated clarity and coherent responses with a range of connectives used effectively to move smoothly between ideas.

Less successful responses were similar to the qualities listed in 2018 and commonly:

* demonstrated errors with agreements or conjugations, typically the use of *essere* and *avere* and *passato prossimo*
* needed to ask for clarification in order to maintain the flow of the conversation.

Section 2: Discussion

A wide and interesting range of topics for the In-depth Study were discussed. For example: “The problem of Lampedusa in Italy”, “Mafia Movements”, “La moda Italiana” and “The trendy transformation of *La Cucina Regionale vs La Cucina Italiana”*.

The more successful responses were similar to the qualities listed in 2018 and commonly:

* demonstrated excellent preparation and passion for the topic
* used appropriate technical vocabulary in their discussions, which added another layer of sophistication
* reflected and commented upon significant learning undertaken
* explained how their chosen topic affected their own lives and plans, showing that they were able to make a personal connection with their In-depth Study.

The less successful responses were similar to the qualities listed in 2018 and commonly:

* discussed topics that were not about Italy and the Italian culture
* needed to use connectives effectively to demonstrate cohesiveness of the discussion
* needed to access texts in Italian to support their In-depth Study which would help with the technical vocabulary.

Written Examination

Section 1: Listening and Responding

There were five texts in Italian, all of them varying in length and nature. For all texts, the questions and answers were in English.

Text 1

Text 1 was a radio announcement informing the audience about the 20-year anniversary of the introduction of the Euro.

The more successful responses commonly:

* identified the anniversary featured in the radio announcement as the 20th birthday of the Euro since its introduction in 1999.

The less successful responses commonly:

* misheard the word ‘Euro’ as the context of the radio announcement.

Text 2

Text 2 is a message left by Andrea on Alice’s phone answering service informing her of his plans to visit her in Milan in April and explains what he hopes they can do during the visit.

(a) The more successful responses commonly:

* recognised that Andrea and Alice are brother and sister, referring to the use of ‘sorellina’ (little sister) when addressing her in the message.

The less successful responses commonly:

* did not recognise the use of the word ‘sorellina’.

(b) The more successful responses commonly:

* identified two reasons why the upcoming exhibition of Leonardo da Vinci was special: celebrating 500 years since his death, and it is an extensive exhibition of his masterpieces.

Text 3

Text 3 is a phone call between a recruiter and potential candidate to discuss a job role that has been advertised.

(a) The more successful responses commonly:

* accurately identified most of the details of the phone conversation discussing a job application: applying for a sales/retail assistant; in a large department store; looking for part time hours; spoke four other languages; was skilled in mathematics and IT or computing; and should attend an interview on Thursday at 4pm.

The less successful responses commonly:

* identified partial elements of the phone conversation.

(b) The more successful responses commonly:

* recognised that the relationship between the two speakers was ‘formal’ due to the ‘the use of ‘Lei’ and his use of ‘ArrivederLa’ to indicate that the two speakers have probably not met before and were keeping their interaction respectful.

Text 4

Text 4 is an interview for an Italian cooking radio show in which today’s topic is ‘arancini and their origins’.

(a) The more successful responses commonly:

* provided three facts that described the origins of arancini: originated in Sicily by the Arabs who brought saffron; later, a crispy coating was added to make it convenient for travellers; today, they are popular as appetisers.

The less successful responses commonly:

* identified only one fact about the origins of arancini.

(b) The more successful responses commonly:

* detailed at least three ‘differences’ between Calabrian and Sicilian versions of arancini: the Calabrian version has no saffron; rolled into balls rather than cones; and, contains pecorino, egg and parsley compared with mozzarella, peas and tomato sauce in the Sicilian version.

The less successful responses commonly:

* translated the differences incorrectly or found it challenging to hear all of the details correctly.

Text 5

Text 5 is a conversation between two Australian students, one living in Australia and the other currently living in Turin, talking about the differences in learning to drive in both countries.

(a) The more successful responses commonly:

* identified three reasons why fewer Italian students drive cars in comparison to Australian students: Italians must be 18 to obtain a driver’s licence; they have to pass expensive theory and practical tests which are difficult; petrol is expensive so they prefer public transport or using scooters.

(b) The more successful responses commonly:

* translated the phrase ‘non ci credo’ as ‘I don’t believe it!’ in response to Massimo telling Giulia the news that he is coming to Turin to visit, before recognising that despite saying this, Giulia excitedly starts to plan the activities they can do together when he arrives.

The less successful responses commonly:

* provided just a translation of the text ‘non ci credo’ in response to Massimo’s news.

Section 2: Reading and Responding Part A

Text 6

(a) The more successful responses commonly:

* identified that Luca Gialli was writing to the minister as his farm was suffering due to climate change.

(b) The more successful responses commonly:

* identified the use of four persuasive techniques (use of questions, use of statistics, use of emotive language and making direct pleas), supporting these with examples from the text (translated into English to illustrate full understanding) and explained why it was used to persuade the minister.

The less successful responses commonly:

* identified examples from the text, but were unable to name the techniques
* provided just a translation of the text ‘non ci credo’ in response to Massimo’s news.

Text 7

(a) The more successful responses commonly:

* identified the reason why olive oil was commonly used in the Mediterranean diet: taste, convenience and health benefits.

The less successful responses commonly:

* identified the health benefits of the Mediterranean diet.

(b) The more successful responses commonly:

* provided three health benefits of consuming olive oil: contains natural antioxidants that slow down the ageing process of our cells; contains monosaturated fats which help to prevent heart disease; and prevent various forms of cancer.

(c) Answered that olive oil could be used in many different recipes but this did not directly match the advice given in the article: ‘olive oil should be used raw and everyday’.

(d) The more successful responses commonly:

* identified that Text 6 is a desperate and pleading letter, using highly emotive and negative language. It is formal using the ‘Lei’ form to ensure that it will be read (‘please help me, I beg you!’). As a subjective letter giving a personal account, the tone is very personal. In contrast, Text 7 is an objective, informative article using a much lighter and informal tone. It uses exclamation marks to increase excitement and the use of the inclusive ‘noi’ which shows it is good for everyone, before listing the specific advantages.

The less successful responses commonly:

* summarised the main ideas of the two texts.

Section 2: Reading and Responding Part B

Text 8

The more successful responses commonly:

* identified the correct text type, followed the original text and remembered to include an appropriate heading at the top of their response before commencing their review and providing a signing off name to conclude
* provided a response that was mostly relevant and closely connected to the text presented
* identified the following as being problematic issues raised by @caterina73 and used these to formulate their response/discussion:
* ceramics instructor’s inability to speak language
* bathroom/air-conditioning not working
* food
* weather.
* elaborated on and supported their experience by offering more detail, thus creating more interest to engage the audience. For example:
* some indicated that their holiday at Campeggio Alessandro was a unique experience, not something they do often
* others enjoyed the ceramic lessons despite the language barrier, stating that it was part of the experience
* not having a driver gave them the opportunity to explore the surrounding villages by foot and enjoy the beautiful scenery
* Campeggio Alessandro is not responsible for the weather and perhaps @caterina73 should have considered visiting during a different time of year.
* used a variety of language choices with good control and creativity. More able students used more complex language
* included expressions that were mostly accurate, and in some cases, the use of idiomatic expressions to describe their experience, which added to flair to their writing. Expressions included:
* *Salta agli occhi*
* *Prendere due piccioni can una fava*
* *Quattro a quattr`otto.*
* included a range of a cohesive devices to connect ideas and make smooth transitions between topics. These included:
* *Poi*
* *Dopo*
* *Nonostante*
* *Quindi*
* *Per lo più.*
* provided well-structured responses that suited the text type. Ideas were grouped well and transitioned smoothly into the next idea/point.

The less successful responses commonly:

* identified the incorrect text type, choosing to write a letter to @caterina73 addressing her concerns. Students are reminded to read the question carefully
* included a series of statements with less elaboration of ideas
* made simple errors when using the present perfect tense by using the incorrect auxiliary verb. In other cases, incorrect irregular past participles were used
* applied an incorrect meaning to a word that had two dictionary meanings. For example, some students mistook soggiorno as meaning ‘living room’ rather than ‘stay’*,* and therefore explained how their living room was equipped with a television and sofas. Students are encouraged to use their dictionary to check the spelling or the meaning of words that may carry a double meaning
* made simple spelling errors on commonly used words, including bellissimo (belisssimo/bellisimo)*.* Students should aim to leave themselves a few minutes to check for simple errors in their writing
* selected inappropriate adjectives to describe aspects of their experience. For example, in many cases food was described as being bellissimo rather than buonissimo
* struggled to adhere to the text type or provide a piece of writing that was complete or entirely relevant. On occasions, these students struggled to meet the prescribed word length requirement
* made common errors: (*e and e`*; *uscire and usare*; *divertire and diventare;* *dovere and avere; oggi and giorno; guardare and vedere; conoscere and sapere; a and una; volta and tempo; reflexive pronouns, sequence of time with present perfect and imperfect or imperfect and conditional; also, incorrect choice of vocabulary from the dictionary).*

Students should familiarise themselves with the requirements of the text type and how best to interpret the question. Students should make better use of appropriate auxiliary verbs, agreements, tense conjugations, possessive adjective, use of accents and selecting the correct vocabulary from the dictionary, *such as ‘breccia’ for a break ...)* in their responses.

Section 3: Writing in Italian

The most popular question selected was Question 9.

Question 9

The more successful responses commonly:

* incorporated the phrase ‘Oggi non mi sono svegliato/svegliata alla solita ora’, appropriately somewhere in their piece of writing
* presented a diary entry (recount) that was a reflective outline of the event(s) that unfolded as a result of not waking up at their usual time
* featured being late for school, receiving a school detention or arriving late for their Italian examination and not being allowed to sit the examination
* elaborated on ideas by offering additional detail and or opinions (descriptions of why they woke up late, events that subsequently unfolded and how they felt about it)
* provided responses that were mostly relevant to the topic and purpose, context and audience
* used a range of language features and linguistic structures to convey and/or enhance meaning (comunque, in oltre, di quando in quando, mentre, idioms …)
* organised their information and ideas effectively through the use of paragraphs.

The less successful responses commonly:

* diverted away from the text type structure of a diary entry style and primarily wrote in the present tense, thus not strictly adhering to the recount mode
* attempted to use their In-Depth Study work as part of the Diary Entry, which is not always appropriate or accurate
* used auxiliary verbs, agreements, tense conjugations and use of accents inappropriately
* avoided using paragraphs or correct punctuation in their response.

Question 10

The more successful responses commonly:

* offered sound advice on the topic of ‘La maturita`: consigli per un anno tranquillo e pieno di successi’
* presented a clear and structured article that coveyed fluent and cohesive thoughts throughout
* explored Purpose and Context through points of advice on; choice of subjects, using class time wisely, consultation with teachers, regularly doing homework, eating well, sleeping lots, doing physical activity and creating a school and personal life balance
* used cohesive devices effectively as well as appropriate sophisticated language structures such as Future Tense, Conditional and Subjunctive Moods
* produced an informative response with appropriate personal experience conveyed to validate the advice
* organised their information and ideas effectively through the use of clear paragraphs that matched the task requirements.

The less successful responses commonly:

* did not always adhere to the complete text type for an Article (e.g. no title)
* were not written in paragraphs or in a sequential manner
* did not always provide advice in relation to *‘*tranquil and successful’but rather focussed only on their choices/experience of year 12; more of a recount rather than an informative article
* relied on a recount of what they chose to study and why
* were inconsistent with the ‘tu and voi’ form, while others wrote their piece as a speech
* relied on less sophisticated ways to express their thoughts/information
* tended not to use paragraphs, conjunctions or appropriate punctuation.

Question 11

The more successful responses commonly:

* offered additional details to their ideas and or opinions (recycling bins at home, Clean Up Australia Day, Advertising to promote protecting the environment, participating in Climate Change Protest March etc …)
* provided depth of ideas, information or opinions through a genuine speech with clear focus on the importance of the environment, its issues and how their family and or Australia are protecting it
* added authenticity to their speech by introducing self, welcoming guests and then making strong connections with the task outline
* provided a range of linguistic structures and topic specific language to convey thoughts, (inquinamento, riciclare/riciclaggio/riusare, cambiamenti climatici, un central ecolica etc …)
* used cohesive devices effectively (comunque, dunque, quindi, in oltre …) and more complex tenses such as the conditional and subjunctives
* incorporated idiomatic expressions such as (su questo non ci piove, salta agli occhi …)
* conveyed appropriate emotions and sentiments related to protecting the environment. In addition, they were able to organise their information and ideas effectively through the use of connected paragraphs using the appropriate text type.

The less successful responses commonly:

* stated what they do to protect the environment and not elaborate on why it is important to their family or Australia
* wrote their speech without any persuasive endeavour or adhering to the correct text type connections for a speech
* made errors with word order/syntax, choosing words incorrectly from the dictionary or did not adequately meet the word length requirement
* used paragraphs or connectives to link their ideas specifically to the task requirement.