

Italian marking guide and response

External assessment 2024

Combination response (53 marks)

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. comprehend Italian to understand information, ideas, opinions and experiences related to finishing secondary school, future plans and responsibilities
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to finishing secondary school, future plans and responsibilities
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to finishing secondary school, future plans and responsibilities
4. apply knowledge of Italian language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to finishing secondary school, future plans and responsibilities
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to finishing school, future plans and responsibilities.

Note: Objective 6 is not assessed in this instrument.

Purpose

This document consists of a marking guide and a sample response.

The marking guide:

- provides a tool for calibrating external assessment markers to ensure reliability of results
- indicates the correlation, for each question, between mark allocation and qualities at each level of the mark range
- informs schools and students about how marks are matched to qualities in student responses.

The sample response:

- demonstrates the qualities of a high-level response
- has been annotated using the marking guide.

Mark allocation

Where a response does not meet any of the descriptors for a question or a criterion, a mark of '0' will be recorded.

Where no response to a question has been made, a mark of 'N' will be recorded.

Marking guide

Section 1: Short response in Italian

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
1	Caterina sta cercando di contattare George. Sappiamo che sta cercando di contattare George perché usa il suo nome all'inizio del messaggio.	<ul style="list-style-type: none"> identifies George [1 mark] provides a relevant example to justify the response [1 mark] 	<ul style="list-style-type: none"> conveys meaning relevant to the question with few errors 	4
			<ul style="list-style-type: none"> conveys meaning relevant to the question with some errors 	3
			<ul style="list-style-type: none"> conveys meaning relevant to the question using some words and isolated phrases 	2
			<ul style="list-style-type: none"> conveys fragmented meaning 	1
			<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0
2	Caterina sta chiamando George per informarlo delle procedure per essere in regola con le autorità italiane in materia di lavoro. Caterina gli dice, tra l'altro, che ci sono dei passi da seguire appena arriva in Italia, e comunque sia entro otto giorni al massimo dall'arrivo. Questi passi comprendono presentarsi in Questura e chiedere il permesso di soggiorno e poi richiedere il permesso di lavoro. Dice a George che sarebbe disposta ad assisterlo una volta che ha i suoi documenti in ordine. Dalla chiamata di Caterina è chiaro cosa deve fare George per lavorare per la ditta e in Italia. Se non fosse in regola, George non potrebbe neppure cercare lavoro né tantomeno lavorare.	<ul style="list-style-type: none"> draws a valid conclusion about the extent to which the purpose is clearly articulated [1 mark] provides a relevant example to justify the conclusion [1 mark] provides a second relevant example to justify the conclusion [1 mark] provides a third relevant example to justify the conclusion [1 mark] 	<ul style="list-style-type: none"> conveys meaning relevant to the question with few errors 	4
			<ul style="list-style-type: none"> conveys meaning relevant to the question with some errors 	3
			<ul style="list-style-type: none"> conveys meaning relevant to the question using some words and isolated phrases 	2
			<ul style="list-style-type: none"> conveys fragmented meaning 	1
			<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Section 2: Short response in English

Q	Sample response	The response:
3	The context of the stimulus is an email from a daughter to her parents. The girl, Mara, is on a working holiday visa in Australia, and she is writing to her family to tell them how it is all going. Mara begins her email by addressing her parents as Mum and Dad. She writes about her experiences during the last four months.	<ul style="list-style-type: none"> identifies a valid context [1 mark] provides a relevant example to justify the response [1 mark] provides a second relevant example to justify the response [1 mark]
4	At the beginning of her email, Mara is excited. She tells her parents that after four months, she finally has something to share. Mara then reflects on how she initially felt when she left on her working holiday. She was anxious about leaving her home. She questioned whether she was making the right decision by going to the other side of the world without knowing anyone or having a job or a place to sleep. Now, she has found her dream job and a house, and has made friends; she is hopeful about her future. She is even considering staying permanently in Australia.	<ul style="list-style-type: none"> identifies a valid initial tone [1 mark] provides a relevant example to justify the conclusion [1 mark] identifies a valid change in tone [1 mark] provides a relevant example to justify the conclusion [1 mark] identifies a second valid change in tone [1 mark] provides a relevant example to justify the conclusion [1 mark]
5	The author uses a persuasive tone throughout to entice young people to come and work with their company. The author draws in the audience at the very beginning by using a series of rhetorical questions, such as 'Do you like music?' and 'Do you want to be part of something extraordinary?' The author chooses to use the informal 'tu', which has the effect of creating a closer connection with the audience. Moreover, the use of appealing vocabulary, like 'extraordinary', 'unique' and 'exciting', makes the job with this company seem attractive to the audience.	<ul style="list-style-type: none"> identifies a valid tone [1 mark] draws a valid conclusion about how the author uses this tone [1 mark] provides a relevant example to justify the conclusion [1 mark] provides a second relevant example to justify the conclusion [1 mark] provides a third relevant example to justify the conclusion [1 mark]
6	The purpose of this stimulus is to find personnel to work at the music festival. The title is a clear reflection of the purpose of the advertisement. The expression 'and is looking for you!' clearly promotes the search for personnel. The advertisement then provides more details about the type of work they are offering ('different positions', a list of all the areas required, 'professionals and apprentices', with or without experience). The title '10 Città Della Musica Italiana' and the first part of the subtitle 'the new biggest Italian music festival is coming' explains clearly who the employer is and gives the context for these positions: a new music festival in Italy called '10 Città Della Musica Italiana' is soon to become the biggest.	<ul style="list-style-type: none"> identifies a valid purpose [1 mark] draws a valid conclusion about the extent to which the title and subtitle reflect the purpose [1 mark] provides a relevant example to justify the conclusion [1 mark] provides a second relevant example to justify the conclusion [1 mark]

Section 3: Extended response in Italian — Question 7

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M
<ul style="list-style-type: none"> addresses and elaborates on all of the following <ul style="list-style-type: none"> how they have found the year how they are feeling now they are nearly finished what they intend on doing once they finish their studies 	6	<ul style="list-style-type: none"> develops an astute response relevant to the task proficiently communicates through <ul style="list-style-type: none"> selection of ideas logical sequencing of ideas synthesis of ideas 	5	<ul style="list-style-type: none"> uses a wide range of vocabulary purposefully and with a high level of accuracy uses a wide range of grammar purposefully and with a high level of accuracy uses a wide range of tenses purposefully and with a high level of accuracy uses consistent register for context 	8	<ul style="list-style-type: none"> uses all of the following <ul style="list-style-type: none"> informal opening informal closing 	2
<ul style="list-style-type: none"> addresses all of the following <ul style="list-style-type: none"> how they have found the year how they are feeling now they are nearly finished what they intend on doing once they finish their studies elaborates on two of these 	5	<ul style="list-style-type: none"> develops an effective response relevant to the task communicates through <ul style="list-style-type: none"> selection of ideas sequencing of ideas synthesis of ideas 	4	<ul style="list-style-type: none"> uses a wide range of vocabulary purposefully with few errors uses a wide range of grammar purposefully with few errors uses a wide range of tenses purposefully with few errors uses consistent register for context 	7	<ul style="list-style-type: none"> uses at least one of the following <ul style="list-style-type: none"> informal opening informal closing 	1
<ul style="list-style-type: none"> addresses and elaborates on two of the following <ul style="list-style-type: none"> how they have found the year how they are feeling now they are nearly finished what they intend on doing once they finish their studies 	4	<ul style="list-style-type: none"> develops some parts of the response relevant to the task communicates through <ul style="list-style-type: none"> selection of ideas sequencing of ideas 	3	<ul style="list-style-type: none"> uses a wide range of vocabulary with some errors uses a wide range of grammar with some errors uses a wide range of tenses with some errors uses consistent register for context 	6	<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M
<ul style="list-style-type: none"> addresses two of the following <ul style="list-style-type: none"> how they have found the year how they are feeling now they are nearly finished what they intend on doing once they finish their studies elaborates on one of these 	3	<ul style="list-style-type: none"> demonstrates some relevance to the task through <ul style="list-style-type: none"> selection of ideas sequencing of ideas 	2	<ul style="list-style-type: none"> uses a range of vocabulary with some errors uses a range of grammar with some errors attempts to use a range of tenses mostly uses consistent register for context 	5		
<ul style="list-style-type: none"> addresses and elaborates on one of the following <ul style="list-style-type: none"> how they have found the year how they are feeling now they are nearly finished what they intend on doing once they finish their studies 	2	<ul style="list-style-type: none"> attempts to convey relevance to the task 	1	<ul style="list-style-type: none"> uses a range of vocabulary and grammar with errors 	4		
				<ul style="list-style-type: none"> uses simple sentences with frequent errors 	3		
<ul style="list-style-type: none"> uses words and/or phrases relevant to the task 	1	<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0	<ul style="list-style-type: none"> uses fragmented sentences with frequent errors 	2		
<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0			<ul style="list-style-type: none"> uses isolated words and phrases with accuracy 	1		
				<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0		



© State of Queensland (QCAA) 2024

Licence: <https://creativecommons.org/licenses/by/4.0> | Copyright notice: www.qcaa.qld.edu.au/copyright — lists the full terms and conditions, which specify certain exceptions to the licence. |

Attribution: © State of Queensland (QCAA) 2024