

# Italian subject report

2024 cohort

January 2025



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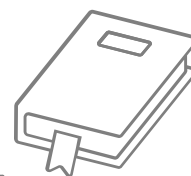
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# Introduction



The annual subject reports seek to identify strengths and opportunities for improvement of internal and external assessment processes for all Queensland schools. The 2024 subject report is the culmination of the partnership between schools and the QCAA. It addresses school-based assessment design and judgments, and student responses to external assessment for General and General (Extension) subjects. In acknowledging effective practices and areas for refinement, it offers schools timely and evidence-based guidance to further develop student learning and assessment experiences for 2025.

The report also includes information about:

- how schools have applied syllabus objectives in the design and marking of internal assessments
- how syllabus objectives have been applied in the marking of external assessments
- patterns of student achievement.

The report promotes continuous improvement by:

- identifying effective practices in the design and marking of valid, accessible and reliable assessments
- recommending where and how to enhance the design and marking of valid, accessible and reliable assessment instruments
- providing examples that demonstrate best practice.

Schools are encouraged to reflect on the effective practices identified for each assessment, consider the recommendations to strengthen assessment design and explore the authentic student work samples provided.

## Audience and use

This report should be read by school leaders, subject leaders, and teachers to:

- inform teaching and learning and assessment preparation
- assist in assessment design practice
- assist in making assessment decisions
- help prepare students for internal and external assessment.

The report is publicly available to promote transparency and accountability. Students, parents, community members and other education stakeholders can use it to learn about the assessment practices and outcomes for senior subjects.

## Subject highlights

**15**  
schools offered  
Italian



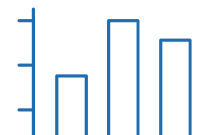
**92.31%**  
agreement with  
provisional marks  
for IA3



**100%**  
of students  
received a  
C or higher



# Subject data summary



## Subject completion

The following data includes students who completed the General subject.

**Note:** All data is correct as at January 2025. Where percentages are provided, these are rounded to two decimal places and, therefore, may not add up to 100%.

Number of schools that offered Italian: 15.

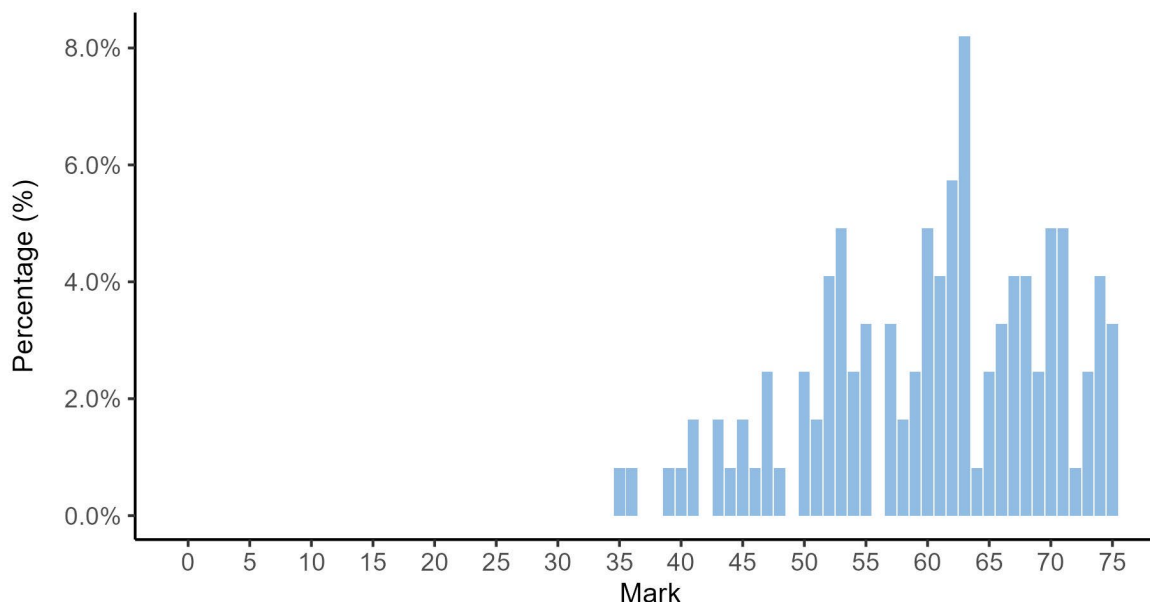
Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	143	134	121

## Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory
Unit 1	136	7
Unit 2	129	5

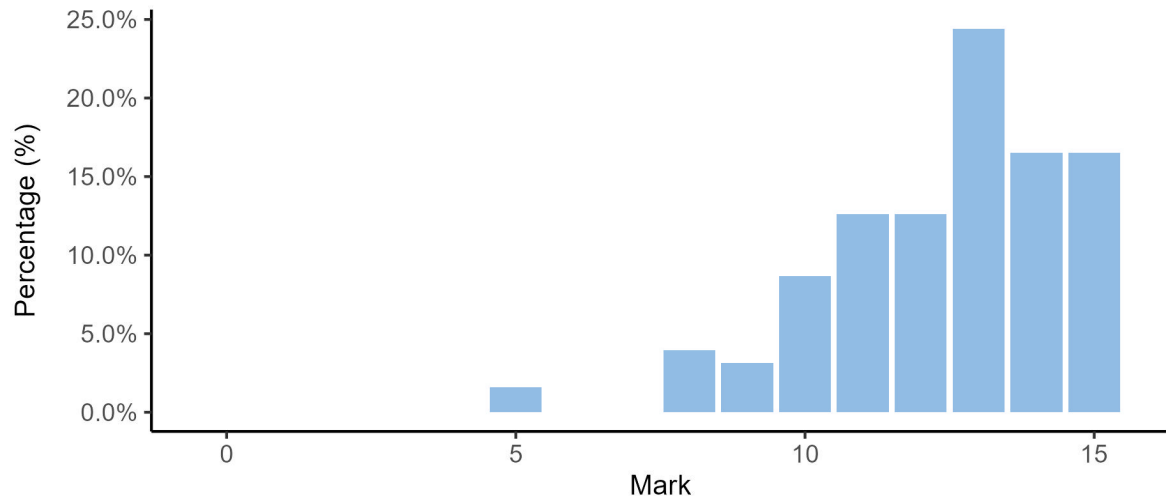
## Units 3 and 4 internal assessment (IA) results

### Total marks for IA

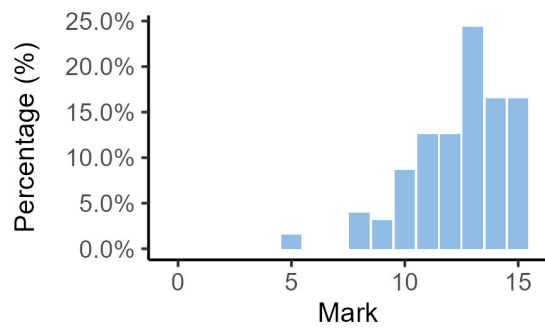


## IA1 marks

### IA1 total

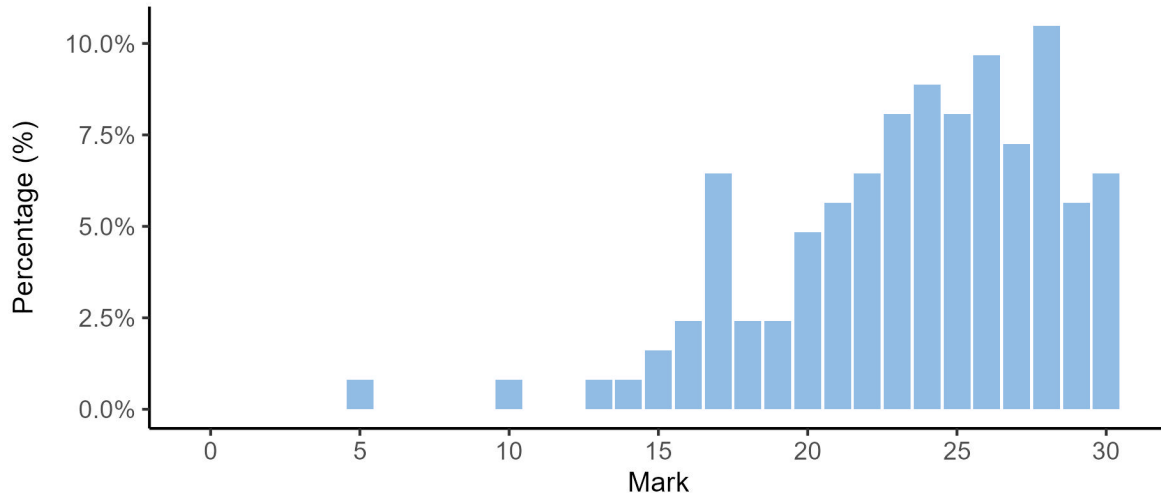


### IA1 Criterion: Analysing Italian texts in English

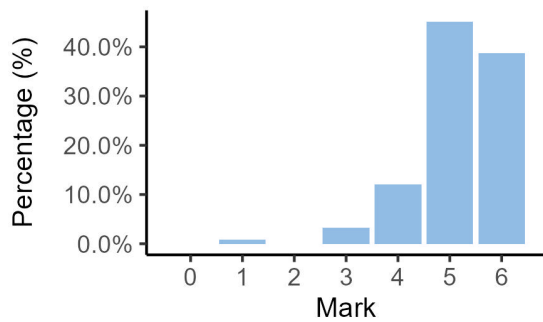


## IA2 marks

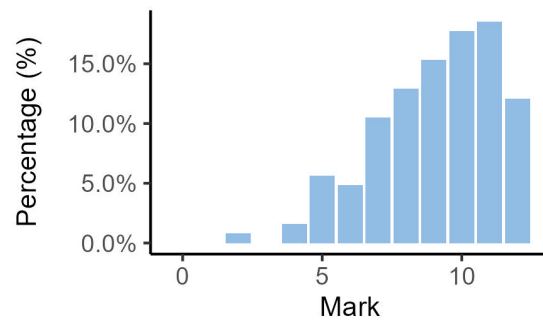
### IA2 total



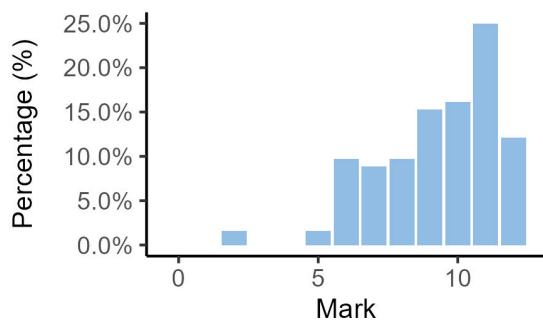
### IA2 Criterion: Analysing Italian texts in English



### IA2 Criterion: Creating Italian texts with Italian stimulus

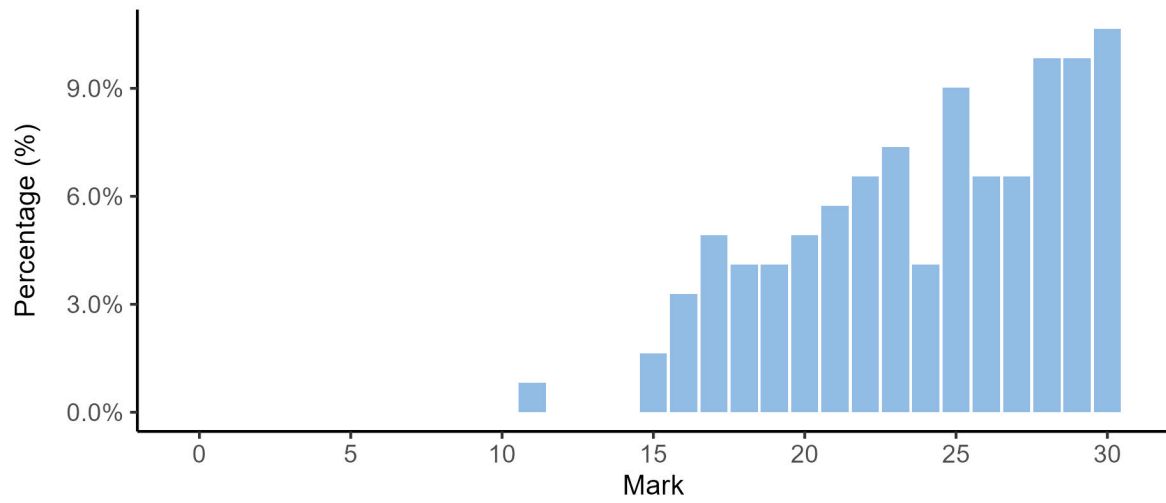


### IA2 Criterion: Exchanging information and ideas in Italian

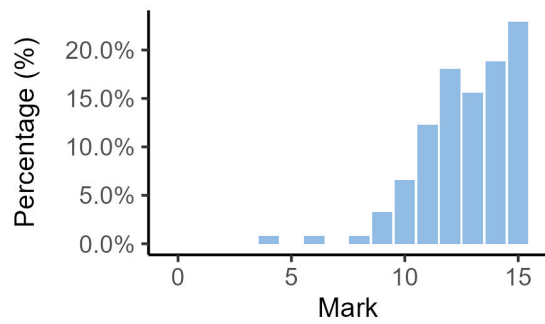


## IA3 marks

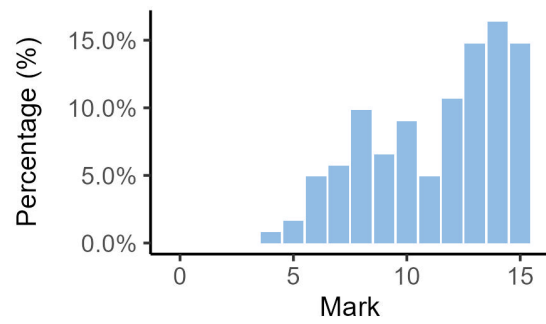
### IA3 total



### IA3 Criterion: Analysing Italian texts in Italian

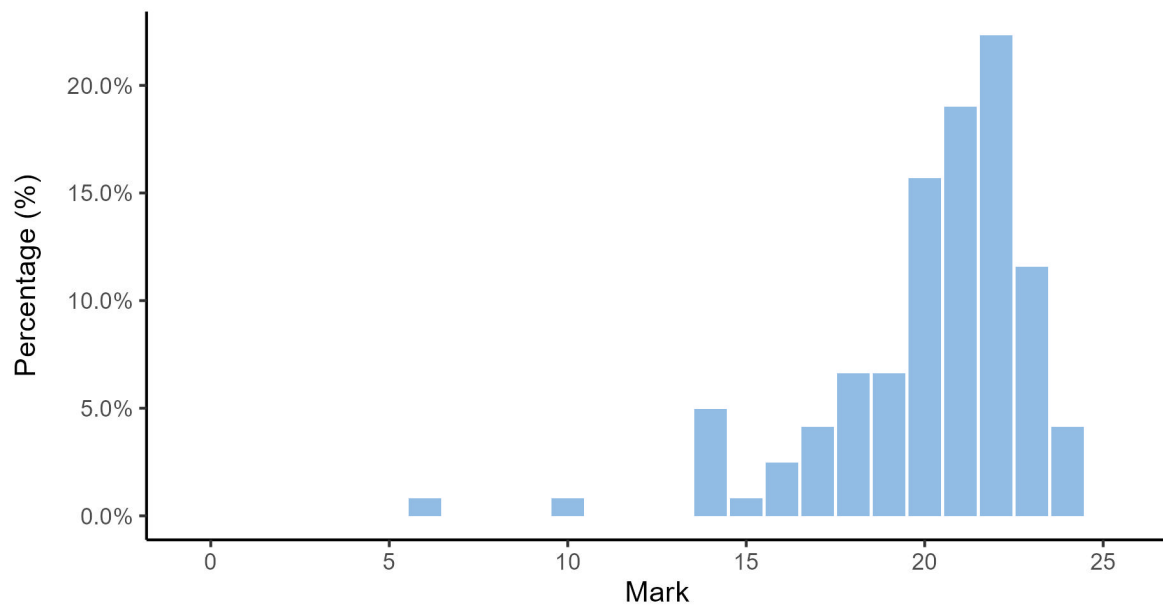


### IA3 Criterion: Exchanging information and ideas in Italian



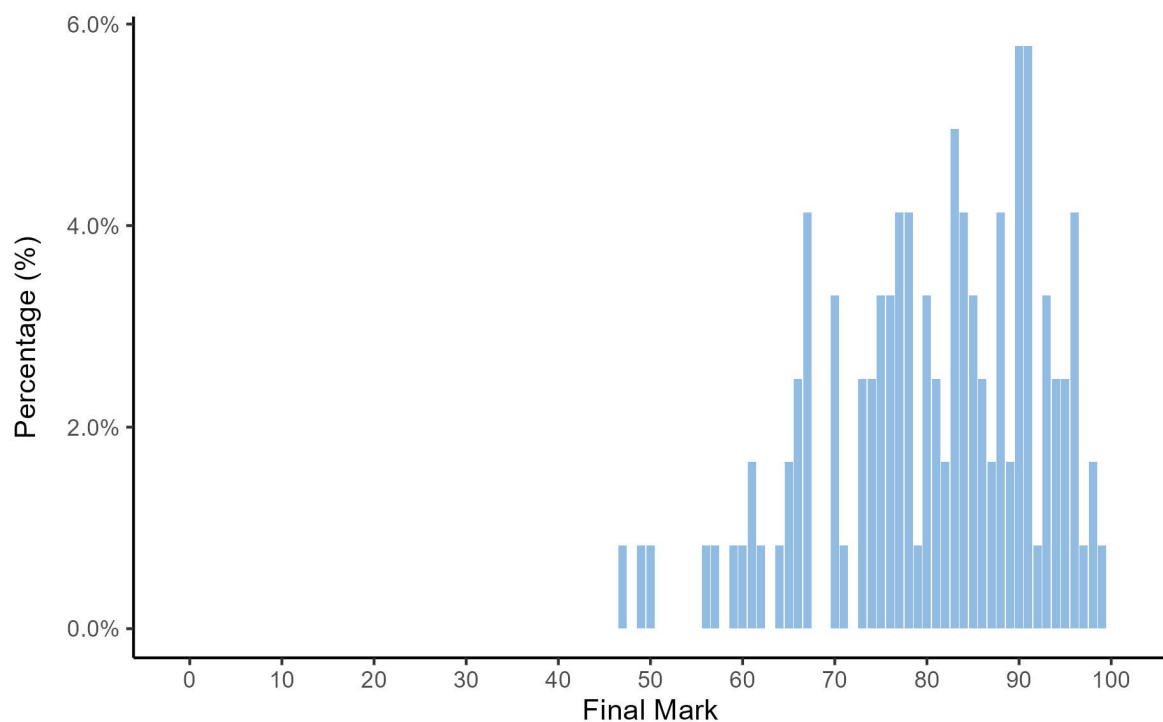


## External assessment (EA) marks



## Final subject results

### Final marks for IA and EA



## Grade boundaries

The grade boundaries are determined using a process to compare results on a numeric scale to the reporting standards.

Standard	A	B	C	D	E
Marks achieved	100–84	83–64	63–42	41–18	17–0

## Distribution of standards

The number of students who achieved each standard across the state is as follows.

Standard	A	B	C	D	E
Number of students	55	56	10	0	0

# Internal assessment



The following information and advice relate to the assessment design and assessment decisions for each IA in Units 3 and 4. These instruments have undergone quality assurance processes informed by the attributes of quality assessment (validity, accessibility and reliability).

## Endorsement

Endorsement is the quality assurance process based on the attributes of validity and accessibility. These attributes are categorised further as priorities for assessment, and each priority can be further broken down into assessment practices.

Data presented in the Assessment design section identifies the reasons why IA instruments were not endorsed at Application 1, by the priority for assessment. An IA may have been identified more than once for a priority for assessment, e.g. it may have demonstrated a misalignment to both the subject matter and the assessment objective/s.

Refer to *QCE and QCIA policy and procedures handbook v6.0*, Section 9.5.

### Percentage of instruments endorsed in Application 1

Instruments submitted	IA1	IA2	IA3
Total number of instruments	15	15	14
Percentage endorsed in Application 1	53	40	28

## Confirmation

Confirmation is the quality assurance process based on the attribute of reliability. The QCAA uses provisional criterion marks determined by teachers to identify the samples of student responses that schools are required to submit for confirmation.

Confirmation samples are representative of the school's decisions about the quality of student work in relation to the instrument-specific marking guide (ISMG), and are used to make decisions about the cohort's results.

Refer to *QCE and QCIA policy and procedures handbook v6.0*, Section 9.6.

The following table includes the percentage agreement between the provisional marks and confirmed marks by assessment instrument. The Assessment decisions section of this report for each assessment instrument identifies the agreement trends between provisional and confirmed marks by criterion.

### Number of samples reviewed and percentage agreement

IA	Number of schools	Number of samples requested	Number of additional samples requested	Percentage agreement with provisional marks
1	13	80	0	92.31
2	13	80	0	92.31
3	13	80	0	92.31

# Internal assessment 1 (IA1)



## Examination — short response (15%)

Summative internal assessment 1 assesses subject matter from Unit 3 Topic 1: Roles and relationships.

The examination assesses the application of a range of cognitions to multiple provided items — questions related to unseen Italian stimulus texts.

Student responses must be completed individually, under supervised conditions, and in a set timeframe.

## Assessment design

### Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

### Reasons for non-endorsement by priority of assessment

Validity priority	Number of times priority was identified in decisions
Alignment	1
Authentication	0
Authenticity	3
Item construction	1
Scope and scale	0

### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- instructed students to refer to more than one stimulus in at least one of their responses
- included three to five stimulus texts that aligned to syllabus specifications
- posed questions where purpose, audience, context and tone elements could be thoroughly elicited from specific stimulus texts.

### Practices to strengthen

It is recommended that assessment instruments:

- use audio stimulus texts that feature speakers with easily recognisable and distinct voices
- use an audiovisual stimulus that does not include captions and/or subtitles, nor translations
- offer students the opportunity to receive marks in the highest range by featuring stimulus that is complex and contains tangible examples.

## Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

### Reasons for non-endorsement by priority of assessment

Accessibility priority	Number of times priority was identified in decisions
Bias avoidance	2
Language	1
Layout	2
Transparency	2

### Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- consistently and accurately numbered stimulus materials for transparency
- provided exemplars of indicative responses that fit the criteria of the questions asked.

### Practices to strengthen

It is recommended that assessment instruments:

- are thoroughly proofread to ensure accurate punctuation and use of current standard Italian language that is free from error
- draw on audio stimulus material that is clear and audible, includes natural pauses where necessary, and is at an appropriate pace
- include stimulus that does not contain sensitive material and is age-appropriate for students.

### Additional advice

- Assessment instruments must provide opportunities for students to include justifications in their responses for how the evidence identified is from the stimulus texts and not from their general knowledge.

## Assessment decisions

### Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

### Agreement trends between provisional and confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Analysing Italian texts in English	92.31	7.69	0	0

## Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- responses that were matched to the upper performance-level descriptors (14–15 marks) answered all parts of a question thoroughly using relevant evidence from all the stimulus to justify all information provided and conclusions drawn
- responses specifically identified tone/s as an emotion, feeling or attitude, analysed it to infer values and perspectives, and highlighted the kind of language used to indicate or convey the message
- a range of evidence from the stimulus text/s was discerningly selected and used to justify well-constructed and synthesised responses. Examples from the text/s were not only paraphrased in English but were also analysed to show how they supported the conclusions drawn.

## Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG for this IA, it is recommended that:

- the use of a range of adjectives and adverbs to describe tone as an emotion, feeling and/or attitude is explicitly taught
- marks are appropriately allocated for the identification of purpose, audience, context and tone, even where the response may not contain specific words to address the question, e.g. The context is ...
- a maximum of 10–11 marks for the second descriptor should be allocated for responses where three of the four elements (purpose, audience, context and tone) are perceptively or effectively identified but one is missing or only partially identified.

## Samples

The following excerpt illustrates a thorough response with details and justifications that support comprehension and analysis of the stimulus text. Context and tone are specifically identified, providing details that appropriately support each part of the response. The speaker's attitude and values, revealed through the use of specific tones, are also described in detail.

**Note:** The characteristic/s identified may not be the only time the characteristic/s occurred throughout a response.

The context of this stimulus is a classroom interview on a new exchange student - Enrico. The interview is about his family back home. The tone of the teacher is positive and friendly as she greets the class and thanks the student for ~~his~~ <sup>what</sup> he says. The male's tone is also positive, and emotional as he recounts how beautiful his family is. The male speaker values and appreciates his 'traditional' and large family. He values his good relationship with his brother and the good example his parents set. He realises no family is perfect, ~~by~~ but they're still family.

The following excerpt illustrates perceptive purpose as first identified in detail and then further analysed using both translated and paraphrased quotes and analysis of information from the stimulus text. Audience is also perceptive, with specific justification.

**Note:** The characteristic/s identified may not be the only time the characteristic/s occurred throughout a response.

The "Politics and Us" podcast targets a politically forward audience <sup>specifically managers and bosses</sup> in order to raise awareness about the gender pay gap and to implore bosses to do something about it. It raises awareness for <sup>the pay gap</sup> and sympathy for women using statistics, saying women receive "16.3% less pay than men" or the equivalent of 2 months without pay and that this "gap will not close for ~~at least~~ until 2133" at ~~this~~ <sup>the current</sup> rate of change. It ends with a call to ~~strong~~ action implores "bosses and managers to take action now" so that it doesn't take 110 years to reach pay equality.

### Additional advice

- Students should understand that responses should be in English. Evidence from the stimulus texts should either be paraphrased or summarised in English. Evidence provided in Italian does not contribute to the response but does count toward the word count.
- Schools should ensure the ISMG is clearly annotated to justify the allocated marks, by matching evidence against the descriptors in the ISMG.
- Schools should use a best-fit approach to determine a result where evidence in an assessment response matches descriptors at different performance levels in a criterion (Syllabus section 1.3). For further guidance, see
  - QCE and QCIA policy and procedures handbook v6.0, Section 9.6.1
  - Making judgments webinar resource, in the Syllabuses application (app)
  - Module 3 — Making reliable judgments, in the Assessment Literacy app.
- Students should be encouraged to elaborate on their identification of purpose, audience, context and tone to receive the highest marks for the second descriptor, as well as to demonstrate analysis.

# Internal assessment 2 (IA2)



## Examination — combination response (30%)

Summative internal assessment 2 assesses subject matter from both:

- Unit 3 Topic 2: Socialising and connecting with my peers
- Unit 3 Topic 3: Groups in society.

The examination assesses the application of a range of cognitions to multiple provided items — questions, scenarios and/or problems related to unseen Italian stimulus texts, i.e. written, audio, audiovisual or visual.

Student responses must be completed individually, under supervised conditions, and in a set timeframe.

This instrument is designed to be delivered over two sessions, but schools must ensure that the integrity of the examination is not compromised.

## Assessment design

### Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

### Reasons for non-endorsement by priority of assessment

Validity priority	Number of times priority was identified in decisions
Alignment	5
Authentication	0
Authenticity	1
Item construction	5
Scope and scale	5

### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided students the opportunity to demonstrate their understanding of the subject matter covered in Unit 3 Topics 2 and 3
- posed questions where purpose, audience, context and tone elements could be thoroughly elicited from specific stimulus texts
- included open-ended sample questions in Session 2 that referred to at least one stimulus text from Session 1, to ensure students were given the opportunity to receive marks at the highest performance levels of the ISMG.



## Practices to strengthen

It is recommended that assessment instruments:

- ensure students can draw on stimulus materials to respond, rather than depend on presumed or prior knowledge
- are designed to ensure original and authentic responses and do not lead to predetermined responses
- provide stimulus materials that have clearly identifiable tone to allow students to justify responses with tangible evidence.

## Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

### Reasons for non-endorsement by priority of assessment

Accessibility priority	Number of times priority was identified in decisions
Bias avoidance	0
Language	1
Layout	1
Transparency	2

## Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- indicated the expected response length by including adequate space for student responses
- provided clear instructions that indicated the language students should use when providing their response
- featured stimulus texts that were correctly labelled and referenced in the questions.

## Practices to strengthen

It is recommended that assessment instruments:

- provide age-appropriate stimulus materials.

## Additional advice

- In Session 2, teachers should avoid including questions that could require students to provide sensitive or personal information.
- In Session 2, sample questions should ensure students have the opportunity to connect or link to the teacher's comments to demonstrate a spontaneous and natural exchange of information.

## Assessment decisions

### Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

### Agreement trends between provisional and confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Analysing Italian texts in English	100.00	0	0.00	0.00
2	Creating Italian texts with Italian stimulus	100.00	0	0.00	0.00
3	Exchanging information and ideas in Italian	92.31	0	7.69	7.69

### Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- for Analysing Italian texts in English (Session 1 Part 1), the key evidence from the stimulus text/s was paraphrased to effectively support the identification of purpose, audience, context and tone, and/or analysis and evaluation
- for Creating Italian texts with Italian stimulus (Session 1 Part 2), marks at the highest performance levels were allocated when
  - a cohesive argument was developed to respond to the task, meeting all its requirements comprehensively including conventions for a specific text type if required by the question
  - responses included students' own opinions and perspectives on the topic/s presented in stimulus texts, with well-organised paragraphs and well-linked ideas
  - appropriate evidence from at least two stimulus texts was provided to exemplify or support the stated perspectives
- for Exchanging information and ideas in Italian (Session 2), students maintained and generated conversation in their response to open-ended questions posed by their teacher by
  - moving the conversation in a new direction
  - asking their teacher unprompted question/s
  - acknowledging and responding to replies in an authentic way.

## Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG for this IA, it is recommended that:

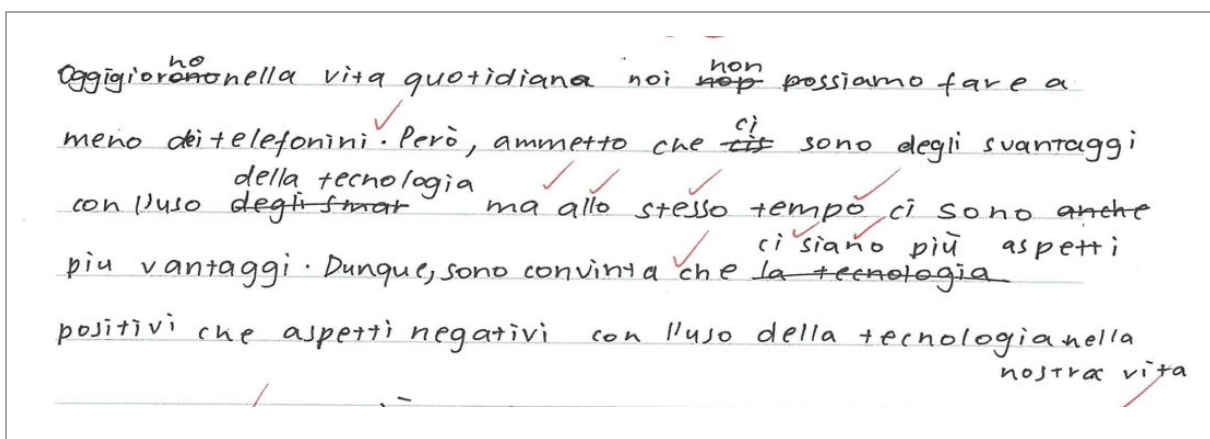
- for Creating Italian texts with Italian stimulus (Session 1 Part 2), responses are allocated marks at the highest performance levels when
  - all the assessment requirements are met, including writing to the specified genre using the conventions required
  - a variety of complex grammar, tenses, vocabulary and cohesive devices are used with flexibility and a high degree of accuracy
- for Exchanging information and ideas in Italian (Session 2)
  - to receive marks at the highest performance level, responses should demonstrate synthesis of relevant information and ideas from the stimulus texts to draw well-constructed and valid conclusions. Supporting evidence should be drawn from the new stimulus in Session 2, and at least one stimulus from Session 1
  - to generate and maintain communication, ideas and personal perspectives are developed beyond a simple response to a question from the teacher. As a strategy, students can ask meaningful questions relevant to the context to demonstrate a spontaneous exchange of information and ideas.

## Samples

The following excerpt has been included because:

- it is well organised and includes paragraphs
- the text uses appropriate cohesive devices that allow for each idea to be explored from its introduction to its development with examples and its conclusion
- the personal opinion is clear and well supported by a variety of evidence from the stimulus, to which links are clear and appropriate.

**Note:** The characteristic/s identified may not be the only time the characteristic/s occurred throughout a response.



non c'è dubbio che  
 Innanzitutto, <sup>oggi</sup> ~~oggi~~ ~~oggi~~ e possiamo i telefonini sono davvero  
 utili e pratici specialmente se si vuole comunicare in tempo  
 reale. Oggi, possiamo mandare un messaggio con un  
 click e questo ha fatto comunicare molto facile. Nel primo  
 testo Mara afferma che ~~è possibile mandare messaggi~~ <sup>le conversazioni sono continuamente</sup>  
 interrotte dalle telefonate. Ci mostrano che ci sono svantaggi con l'uso  
 SMS. Come Mara anche uso per mandare messaggi <sup>della tecnologia</sup> ~~na~~ già.  
 anche per comunicare i miei amici e per connettere  
 con la mia famiglia distanti. Dall'altro canto è chiaro  
 che ~~hanno anche tanti svantaggi~~. Comunque, se usato  
 in un modo responsabile oppure in moderazione, si

perciò, bisogna <sup>E.K.</sup>  
~~limitare il tempo sugli schermi~~. Riassumendo, <sup>svantaggi</sup> gli smartphone  
 ci aiutano a fare nostra vita più facile.

Smartphone ci aiutano a fare <sup>la</sup> nostra vita più facile e questo  
 è un grande vantaggio.

Personalmente, cerco  
 di usare il mio  
 telefonino in moderazione.  
 Dunque, ancora, ho le relazioni  
 vere e ~~facili~~ ~~facili~~ ~~facili~~ a faccia.  
 i telefonini  
 telefon.

In secondo luogo, sono convinta che i ~~tel~~ <sup>telefonini</sup> ~~telefon.~~ facilitino  
 le relazioni veri. Nel terzo testo Marcella dice che  
 le relazioni tra i giovani oggi sono molto cambiate e  
 rispetto al passato. Sono d'accordo con Marcella perché  
 oggi gli Smartphone ci permettono di raggiungere  
 persone dalle altre parti del mondo. <sup>Quindi</sup> la tecnologia  
 ci ~~fa~~ <sup>connessa</sup> più connessa. Però sarebbe bello usare i telefonini  
 in un modo <sup>bilanciato</sup> perché ci sono tanti svantaggi come perdendo  
 il senso della realtà e provocando la ~~depressione~~ depressione e  
 l'ansia ~~e la stress~~. Comunque, ritengo che i benefici siano  
 più numerosi degli impatti negativi.

Tutto sommato, concludo dicendo che oggi la tecnologia è necessaria perché possiamo comunicare  
 facilmente e velocemente.

The following excerpt has been included because the conversation is well organised and an opinion about a topic is introduced and explained clearly, then appropriately linked to personal experience. This concludes with a summary of the general idea that links back to the beginning. The ideas are organised well and are supported by the use of appropriate linkers that also allow the student to generate conversation. Sufficient details to develop responses, including descriptions of the stimulus, are evident, along with good verbal fillers and self-corrections, while comments by the teacher indicate spontaneity. The response demonstrates accurate use of appropriate language, including complex structures such as conditional, impersonal and subjunctive.

**Note:** The characteristic/s identified may not be the only time the characteristic/s occurred throughout a response.



Audio content (conversation): (4 min, 42 secs)

[www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr\\_italian\\_ia2\\_e1.mp3](http://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_italian_ia2_e1.mp3)

## Additional advice

- Schools should ensure the ISMG is clearly annotated to justify the allocated marks. Teachers are encouraged to annotate student responses and the ISMG when making judgments.
- Schools should use a best-fit approach to determine a result where evidence in an assessment response matches descriptors at different performance levels in a criterion (*QCE and QCIA policy and procedures handbook v6.0*, Section 9.6.1). When the majority of characteristics are highlighted in one performance level, the best fit is that performance level. For performance levels with a two-mark range, the next step is to determine the mark, e.g.
  - when the majority of characteristics are highlighted in one performance level (e.g. 9–10 marks) and one characteristic is highlighted in the level below (e.g. 7–8 marks), the lower of the two marks in the higher performance level must be allocated (in this case, 9 marks)
  - when evidence is found within the response across three different performance levels, the ‘best fit’ is the middle performance level, and the lower mark in the middle performance level should be allocated, e.g. where one descriptor is highlighted in the 11–12 mark performance level, one in the 9–10 mark performance level and another in the 7–8 mark performance level, the final mark allocated should be 9.

For further guidance about the ISMG, see

- *Making judgments* webinar resource, in the Syllabuses app
- *Module 3 — Making reliable judgments*, in the Assessment Literacy app.
- For Exchanging information and ideas in Italian (Session 2), teachers should:
  - provide a variety of questions to meet the assessment response length conditions, of a minimum three minutes, in order to gather evidence and give students sufficient opportunities to receive marks at the upper performance levels
  - guide students to refer to the stimulus texts from both Sessions 1 and 2. When only one stimulus text is mentioned, the highest mark in the upper performance level cannot be allocated for the first descriptor
  - diversify the conversation questions posed to each individual student to foster genuine, authentic exchanges and avoid asking the same questions in the same order to all

students. This ensures the conversation is spontaneous and does not become predictable, showing evidence of rehearsed structures

- encourage students to follow up on the teacher's comments and/or responses to their questions to ensure a spontaneous exchange of information and ideas, as evident in a conversation, rather than an interview where students may have pre-prepared questions in an attempt to generate communication
- provide a clean copy of at least one of the stimulus items from Session 1 in addition to the Session 2 unseen stimulus for students to refer to during planning time.
- Students should be given the opportunity to practise:
  - elaborating on the visual stimulus rather than just briefly identifying what they see
  - making links to relevant parts of different stimulus texts to justify their responses. Teachers should also ask questions that are related to the Session 2 stimulus and at least one stimulus text from Session 1, to allow students to receive marks at the upper performance levels for the first descriptor.

# Internal assessment 3 (IA3)



## Extended response (30%)

Summative internal assessment 3 assesses subject matter selected from:

- Unit 4 Topic 1: Finishing secondary school, plans and reflections
- Unit 4 Topic 2: Responsibilities and moving on.

This assessment focuses on the communication and exchange of ideas and information. It is an open-ended task responding to three Italian stimulus texts. While students may undertake some research when developing the extended response, it is not the focus of this technique.

Student responses must be completed individually and in a set timeframe.

Students may choose to support their response with additional resources; these do not form part of the stimulus for the task.

This assessment occurs over an extended period of time. Students may use class time and their own time to develop a response. Some parts of the preparation time for the response may be conducted under supervised conditions to ensure authenticity.

## Assessment design

### Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

### Reasons for non-endorsement by priority of assessment

Validity priority	Number of times priority was identified in decisions
Alignment	7
Authentication	1
Authenticity	0
Item construction	1
Scope and scale	0

### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided interesting and relevant stimulus texts aligned with Unit 4 Topic 1 and/or Topic 2 subject matter that students could draw on to respond and demonstrate their proficiency in Italian
- offered sample questions in Part 2 that prompted students to discuss their response from Part 1.

## Practices to strengthen

It is recommended that assessment instruments:

- include clear and precise instructions for both Parts 1 and 2
- remind students to address purpose, audience, context and tone elements while evaluating and analysing, thus addressing Assessment objectives 2 and 3
- ensure all stimulus texts are clearly labelled.

## Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

### Reasons for non-endorsement by priority of assessment

Accessibility priority	Number of times priority was identified in decisions
Bias avoidance	2
Language	4
Layout	2
Transparency	3

## Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- featured stimulus texts in which only standard Italian was modelled, and avoided any unnecessary terminology, jargon and acronyms that could confuse students
- drew on audio and audiovisual stimulus that was recorded clearly, at an accessible pace and with easily identifiable speakers.

## Practices to strengthen

It is recommended that assessment instruments:

- are proofread to ensure they contain accurate grammar and spelling
- provide clear, concise and consistent instructions to students throughout the assessment instrument
- offer contexts that are age appropriate and authentic for Year 12 students.

## Assessment decisions

### Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.



## Agreement trends between provisional and confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Analysing Italian texts in Italian	92.31	7.69	0	0
2	Exchanging information and ideas in Italian	100.00	0.00	0	0

## Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- for Analysing Italian texts in Italian, marks were allocated at the highest performance levels when
  - a clear argument was developed to respond to the task, providing a logical and well-organised flow (introduction, development and interpretation of ideas and arguments from the stimulus texts, formal conclusion) and including personal perspectives and justifications
  - personal opinions and perspectives were supported and exemplified by a range of evidence (information and ideas) from all the stimulus texts, thus demonstrating comprehensive understanding
  - the analysis of purpose, audience, context and tone was clear and comprehensive. The use of explicit phrases to introduce these elements (e.g. *Lo scopo di questo testo è ..., Il testo vuole/mira a ...*) can support clarity of meaning
  - for the second descriptor, each of the elements (purpose, audience, context and tone) had been perceptively identified in proficient and complex Italian with specific references to grammar and pronunciation with discernment
  - responses included a wide range of complex grammar and vocabulary, used with proficiency as well as clear and appropriate pronunciation, intonation, rhythm and emphasis that facilitated the multimodal presentation.
- for Exchanging information and ideas in Italian
  - the conversation was within the response length specified by the syllabus (5–7 minutes), allowing students enough opportunities to achieve at the upper performance levels
  - marks were allocated at the upper performance levels for responses generating opinions, ideas, information and perspectives, allowing the conversation to flow naturally and without relying on pre-prepared or memorised content
  - the student and the teacher had a conversation rather than an interview, where teachers minimised their own responses and provided students the opportunity to respond to their comments, allowing for a more spontaneous and authentic conversation.

## Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG for this IA, it is recommended that:

- for marks to be allocated at the highest performance level, multimodal presentations must demonstrate discerning analysis and evaluation of relevant information and ideas in the

stimulus texts (not simply provide a translation of some parts of the stimulus text/s), supported by valid and well-justified conclusions

- responses address purpose, audience, context and tone at least once each across the three stimulus texts in order to achieve a range of performance-level descriptors
- consideration is given to the use of conventions and language features, and the pace of speaking in a student's recorded presentation, e.g. pronunciation, intonation, rhythm, stress. Responses that cannot be easily understood due to pronunciation must be matched to the appropriate performance level for the second descriptor
- strategies used by schools to manage responses exceeding the response length conditions are clearly annotated
- for Exchanging information and ideas in Italian
  - students respond spontaneously to questions and do not try to retrofit answers to sample questions given to them before the assessment, as this causes the conversation to lack authenticity and responses to appear rehearsed or prepared. Rehearsed responses and/or responses relying heavily on prompts and cues to communicate are matched to the 2–3 mark performance level for the second descriptor
  - teachers provide specific questions related to the presentation and the stimulus texts, as the conversation must refer to the student's multimodal presentation to receive marks across the range of performance-level descriptors. Simple questions that allow students to elaborate on the topic and make reference to the stimulus could include *Cosa hai imparato dalla tua ricerca/presentazione/da questo compito?*
  - if a student asks a question to generate communication, the teacher should keep their responses to a minimum but also leave time for the student to respond and comment on the teacher's response, as evident in an authentic exchange
  - teachers avoid using the same list of questions for all students to encourage an authentic and spontaneous conversation. Generating and maintaining communication should be characterised by spontaneity and fluidity. This enables students to pose questions to the teacher or steer the conversation in a different direction, while maintaining a less rehearsed or pre-scaffolded interview style. The teacher's approach may include interrupting a student's long response to ask for clarification or further details, or to move on to a different topic to allow for a more authentic and spontaneous conversation.

## Samples

The following excerpt illustrates evidence of a well-developed argument or thesis with introduction, body (where ideas from the stimulus texts are interpreted, arguments developed and conclusions made) and conclusion. Well-linked sentences and paragraphs demonstrate a logical, well-developed thesis. The relevant evidence is discerningly selected from the stimulus texts to justify conclusions. A range of details from all stimulus texts demonstrate comprehensive understanding. Pronunciation, rhythm, intonation and stress are clear and facilitate the message delivery. Analysis of purpose, audience, context and tone is seamlessly integrated into the task to support the conclusions made, rather than just presenting the analysis of the stimulus.

**Note:** The characteristic/s identified may not be the only time the characteristic/s occurred throughout a response.



Video content (multimodal): (8 min)

[www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr\\_italian\\_ia3\\_e1.mp4](http://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_italian_ia3_e1.mp4)

The following excerpt illustrates a presentation that elaborates without restating parts of the stimulus when answering the question, *Che cosa hai trovato più interessante nella tua presentazione?* The response makes explicit links to the stimulus text (e.g. *come viene detto nel secondo testo*) and uses the correct terminology for stimulus in Italian (*Il primo/secondo/terzo testo*, rather than *stimolo*).

The response illustrates how independent links to the stimulus text/s and their presentation can be linked, while justifying their ideas and opinions later in the conversation without being prompted. The response demonstrates a natural, spontaneous conversation.

**Note:** The characteristic/s identified may not be the only time the characteristic/s occurred throughout a response.



Audio content (conversation): (2 min, 34 secs)

[www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr\\_italian\\_ia3\\_e1.mp3](http://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2024/snr_italian_ia3_e1.mp3)

## Additional advice

- Students should be given the opportunity to practise:
  - making independent links to the stimulus and/or their work to be able to demonstrate this ability in the oral exchange by supporting their responses with evidence from the texts
  - integrating the analysis of the purpose, audience, context and tone of a text into their multimodal presentation to justify their conclusions, e.g. *Il primo testo dimostra perché ..., per esempio, Anna, la ragazza diciassettenne intervistata nel secondo testo, afferma che ..., come si può vedere nel terzo testo, un articolo online indirizzato a ...*

- Schools and students are reminded to avoid increasing the speed of a recording in order to fall within syllabus response length conditions, as this does not meet the parameters of academic integrity. Schools should apply appropriate strategies for managing response length (*QCE and QCIA policy and procedures handbook v6.0, Section 8.2.6*).
- Students are encouraged to convert PowerPoint files to an .mp4 or .mov file so they can easily ensure the response is within the syllabus response length conditions before submitting it. This also allows teachers to easily check timings when marking and facilitates access for confirmation. See the *Confirmation submission information* for Italian (available in the Syllabuses app) for submission requirements.
- Schools should
  - annotate ISMG marks accurately (e.g. using highlighting or circling) and allocate marks using a best-fit approach. If a response matches descriptors at three different performance levels in a criterion, it must be allocated the lower mark of the middle performance level
  - check that the correct ISMG is used to mark each part of the assessment and that provisional marks are correctly uploaded for each criterion.

# External assessment



External assessment (EA) is developed and marked by the QCAA. The external assessment for a subject is common to all schools and administered under the same conditions, at the same time, on the same day.

## Examination — combination response (25%)

### Assessment design

The assessment instrument was designed using the specifications, conditions and assessment objectives described in the summative external assessment section of the syllabus.

The examination consisted of one paper with six short response questions and one extended response question (49 marks):

- Paper 1, Section 1 consisted of short response questions in Italian (14 marks)
- Paper 1, Section 2 consisted of short response questions in English (18 marks)
- Paper 1, Section 3 consisted of an extended response question (21 marks).

The examination assessed subject matter from Unit 4. Questions were derived from the context of Topic 1: Finishing secondary school, plans and reflections and Topic 2: Responsibilities and moving on.

The assessment required students to analyse Italian stimulus texts in both English and Italian, and to create a written extended response in Italian.

The stimulus text for Section 1 included two associated questions in response to an Italian audio. The stimulus texts for Section 2 was two written stimulus texts with four associated questions.

### Assessment decisions

Assessment decisions are made by markers by matching student responses to the external assessment marking guide (EAMG). The external assessment papers and the EAMG are published in the year after they are administered.

### Effective practices

Overall, students responded well to:

- Question 1
- Question 5
- Question 7.

### Practices to strengthen

When preparing students for external assessment, it is recommended that:

- the context of a text is understood as more than a text type, e.g. email, diary entry, blog. A description is necessary, summarising what the text is about and addressing its main points
- students understand that tone must reflect an emotion, feeling or attitude which is conveyed through language. Students should go beyond generic labels such as positive or negative to effectively capture the nuance of a tone. Instead, they should be encouraged to be precise

and use adjectives such as optimistic, sarcastic, enthusiastic or disapproving, as this demonstrates a deeper understanding and more accurate analysis

- students' ability to respond to different styles of questions is developed. Students need to read questions fully and consider the implications of answering each question, e.g.
  - if a response requires students to evaluate the extent to which the title and subtitle reflect a text's purpose, students must first identify the purpose of the text
  - if a question asks for a single piece of information with one supporting piece of evidence, a concise response that meets these requirements is sufficient, and students should avoid overcomplicating the answer.

## Samples

### Short response In Italian

#### Question 1

This question required students to respond in Italian to state who Caterina is trying to contact in Stimulus 1 and to justify the response with one example from the stimulus.

Effective student responses in receptive mode:

- clearly stated who Caterina is trying to contact
- used one example to justify their response
- responded in Italian with few errors.

#### Question 2

The following excerpt is from Question 2. It required students to respond in Italian, state to what extent the purpose of the call is clearly articulated, and justify their conclusion with three examples from the stimulus.

Effective student responses in receptive mode:

- identified a valid purpose
- identified a valid conclusion about the extent to which the purpose is clearly articulated
- identified three relevant examples to justify the conclusion
- responded in Italian to the question with few errors.

This excerpt has been included:

- to demonstrate the identification of a valid conclusion about the extent to which the purpose is clearly articulated
- to illustrate three relevant examples to justify the conclusion
- to demonstrate a response in Italian that effectively conveys meaning relevant to the question, although with some errors.

Caterina spiega bene lo scopo <sup>del messaggio, ~~per~~ - per</sup> ~~della conversazione~~ ~~che~~ a fa chiaro a George le cose necessarie per la sua domanda di lavoro. Prima, lei dice che praticamente, lui non può continuare con il processo finché lui non soddisfa qualche request. Seconda, <sup>Caterina dà un elenco di request;</sup> ~~di~~ ~~per~~ <sup>per esempio,</sup> ~~ma~~ tutto, come George deve ~~prima~~ fare richiesta per il <sup>permesso</sup> ~~per~~ di soggiorno prima di fare richiesta per il permesso di lavoro. Terzo, Caterina dice che lui deve anche dimostrare che ~~si~~ avrà abbastanza soldi, ~~una~~ ~~di~~ e delle cose burocratiche come un passaporto. Lei ~~anche~~ dice anche che manderà un email a lui con questa informazione.

### Short response In English

#### Question 3

This question required students to respond in English to identify the context of Stimulus 2 in the stimulus book and to justify their response with two examples from the stimulus.

Effective student responses:

- identified a valid context
- provided two relevant examples to justify the response.

#### Question 4

The following excerpt is from Question 4. It required students to identify the three times Mara's tone changes in Stimulus 2 and to justify their conclusions with one example for each tone.

Effective student responses:

- identified three different valid tones
- used relevant examples from the stimulus to justify each tone.

This excerpt has been included:

- to demonstrate a clear identification of three different valid tones
- to exemplify the selection of one example for each tone from the stimulus text as justification.

At the beginning of the email, Mara has an excited tone as she tells her parents that she finally has good news to tell them. Her tone then ~~then~~ ~~turns a more~~ becomes more ~~is~~ anxious ~~is~~ and ~~slightly depressing~~ as she tells them how she initially felt like she had made a mistake and was wondering what she was doing. It then becomes slightly ~~depressing~~ depressing as she shared her worry that she would return home and everyone would think that she had failed and how she would cry every evening. However, the email ends on a very ~~enthusiastic~~ enthusiastic tone when she says that it seems like a paradise and that she has found a house, a job and some very kind friends.

#### Question 5

This question required students to state how the author of Stimulus 3 in the stimulus book uses tone to influence their audience, justifying their conclusion with three examples from the stimulus.

Effective student responses:

- identified a valid tone
- identified a valid conclusion about how the author uses this tone
- provided three relevant examples to justify their conclusion, e.g.
  - appealing vocabulary such as ‘truly magical and memorable’ or ‘excellent’
  - rhetorical questions such as ‘Do you have experience in event organisation/music industry?’
  - empowering language such as ‘discover your potential’.

#### Question 6

This question required students to state the extent to which the title and subtitle of Stimulus 3 reflect its purpose and justify their conclusion with two examples from the stimulus.

Effective student responses:

- identified a valid purpose
- drew a valid conclusion about the extent to which the title and subtitle reflect the purpose
- provided two distinct examples from title and subtitle to support their conclusion.



## Extended response

### Question 7

The following excerpt is from Question 7. It required students to compose an extended response in Italian, writing an email to a friend in Italy about their experiences studying and their aspirations for the future. The task included three prompts written in Italian.

Effective student responses:

- addressed the three prompts and elaborated on all of these with relevant details
- provided an astute response that was relevant to the task, reflecting a clear understanding of the requirements (including proper email format)
- were structured logically, with ideas organised into clear and cohesive paragraphs
- demonstrated a seamless flow by linking ideas effectively, creating a synthesised and coherent text overall
- used a wide range of Italian vocabulary, grammatical structures and tenses with accuracy and purpose
- used a consistent informal singular register
- followed the specific textual conventions, with an appropriate informal opening and informal closing.

This excerpt has been included:

- to demonstrate effective elaboration of all three elements required by the task, where every topic is addressed and presented with a range of details
- to exemplify proficient communication of information through the selection of content, logical sequencing and synthesis of ideas through the use of cohesive devices and well-constructed and organised paragraphs, all while adhering to the appropriate and effective conventions of email format
- to illustrate a response that provided evidence of a wide range of vocabulary, grammar and verb tenses used appropriately and purposefully with few errors.

MITTENTE: Indra Colombi  
Destinatario: Luna Comenici

11/11/2024, 10:00

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Cara Luna,

ti voglio scrivere a condividere le mie emozioni di finire scuola quest'anno, e delle mie esperienze, e anche <sup>deve</sup> le mie intenzioni per il futuro.

---

Quest'anno è andata molto veloce. Il mio primo giorno dell'anno dolci quest'anno, pensavo che sarebbe stato un'anno molto lungo. Invece, no. ~~L'equilibramento~~ <sup>degli miei</sup> studi con la ginnastica.

etica, mi hanno occupata completamente. Tempo è passato molto veloce, perché aveva tanto sul mio piatto (quanto è un modo di dire quando esprimi che sei molto occupato). Ho avuto tante

sfide e alti e bassi, con ~~le~~ <sup>l'</sup>infortuni ~~sfide~~ del mio corpo nella ginnastica, e anche con i stressi della scuola. Ma, la mia famiglia, i miei amici, e <sup>i miei</sup> genitori mi hanno aiutato in questo periodo ~~di~~ difficile. E, c'è l'ho fatta.

Non ci posso credere, che sono <sup>quasi</sup> ~~già~~ finiti con <sup>la</sup> scuola - PER LA MIA VITA! Devo dire che non penso di aver goduto il mio ultimo anno di scuola <sup>abbastanza</sup> ~~abbastanza~~. Ma, non ~~penso~~ <sup>credo</sup> che si può mai essere completamente soddisfatto nella vita. Con tutto che avevo di bilanciare nell'~~un~~ <sup>di aver</sup> anno dodici, penso ~~che~~ fatto un buon lavoro.

Quando la scuola sarà finita, ho intenzioni di celebrare la mia vita scolastica! Qua in Australia, abbiamo una celebrazione che facciamo quando abbiamo finito le esami finali della scuola superiore: Schoolies. C'è <sup>il</sup> tutto intorno l'Australia - in ogni stato, sulla spiaggia. <sup>È una celebrazione sulla spiaggia, che va per sette giorni.</sup> Qua, in Queensland c'è ne sono parecchie, ma io andrò a quella <sup>il</sup> più popolare: al Gold Coast. Sono molto emozionata ~~per~~ ~~che~~ ~~finisce~~ ~~la~~ ~~scuola~~ ~~e~~ ~~i~~ ~~esami~~. Dopo i Schoolies, il mio diciottesimo compleanno, ~~il~~ ~~capo~~ ~~d'~~ ~~anno~~ e capo d'anno, andrò anche in Italia per un'esperienza di

scambio! Sono molto fortunata. E poi, quando ritorno dall'Italia, ho l'intenzione di cominciare l'università, studiando il corso delle Relazioni Internazionali a ACU (l'università cattolica di Australia). Sono già entrata nella loro programma, perché ho fatto l'applicazione presto!

Spero di sentirti presto - mi manchi!

~~Affettuosi saluti~~ Un abbraccio,

India xx 😊♡

### Additional advice

- Students should avoid including personal information (e.g. given name, family name, school name) within their responses to examination questions. If a text requires an introduction, names can be made up.
- Extended responses in Italian must fully reflect the conventions of the specified text type. For instance, if the task requires writing an email, responses must include key features such as the recipient (To), the sender (From), and the subject line (Subject), as these elements provide important context and align with the expected format.
- It is crucial to encourage students to write clearly and legibly, as indecipherable words prevent accurate assessment of their work and allocation of marks. Clear handwriting ensures students' ideas and responses can be properly understood and evaluated.