# 2018 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 2017 and commonly:

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

The less successful responses were similar to those listed in 2017 and commonly:

* used simple ideas or opinions
* needed to provide detail and depth in the responses
* demonstrated many pauses, silence, hesitations mistakes and lacked preparation in the *Interaction*
* needed to use supporting evidence from texts
* needed greater clarity.

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

Assessment Type 2: In-depth Study

The more successful responses were similar to those listed in 2017 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 2017 and commonly:

* chose a topic that limited opportunities for depth of reflection and analysis
* demonstrated limited cultural/language connection
* frequently hesitated in the oral presentation
* presented 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.

# External Assessment

Assessment Type 3: Examination

The exam consists of two assessments, and 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 2017 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 2017 and commonly:

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

**Section 2: Discussion**

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

The more successful responses were similar to the qualities listed in 2017 and commonly:

* demonstrated excellent preparation and passion for the topic
* used the time effectively to establish the scope of their study
* 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 2017 and commonly:

* discussed topics that were not about Italy and the Italian culture
* lacked photos, maps etc to support their discussion
* 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 of helped 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

The more successful responses commonly:

* identified four facts of information on the institution: Sapienza university in Rome, one of the largest in Europe, it is the only Italian university in the top 100 universities in the world, 20 faculties and a variety of courses (law, political science, engineering, architecture, medicine and many more), was founded in 1303.

The less successful responses commonly:

* found it difficult to understand the word *faccolt* (faculties) and clearly hear the name of the university, La Sapienza
* confused numbers in defining the founding date – 1303
* were not able to understand four facts.

Text 2

2(a)

The more successful responses commonly:

* identified that people are asked to switch off their lights for one hour (from 8.30 to 9.30 pm on March 24).

The less successful responses commonly:

* did not identify correctly the aspects of Earth Hour.

2(b)

The more successful responses commonly:

* identified two reasons that would inspire listeners to support Earth hour: to protect/save the planet from climate change and to give the world a future by coming together for a common cause.

The less successful responses commonly:

* cited incorrectly an event that would be held in Sydney (Sydney was mentioned as the place where Earth Hour originated).

Text 3

3(a)

The more successful responses commonly:

* accurately identified the purpose of the phone call: to book a hotel room for his 30th wedding anniversary.

The less successful responses commonly:

* suggested that the caller wanted to book a room for a wedding.

3(b)

The more successful responses commonly:

* identified his tone as he moved through the conversation: he was excited to begin with about booking a room for his wedding anniversary, he was disappointed when he heard that there were only fans in the hotel rooms instead of air-conditioning and that the pool was closed for maintenance and then by the end of the conversation, he was resigned to booking the room and even sarcastically commented that he was glad that breakfast was included.

The less successful responses commonly:

* were not able to identify more than one change in tone and the reasons for this
* discussed the receptionist/hotel staff’s tone instead of the caller’s.

Text 4

4(a)

The more successful responses commonly:

* understood that dog owners/animal lovers/people who have pets were the intended audience for this text.

The less successful responses commonly:

* suggested that the intended audience was people who wanted to go on holidays but did not mention animals.

4(b)

The more successful responses commonly:

* detailed that Luisa prepared to go on holiday and take her dog, Fido, ensuring that she had his cushion and blanket for the car, his favourite food and plastic bags for when she takes him for a walk.

The less successful responses commonly:

* did not include a number of things Luisa does to prepare for her holidays
* did not reflect an understanding that Luisa takes her dog on holiday with her and the family.

4(c)

The more successful responses commonly:

* translated the phrase *è assurdo* (it’s absurd) and were able to explain that Luisa felt it was absurd that dogs are not allowed on some beaches; Fido is a part of her family and she feels these rules should be changed.

The less successful responses commonly:

* did not include the translation of the phrase *è assurdo* (it’s absurd)
* did not clearly relate the phrase to the text, and did not give examples from Luisa’s discussion with the radio host.

Text 5

5(a)

The more successful responses commonly:

* highlighted three measures that Elena suggests she does to reduce her stress: go to the gym, eat more healthily and be in bed before 11 pm.

The less successful responses commonly:

* highlighted only one or two suggestions.

5(b)

The more successful responses commonly:

* listed three strategies that Elena could do: go to bed earlier, not use the mobile phone before going to bed as it stimulates the mind and he tells her of a walking group at his workplace and suggests she create one at her workplace.

The less successful responses commonly:

* included only one or two things she believes will help to reduce her stress.

5(c)

The more successful responses commonly:

* described Elena’s mood at the end of the conversation: she states that she *feels better already (mi sento già meglio)*; she is happier and more determined to try out some of Carlo’s suggestions which she really likes (*mi piace tanto quest atua idea*). She tells him she will send an email to her colleagues to start a walking group and will try to get the walking group organised (*devo provarci!)*.

The less successful responses commonly:

* found it difficult to describe her mood clearly at the end of the conversation or to use text examples to support their answer.

**Section 2: Reading and Responding Part A**

Text 6

The more successful responses commonly:

* were able to identify and explain four techniques
* identified the technique, gave an example if possible, but more importantly ***explained*** the effect of each technique on the reader. Possible answers included the significance of the title and the use of rhetorical questions to engage the interest of the reader, the anecdotal examples as a parent to show how the issue affects individuals, the use of emotive and figurative language to elicit an emotional responses to the welfare of the children, and examples of other things parents could do with their children instead of relying on technology as a babysitter, appealing to a sense of logic

*The less successful responses commonly:*

* did not explain the techniques, simply giving examples instead.

Text 7

*The more successful responses commonly:*

* could explain the Principal’s initiative for the formation of a book club, including the purpose of the club to support students to become independent and active readers, with books available in both hard and digital copies. Members of the book club would then share their reviews in an online forum.

*The more successful responses commonly:*

* explained the Principal’s endorsement of the initiative due to the students’ survey which revealed that they enjoyed reading in their own time, and reading can help to improve concentration, building skills which continue into adulthood. The forum also allows book club members to share their opinions and ideas, thus broadening and deepening their reading experience.

*The more successful responses commonly*:

* could identify five points supported by evidence, thus gaining full marks for this question. It required students to compare the two texts in reference to the authors’ views on children’s use of technology, supporting their answer with specific evidence from the texts. Both texts acknowledge that technology is useful, but Text 6 mainly focused on the negative effects while Text 7 promoted its use as a way to encourage students’ reading habits, both through the availability of ebooks and the online forum for discussing what they are reading. Text 7 also notes that the benefits of reading as the development of comprehension skills is the same whether students read on screen or paper, and uses the results of the student survey and other research to back this up. In contrast, Text 6 is much more emotive and refers to technology as acting as a babysitter, and that parents need to monitor what their children are accessing to keep them safe. Text 6 is a subjective appeal to parents, based on a parent’s own opinions and experiences, while Text 7 is more objective, coming from a school principal and stating the educational benefits of technology.

**Section 2: Reading and Responding Part B**

### Text 8

The more successful responses commonly:

* responded to all or most of the prompts in the advertisement which they had read online
* provided some interesting arguments trying to convince their friend to apply. Arguments sometimes included personal experiences which provided another avenue for more information and examples to formulate their argument
* provided detailed and creative arguments with good originality. Some students used their own real-life experiences as a basis to encourage their friend to apply, which made their responses more informed and their argument more convincing
* used a range of expressions including the use of idiomatic expressions which were used in the correct context. For example: *Se io fossi in te*, *In quattro e quattrotto, In parole povere, ogni morte di Papa, prendere due piccioni con unca fava.* Students who used these expressions were able to keep the reader engaged and interested in their responses
* added variety to their writing by using very good cohesasive devices. Some common cohesive devices used included: *Nonostante, dunque, quindi, per di più, in oltre*
* set their response out according to the text type, making sure to include a mock template of an email with address, subject and date ie began their email with a salutation *(Ciao)* and ended with an appropriate sign off *(a presto, aspetto la tua risposta*)
* read the question carefully, by highlighting the prompts which needed to be addressed in their email. This helped guide and shape their response
* adhered to the specified word limit, with the majority writing between 200-250 words in Italian

The less successful responses commonly:

* identified and responded to only a couple of the prompts given in the advertisement. In some cases, these were taken/copied as bullet points directly from the text and not expanded on
* listed the arguments as bullet points directly from the text and subsequently did not provide much elaboration on any of the points they chose to make. In doing so, they were only able to provide brief arguments and at times, they became confused with the seasons. For example, Italian visiting Australia students during their summer months, as opposed to Australian students visiting Italy during June and July
* used a variety of verb tenses, For example, the present perfect and Imperfect if they were recounting their own personal experience as an exchange student
* demonstrated very good control of the future and conditional tenses. The subjunctive was also used well if they were expressing their opinion about the benefits of participating in the exchange programme
* struggled with using the correct verb tenses to express their ideas. The present perfect tense was used with no or incorrect auxiliary verbs. When using the future tense, verb conjugations were incorrect, particularly when attempting to use irregular verbs. There was also common errors when conjugating verbs using the conditional tense
* needed to keep in mind the context of their writing when using their dictionary as there were several uses of words being using out of context. Eg: *anello* was used as the verb *to ring* and *circa* was often used to express *about*, as *ho visto un annuccio chepenso ti interessa circa.*

**Section 3: Writing in Italian**

The most popular question selected was Question 11.

### Question {9}

*The more successful responses* commonly:

* presented a clear and structured outline of the event that could/should be celebrated in their Italian community and further explained why that event would be of benefit to their community. Students chose events such as *Clean up Australia Day*, *The Christmas Pageant, Music Festival and Cultural Days...*
* elaborated ideas by offering additional detail and or opinions (the cultural and economic benefits, employment opportunities, environmental protection for future generations and multicultural appreciation…)
* understood well the concept of being an Italian exchange student in Australia and that the task was to write about the event for their Italian community
* used cohesive devices effectively
* appropriately used language specific to their event of choice (*la raccolta dei rifiuti per sostenere l’ambiente, la sfilata, le opportunita` economiche* …)
* organised information and ideas effectively through the use of paragraphs.

*The less successful responses* commonly:

* did not always adhere to the text type structure of an article thus omitting title and or structured outline for an article
* tended not to use paragraphs.

### Question {10}

*The more successful responses* commonly:

* made appropriate connections to this piece of writing, incorporating the phrase *Che peccato!* – ‘What a pity!’ Some of the stories written were particularly imaginative
* elaborated ideas by offering additional details and or opinions through sarcasm, humour and or direct speech
* were creative and adhered to a topic and purpose, context and audience by the way in which the phrase *Che peccato* was incorporated
* weaved emotions throughout their story well
* used cohesive devices effectively
* used a range of linguistic structures and language features to convey meaning
* organised their information and ideas effectively through the use of clear paragraphs that matched the task requirements.

The less successful responses commonly:

* relied on a recount of an event to incorporate the *Che peccato* phrase/idea into their story
* did not adhere to the correct format/text type for a Story
* relied on a less sophisticated storyline of information
* attempted to use their In-Depth Study work as part of the story which was not always accurate or appropriate
* did not write an appropriate title for their Story
* did not use paragraphs or appropriate punctuation.

### Question {11}

The more successful responses commonly:

* were mostly relevant to topic and purpose, context and audience
* elaborated ideas by offering additional details and or opinions (when and where they met, personality, character traits, memories, experiences shared…)
* were able to provide depth of ideas, information or opinions through a genuine speech
* added authenticity to their speech by introducing self, welcoming guests and then offering a celebratory cheer at the end
* provided a range of linguistic structures and language features to convey meaning; using the present perfect and imperfect tenses and using conditional and subjunctives to enhance their thoughts
* demonstrated accuracy in language application
* were able to use cohesive devices effectively (*dunque, quindi, in oltre…)*
* were able to incorporate idiomatic expressions (*su questo non ci piove, salta agli occhi…)*
* clearly conveyed appropriate emotions, sentiments and memories to reflect on the shared experiences with their friend
* were able to organise their information and ideas effectively through the use of paragraphs.

*The less successful responses commonly:*

* outlined why they were friends and retold a main memory from their time together at school
* wrote their speech without any authentic connections (no christian names mentioned)
* made errors with word order/syntax, choosing words incorrectly from the dictionary
* did not adequately meet the word length requirement
* merely retold a series of events
* did not use paragraphs or connectives to link their ideas.

As a general observation for improvement for Section 3 - Grammar application needs to be more refined with better use of appropriate auxiliary verbs, agreements, tense conjugations, use of accents and selecting the correct vocabulary from the dictionary. For example: (*e* and *è*; *dovere* and *avere*; *oggi* and *giorno*; *guardare* and *vedere*; *conoscere* and *sapere*; *a* and *una*; *volta* and *tempo*); possessive adjectives, sequence of time with present perfect and imperfect or imperfect and conditional, also, incorrect choice of vocabulary.