2020 Italian (continuers) Subject Assessment Advice

Overview

Subject assessment advice, based on the 2020 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

Of the tasks presented for moderation, the work prepared by students was of a very good standard. The content presented in each the of tasks was mostly relevant and targeted towards the appropriate audience as directed by the task/text type. Of the tasks presented for moderation, the depth and breadth of the ideas varied according to ability.

The more successful responses commonly:

* demonstrated a wide and sophisticated range of skills (written, analytical and oral)
* elaborated on ideas by giving opinions and different points of view, demonstrating depth in the response
* provided very detailed and clear responses to text analysis tasks which allowed for a deeper analysis of language and style in texts
* used a variety of authentic expressions with relevance to cultural context
* demonstrated a variety of complex vocabulary and authentic Italian sentence structures
* demonstrated effective analysis and reflection on texts relevant to text types required of the tasks
* demonstrated a high level of initiative and confidence during interactions by consistently elaborating on responses, including giving opinions
* effectively varied their stress and tone in oral responses, actively engaging their audiences.

The less successful responses commonly:

* relied on simple language structures, lacking in connectives and conjunctions
* gave simple detail, demonstrating a lack of depth in the response
* demonstrated a high level of basic language errors in the Interaction, indicating a lack of preparation
* used limited evidence from texts to support their responses
* relied on description and simple comprehension in their responses, rather than analysis of language and style.

Assessment Type 2: In-depth Study

There were a range and interesting topics chosen for the In-depth Study this year. These included: Italian cuisine, Regional Italian Cuisine, Pinocchio/Collodi, Italian medicine in the renaissance, San Remo Music festival.

The more successful responses commonly:

* selected topics of authentic personal interest to the student
* engaged their audience actively by incorporating diverse ways of presenting their oral presentation and eye-contact
* demonstrated a high standard of pronunciation and speech delivery, indicating strong preparation beforehand
* incorporated genuine reflections on what the candidate learnt about themselves and their identity.

The less successful responses commonly:

* relied heavily on cue cards and demonstrated limited eye contact, expression and audience engagement
* had several pronunciation mistakes which made it difficult to follow the presentation
* focused on content in the reflection, rather than a deeper reflection on cultures, values, identity
* addressed the topic in a limited or superficial way.

External Assessment

Assessment Type 3: Examination

The exam consists of two assessments, an oral examination, and a written examination.

Oral Examination

The oral examination of 10-15 minutes comprises a general conversation and a discussion of the student’s In‑depth Study. In the conversation, students converse with the examiners about their personal world.

Section 1: Conversation

The more successful responses commonly:

* were well prepared and demonstrated confidence in interacting in Italian
* demonstrated spontaneity of conversation
* demonstrated the ability to expand on their ideas, taking the conversation in varied directions
* demonstrated clarity and coherent responses with a range of connectives used effectively to move smoothly between ideas
* could respond appropriately to follow up questions, answering in complete sentences
* demonstrated a range of tenses, nouns and expressions, for example: *bisgona stare dietro le scelte*; *per farla breve*.

The less successful responses commonly:

* demonstrated errors with agreements or conjugations, typically the use of *essere* and *avere* and *passato prossimo*
* needed to ask for clarification to maintain the flow of the conversation
* struggled to be consistent with pronunciation and intonation. For example, some candidates said *yuso*, instead of *uso*, *miuysica*, instead of *musica*
* demonstrated inconsistencies with grammar
* misused some words such as *bene*, for example, in: *ho molti amici bene*.

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 less successful responses commonly:

* demonstrated excellent preparation
* explained how their chosen topic affected their own lives and plans, showing that they were able to make a personal connection and passion for the topic
* used appropriate technical vocabulary in their discussions.

The less successful responses commonly:

* discussed topics that were not about Italy and the Italian culture
* were limited in their use of connectives, resulting in a lack of cohesion
* had limited technical vocabulary related to their in-depth study – this indicates the need to access texts in Italian to support.

Written Examination

Overall, the exam questions allowed most of the students to succeed. Considering the year that they had, the exam was a success. Students should be encouraged to work on elaborating their ideas, especially through reflection tasks. Students should be encouraged to focus on their conjugations and agreement. Even stronger responses had some simple errors. Tenses should also become a focus of the classroom.

Section 1: Listening and Responding

There were five texts in Italian, all of them varying in length and nature. Students were generally able to identify the context, purpose and audience of each text. The most successful students were able to analyse aspects of the language in the five texts, for example, identifying changes in the tone of speakers. They were also able to use examples from the text as evidence.

The more successful responses commonly:

* provide accurate responses to all elements of the questions
* incorporated clear evidence from the text in their responses and provided a range of different evidence points if needed
* were able to identify tone and shifts in tone and attitude throughout texts and use evidence to justify their responses.

The less successful responses commonly:

* provided limited responses, or responded to only parts of the question, indicating that students had not fully read the question.

Section 2: Reading and Responding Part A

The more successful responses commonly:

* were able to elaborate on responses, using evidence from the text to justify their answers
* were able to identify and discuss language choices in the text, for example, the use of rhetorical questions and titles
* demonstrated understanding of the tone, purpose and genre of texts, for example by identifying that text 6 was ‘a formal, objectively written’ text and text 7 was an ‘informal, subjective blog-style response’.

The less successful responses commonly:

* provided limited responses to answers
* responded mainly to the content of the text and did not respond as clearly to the use of language, tone, or attitude.

Section 2: Reading and Responding Part B

The more successful responses commonly:

* tailored their responses to be appropriate for their audience and purpose
* used the conventions of the text type (email) with To, From, CC, Subject etc.
* extended their responses by providing examples, for example, by elaborating on the sort of activities the Italian student and his family would be able to do here in Australia.
* demonstrated understanding of sophisticated grammatical concepts to convey meaning. Examples of this include the use of present, future, conditional, present perfect, subjunctive (*spero che ti abbia convinto*) tenses, and the hypothetical ‘if clause‘
* made use of varied vocabulary and phrases to enrich the writing for example, *inoltre, quindi*, *insomma*, *perciò*, *purtroppo, per di più*, *occorre notare*, *ovviamente*, *in parole povere*, *a mio parere*, *vorrei mettere in luce* and more.

The less successful responses commonly:

* demonstrated errors in spelling and accents
* lacked depth of treatment and did not reach their word count
* did not demonstrate understanding of the conventions of the text type and purpose, for example, they did not introduce themselves or sign off
* misused verbs and expressions, for example, the use of *essere* for age (*tu sei 17 anni*) and *ti amo* for love at the end of an email, auxiliary verb used in the present perfect
* did not address the specific topic of Christmas, but wrote more generally about summer in Australia
* some did not invite parents of Alessandro. The use of the incorrect incorrectly conjugated verbs in the present and conditional tense, for example using the *io* form instead of the *tu* form.

Section 3: Writing in Italian

Generally, students wrote well in this section. The stronger students provided a piece of writing that was relevant to the task type selected; original, creative and mature in ideas. They expressed their information or opinions a cohesive manner.

Some students struggled to adhere to the text type, or to provide a piece of writing that was relevant and tailored to the specific topics. In addition, some of these students struggled to meet the prescribed word length requirement or complete their text.

The most popular question selected was Question 11, and the least popular was Question 9.

The more successful responses commonly:

* met the purpose of the task, for example, if they responded to Question 9, they were able to explain what the film was about and how it affected them, or if they responded to Question 10, they were able to be persuasive
* demonstrated depth in their thinking by linking their ideas back to the task
* integrated cultural understanding into their answers, for example in Question 10, where some students drew connections between the use of the ‘piazza’ and interactions between tourists and Italians
* made personal connections to the questions, which allowed them to elaborate more clearly.

The less successful responses commonly:

* focused on recounting information, without connecting it to the purpose of the text
* provided limited responses, with little elaboration on their ideas
* were inconsistent with accuracy and range of expression, particularly tenses and endings, which made it difficult at times to understand what they were trying to say
* missed opportunities to integrate cultural understanding.