2021 Italian (continuers) Subject Assessment Advice

Overview

Subject assessment advice, based on the 2021 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 folio includes:

* Interaction
* Text Production
* Text Analysis.

The more successful responses:

Interaction

* demonstrated fluency
* had good pronunciation, agreements, good use of verbs/tenses
* used great idioms– In fin dei conti
* were able to answer questions posed to them
* used relevant terms and expressions.

The less successful responses:

* were short responses with one word answer
* used simple sentences
* included lots of pauses
* read from cue cards/notes
* incorrectly used auxiliary verbs- ho andato, sono dormito fino a tardi

Text production

* used impressive idiomatic expressions: Non ce la faccio più
* used a range of tenses/moods/interesting verbs
* showed informative, fluent work, with a high degree of accuracy
* had planned their response
* used paragraphing with strong introductions and conclusions
* used terms relevant to the topic: indirizzo umanistico (type of studies done), which showed a high level of preparation
* made agreements when needed
* used relevant terms/expressions: il biliancio europeo
* rare but impressive use of the subjunctive, the conditional, etc!
* good use of relative pronouns, especially for connecting ideas
* used great idioms – Non vedo l’ora di; da un certo punto di vista; tuttavia …

The less successful responses:

* wrote less, so there was little or no evidence of planning
* did not consistently use punctuation or make the required agreements: Tuo amica
* confused prepositions and articulated prepositions: Sono dell’Australia, instead of dall’Australia
* included the definite articles when listing for example subjects.

Text analysis

* attempted all questions, which were answered thoroughly.
* used the information in the text to answer the questions, rather than just translate sections of the text
* wrote correct, detailed, accurate answers, which showed they had read the marks allocation and had tried to glean meaning from the texts.

The less successful responses commonly:

* had poor pronunciation – mispronounced words: sassofono, eroe
* used literal translations – un lungo weekend
* showed a lack of connectors to join parts of sentences
* showed a lack of verbs in sentences
* found it hard to make agreements required
* used verbs in the infinitive form, rather than conjugating them
* did not provide enough information and omitted answers
* did not understand the texts deeply enough to be able to answer all of the questions.

General comments or observations

*Some schools didn’t include the audio files required follow up was required, this was subsequently resolved, but perhaps teachers/schools need to be reminded and the SACE Board needs to be checked the items before opening the moderation.*

Assessment Type 2: In-depth Study

The more successful responses commonly:

* showed evidence of thorough research
* used relevant terms: capi, marchio influente, avere un impatto, fare una bell figura
* used the subjunctive, conditional etc.

The less successful responses commonly:

* demonstrated pronunciation issues: Modena, Scuderia, marchio, esprimere, durano, period, sostenibili, abiti, collabora, stereotipi, cattolici, settentrionali
* agreements not made: la Ferrari hanno…/should be ha
* included plurals that caused issued: le informazioni, gli italiani

General comments or observations

A range of interesting topics were chosen – la Mafia etc. Some other topics included – Ferrari, la Moda, The North South divide, etc.

If addressing an audience – use the voi form, not the tu form.

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:*

* had good pronunciation, agreements, good use of verbs / tenses
* great idioms used – In fin dei conti
* were able to answer questions posed to them
* used relevant terms and expressions
* used good expressions and the fluency was obvious
* expanded on their statements, often giving extra information/detail
* used connectors to link ideas
* had good pronunciation
* handled questions well. They understood the questions and were able to answer them, often with elaboration.

*The less successful responses commonly:*

* mispronounced words – pandemia, usano, musica, passano, infanzia, periodo, vicino, piacevole, etc.
* mispronounced accented words – società, qualità, libertà, città, etc.
* confused basic words – I giovani is different from Giovanni
* used the same verb form used the question to form the answer: Dove sei nata? Sei nata.. instead of Sono nata
* confused possessives – I suoi amici, instead of I loro amici
* demonstrated lack of confidence/preparation.

Section 2: Discussion

The more 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:

* relied heavily on their cue cards instead of referring to them
* would offer a one- or two-word answer
* could barely be heard
* struggled to ask for help or clarification
* found it hard to use the past tense and correctly and to use prepositions – Io andato Italia.
* demonstrated a lack of agreements: Lui è molto simpatiche.
* struggled to say basic words: lavorlo (lavoro), olanda (ollandese), many of the subjects they study and one candidate offered non sorella to express il fratello.

General observations

* Students chose good topis: The effects of technology on youth. (I giovani e la tecnologia) and Il Made in Italy.
* The latter in particular, leant itself to students using interesting vocabulary and terms: marchio, etichetta, abbigliamento, prodotto innovative, macchinetta, design rivoluzionario, azienda.

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 varying in length and nature. Students were generally able to identify the context, purpose and audience of each text. The more successful students were able to analyse aspects of the language in the texts.

Text 1

Question 1

Students were able to correctly identify 4/5 factors how the new law would benefit the city of Venice. They understood adjectives used to describe the changes in Venice. For example: Acque chiare.

Text 2 (audio)

Question 2 (a)

Students were able to identify Ernesto’s excitement in hearing the new discovery made by archeologists in Pompeii. Common language used to describe how Ernesto’s was feeling about the news report included: emotional and excited.

Students were also able to identify 2 examples which supported Ernesto’s excitement upon hearing the news. The most popular of examples being Ernesto’s comment on Pompeii being Ernesto’s favorite place in the world.

Question 2 (b)

Students were able to correctly identify and translate Ornella’s comment: ‘Non siamo cambiati molto’ in context to the information being presented.

Student’s supported Ornella’s comment with appropriate examples from the text. For example: The people of Pompeii used to buy street food in the market place or that Pompeiians used thermopoliums to keep food warm as we do nowadays.

Students took note of the two terms included in the glossary and used these to form an understanding of the context of the text.

*The more successful responses commonly:*

* understood the intention of the questions
* provided clarity and depth in responses
* used appropriate examples from the text to support the response given.

Section 2: Reading and Responding

Part A

Text 3

Question 3 (a)

The text title Senza Valigia, Senza Biglietto, Italia e` nelle tue mani was successfully responded as was identifying and explaining some persuasive techniques, in particular ‘Rhetorical Questions” and ‘Emotive Adjectives’

Question 3(b)

Students correctly translated the title of the text and with reference to the text, supporting their response with relevant examples. For example, one can travel to Italy without leaving home by using their fingers.

Question 3 (c)

*The more successful responses commonly:*

* correctly identified Cavallari’s call to action by identifying all suggestions made: For example: visit the website, register/ download the app, choose a place in Italy that interests you
* were able to correctly identify and explain three techniques used by Cavallari to engage the reader. Among the more popular techniques identified were, for example: Rhetorical questions, emotive language, the subject title, the use of imperative/commands, listing places to see.

*The less successful responses commonly:*

* had not been carefully read
* showed limited depth of understanding of content
* *demonstrated the use of examples from the text was limited or a random guess response was provided, students were not able to identify and explain some persuasive techniques, and incorrectly using the terms ‘Imperatives’ and ‘Modal Verbs’*

Part B

Question 4

*The more successful responses commonly:*

* understood the title and its relevance to young people
* conveyed with depth and breadth the sentiments of the different situations expressed by Marta, Antonio and Anna
* understood what the influences of study/a work decision are
* demonstrated empathy and made own personal connections with such decisions

*The less successful responses commonly:*

* misunderstood the title
* did not comment on all three different situations (just one or two)
* did not mention influences important in making study/work decisions
* could not make the connections with self-awareness/interests and the type of work that best suits them.

Section 3: Writing in Italian

Question 5

*The more successful responses commonly:*

* adhered to the specific requirements of the chosen text type
* included the prescribe phrase appropriately in the piece of writing
* met the word length requirement of the task
* wrote in a logical and structured manner with correct grammar, syntax and punctuation
* were relevant to all aspects of the topic demonstrating depth and breadth of content
* were engaging as it expressed complex ideas and opinions effectively

The most popular choice was option 3 – Write a diary entry that includes the following sentence: ‘Quando la mia amica/il mio amico ha vinto la lotteria, tutto e` cambiato.’

*The less successful responses commonly:*

* chosen text type did not adhere to its specific requirements
* word length requirement of the task was not met
* showed that the context of question had a partial/limited understanding
* points covered were limited with only simple ideas and opinions expressed
* response required decoding where incorrect grammar, syntax and punctuation was applied
* incorrect selection of words from dictionary impeded meaning

The least popular choice was option 1 – ‘Scrivi un articolo per una rivista italo-australiana in cui parli dei recenti cambiamenti nel mondo di cucinare e mangaiare degli australiani negli ultimi anni causati dai tanti programmi televisivi di cucina.’