

Italian

External assessment: oral examination

General information

This document contains information for the external assessment of the oral examination component in Italian.

In 2009, all Year 12 students enrolled in at least two Stage 2 or two Stage 3 units in the Italian course will be required to take part in an oral examination to receive marks for the oral examination component of the external examination.

The Curriculum Council will supervise and conduct the external assessment of the oral examination of candidates undertaking Stage 2 and Stage 3 units. This will take place in a centralised metropolitan location, ensuring standardised conditions and marking comparability.

Further advice on matters related to the administration of Curriculum Council assessment will be published in the Curriculum Council WACE circular. Teachers should also refer to the TEE/WACE examination policy published in the WACE manual and on the Curriculum Council website.

Teachers are responsible for ensuring the syllabus requirements are met. This includes following the Curriculum Council assessment guidelines and making sure candidates are adequately prepared for the oral examination. Teachers must ensure they are using the currently accredited course.

External examination weightings

In Italian the external examination weightings are as follows:

Stage 2			Stage 3		
Oral examination	(30 minutes)	25%	Oral examination	(30 minutes)	30%
Written examination	(2.5 hours)	75%	Written examination	(2.5 hours)	70%

Reporting achievement

For each unit, schools will be required to submit a mark out of 100 to the Curriculum Council. The school course mark will be calculated by the Curriculum Council by averaging the mark out of 100 for the two units studied in Year 12. The examination mark (a combination of the practical component and the written component) will statistically moderate the school course mark. In 2009, the Curriculum Council will report a WACE course mark which is determined from the moderated school course mark and the standardised examination mark. For the purpose of ranking students for tertiary entrance, the average of the moderated school course mark and the standardised examination mark will be scaled.

Principles

1. The marking process preserves the anonymity of the candidate and the candidate's school.

This requires that:

- candidates will be identified only by their randomly allocated student number
- marking occurs in central locations where candidates cannot be identified with a particular school.

2. Markers will apply a consistent standard to assess the candidate's work.

This requires:

- separate marking guides for Stage 2 and Stage 3 units
- attendance at a training meeting prior to the commencement of marking
- trial marking of work to ensure a common understanding of the marking guide.

3. Double marking of candidate's work will be carried out.

This requires that:

- each marker marks the work independently
- where necessary, the Chief marker will reconcile significant differences
- the Chief marker will ensure marking consistency throughout by monitoring the marking process
- marking of oral examinations will be concluded prior to the commencement of the written examinations.

Structure of the Oral examination for Stages 2 and 3

Stage 2 Oral examination

The Stage 2 oral examination is in two parts.

Part A: Stimulus (approximately 4 minutes)

This section is worth 10 marks

The examination begins with the marker asking an introductory question to initiate conversation on the stimulus brought in by the candidate. Candidates bring in **one** stimulus (e.g. picture, image, object, diagram, photograph, article, advertisement etc.) related to the focus and content of unit 2AITA and/or 2BITA. Candidates are required to support the conversation by talking about the stimulus and how it relates to the focus and content of one or both of the Stage 2 units. There must be evidence of preparation and research. It is important to remember that this is a conversation, not a presentation.

Part B: Conversation (approximately 8 minutes)

This section is worth 20 marks.

Following the conversation stemming from the stimulus, candidates participate in a conversation with the marker covering the focus and content of Stage 2 units. Candidates are required to initiate conversation through interactive participation with the marker. The marker varies the questions for each candidate, thus ensuring that no two candidates have an identical experience of the examination. Markers ensure that the range and depth of questions asked are sufficient to allow an accurate assessment of the candidate's linguistic ability. Some sample questions are to be found in Appendix 1 of this booklet.

Stage 3 Oral examination

The Stage 3 oral examination is in two parts.

Part A: Stimulus and question (approximately 4 minutes)

This section is worth 10 marks.

Candidates are given two stimulus texts by the supervisor while in the preparation room. Candidates must choose one stimulus text for which they prepare a response to the focus question provided and make notes, as required. The question provided with the stimulus text is used as a prompt for the marker to initiate the conversation. Candidates should be prepared to talk about the stimulus and how it relates to the focus and content of one or both of the Stage 3 units. There must be evidence of preparation. It is important to remember that this is a conversation, not a presentation.

Part B: Conversation (approximately 8 minutes)

This section is worth 20 marks.

Following the conversation stemming from the stimulus, candidates participate in a conversation with the marker covering the focus and content of Stage 3 units. Candidates are required to initiate conversation through interactive participation with the marker. The marker varies the questions for each candidate, thus ensuring that no two candidates have an identical experience of the examination. Markers ensure that the range and depth of questions asked are sufficient to allow an accurate assessment of the candidate's linguistic ability. Some sample questions are to be found in Appendix 1 of this booklet.

Note to teachers

Teachers are to note that for both Part A and Part B:

- (i) Candidate's annotations are not permitted on photographs, advertisements and pictures, etc. The only writing permitted on maps and charts will be labels or headings.
- (ii) Stimulus material brought into the oral examination is to support the points made and should not become the main focus of the examination — it is *not* to be a detailed description of the material *per se*. The exchange between candidate and marker is the focus.
- (iii) Notes and cue cards are not permitted.

Examination instructions for candidates

The central venue for the oral examinations for 2009 will be advised by the Curriculum Council. Candidates are to arrive at the venue 20 minutes *before* the scheduled time of the examination. The total time allocated for the oral examination is 30 minutes (15 minutes preparation and 15 minutes interview). This time includes three minutes for reconciliation of marks by the markers.

Procedure

Candidates are taken from the waiting area and assigned firstly to a preparation room and then to the examination room. Whilst in the preparation room candidates are supervised by a Curriculum Council appointed examination supervisor.

During this time, candidates are to prepare responses to the stimulus material and make notes on paper provided. Stage 2 candidates have brought their own material; Stage 3 candidates will be handed their stimulus material by the supervisor. Candidates may refer to a bilingual Italian/English and English/Italian dictionary during the preparation time. The candidate must provide her/his own dictionary – this is not provided by the Curriculum Council. Dictionaries should not contain any handwritten or typewritten notes or other marks and may be inspected during the examination. Electronic dictionaries are not permitted.

Candidates are to bring their student number to the preparation and examination rooms. At the start of the examination, candidates are asked to state their student number to the markers.

Notes made during the preparation time must be handed to the supervisor in the preparation room and may not be used by the candidate during the interview. Dictionaries are not permitted in the interview room and may not be used during the oral examination.

Once candidates have completed their examination, they must leave the examination area. Candidates who have completed the examination are **not** to have contact with those waiting to be examined.

Marking

Appointment of markers

The Curriculum Council will appoint a Chief marker who will be responsible for the external assessment process and training. Teachers may apply to be external markers. External markers are employed by the Curriculum Council and are therefore responsible to the Curriculum Council through the Chief marker.

The Curriculum Council will allocate, in consultation with the Chief marker, a set number of candidates per marker. These candidates will be randomly allocated according to the candidate's Curriculum Council student number.

The marking process

The markers will work collaboratively with the Chief marker and under the direction of the principles of external assessment defined by the Curriculum Council.

The Chief marker sets the standards and this will be based strictly on the criteria set down in the marking guidelines. Exemplar materials will be selected by the Chief marker and used to exemplify standards and levels of production achievement. Marking of the work will be undertaken by two independent markers.

A numerical scale will be used to assess oral examination in terms of:

- linguistic resources (vocabulary and grammar)
- comprehension
- oral response
- interaction
- fluency and clarity.

See sample marking keys in Appendices 2 and 3.

Judgements will be compared and a process of reconciliation will be undertaken under the direction of the Chief marker. All independent marks and reconciled marks will be recorded and submitted to the Curriculum Council by the Chief marker.

The Chief marker will be required to prepare a formal written evaluation report which will be based upon the established Curriculum Council criteria of:

- adherence to protocols and processes
- attention to administrative processes
- implementation and adherence to established production standards for the subject
- other relevant comments.

Confidentiality of candidate marks is vital and must not be breached. External markers must not be involved in the marking of candidates from their own school and must immediately disclose if they recognise a candidate once he/she enters the interview room.

Sample questions for oral examination

Guide to markers conducting the oral examination Stage 2 and Stage 3

Greetings prior to interview

Marker: Buongiorno. Come stai?
 Student: Bene grazie e Lei?

OR

Marker: Buongiorno. Da questa parte, per favore?
 Student: Grazie, signora?
 Marker: Allora, come stai?
 Student: Non c'è male grazie, però sono un po' emozionato.

OR

Marker: Buongiorno. Come stai?
 Student: Posso? (referring to the chair)
 Marker: Sì certo. Come stai?
 Student: Molto bene, signora. Veramente è una bella giornata. E Lei?
 Marker: Sono d'accordo. Sto benissimo, grazie.
 Student: Meglio così, signora.
 Marker: Allora...

Stage 2 Oral examination

Part A: Stimulus

General introductory questions are asked by the marker to initiate the conversation of the stimulus prompt/text related to the focus and content of Stage 2 units.

Marker selects from the following to initiate the conversation:

- Cosa hai portato all'esame orale oggi?
- Hai portato un'immagine o qualcos'altro da discutere per esempio una foto ecc.?
- Di che cosa ti piacerebbe parlare oggi?

Part B: Conversation

Marker asks questions covering the focus and content of Stage 2 units.

The following are examples of questions that are appropriate:

Unit 2AITA: Rapporti

<i>Relationships</i>	•
<i>Free time</i>	•
<i>Technology</i>	•

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[Adapted from: Marin,. 1999]

Unit 2BITA: Andiamo!

<i>Travel</i>	•	<div style="border: 1px dashed black; padding: 20px;"> <p>For copyright reasons these questions cannot be reproduced in the online version of this document.</p> </div>
<i>Destination: Australia</i>	•	
<i>Language mentoring relationship/Exchange</i>	•	

[Adapted from: Oriolog, Melisi & Romeo. 1992]

Stage 3 Oral examination**Part A: Stimulus and question**

General introductory questions are asked by the marker to initiate the conversation of the stimulus text related to the focus and content of Stage 3 units.

Marker selects from the following to initiate the conversation:

- Hai scelto un'immagine?
- Quale immagine hai scelto?

Part B: Conversation

Marker asks questions covering the focus and content of Stage 3 units. The following are examples of questions which are appropriate.

Unit 3AITA: Made in Italy

<i>Finding work</i>	•	<div style="border: 1px dashed black; padding: 20px;"> <p>For copyright reasons these questions cannot be reproduced in the online version of this document.</p> </div>
<i>Teenage trends</i>	•	
<i>Role models in society and the media</i>	•	
<i>Trends in Italy</i>	•	
<i>Food, fashion, film, cars, art and music</i>	•	

[Questions adapted from: Marin, 1999]

Unit 3BITA: ...e poi?

<i>Future study</i>	•	<div style="border: 1px dashed black; padding: 10px;"> <p>For copyright reasons these questions cannot be reproduced in the online version of this document.</p> </div>
<i>Employment</i>	•	
<i>Travel</i>	•	
<i>Relationships</i>	•	
<i>Personal issues</i>	•	
<i>Social issues</i>	•	
<i>Environmental issues</i>	•	

[Questions adapted from: Marin, 1999]

Stage 2 Sample marking guidelines (oral examination)

Linguistic resources (vocabulary and grammar)			
12–10	9–7	6–4	3–0
Demonstrates a range of linguistic resources through responses with accuracy and control. Demonstrates some inaccuracies in mode and/or syntax which do not affect meaning.	Demonstrates knowledge of linguistic resources through responses with some accuracy and control. Demonstrates a range of inaccuracies in mode and/or syntax which does not affect meaning. Communicates with repetition and uses simple sentence structures.	Demonstrates a limited range of linguistic resources through short responses with a range of inaccuracies which does affect meaning. Communicates with repetition and uses similar and simple sentence structures.	Demonstrates some evidence of linguistic resources with English syntax through short responses. Inaccuracies affect meaning. Communicates with repetition and single words.
Score:			
Comprehension			
8–7	6–5	4–3	2–0
Comprehends all questions, responding to all questions from marker of varying speed and accent. Comprehends comments made by marker. Responds appropriately.	Comprehends almost all questions and/or comments made by marker. Requests repetition or clarification of a couple questions where vocabulary, speed and accent are variables which could affect candidate's comprehension. Responds appropriately.	Comprehends some questions. Requests repetition or clarification of many questions. May choose not to respond at all or use a formulaic expression such as <i>non lo so</i> . Some prompting, repetition and rephrasing needed. Responds appropriately some of the time.	Demonstrates difficulty in comprehending questions and/or comments made by the marker. Frequent prompting, repetition and rephrasing needed from marker. Non verbal responses evident or use of English.
Score:			
Oral response			
8–7	6–5	4–3	2–0
Presents and develops relevant information related to the stimulus associated with the question and or comments made by the marker. Communicates relevant and original opinions/ideas supported by examples, opinions or experiences.	Presents relevant information associated with the question and/or comments made by the marker. Supports comments through relating them to the stimulus or personal experiences.	Presents some relevant information associated to the question and/or comments made by the marker. Comments that relate to the text are of a factual nature. Makes some comments that do not relate to the stimulus.	Responds with limited information related to the stimulus.
Score:			
Interaction			
8–7	6–5	4–3	2–0
Interacts with marker using appropriate body language (where relevant) and register; picks up on non-verbal cues/nuances of language. The conversation is sometimes led by the candidate. Expresses an enthusiasm to talk about the stimulus.	Interacts with marker using some body language (where relevant) and register; picks up on some non-verbal cues/nuances of language. The conversation is 'led' by the marker. Expresses an enthusiasm to talk about the stimulus.	Interacts with marker showing awareness of, but not responding to body language (where relevant) and register; does not pick up on some non-verbal cues/nuances of language. The conversation depends on the marker. Expresses limited enthusiasm to talk about the stimulus.	Interacts with marker using inappropriate body language and register; shows no awareness of non-verbal cues/nuances of language. Minimal or no engagement with the stimulus.
Score:			
Fluency and clarity			
4	3–2	1–0	
Pronunciation is almost always clear. Flow of speech is evident. Where 'think time' is required, candidate uses appropriate 'fillers' in Italian such as <i>beh, dunque, allora, un momento, insomma</i> etc.	Pronunciation is good. Some errors which do obstruct meaning. Some hesitation which affects conventions of conversation such as turn taking.	Uses single words, set formulae and Anglicisms to express information which frequently obstructs comprehensibility. Inappropriate hesitation such as long pauses obstructs meaning and conventions of conversation.	
Score:			

Total marks /40

Stage 3 Sample marking guidelines (oral examination)

Linguistic resources (vocabulary and grammar)				
15–13	12–10	9–7	6–4	3–0
Demonstrates a broad range of linguistic resources through depth of responses with excellent accuracy and control e.g. changes mode, syntax, content etc.	Demonstrates a range of linguistic resources through responses with accuracy and control. Demonstrates some inaccuracies in mode and/or syntax which do not affect meaning.	Demonstrates knowledge of linguistic resources through responses with some accuracy and control. Demonstrates a range of inaccuracies in mode and/or syntax which does not affect meaning. Communicates with repetition and uses simple sentence structures.	Demonstrates a limited range of linguistic resources through short responses with a range of inaccuracies which does affect meaning. Communicates with repetition and uses similar and simple sentence structures.	Demonstrates some evidence of linguistic resources with English syntax through short responses. Inaccuracies affect meaning. Communicates with repetition and single words.
Score:				
Comprehension				
10–9	8–7	6–5	4–3	2–0
Comprehends quickly and/or possibly with some anticipation, responding to all questions from marker of varying speed and accent. Responds appropriately.	Comprehends all questions, responding to all questions from marker of varying speed and accent. Responds appropriately.	Comprehends almost all questions. Requests repetition or clarification of a couple questions where vocabulary, speed and accent are variables which could affect candidate's comprehension. Responds appropriately.	Comprehends some questions. Requests repetition or clarification of many questions. May choose not to respond at all or use a formulaic expression such as <i>non lo so</i> . Some prompting, repetition and rephrasing needed. Responds appropriately some of the time.	Demonstrates difficulty in comprehending questions. Frequent prompting, repetition and rephrasing needed from marker. Non verbal responses evident or use of English.
Score:				
Oral response				
10–9	8–7	6–5	4–3	2–0
Presents and develops relevant information associated with the question and/or comments made by the marker. Communicates with breadth and depth in the use of relevant and original opinions/ideas and information providing examples related to the stimulus or personal experiences.	Presents and develops relevant information related to the stimulus associated with the question and/or comments made by the marker. Communicates relevant and original opinions/ideas supported by examples, opinions or experiences.	Presents relevant information associated with the question and/or comments made by the marker. Supports comments through relating them to the stimulus or personal experiences.	Presents some relevant information associated to the question and/or comments made by the marker. Comments that relate to the text are of a factual nature. Makes some comments that do not relate to the stimulus.	Responds with a limited information related to the stimulus.
Score:				
Interaction				
9–7	6–5	4–3	2–0	
Interacts with marker using appropriate body language (where relevant) and register; picks up on non-verbal cues/nuances of language. Speaks spontaneously and naturally. Expresses an enthusiasm to talk about the stimulus.	Interacts with marker using appropriate body language (where relevant) and register; picks up on non-verbal cues/nuances of language. The conversation is sometimes led by the candidate. Expresses an enthusiasm to talk about the stimulus.	Interacts with marker using some body language (where relevant) and register; picks up on some non-verbal cues/nuances of language. The conversation is 'led' by the marker. Expresses an enthusiasm to talk about the stimulus.	Interacts with marker showing awareness of, but not responding to body language (where relevant) and register; does not pick up on some non-verbal cues/nuances of language. The conversation depends on the marker. Expresses limited enthusiasm to talk about the stimulus.	
Score:				
Fluency and clarity				
6–5	4–3		2–0	
Pronunciation consistently clear. Naturally flowing speech. Where 'think time' is required, candidate uses appropriate 'fillers' in Italian such as <i>beh, dunque, allora, un momento, insomma</i> etc.	Pronunciation is good and highly comprehensible. Some errors which do obstruct meaning. Some hesitation which affects conventions of conversation such as turn taking.		Uses single words, set formulae and Anglicisms to express information which frequently obstructs comprehensibility. Inappropriate hesitation such as long pauses obstructs meaning and conventions of conversation.	
Score:				

Total marks /50