ITALIAN SECOND ADDITIONAL LANGUAGE (Updated April 2014)

A.   MEANS OF ASSESSMENT

External Examination	Paper I	2 hours	[100]
	Paper II	2 hours	[100]
Oral			[100]
Internal Assessment:	SBA file		[100]

400 marks

B.   REQUIREMENTS

PAPER 1   **2 hours**   **[100]**

READING AND VIEWING
LANGUAGE

SECTION A   Reading for Meaning: Unseen texts   [60]

This section will comprise **two** or **three** authentic texts, which can be in prose, visual and/or graphic form. Questions will require a variety of responses that may include identifying the main ideas, specific information, opinions, feelings and attitudes expressed in the texts.

Questions will test comprehension only and not the candidates' ability to express themselves. Questions may require candidates to answer in the form of completing tables, true and false questions, ticking boxes, filling the gap, classifying information, or choosing the correct word/option.

Candidates may also be required to formulate short answers, using their own words, in Italian, but the focus in this paper is on the understanding of the given texts and not on formulating own texts.

Questions targeting language will be included. Candidates will not only require an understanding of the text, but also knowledge of grammar, punctuation and vocabulary.

SECTION B   Prescribed Texts   [40]

Questions in this section will be on the literary text(s) that have been prescribed for study.
All questions must be answered in Italian. Questions will be contextual in nature. Questions will not require sophisticated literary analysis.

Texts may include a text about the culture, character trait, region, countryside or other socio-political aspects of Italy. Questions may require candidates to decode these in relation to a given literary text.

PAPER II   **2 hours**   **[100]**

WRITING AND PRESENTING
LANGUAGE

The focus of this paper is on formulating own text, therefore questions should try to avoid an over-emphasis on understanding of the given text(s), which is covered in Paper I.

SECTION A: Writing a Descriptive/Narrative Text OR
                     Expressing Opinions, Ideas, and Feelings.   [30]

A choice of two short texts will be given as a point of departure. Candidates are required to describe, inform and express their own opinion on the topic of/issues in one of the given text(s).

Candidates may draw on vocabulary and ideas in the text(s), but must formulate their ideas in their own words. Candidates must not simply recopy portions of the text(s). The candidate's response will be one continuous prose text.

Length: 150 – 200 words.

SECTION B: Writing a Transactional Text/Formulating Information.   [30]

Four short texts and/or descriptions of situations from daily life will be given. Candidates will be required to react in writing to three of the situation(s): (e.g. write short messages/informal letter/e-mail/phone message.) The responses will be of a communicative nature. The context could be taken from the prescribed texts.
The candidates are required to write approximately 150 words in total for this section (each answer must be 3 – 5 lines in length).

SECTION C: Language in Context   [40]

Two questions will be set. Two texts (word count not exceeding 350 in total) will be given as a point of departure. Candidates will demonstrate their knowledge of language and its use in context.

One question will require candidates to reformulate and present the same information in a different format or from a different point of view, e.g. from a dialogue to a letter; from a newspaper article to a telephone conversation; an account of a given event in reported/indirect speech.
The second question will require candidates to expand short notes into a coherent text.

Length 100 – 120 words each

ORAL AND AURAL ASSESSMENT **[100]**

SECTION A: CONTINUOUS ASSESSMENT

The evaluation of candidates' oral and aural proficiency should be continuous and proficiency in a variety of situations should be assessed. Candidates should be able to read, and communicate about what they read, and respond to other stimuli, pictures, tapes or 'live' speech.

The marks for Listening and Speaking are as follows:
(i)   Reading and discussion of a previously prepared document.   (20)
(ii)   Role Play/Situations   (10)
(iii)   Listening Comprehension   (30)
(iv)   Conversation   (40)
(Discussion of Themes and of prescribed oral texts to be included in general conversation.)

Listening Comprehension
Listening Comprehension tasks should be done during the year to assess: Listening and Speaking. These should be completed under controlled conditions, based on pre-recorded texts. Marks for this section are to be attained from tasks assessing three kinds of listening comprehension:

Type 1: Listening for main points
Type 2: Listening for specific information
Type 3: Listening for detailed information

SBA file [100]

Each candidate must keep a learner file of written work all of which should be in Italian and assessed by the teacher. It must include a variety of tasks representative of the candidate's work. Candidates may start work on their learner files from September of the Grade 11 year, but all work included in the learner file will be assessed at Grade 12 level.

The learner file submitted must consist of exactly **TEN** representative pieces of work, all to be written in **Italian**.

The work must correspond to the following categories:

SECTION A: Tasks [50]

FIVE tasks must be included in this section.

THREE pieces written under controlled conditions (200 – 300 words) each. These should be done in class but candidates may use dictionaries and texts (authentic documents, literary texts etc.). (30)

TWO pieces of **extended writing discursive/narrative** (300 – 350 words) should be **edited once** by the candidate. Both the original, with errors underlined and coded but not corrected by the teacher, and the final version, assessed by the teacher, must be submitted. The weighting of this section is 20 marks. (2×10)

Of the above, at least **ONE** piece must have used a literary text as a point of departure, drawn from one of the themes studied.

SECTION B: Tests [30]

A selection of **3** tests that reflect the assessment required in the final examination (as in Paper I and II). The tests must cover a range of Assessment Standards across the Learning Outcomes. Each test will be marked out of at least 20 marks, but the total weighting of this section is 20 marks (30)

SECTION C: Preliminary Examinations [20]

Both Paper I and Paper II must be included. Each paper is out of 100 marks but the total weighting of this section is 20 marks. (2×10)

Preliminary Examinations must be based on original material and not taken from previous IEB examination papers.

For more details, see the Content section of the Interpretation of the Requirements: SBA file.

Each candidate will be required to present his/her learner file in a special folder for assessment by the teacher and subsequent transmission to the IEB for moderation purposes by 31 October each year.

Please note that candidates who do not submit pieces corresponding to the specified categories may be given no marks for this assessment or be penalised in other ways at the discretion of the IEB.

C. INTERPRETATION OF REQUIREMENTS

SBA file
These instructions should be read in conjunction with the examination requirements.

1. General

- Schools must certify that all work in each folder is the candidate's own work. This does not imply that all exercises must be done under test conditions or that homework may not be included, only that the school must be confident that the work has not been unduly influenced by others.

- All work in the folder must be assessed by the teacher and given a mark. It is important to note that the pieces of work in each folder should, as a whole, give a representative picture of the ability, aptitude and application of the candidate.

- Each candidate will be given a total mark by the teacher, expressed as a percentage. Where, in the opinion of the school, an aggregate mark does not adequately reflect the ability, aptitude and application of the candidate, the school must motivate an alternative mark.

- In addition to completing a cover sheet and declaration of authenticity for each candidate (see Administrative and Support Documentation: 1), each school must prepare a mark sheet giving the examination number and aggregate mark (%) of each candidate in rank order (see Administrative and Support Documentation: 2). The latter document is to be included in the teacher's file.

- The IEB will arrange for moderation of a sufficient number of folders to take place to determine whether the marks submitted for individual candidates or for the group as a whole should be accepted, scaled in some way, or re-marked in their entirety.

2. Presentation

- The folder submitted should be A4 in size, sturdy, but flat, light and not bulky.
- The candidate's examination number must be clearly written on the front of the folder. Candidates' names may appear on the pieces of work included in the folder.
- Candidate's work must be in the target language.
- The instruction for each task must be clearly indicated in front of each piece as well as in the teacher's file (see below).
- The learner file cover sheet with declaration (see Administrative and Support Documentation: 1) must be filled in by the teacher for each candidate.
- Work in the learner's file should be neat, legible and written in blue or black ink only. It may be typed or handwritten. All work must be dated.
- There must be adequate margins so that documents are visible **without** being removed from the folders.

- The learner file is intended to support the teacher's assessment of the candidate's ability in the target language. The teacher must therefore ensure that all categories of work required are correctly represented. Overall, the work in the file should be characteristic of the candidate's general level of competence at the time that the SBA file is presented.
- The teacher must ensure that the same principles are used in selecting work for the file of each candidate. While it is not necessary for samples of the same task to be included in each learner file, it is important that the same number of pieces of work, with the same weighting, be included for each candidate.
- Pieces of work in each of the required categories should be filed together, with clear dividers between each section, and in the order indicated by the official IEB cover sheet (see Administrative and Support Documentation:1).
- Each piece must reflect the required standard of work and number of words.
- Please note that no credit will be given for decorated files or work.
- A teacher's file must be provided for the guidance of the moderator. It must contain a mark sheet giving the examination number and aggregate mark (%) of each candidate in rank order (see Administrative and Support Documentation: 2). It must contain a copy of all the authentic documents (e.g. texts), planning schedules for a group of integrated activities; cassettes used for assessment; requirements of each of the assessment tasks; question papers; rubrics/mark allocations and marking memoranda (desired content). The themes or literature studied should be listed. In the case of themes, the literary texts or extracts used should be indicated (see Administrative and Support Documentation).

3.   Content (of Section A)

The FIVE pieces of work submitted in Section A of the SBA file must fulfil the following requirements:

- Of the above, ONE pieces may use a literary text from the prescribed literature or the themes as a point of departure.
- One edited (process writing) piece must be NARRATIVE/DISCURSIVE (e.g. a dialogue, letter, article, discussion) where the candidate must put forward an opinion, argue a point of view or discuss an issue.
- The 2 edited (process writing) pieces (e.g. the narrative and discursive pieces) should be presented as a draft as well as a final version. Errors in the first draft should be underlined and coded by the teacher/peers, but NOT corrected. The candidate then must present the original and the edited final version. Only the final draft is assessed in full by the teacher. The teacher must indicate a symbol on the first draft. Both the first and final version MUST be included.
- All other pieces that will appear in the learner file may NOT be edited/re-copied
- The tasks should involve the learners in activities around vocabulary building and using language in a variety of ways. As far as possible, the final piece of the task must assess learners in a way that is different from the type of responses that are expected in the external examination. A task that starts with a research activity, continues through some oral activities to a writing activity would be suitable. **(Final piece done under controlled conditions)**.
- All learner file pieces must be continuous prose pieces (i.e. not short questions and answers or contextual comprehension type questions).

- Different categories of writing could be submitted (e.g. friendly letters; formal letters; dialogues; faxes; stories; responses to authentic documents: texts, photos, cartoons, advertisements).
- At least ONE other piece must use an authentic text as a point of departure. The stimulus must be presented with the learner's task. (The authentic text may, for example, have been discussed in class or used as a comprehension, and then a task set on it. It could be a literary text. The bibliographic reference/source indication of authentic texts should preferably be included.

  General comment on pieces that use a literary text as a point of departure:

- The level of questioning and expectation should be appropriate to the candidates' ability to express themselves in Italian (recognition, identification and response to character, plot and theme, NOT literary analysis). While the objective of including literature is still to enrich candidates' experience of the language and culture, the task should focus on their ability to communicate in Italian.
- Assessment should take ideas and expression into account.

4. Prescribed Themes

Candidates MUST study the TWO prescribed themes related to the prescribed literary texts. One theme will be examined in Paper 1 and the other in the SBA file.

The teaching and learning of Italian, in this case as a Second Additional Language, is text and themes based. In the case of the prescribed themes, however, the purpose of this study is:

- to introduce candidates to the richness of the literature of the target language;
- to demonstrate links between the literature and the culture/country/context of the language;
- to give the learners the necessary vocabulary and language structures needed to discuss the issues contained in the themes;
- to broaden their base for oral conversation and discussion, with positive spin-offs for the written work.

When using a theme for this study, teachers will add their own choice of texts from a wide variety of sources and types to encompass many different genres of texts and to deepen the understanding of the language use and improve the learners' vocabulary (both active and passive).

Teachers may develop the themes using any materials, but **must include some literary texts**, e.g. poems, extracts from novels/plays. Themes such as 'war', 'love', 'youth', 'tourism' or 'family' would be appropriate. The themes will form part of the general conversation in the Oral, along with the oral texts prescribed. The theme selected should be regarded as a minimum, and teachers can choose to teach more literature, and should extend candidates as much as possible.

5.   Assessment

General points

Teachers should file and keep all work set and marked throughout the year. The original work should be submitted as is. Candidates **should not make a fair copy** of test pieces or of the final version of edited pieces.

Teachers would be well advised to set assignments like more general essays in the second half of the Grade 12 year.

Recording the marks

Each mark for a piece of work in the learner file should be converted if necessary so that the final mark included in the learner file total is also reflected on the task, making it possible to deal with a total of 100 for the whole learner file. These marks must be realistic. (For example, 16 out of 20 means that the piece is worth an "A", and is not merely a rounded up "B").

The marks for the pieces included in the learner file must be recorded on the cover sheet provided, according to the instructions which accompany it (Administrative and Support Documentation: 1). If, in an exceptional case, the mark derived for a particular candidate does not reflect a true assessment, the teacher may motivate a different mark. This cover sheet must be countersigned by the principal.

Moderation of SBA file

The purpose of the moderation is to ensure that the prescriptions of the syllabus and examination requirements have been followed and that standards are similar across different schools.

The learner file must be ready to be submitted to the IEB for moderation by 31 October each year. Schools will be informed which learner files must go through to the moderation committee for moderation.

Prior to this final moderation, schools are expected to moderate in assigned clusters. Both the teachers' files and the learners' files should be moderated in the clusters so that the standard is monitored and discussed before the final submission of the learner file to the IEB.

GUIDELINES: ORAL AND AURAL ASSESSMENT

The oral and aural assessment by individual teachers is an ongoing process throughout the year, and will be subject to moderation in the latter part of the year. The language skills contained in Listening and Speaking are expected to be assessed and the individual marks recorded by teachers.

MARK ALLOCATION **[100]**

1.   Discussion of a previously prepared document [20]

- The IEB will send schools a selection of 8 – 10 texts each year. Candidates must prepare at least THREE of these, from which the moderator will select ONE for discussion. Teachers are encouraged to do more than the minimum.
- The candidate must introduce the document, and, through discussion and answering questions, demonstrate an understanding of the text and be able to express an opinion on the subject matter, and on related issues.
- This is NOT a prepared speech.
- Texts may be prepared together in class.

2.   Role Play [10]

Although candidates are given time to prepare their role play in advance, notes may not be used when it is presented.
Teachers are urged to use the full range of marks, bearing in mind that it is not necessary for a candidate to be a native speaker in order to be given 9 or 10.

It is suggested that the following criteria be used for evaluating role play:

Rating Code	Description	Marks %
7	Outstanding pronunciation, intonation and fluency; an occasional slight mistake or hesitation; but excellent communication.	80-100
6	Very good pronunciation and fluency; makes a good attempt at correct intonation and expression; some mistakes, but very good communication.	70-79
5	Good pronunciation and fluency; makes a fair attempt at correct intonation and expression; several mistakes and/or hesitation, but good communication.	60-69
4	A fair degree of fluency and accuracy in pronunciation; quite a number of errors; some attempt at intonation, expression and communication.	50-59
3	Lacks fluency; very many errors; pronunciation influenced by the home language; communication breaks down in places, but the learner struggles and keeps going.	40-49
2	Very poor; many gross errors; frequently incomprehensible; very little communication.	30-39
1	Incomprehensible.	0-29

3.   **Listening Comprehension**   [30]

Listening tasks must be set with care so that the focus of the assessment is on listening and not on reading, writing or speaking.

More than one mark must be collected for listening as part of the continuous assessment of listening. At least one mark for Listening Comprehension in the oral component should come from a test of 30 minutes for 30 marks.

The use of tick boxes, true/false answers, matching names to facts etc is encouraged so that the learners do not penalise themselves in written answers since what is being tested is the candidate's listening skills.

See Requirements above for details.

4.   **Conversation**   [40]

General discussion with the teacher about such topics as personal life, future plans, daily routine, interests. This will also include discussion around the themes or literature studied.

Teachers are urged to use the full range of marks, bearing in mind that it is not necessary for a candidate to be a native speaker to obtain full marks. Decide first on the category into which the candidate falls (A, B, etc.) before awarding the exact mark. Do not inflate marks. Some candidates will fail. Be realistic. The mark must reflect the candidate's oral ability at the end of the Grade 12 year.

It is suggested that the following criteria be used for evaluating conversation:

Rating Code	Description	Marks %
7	Clearly expressed, accurate, to the point, fluent; very effective vocabulary; hardly any language errors. Interested and interesting. A real conversation is maintained.	80 – 100
6	Competent use of vocabulary; few language errors, most of the time fluent.	70 – 79
5	Can communicate effectively, despite errors. Conversation maintained, but ordinary.	60 – 69
4	Can communicate reasonably effectively, despite errors. Conversation maintained most of the time.	50 – 59
3	Can at times communicate fairly comprehensibly, despite errors. Needs some help from the assessor.	40 – 49
2	Slow and laboured attempt at conversation. Often does not understand questions. Few full sentences, but some basic communication.	30 – 39
1	Does not understand questions. Almost no full sentences. Meaning impeded by constant errors and hesitation. So many mistakes that communication is broken. Frequent use of home language or language of learning and teaching.	0 – 29

MODERATION OF ORAL WORK

The IEB will arrange for moderators to visit schools from September to mid-October for the purpose of standardising the school assessment for oral work.

Schools will be informed of the dates on which they will be visited. On his/her arrival, the moderator should be presented with:

- the correct forms as supplied by the IEB.

- a list of all candidates and the final mark (out of 100) for oral, arranged in order of merit, so that the moderator may select candidates from the entire range of ability.

- the mark-sheet/mark book for the class showing the breakdown of how the oral mark was composed.

The function of the moderator is to ensure that the prescriptions of the NCS and the IEB Assessment Guidelines have been followed and that standards are similar across different schools. On the basis of the interviews conducted, the moderator will make recommendations to the IEB as to whether the marks for the school as a whole should be accepted as they are or be adjusted in some systematic way.

D. ADMINISTRATIVE AND SUPPORT DOCUMENTATION

1. SBA file cover sheet with declaration

2. IEB SBA file rank order mark sheet

3. IEB Oral Moderation rank order mark sheet

4. Language structures and conventions (from CAPS SAL document)

5. Selected themes and literary texts (if applicable)

6. Assessment Design and Reporting Levels

7. Cluster moderation sheets

1. SBA FILE COVER SHEET WITH DECLARATION

NATIONAL SENIOR CERTIFICATE EXAMINATION
NON OFFICIAL LANGUAGES
ITALIAN SECOND ADDITIONAL LANGUAGE
SBA FILE COVER SHEET

NAME OF CANDIDATE: EXAMINATION NUMBER:

_____

		Possible Mark	Actual Mark
SECTION A 1. Tasks under controlled conditions (200 – 300 words)	1		
	2		
	3		
TOTAL FOR THIS SECTION		40	
2. Extended writing (250 – 350 words)	1		
	2		
TOTAL FOR THIS SECTION		30	
SECTION B			
Test	1		
Test	2		
Test	3		
TOTAL FOR THIS SECTION		30	
SECTION C Preliminary examinations	1	100	
	2	100	
TOTAL FOR THIS SECTION		20	
TOTAL		100	

I certify that all the work in this SBA file is the candidate's own work.

Signature of Teacher: _____ Date: _____

I certify that all the work in this SBA file is my own work.

Signature of Candidate: _____ Date: _____

2.   IEB SBA FILE RANK ORDER MARK SHEET

NATIONAL SENIOR CERTIFICATE EXAMINATION
NON OFFICIAL LANGUAGES
ITALIAN SECOND ADDITIONAL LANGUAGE
SBA FILE RANK ORDER MARK SHEET

CENTRE NO

CANDIDATES LISTED IN RANK ORDER OF MARKS (HIGHEST TO LOWEST)

	EXAMINATION NUMBER	MARK - 100
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		

3.   IEB ORAL MODERATION RANK ORDER MARK SHEET

NATIONAL SENIOR CERTIFICATE EXAMINATION

NON OFFICIAL LANGUAGES

ITALIAN SECOND ADDITIONAL LANGUAGE

ORAL ASSESSMENT

CENTRE NO ☐☐☐☐☐☐

CANDIDATES LISTED IN RANK ORDER OF MARKS (HIGHEST TO LOWEST)

	EXAMINATION NUMBER	MARK - 100
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
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25		

4.   ITALIAN LANGUAGE STRUCTURES AND CONVENTIONS (FROM CAPS SAL DOCUMENT)

LANGUAGE STRUCTURES AND CONVENTIONS
Vocabulary development and language use
Synonyms, antonyms, homonyms, homophones, one word for a phrase Figures of speech (simile, metaphor, personification, contrast, irony, sarcasm, anti-climax, pun) (Enrichment: *metonymy, onomatopoeia, hyperbole, symbol, euphemism, litotes, oxymoron, paradox, understatement, synecdoche*) Idiomatic expressions/idioms/proverbs Borrowed, inherited, new words (neologisms), and etymology (origin of words) Parts of words: Prefixes, roots, and suffixes

Sentence structures and conventions	Types
Nouns	Countable (e.g. _**sedia/sedie**_) and uncountable (e.g. _**mobili)**_ nouns Number (singular and plural) e.g. _**sedia/sedie**_ Gender (masculine and feminine) e.g _**casa/ vestito**_ Nouns with no change in number in the singular form e.g. _**forbici,pantaloni**_ Common (e.g. _**donna**_) and proper nouns (e.g. _**Luisa)**_ Abstract nouns e.g. _**amore,paura,rispetto,onestà**_ Possessive forms of nouns e.g. _**Il banco di Maria, i banchi degli studenti, i giocattoli dei bambini.**_ Collective nouns and classifiers e.g. _**uno sciame di api**_, _**una tavoletta di cioccolato**_ Diminiutive and other endings (_**lavoretto**_, _**sorellina**_, _**ziona**_, _**gentaccia**_)
Determiners	Indefinite article :_**un libro**_,_**una mela**_,_**uno specchio**_, _**un'amica**_, _**un**_

	albero,dei libri,delle mele, degli specchi, delle amiche, degli alberi.
	Definite article: **_Il libro, i libri, lo specchio, gli specchi, la mela, le mele, l'albero, gli alberi, l'amica, le amiche_**
	Demonstratives: questo/a/i/e, quello/a/i/e (e.g. **_Questo libro è interessante.)_**
	Quantity 1: **_tutto/a/i/e_**, **_alcuni/e_**, **_qualche_**, **_la maggior parte di_**, **_nessun/o/a_** (e.g.**_Alcuni studenti hanno capito la lezione_**.)
	Quantity 2: **_tutti/e e due_**, **_né… né o..o_** (e.g.**_Non mangio né biscotti né caramelle_**.)
	Quantity 3: **_tanto/a/e/i_**, **_poco/a/chi/che_**, **_molto/a/e/i,_** (e.g. **_La scuola ha molti studenti_**.)
	Quantity 4: **_altro/a/i/e_**, **_ognuno/a_**, **_ogni_** (e.g.**_Ogni studente ha ricevuto un libro_**.)
Pronouns	Personal pronouns as subject: **_Io,tu ,lui,lei ,noi, voi, loro_** (e.g.**_Lei legge il libro_**.)
	Personal pronouns as direct or indirect object: **_mi, ti, lo ,la, ci, vi ,li, le, mi, ti, le, gli,ci, vi, gli/loro_** (e.g. **_Lei lo compra_**.)
	Personal pronouns as double object pronouns**: me lo, te li, glieli**
	Reflexive pronouns: **_mi,ti,si,ci,vi,si_** (e.g. **_Si lava con il sapone_**.)
	Relative pronouns: **_che,il/ la/, i/le cui,il/la/i/le quale/ quali,_** (e.g. **_Il ragazzo che ho visto ieri, si chiama Marco._**)
	Interrogative pronouns: **_chi,che,quale/i,quanto /a/i/e_** (e.g.**_Chi è quella signora?_**)
Adjectives	Adjectives agree in number and gender with the noun they qualify.
	Position of adjectives changes meaning e.g**. _la strada vecchia_**; **_la vecchia strada_**)
	Adjectives ending in -o/a/e/i e.g. **_rosso_**, (e.g.**_il vestito rosso, i vestiti rossi._**)
	Irregular adjectives ending in vowels e.g. _verde (_e.g. **_la camicia verde ,le gonne rosa_**.)
	Comparison of adjectives e.g. **_brutto, più brutto, bruttissimo, buono, migliore, ottimo_** (e.g.**_Ieri è stato il giorno più brutto della mia vita./ Lei è la mia migliore amica._**)
Adverbs	Adverbs of manner e.g. **_silenziosamente, cautamente, garbatamente, rapidamente._**

	Adverbs of time e.g. *__ieri,domani,l'anno scorso,la settimana scorsa,l'altro giorno__*
	Adverbs of frequency e.g. *__sempre,normalmente,spesso,qualche volta,mai__*
	Adverbs of probability e.g. *__certamente, definitivamente, può darsi, forse, possibilmente__*
	Adverbs of duration e.g. *__ancora,ora,subito.__*
	Adverbs of degree e.g. *__completamente, fortemente, totalmente,facilmente,invece__*
	Adverbial phrases e.g. *__in giardino, a casa.__*
Prepositions	Place and direction e.g. *__sopra, sotto, in, a,da, per, su,davanti a, dietro, tra, di__* Contraction of prepositions with articles: *__sulla, nello, alle, degli.__*
Verbs	Transitive and intransitive verbs e.g. *__Lui ha comprato una penna./Teresa dorme.__* Verbs with two objects (direct and indirect) e.g*__. Mi ha dato il libro__*.
Verb tenses	Simple present tense e.g. *__Io gioco a tennis ogni settimana. / I serpenti sono rettili__*. Present progressive e.g *__Lei sta guardando la televisione__*. Present perfect tense (il passato prossimo) e.g. *__Ieri ho mangiato una mela__* Past progressive (or continuous) tense e.g. *__Stavo parlando__*. Imperfect tense (l'imperfetto) e.g *__Ieri parlavo al telefono quando ha chiamato.__* Simple past tense (il passato remoto, for recognition purposes only)e.g. *__Dante scrisse la Divina Commedia.__* Pluperfect e.g. *(il trapassato prossimo for recognition purposes only)* *__Avevo già comprato i biglietti quando Carla è arrivata a casa.__* Future tense (il futuro) e.g *__Laura andrà in Italia l'anno prossimo__*. Simple present tense used to talk about the future *e.g.* *__Domani è un giorno lavorativo.__* Future perfect e.g. (Il futuro anteriore *for recognition purposes only)* *__Quando avrò finito il compito andrò da Giovanni.__* Imperative (imperativo*)* *__Vieni/ Venga qui!__*

	Present Subjunctive (congiuntivo presente) e.g. ***Voglio che tu finisca il compito.*** Past, Imperfect and Pluperfect subjunctives (for recognition purposes only) e.g ***Era necessario che io parlassi inglese.***
Concord	Subject-verb concord in gender and unmber depending on verb e.g. *Mario è arrivato. / **Loro sono arrivati; Io andavo.Loro andavano.***
Modals	Commonly used modal verbs (*potere/volere/ dovere.*) To express ability/inability e.g. *Non posso venire.* To express permission e.g. *Posso avere il dolce? Potrei partire prima delle due*? To express instructions/requests: *Potresti aprire la finestra?* To express possibility/impossibility e.g. *Dovrei bere sei bicchieri d'acqua al giorno*. To express probability/improbability e.g. *Dovremmo arrivare a casa alle sei.* To express certainty e.g. *Devo andare dal dentista.*
Conditional sentences	Conditional to express a real possibility e.g. *Se piove cancelliamo il viaggio.* Conditional to express a condition that cannot be true (for recognition purposes only) e.g ***Se avessi i soldi andrei in Europa.*** Conditional to express something merely imagined, impossible to realize in the future (for recognition purposes only) e.g. ***Se lei fosse venuta prima avrebbe visto sua nonna.*** The conditional present is used for polite requests and advice : ***Vorrei un chilo di patate***

Active and Passive voice	Active voice in most Indicative Mood verbs e.g. ***Giovanni rispetta i genitori.*** Passive voice in most Indicate Mood Verbs eg. *I genitori vengono/sono rispettati da Giovanni*
Reported speech	Reported questions e.g. *Mi ha chiesto perchè ero in ritardo. /Mi ha chiesto che tipo di musica mi piaceva.* 'That' clauses: *Lei ha detto di non conoscerlo. **Lui mi ha detto che i***

	ragazzi avevano perso il libro.
Sentence structures	Statement Questions Command / imperative
Punctuation	Hyphen, colon, semi-colon, apostrophe, quotation marks, parentheses, ellipses
Spelling	Spelling patterns, spelling rules and conventions, abbreviations, acronyms

Critical language awareness
Implied meaning and inference The writer's / producer's / narrator's / character's point of view and give some supporting evidence from the text Emotive and manipulative language Bias, prejudice and any stereotyping Assumptions and explain their impact Denotation and connotation The purpose of including or excluding information

5. SELECTED THEMES AND LITERARY TEXTS (IF APPLICABLE)

NATIONAL SENIOR CERTIFICATE EXAMINATION
NON OFFICIAL LANGUAGES
ITALIAN SECOND ADDITIONAL LANGUAGE

A. THEMES

The following TWO themes will be studied:

1. **Prescribed theme** (indicate the theme prescribed by the IEB):

    _____

2. **Selected theme** (indicate the theme selected by the teacher):

    _____

AND

B. LITERATURE TEXTS
(Indicate the literary texts chosen by the teacher, relating to the selected theme.)

The following PLAY or NOVEL has been selected.

_____

_

OR

The following TWO SHORT STORIES and THREE poems have been selected:

Short stories:

1. _____

2. _____

Poems:

1. _____

2. _____

3. _____

6.   ASSESSMENT DESIGN AND REPORTING LEVELS

BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES (ADAPTED BY THE IEB)

Level	Description	Explanation	Skills demonstrated	Action verbs
6	Evaluation	Making judgments based on certain criteria	Compare and discriminate between ideas; assess value of theories, presentations; make choices based on reasoned arguments; verify value of evidence; recognize subjectivity	Assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize, critique, interpret, justify.
5	Synthesis	The ability to put elements together to form a new whole	Use old ideas to create new ones, generalize from given facts, relate knowledge from several areas, predict, draw conclusions	Combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if? Compose, formulate, prepare, generalize, rewrite, categorize, combine, compile, reconstruct
4	Analysis	The ability to break down a whole into its component parts. Elements embedded in a whole are identified and the relations among the elements are recognised	Seeing patterns, organization of parts, recognition of hidden meanings, identification of components.	Analyse, separate, order, explain, connect, classify, arrange, divide, compare, select, infer, break down, contrast, distinguish, diagram, illustrate
3	Application	The ability to use (or apply) information in new situations	Use information, use methods, concepts, theories in new situations, solve problems using required skills or knowledge	Apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover, construct, manipulate, prepare, produce
2	Comprehension	First level of understanding, recall and understand information, describe meaning	Understanding information, grasp meaning, translate knowledge into new context, interpret facts, compare, contrast, order, group, infer causes, predict consequences	Summarise, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend, comprehend, convert, defend, explain, generalize, give example, rewrite
1	Knowledge	Act of remembering facts. Only recall	Observation and recall of information	List, define, tell, describe, identify, show, know, label, collect, select, reproduce, match, recognize, examine, tabulate, quote, name
	Fragmented knowledge	Recalls knowledge with errors	Unable to recall accurately or coherently; partial recall	-

7. CLUSTER MODERATION SHEETS

SECOND ADDITIONAL LANGUAGE: GRADE 12 SBA FILES
NATIONAL/CLUSTER MODERATION CHECKLIST: LEARNER'S SBA FILE

Examination Centre : _____   **Name of School :** _____

Province: _____   **Subject:** _____

Comments on particular numbers may be made overleaf.

	GENERAL ADMINISTRATION / PRESENTATION	YES	NO
1	IEB Cover Sheet – marks converted & totalled accurately?		
2	IEB Cover Sheet – signed by teacher & candidate?		
3	File dividers for each section?		
4	Correct number of tasks in each section (4 + 2 + 3 + 2 = 11)?		
5	Tasks filed in order of cover sheet?		
6	Requirements (questions/essay titles/etc.) filed before each task?		
7	Candidate's work all dated?		
8	SBA file easy to read (margins/no pockets or clips to undo/etc.)?		

	CONTENTS : SECTION A (Controlled/Edited Pieces)	YES	NO
9	At least one task based on literature from chosen second theme?		
10	At least one other task based on an authentic text (could be lit.)?		
11	All continuous prose pieces (no short questions & answers)?		
12	Tasks different from those in final external examinations?		
13	Different categories of writing (letters/responses to texts/etc.)?		
14	Controlled pieces : all 200-300 words?		
15	Edited pieces : all 250-350 words?		
16	Edited pieces : one Narrative & one Discursive?		
17	Edited pieces : draft (only one) plus final version submitted?		
18	Edited pieces : draft coded (not corrected), with initial symbol?		
19	Edited pieces : final version assessed in relation to draft?		

	CONTENTS : SECTION B (Tests)	YES	NO
20	Tests reflect sections of final external examinations?		
21	Each test marked out of at least 20?		

	CONTENTS : SECTION C (Preliminary/Trials Examinations)	YES	NO
22	Examinations set according to IEB (NSC) criteria?		
23	Both Paper 1 & Paper 2 included?		

	ASSESSMENT (GENERAL)	YES	NO
24	Level of questioning/expectation appropriate to 2nd Add. Language?		
25	Assessment criteria clear & applied (e.g. rubrics/mark allocations)?		
26	Both ideas & expression taken into account?		
27	Assessment visible (corrections/comments/marks)?		
28	Marks still accurate after mathematical conversion (really A/B/etc.)?		
29	Evidence of internal moderation where more than one teacher?		
30	Level of assessment valid in relation to other centres? (high?/low?)		

COMMENTS : _____

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Name of Moderator : _____

Signature of Moderator : _____ **Date :** _____

SECOND ADDITIONAL LANGUAGE: GRADE 12 SBA FILES

NATIONAL MODERATION CHECK LIST: TEACHER'S FILE

Examination Centre : _____   **Name of School :** _____

Province: _____   **Subject:** _____

Comments on particular numbers may be made overleaf.

	GENERAL ADMINISTRATION / PRESENTATION	YES	NO
1	Contents page?		
2	File dividers for each section?		
3	Rank order list of all candidates (indicating different teachers)?		
4	IEB lists of candidates for moderation (cluster/final)?		
5	Correct learner SBA files presented for moderation?		
6	List of literature (& other material) used for chosen second theme?		

	TASKS (GENERAL)	YES	NO
7	Correct number of tasks set for each section (minimum 4/2/3/2=11)?		
8	Copies of all tasks set in each section?		
9	Copies of all stimulus materials / authentic texts used for tasks?		
10	Requirements for all tasks clear?		
11	A variety of tasks covering NSC requirements?		

	ASSESSMENT (GENERAL)	YES	NO
12	Assessment criteria for all tasks clear & varied?		
13	Copies of rubrics/marking memoranda/etc. for each task?		
14	Both ideas & expression taken into account in criteria?		
15	Evidence of internal moderation where more than one teacher?*		
16	Level of assessment valid in relation to other centres? (high?/low?)*		
17	Full range of marks used (as appropriate)?*		

To be completed after moderating learner SBA files

COMMENTS : _____

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Name of Moderator : _____

Signature of Moderator : _____ **Date :** _____