SAMPLE ASSESSMENT TASKS

ITALIAN: BACKGROUND LANGUAGE
ATAR YEAR 12

Sample assessment task

Italian: Background Language – ATAR Year 12

Task 2 – Unit 3

Assessment type: Response: Listening

Conditions
Time for the task: 35 minutes, in class under test conditions
A monolingual print dictionary and/or bilingual print dictionary can be used for this task

Task weighting
3.5% of the school mark for this pair of units
_____

Culture and the arts   **(20 marks)**

Listen to the text in Italian. The text will be played twice, with a pause between the first and second readings. After the second reading, there will be 20 minutes to answer the questions.

La cultura italiana e il patrimonio storico e artistico della pensiola

1. *Completate le seguenti frasi in inglese per riassumere le informazioni contenute nel testo.*

    Complete these sentences in English, summarising the information in the text.   (6 marks)

    (a) Many of the traditions in Italy today resulted from _____
    _____
    _____

    (b) Italian communities overseas _____
    _____
    _____

    (c) The use of regional dialects _____
    _____
    _____

2. *Scrivete un testo che spieghi con parole vostre le ragioni per cui il patrimonio culturale italiano è così vasto. Nel vostro sommario fate riferimento alle informazioni contenute nel testo. Scrivete circa 150 parole in italiano.*

    Write a summary in your own words about the reasons the Italian culture is so rich and diverse. In your summary, draw on information from the text. Write approximately 150 words in Italian.
                                                                                                                          (14 marks)

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Listening text for sample assessment task 2 – Unit 3

La cultura italiana e il patrimonio storico e artistico della penisola

Andrea: Giovedì prossimo inizia una nuova rubrica alla Radio-Italia-Mondo. 'Patrimonio culturale' esplora la cultura, le tradizioni e il patrimonio storico e artistico dell'Italia che sono il frutto di civiltà che si sono sovrapposte, susseguite per secoli, perfino millenni, sul territorio della penisola. Ogni settimana inviteremo esperti e studiosi a parlare del loro angolo preferito della penisola.

Come anticipazione del nuovo programma stasera in studio abbiamo il Professor Marco Bellini, autore del celebratissimo '*La cultura italiana – il patrimonio storico e artistico della penisola'.* Buonasera Professore, benvenuto e grazie.

Bellini: Grazie a Lei e buonasera a tutti.

Andrea: Professore, il suo libro è veramente illuminante, dimostra la diversità e varietà nel nostro piccolo paese.

Bellini: L'Italia è come un gran ricamo con fili di ogni colore. Dalle Alpi fino alle Isole, la diversità italiana è stupefacente. In pochi chilometri possiamo trovare architetture lontanissime, nella concezione e nel tempo.

Partendo dal centro Italia, possiamo trovare resti dell'arte Etrusca fino al medioevo gotico e poi dopo del Rinascimento. Una passeggiata a Siena in Toscana può dare l'illusione di trovarsi in una città medioevale (ed è veramente così !) e se potessimo visitare i cunicoli sotterranei troveremmo gli antichi bottini, l'antico acquedotto di impianto etrusco-romano, ancora perfettamente in funzione. Il Nord ha visto i primi villaggi villanoviani, la cultura Celtica e, dopo il dominio di Roma, il Regno Longobardo. Il Sud è stato tanta parte del mondo greco e, non a caso, si chiamava Magna Grecia. La Sicilia alla caduta dell'Impero Romano è stata bizantina, poi araba, normanna, spagnola, infine italiana.

Andrea: Le numerose invasioni, le diverse civiltà che hanno progressivamente abitato il belpaese, hanno ovviamente lasciato grandi tracce nelle tradizioni gastronomiche, nel folklore e perfino nella lingua italiana.

Bellini: Ah...la gastronomia...è forse l'aspetto del libro che mi ha dato più piacere. La Lombardia e il NordEst che hanno fatto per lungo tempo parte del mondo mitteleuropeo, dell'impero austro-ungarico, hanno in tavola i canederli, il burro, la birra, lo strudel e lo schnitzel, anche se a Milano si chiama "Cotoletta alla Milanese". In Veneto il dialetto ha subito forti influenze germaniche.

Il Meridione invece, immerso nel mediterraneo, ha il cous cous di origine araba, il vino, l'olio d'oliva e i sapori tipici dell'antico mare: i capperi, le acciughe, le melanzane, l'uso abbondante del peperoncino. I dialetti siciliani, calabresi e del sud in generale hanno inflessioni arabeggianti, greche, spagnole. Le processioni che allietano i paesi e le città meridionali d'estate hanno radici lontanissime, risalenti perfino all'epoca romana e di derivazione prettamente mediterranea. Le Madonne portate in processione ricordano

rituali dell'antico Egitto, dedicati alla dea Iside, che divennero popolari negli ultimi secoli dell'età imperiale.

E siccome i nostri connazionali hanno sempre viaggiato (ed emigrato) molto, tutti questi aspetti li possiamo facilmente riscontrare nelle comunità italiane all'estero, dall'Australia al Sudamerica, dal nord Europa agli USA.

Andrea: Le nostre comunità di emigranti mantengono l'orgoglio per l'immenso patrimonio artistico e storico italiano e l'attaccamento alle tradizioni, sia religiose che gastronomiche. Ecco che in qualsiasi quartiere italiano o mercato di una grande metropoli con forte presenza italiana, si possono trovare facilmente salumi e formaggi di tradizione italiana, sapori della terra d'origine.

Bellini: Le comunità all'estero sono ormai anche dei piccoli tesori per gli studiosi dei dialetti. Ne custodiscono la memoria perfino meglio che in Italia. Gli Italiani hanno ormai adottato l'italiano corretto come lingua corrente, sia a causa e grazie alla scolarizzazione che alla televisione. Sempre meno persone, e sempre più anziane, conoscono e parlano correttamente gli antichi dialetti. Mentre visitare le comunità all'estero è come fare un viaggio nel tempo, si riascoltano accenti e parole ormai estinte in patria.

Andrea: Grazie Professore, molto interessante. Purtoppo dobbiamo finire qua. Il Professore Bellini tornerà con noi fra qualche settimana. Vi aspettiamo giovedì prossimo quando La Professoressa Luigina Maccan dall'Università di Udine presenta il Friuli – Venezia Giulia.

Marking key for sample assessment task 2 – Unit 3

Question 1 – Response in English

Description	Marks
Many of the traditions in Italy today resulted from:	
• the numerous invasions of Italy	1
• during the past millennia	1
Italian communities overseas:	
• reflect the cultural diversity of the Italian regions	1
• maintain the traditions of their birthplace	1
The use of regional dialects:	
• is disappearing in Italy; however,	1
• they (regional dialects) can still be found in Italian communities overseas	1
Total	**/6**

Question 2 – Response in Italian

Description	Marks
Response to text	**/6**
Presents a comprehensive summary with information, ideas, opinions and comparisons related to why the Italian culture is so rich and diverse Includes relevant evidence from the text, e.g. • Italian cultural diversity is amazing: we can see different architecture and traditions in just a few kilometres • every single invasion that Italy received left its mark on the architecture, religious and non-religious traditions, and even on the dialects and cuisine • Italian communities abroad reflect those diversities – older generations of Italians living in Australia, the ones that left Italy from the fifties onwards, still use old dialects that have now vanished in Italy • nowadays, Italian dialects are vanishing because of the effect of the national education system and television • different parts of Italy have been influenced by different invaders/occupiers – Northern Italy received the cultural influence of the former Austro-Hungarian empire; Southern Italy received the cultural influx of the Mediterranean world; the Ancient Greeks left their mark on Southern Italy	5–6
Presents a range of information, with ideas, opinions and comparisons supported by relevant evidence from the text	3–4
Presents information, with a limited range of ideas, opinions and comparisons given. Provides some examples from the text to support the information provided	2
Presents some ideas, opinions or comparisons, but with little or no attempt to support these with evidence from the text	1
Makes little or no reference to the text	0
Linguistic resources – Accuracy and range	**/4**
Uses a broad range of language, including vocabulary, grammar and a variety of sentence structures, appropriate to the context and purpose of writing	4
Uses a range of language, including vocabulary, grammar and sentence structures, mostly accurately	3
Uses language, including vocabulary, grammar and sentence structures, that is suitable and mostly accurate	2
Uses a limited range of language, including vocabulary, grammar and sentence structures	1
Shows limited control of language, including vocabulary and grammar	0

Description	Marks
Text type and sequencing	**/4**
Uses all the key conventions accurately for the audience, context, purpose and text type For a summary, this includes: • a title (optional) • an introduction, content and conclusion • formal or information language. Content is very well organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole.	4
Uses most of the key conventions appropriately for the audience, context, purpose and text type Organises and sequences content logically; for example, within and between paragraphs and throughout the writing as a whole	3
Uses some of the key conventions suitable for the audience, context, purpose and text type Organises and sequences content logically usually	2
Uses few of the key conventions suitable for the audience, context, purpose and text type Presents disjointed ideas with little attempt to organise or sequence them	1
Shows limited use of key conventions, organisation and sequencing of ideas	0
Total	**/14**

Sample assessment task

Italian: Background Language – ATAR Year 12

Task 3 – Unit 3

Assessment type: Oral communication

Conditions
Time for the task: two weeks' preparation
                                7–8 minute interview
A monolingual print dictionary and/or bilingual print dictionary can be used only during the preparation time of this task.
Interview sheet

Task weighting
7.5% of the school mark for this pair of units
_____

Culture and the arts   **(18 marks)**

Preparation
Research a sub-topic related to the syllabus topic 'Culture and the arts'. Choose **one** of the following or any other sub-topic related to this topic:
• 	the role of traditions and values
• 	architecture: national heritage
• 	the arts; for example, fine arts, music, dance, theatre, cinema
• 	literature
• 	the life and work of an Italian-speaking artist/writer/performer/painter/architect/designer/ historical figure
• 	the place of culture and the arts on life in Italian-speaking communities.

Explore **at least three** texts related to your chosen sub-topic. The texts could include a film, newspaper article, song, documentary, short story, extended interview, extracts from works of fiction and non-fiction, and electronic texts or oral history.

Use the interview sheet provided to prepare for your interview. You are required to:
• 	provide 3–4 dot points in Italian, summarising the key ideas of your topic
• 	list the titles of the main texts used for your research
• 	submit the copy of your interview sheet to your teacher by _____.

Interview
Your interview is scheduled for: _____.

During the interview, you will be required to present a 45–60 second introduction to your chosen sub-topic, after which you will be asked questions by the marker.

You will be marked on:
• 	the effectiveness of your introduction to the sub-topic
• 	the relevance of the information, ideas and opinions you provide (including findings from the texts researched)
• 	the range and accuracy of the vocabulary, expressions, grammar and sentence structure used
• 	the pronunciation and intonation of your speech.

Interview sheet — Culture and the arts

Name: _____	Date/time of interview: _____

Chosen sub-topic: _____

Summary in Italian of the key ideas of your sub-topic
•
•
•
•
The main texts used for your research
1.
2.
3.

Marking key for sample assessment task 3 – Unit 3

Criteria	Marks
Topic – content and relevance (introduction)	**/3**
Presents a well-articulated, succinct and effective introduction that identifies and explains the focus of the topic, summarising content, resources and findings of the chosen sub-topic	3
Presents an organised introduction that identifies the sub-topic, making some reference to content, ideas, resources and findings	2
Presents a superficial introduction, making some references to content in a disorganised structure	1
Presents an inadequate introduction	0
Topic – Content and relevance (discussion)	**/5**
Engages in a meaningful discussion, consistently demonstrating a sophisticated ability to reflect on ideas, to apply research findings and to present and substantiate a point of view	5
Engages in discussion, demonstrating a good ability to reflect on ideas, to apply research findings and to present and substantiate a point of view	4
Participates in discussion, demonstrating some ability to reflect on ideas, to make appropriate references to research texts and to present a point of view	3
Responds to questions, providing some relevant ideas, making some references to research texts and to showing some ability to present a point of view	2
Responds to questions, providing some opinions and ideas and making limited reference to research texts	1
Fails to engage in discussion	0
Linguistic resources – Range and accuracy	**/7**
Uses a wide range of sophisticated and contextually relevant vocabulary, expressions, grammar and sentence structure Applies the rules of grammar and syntax with a high level of accuracy and consistency Makes minor errors in structures which do not affect meaning	6–7
Uses a sound range of contextually relevant vocabulary, expressions, grammar and sentence structure Applies the rules of grammar and syntax accurately and consistently Makes errors in a range of structures which do not affect meaning	4–5
Uses a mostly relevant vocabulary, grammar and sentence structure Applies the rules of grammar with a satisfactory level of accuracy and reasonable consistency. Makes errors which sometimes impede meaning	2–3
Uses basic and repetitive vocabulary, grammar and sentence structure Applies the rules of grammar with little accuracy or consistency	1
Uses inadequate vocabulary, grammar and sentence structure Fails to apply rules of grammar with any accuracy or consistency Makes frequent errors	0
Speech – Pronunciation and intonation	**/3**
Uses clear and comprehensible pronunciation and excellent intonation	3
Uses acceptable pronunciation and intonation	1–2
Uses unclear and inaccurate pronunciation and intonation	0
Total	**/18**

Sample assessment task

Italian: Background Language – ATAR Year 12

Task 11 – Unit 4

Assessment type: Response: Viewing and reading

Conditions
Time for the task: 45 minutes, in class under test conditions
A monolingual print dictionary and/or bilingual print dictionary can be used for this task.

Task weighting
5.25% of the school mark for this pair of units
_____

Current global issues   **(26 marks)**

Read the following text and answer the questions in English or Italian, as required.

Da:	Marandra@bellinidue.it
A:	Giuloap@media.net.it
Cc:	
Oggetto	Tanto che non ci sentiamo

Caro Giuliano, Buongiorno !!

Quanto tempo che non ci sentiamo !! Come state tu e Paola ? Io e Alessandra stiamo bene e non vediamo l'ora di rivedervi. Magari con una bella pizza davanti !

Ti scrivo questa mail anche perché vorrei il tuo parere su alcune questioni sulle quali ho riflettuto in questi giorni. Sai bene che ci tengo alle tue opinioni.

La tremenda tragedia dei migranti nel mediterraneo mi ha colpito molto sotto il profilo umano, ma mi ha anche fatto sorgere molti dubbi sul piano, diciamo così, politico. Non pensi forse che dovremmo essere più accoglienti nei confronti di questa massa di disperati ? Non so, ho molti dubbi. Certo penso che non possiamo né restare indifferenti a quanto accade, né accogliere tutti indiscriminatamente. Da queste parti si sta diffondendo anche una certa isteria: c'è chi teme l'arrivo di malattie a noi ignote, o teme per i costi di questo fenomeno epocale.

Mi è tornato in mente in questi giorni il nostro professore del Liceo, che ci invitava sempre ad alzare lo sguardo dal nostro ombelico, intendo con ciò a non pensare solo al nostro piccolo interesse ma guardare con attenzione cosa ci accade intorno. Tu cosa ne pensi ?

Ti volevo poi raccontare di una conferenza alla quale ho partecipato qui alla Facoltà di Ingegneria. Sono venuti alcuni manager di aziende automobilistiche a parlare del futuro dell'auto. Il tema più interessante era la vettura senza conducente !!! Ti spiego rapidamente: in pratica la vettura è dotata di un navigatore satellitare, il proprietario imposta la destinazione e la macchina ce lo porta. Te ne stai lì tranquillo a leggere il giornale mentre la tua macchina ti porta in ufficio !! E poi dopo niente problemi di parcheggio: la macchina può tornare da sola a casa e essere di nuovo utilizzata dal marito per portare i figli a scuola e magari andare dopo a fare shopping. Pare che tra pochi anni non solo le automobili, ma un po' tutto sarà connesso a Internet e diventerà "intelligente", dal frigorifero di casa ai termostati per la temperatura. Cambierà la nostra vita quotidiana.

Ti rendi conto ? Macchine che sono in grado di portarti da un luogo ad un altro senza nessuno alla guida. Le aziende prevedono che questo porterà ad un calo del numero di vetture per famiglia. E ci credo !! Ma la cosa mi preoccupa: probabilmente le aziende adesso avranno meno bisogno di Ingegneri. Se avessi saputo che avrebbero disegnato le macchine senza conducente nella nostra vita, mi sarei iscritto ad un corso diverso ! O forse no ? Tu che ne pensi ? Troveremo lavoro quando usciremo dall'Università ? Personalmente sono più preoccupato per questa questione che per il timore di un'invasione di migranti dall'Africa. Ma magari mi sbaglio.

Forse dovremmo tutti essere un po' più ottimisti e guardare al futuro con fiducia. C'è anche la possibilità che il mondo diventi un posto migliore.

Mi piacerebbe parlarne presto con te in una delle nostre belle serate a cena, quando ci venite a trovare ?

Un caro saluto a te e Paola

Marco Bellini

Answer Question 1 in **English**.

1. *Con le informazioni fornite dal testo, scrivete un riassunto di circa 120 parole sul perché l'autore sta scrivendo una mail al suo amico*

   Based on the information provided in the text, write a summary of approximately 120 words about why the author is writing an email to his friend. (12 marks)
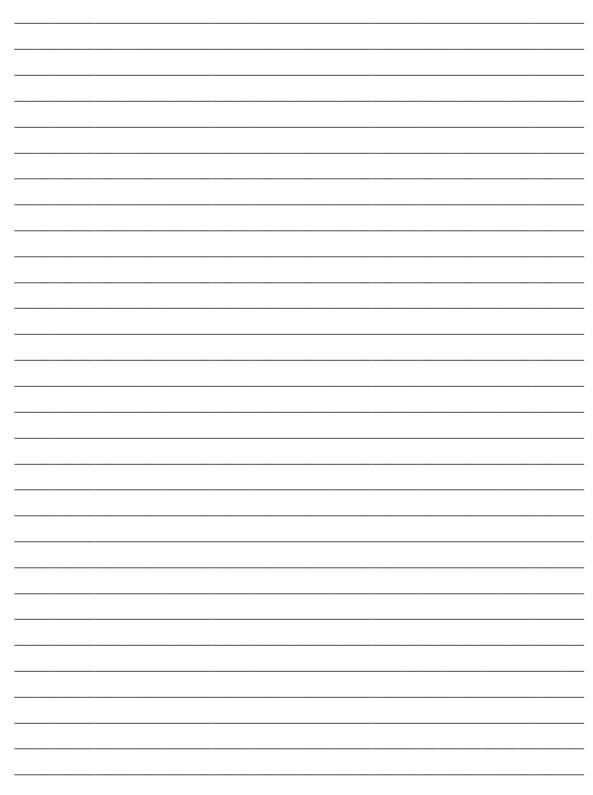
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*Si risponda alla domanda 2 in **italiano**.*

Answer Question 2 in **Italian**.

2. *Scrivete un articlo per un giornale online di circa 120 parole spiegando i vostri pensieri su uno degli argomenti toccati nell'email.*

    Write an article for an online newspaper of approximately 120 words, providing your thoughts in relation to one of the topics raised in the email. In your article, draw on information from the text. (14 marks)

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Making key for sample assessment task 11 – Unit 4

Question 1 – Response in English

Criteria	Marks
Response to text	**/4**
Presents comprehensive synthesis of information, ideas and opinions related to the opinions about some current global issues as mentioned in the text. For example, the writer: • is contacting a long-time friend whom he has not seen for a while and whose opinion he holds in high esteem • has been weighing up some major questions/issues that he wishes to share/get feedback on from his friend • wonders how to balance the humanitarian side of the tragedy of the refugees/asylum seekers in the Mediterranean with the hysteria regarding concerns of increased sickness and added financial burden of accepting the arrivals • understands he may need to think beyond himself or his own situation (as fostered by his high school teacher) when considering such issues • marvels at the advancement in the automobile industry, as seen at a recent conference, which will result in driverless cars (guided by satellites). This may result in fewer automobiles which, while being a positive invention, may lead to a decline in the number of engineers needed in the industry • is aware that he should approach these changes as positives rather than always considering the negative aspects.	4
Presents a range of information, with ideas, opinions and comparisons supported by relevant evidence from the text	3
Presents information, with a limited range of ideas, opinions and comparisons given. Provides some examples from the text to support the information provided	2
Ideas, opinions or comparisons may be present, but with little or no attempt to support these with evidence from the text	1
Makes little or no reference to the text	0
Response in English	**/4**
Shows an excellent command of the English language Uses a broad range of context-relevant vocabulary, grammar and sentence structures, and stylistic techniques to engage the reader's interest	4
Shows a good command of the English language Uses a range of mostly context-relevant vocabulary, grammar and sentence structures, and some stylistic techniques to engage the reader's interest	3
Shows a satisfactory command of the English language Uses some vocabulary that is relevant to the context and attempts to include some simple stylistic techniques	2
Uses a limited range of language, including vocabulary, grammar and sentence structures	1
Shows limited control of language, including vocabulary and grammar	0

Description	Marks
Text type and sequencing	**/4**
Uses all the key conventions accurately for the audience, context, purpose and text type For a summary, these include: • a title (optional) • an introduction, content (body) and conclusion • formal or informative language. Content is very well organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole	4
Uses the key conventions appropriately for the audience, context, purpose and text type Content is organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole	3
Uses the key conventions suitably for the audience, context, purpose and text type Content is usually organised and sequenced logically	2
Uses few of the key conventions suitably for the audience, context, purpose and text type Ideas are disjointed with little attempt to organise or sequence them	1
Shows limited use of key conventions, organisation and sequencing of ideas	0
Subtotal	**/12**

Question 2 – Response in Italian

Criteria	Marks
Response to text	**/6**
Presents a comprehensive balanced response with information, ideas, opinions and comparisons related to either the issue of refugees or advancements in the automobile industry/technology Includes relevant evidence from the text. For example: Refugees • humanitarian side of the tragedy of refugees/asylum seekers, our responsibility towards such people • concern regarding the 'politicking' surrounding this issue • acceptance of everyone, indiscriminately or not • concern of increased sickness and added financial burden of accepting such arrivals Automotive industry • advancements in the automotive industry resulting in, for example, driverless cars • potential for fewer automobiles, a positive • downside may be a decline in the number of jobs (for engineers) in the industry Provides relevant and detailed evidence beyond that mentioned in the text	5–6
Presents a range of information, with ideas, opinions and comparisons supported by relevant evidence from the text Provides some evidence additional to that mentioned in the text	3–4
Presents information, with a limited range of ideas, opinions and comparisons given Relies on the examples from the text to support the information provided	2
Ideas, opinions or comparisons may be present, but with little or no attempt to support these with evidence from the text or other sources	1
Makes little or no reference to the text	0

Description	Marks
Linguistic resources – Accuracy and range	**/4**
Uses a broad range of language, including vocabulary, grammar and a variety of sentence structures, appropriate to the context and purpose of writing	4
Uses a range of language, including vocabulary, grammar and sentence structures, mostly accurately	3
Uses language, including vocabulary, grammar and sentence structures, that is suitable and mostly accurate	2
Uses a limited range of language, including vocabulary, grammar and sentence structures	1
Shows limited control of language, including vocabulary and grammar	0
Text type and sequencing	**/4**
Uses all the key conventions accurately for the audience, context, purpose and text type For an online article, these include: • a title that indicates the content • an introduction, content (body) and a conclusion (or advice to the reader) • formal language. Content is very well organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole	4
Uses most of the key conventions appropriately for the audience, context, purpose and text type Content is organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole	3
Uses some of the key conventions suitable for the audience, context, purpose and text type Content is usually organised and sequenced logically	2
Uses few of the key conventions suitable for the audience, context, purpose and text type Ideas are disjointed, with little attempt to organise or sequence them	1
Shows limited use of key conventions, organisation and sequencing of ideas	0
Subtotal	**/14**
Final total	**/26**

Sample assessment task

Italian: Background Language – ATAR Year 12

Task 12 – Unit 4

Assessment type: Written communication

Conditions
Time for the task: 45 minutes, in class under test conditions
A monolingual print dictionary and/or bilingual print dictionary can be used for this task.

Task weighting
3.5% of the school mark for this pair of units
_____

Current global issues   **(16 marks)**

Create una conversazione tra due persone che hanno diverse opinioni sul tema del cambiamento tecnologico, politico e sociale a cui assisteremo nei prossimi anni. Nella conversazione usate almeno una delle idee riflesse nei sommari qui sotto. Scrivete circa 300 parole in italiano.

Write the script for a conversation between two people who have different opinions on the topic of the technological, political and/or social changes we will witness in the near future. Incorporate at least **one** of the issues and/or perspectives reflected in the headlines below. Write an evaluative text of approximately 300 words in Italian.

L'avanzamento tecnologico distrugge la vita
Il progresso tecnologico distruggerà milioni di posti di lavoro nei prosssimi anni. Quanto manca alla scomparsa della manodopera umana?

I robot – lavoro sicuro
Lo sviluppo tecnologico porterà ad un mondo in cui gli uomini non dovranno più svolgere lavori pesanti o pericolosi.

L'immigrazione ci salva
L'immigrazione darà una forte spinta al cambiamento delle nostre vecchie società e ne farà crescere le economie.

Avanzamenti tecnologici – rafforzano le relazioni sociali
L'isolamento sociale a colpa della tecnologia? Ora sentiamo che è uno strumento per rafforzare i rapporti dandoci la possibilità di collegarsi con persone con interessi e valori simili, e diversificando i nostri contatti sociali

I cambiamenti veloci provocano problemi sociali
I piccoli paesi riescono a gestire il ritmo del cambiamento sociale dei nostri tempi?

Accogliere i profughi – dovere?
Uno degli argomenti più urgenti che affronta i nostri leader è la questione dei profughi ma sembra che i politici in molti paesi appaiano incapaci di affrontarlo o scelgano di ignorarlo. Ma a quali costi?

La sovrapopolazione – crisi
Senza soluzioni fra pochi anni l'umanità non sarà più sostenibile per il pianeta. Occorre fare in modo che la popolazione

La popolazione mondiale smetta di crescere
Sono stati rivelati ieri a Seattle risultati di una ricerca che dimostra l'80% di possibilità che il tasso di crescita della popolazione mondiale rallenta prima della fine del secolo.

Marking key for sample assessment task 12 – Unit 4

Criteria	Marks
Content	**/8**
Produces sophisticated evaluative writing about opposing views on the impact of the technological and/or political and/or social changes we will witness in the near future in relation to at least one of the following: • immigration boosting communities and economies • global responsibility towards refugees/asylum seekers • impact of rapid social changes on small countries/communities • technological advancements – increasing unemployment • technological advancements – improving work conditions • communication technologies/social media promoting relationships • overpopulation – destroying the world • overpopulation – not really an issue Shows synthesis of ideas, a high degree of relevance and originality, and depth of content Elaborates on the topic through well-structured logical arguments from both perspectives	7–8
Produces coherent evaluative writing, showing synthesis of ideas, relevance and depth of content Discusses the topic, justifying viewpoint through some logical arguments	5–6
Produces evaluative writing which summarises ideas, showing relevance and some depth of content Discusses the topic, showing some ability to support viewpoints and to structure arguments	3–4
Produces writing which summarises some ideas and provides some indication of the different perspectives Includes minimal justification of viewpoints or structuring of argument	1–2
Includes limited content, originality and awareness of the kind of writing required for the task	0
Linguistic resources – Accuracy and range	**/4**
Uses a broad range of language, including vocabulary, expressions, grammar and sentence structures, with a very high level of accuracy	4
Uses an appropriate range of language, including vocabulary, expressions, grammar, and sentence structures, with a high level of accuracy	3
Uses language, including vocabulary, expressions, grammar, and sentence structures, that is suitable, with some accuracy	2
Uses language, including vocabulary, grammar, and sentence structures, that is usually suitable, with some accuracy	1
Shows limited control of language, including vocabulary and grammar	0
Text type and sequencing	**/4**
Uses all the key conventions accurately for the audience, context, purpose and text type Ideas are well organised and effectively sequenced throughout; for example, within and between paragraphs and throughout the writing as a whole Stylistic techniques are successfully used to engage the reader's interest	4
Uses the key conventions appropriately for the audience, context, purpose and text type Ideas are well organised within and between paragraphs and follow a logical sequence throughout Simple stylistic techniques are used to engage the reader's interest	3
Uses the key conventions suitable for the audience, context, purpose and text type Ideas are organised, follow a logical sequence but may lack direction Some simple stylistic techniques appropriate to the task may be attempted	2
Uses few of the key conventions suitable for the audience, context, purpose and text type Ideas may be disjointed, with little attempt to organise or sequence them	1
Shows limited use of key conventions, organisation and sequencing of ideas	0
Total	**/16**