



SAMPLE ASSESSMENT TASKS

ITALIAN: SECOND LANGUAGE
GENERAL YEAR 11

Copyright

© School Curriculum and Standards Authority, 2014

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution-NonCommercial 3.0 Australia licence](#)

Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Marking key for sample assessment task 2 – Unit 1

Description	Marks
Learning contexts and topics: Content and relevance	/5
Detailed content that relates to family, school and studies, favourite pastimes, social and sporting interests, with some elaboration.	5
Content covers a range of aspects related to personal information. Uses examples to elaborate.	4
Content is relevant and covers some aspects of the topic with some elaboration.	3
Content addresses the topic superficially.	2
Content has little relevance to the topic.	1
Not attempted or inappropriate response.	0
Linguistic resources (vocabulary and grammar) – Range	/4
Uses contextually relevant vocabulary and a range of expressions. Uses a wide range of grammar and structures.	4
Demonstrates a good command of vocabulary and uses a range of expressions. Uses a good range of grammar and structures.	3
Adequate command of vocabulary and word choice appropriate to question. Uses a range of grammar and structures.	2
Insufficient command of basic vocabulary and uses set structures, single words and short phrases.	1
Shows no range of vocabulary, grammar and sentence structures.	0
Linguistic resources (grammar, syntax and spelling) – Accuracy	/4
Uses language accurately and consistently. Occasionally omits words or makes minor errors. Inaccuracies do not affect meaning and flow.	4
Uses language mostly accurately. Errors occasionally interfere with flow.	3
Inconsistent application of rules of grammar makes some parts of writing awkward.	2
Inaccuracies and incorrect choice of language impede meaning and flow.	1
Shows no application of rules of grammar.	0
Text types – Organisation and conventions	/2
Sequences information coherently and cohesively. Uses all the key conventions of an email: <ul style="list-style-type: none"> informal (or colloquial) register a mix of descriptive and factual language. 	2
Some sequencing evident. Connections are simple and straightforward. The connection between ideas is sometimes unclear. Uses some of the conventions of the text type. Generally uses register appropriate to the purpose of writing and the audience.	1
No evidence of sequencing ideas. Does not observe the conventions of the text type. Shows lack of consideration of the audience or the purpose for writing.	0
Total	/15

Sample assessment task

Italian: Second Language – General Year 11

Task 3 – Unit 1

Assessment type: Oral communication

Conditions

Time for the task: 20 minutes preparation, 2 minute role-play.

Class notes and a bilingual Italian/English print dictionary can be used during the preparation time for this task.

Task weighting

5% of the school mark for this pair of units

Presentiamoci!

(15 marks)

In pairs, you will participate in a 2 minute role-play in Italian. You are meeting each other for the first time. You are to ask and answer questions to find out as much as possible about each other. Then take turns to introduce each other to the class and the teacher.

On the day you are scheduled for your role-play you will be given:

- An 'identity' card by your teacher. This card will outline some of the information you need to include in your role-play.
- A planning sheet to list some key phrases to refer to during the role-play (you will lose marks if you read directly from the planning sheet). You may use your class notes and dictionary during the preparation time only. You can use the planning sheet during the presentation of your role-play.
- 20 minutes to prepare for the role-play: 10 minutes on your own and 10 minutes with your partner.

Identity card 1**Presentiamoci!**

Getting to know someone.

You are sitting next to your partner waiting at the auditions for a new reality show – *School Kids Have Talent!*

You need to ask about your partner's:

- name and age
- address
- likes and dislikes; interests – sports, pastimes, shopping, going out and celebrations
- family and pets.

You need to provide similar information about yourself. In addition to the 'real' information you provide about yourself, you also need to include the following in the information:

- your grandmother lives with you; she is French.
- you have a cat called Fritz and a rabbit called Ben.
- you are allergic to something your partner likes.

You may add extra information which you consider to be entertaining, interesting or necessary.

At the end of the role-play you will be interviewed by the judges of *School Kids Have Talent!* (teacher and class) about your partner.

Planning sheet

Use this space during the preparation time to list some key phrases that may be useful to you in your role-play.

You can refer to the planning sheet during the role-play; however, you will lose marks if you read directly from it.

Identity card 2**Presentiamoci!**

Getting to know someone.

You are sitting next to your partner waiting at the auditions for a new reality show – *School Kids Have Talent!*

You need to ask about your partner's:

- name and age
- address
- likes and dislikes; interests – sports, pastimes, shopping, going out and celebrations
- family and pets.

You need to provide similar information about yourself. In addition to the 'real' information you provide about yourself, you also need to include the following in the information:

- your uncle lives with you; his name is Barry and he is a pilot.
- you have a bird called Yellow.
- you hate cricket but love baseball.

You may add extra information which you consider to be entertaining, interesting or necessary.

At the end of the role-play you will be interviewed by the judges of *School Kids Have Talent!* (teacher and class) about your partner.

Planning sheet

Use this space during the preparation time to list some key phrases that may be useful to you in your role-play.

You can refer to the planning sheet during the role-play; however, you will lose marks if you read directly from it.

Marking key for sample assessment task 3 – Unit 1

Description	Marks
Comprehension	/3
Comprehends all or most questions and comments, with no or minimal requests for clarification.	3
Comprehends anticipated and familiar questions and comments, with requests for some clarification.	2
Shows limited comprehension. Requests clarification frequently.	1
Shows inadequate comprehension.	0
Response – Relevance and depth of information	/3
Provides relevant responses to questions as required by the task; sometimes expands on basic information or includes additional content.	3
Provides sound responses to questions, relying on memorised responses and with limited additional information. Communicates with repetition and uses simple sentence structures.	2
Responds with limited information, relying on single word responses or responses in another language and resulting in a fragmented conversation, or relies on reading from planning sheet.	1
Does not respond to questions or responds in English.	0
Linguistic resources (vocabulary and grammar) – Range	/3
Uses a good range of relevant vocabulary, expressions, grammar and sentence structures appropriate to the task, including: adjectives, present tense of verbs, numbers.	3
Uses a sound range of vocabulary, expressions, grammar and sentence structures.	2
Uses basic and repetitive vocabulary, expressions, grammar and sentence structures.	1
Uses inadequate vocabulary, expressions, grammar and sentence structures.	0
Linguistic resources (grammar, syntax and spelling) – Accuracy	/3
Applies rules of grammar, such as: agreement of nouns and adjectives; conjugation of verbs; word order, with a high degree of accuracy and consistency. Makes occasional minor errors which do not affect meaning.	3
Applies rules of grammar with a satisfactory level of accuracy and consistency. Makes errors which sometimes affect meaning.	2
Applies rules of grammar inconsistently. Makes errors which impede meaning.	1
No evidence of application of grammar rules. Makes frequent errors which impede meaning.	0
Speech – Flow, pronunciation and intonation	/3
Speaks with confidence. Uses appropriate fillers where thinking time is required. Uses clear and comprehensible pronunciation and excellent intonation.	3
Speaks with some confidence, although hesitates at times. Uses acceptable pronunciation and intonation.	2
Speaks with some hesitation. Sometimes uses unclear or inaccurate pronunciation and intonation.	1
Hesitates frequently. Uses unclear and inaccurate pronunciation and intonation.	0
Total	/15

Sample assessment task

Italian: Second Language – General Year 11

Task 10 – Unit 2

Assessment type: Response: Listening

Conditions

Time for the task: 40 minutes

A bilingual Italian/English print dictionary can be used for this task.

Task weighting

10% of the school mark for this pair of units

Lavoro e divertimento in Italia

(31 marks)

Listen to the **three (3)** texts and answer the questions in English.

Texts 1 and 2 are played twice. Text 3 is a longer text divided into **two (2)** parts. It will be played once in its entirety and then each part will be played twice. After the second reading there is a pause in which to answer questions.

Text 1 – *annuncio – gli italiani e il tempo libero*

1. Complete the table by providing **four (4)** examples from the text of what adult and young Italians like to do in their free time. 8 marks

Adults	Young people
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____

Text 2 – *conversazione – povero Giorgio!*

2. Based on the information in the text, indicate (✓) whether the following statements are **true** or **false**. 8 marks

Statement Giorgio....	TRUE	FALSE
... is feeling very tired.		
... has been going out a lot.		
... has finished his computing studies.		
... has just started working in a bar.		
... works Monday and Tuesday nights.		
... works Sundays 10am to 2pm.		
... has lots of free time to go out and to rest.		
... is not permitted to have breaks at work.		

Text 3 conversazione - una bellissima domenica**Part 1**

3. Complete the following sentence with information from the text. 4 marks

On _____ Roberta went _____
in the _____ with her _____

4. At what time did they leave? 1 mark

5. Complete the following sentences with information from the text.

They had breakfast in _____ 2 marks

For breakfast, Roberta had _____

_____ 4 marks

Part 2

6. What did the group do after breakfast? 2 marks

7. What does Roberta invite Michele to do? 2 marks

Text 1 – annuncio - gli italiani e il tempo libero

Cosa fanno gli italiani quando non lavorano e non studiano? Per gli adulti i passatempi preferiti sono il cinema, l'attività fisica, gli spettacoli sportivi, la frequentazione di locali come discoteche e pub, i concerti di musica e il teatro.

I più giovani nel loro tempo libero amano fare sport o stare con gli amici. Ma il passatempo preferito è il computer che è usato per giocare, chattare o per frequentare i social network.

Text 2 – conversazione – povero Giorgio!

- Sara: Ciao Giorgio, stai bene?
 Giorgio: Ciao Sara, si sto bene ma sono molto stanco.
 Sara: Perché esci troppo!
 Giorgio: Magari! Invece no. Come sai, studio informatica all'istituto tecnico ma ho appena iniziato anche a lavorare in un bar vicino a casa mia. Lavoro il lunedì sera e il mercoledì ed anche la domenica dalle dieci alle quattordici.
 Sara: Come fai a trovare il tempo per studiare, lavorare e divertirti?
 Giorgio: È proprio questo il problema, non ho più tempo né per uscire né per riposarmi. All'inizio mi sono trovato molto bene perché il lavoro è fantastico ma adesso il proprietario vorrebbe che lavorassi qualche ora in più e non mi permette di fare neanche una pausa.
 Sara: Povero, Giorgio!

Text 3 – conversazione – una bellissima domenica**Part 1**

- Michele: Ciao Roberta, hai passato un bel fine settimana?
 Roberta: Ciao Michele, domenica è stata una bellissima giornata. Sono andata in montagna a sciare con i miei amici, Sara e Stefano. Siamo andati a Livigno. Ci siamo davvero divertiti.
 Michele: Livigno! Ma è lontano! A che ora siete partiti?
 Roberta: Siamo partiti la mattina alle 5.30 e siamo arrivati lì alle 8.30. Appena arrivati siamo andati a fare una ricca colazione in un piccolo bar del centro. Ho mangiato due cornetti alla crema e una cioccolata calda con doppia panna!!

Part 2

- Michele: E sei riuscita a sciare dopo aver mangiato tutta quella roba ?
 Roberta: Faceva freddo, ci voleva una colazione abbondante. Abbiamo sciato dalle 9.30 fino alle 12.30 quando ci siamo fermati per pranzo, poi siamo tornati in pista.
 Michele: E a che ora siete tornati a casa ?
 Roberta: Siamo partiti alle 18, tornando a casa verso le 21.30. È stata veramente una bella giornata. Senti, andiamo ancora la settimana prossima. Vuoi venire anche tu?
 Michele: Perché no ? È tanto che non vado a sciare.

Marking key for sample assessment task 10 – Unit 2

Text 1

Description		Marks
Question 1		/8
<p>Adults</p> <p>Any four (4) of the following for a total of 4 marks</p> <ul style="list-style-type: none"> cinema physical activity sports matches/games going to discos or pubs music concerts theatre 	<p>Young people</p> <p>Any four (4) of the following for a total of 4 marks</p> <ul style="list-style-type: none"> playing/doing sport spending time with friends computer/playing on the computer chatting on line using social networks 	
Total		/8

Text 2

Description			Marks
Question 2			/8
Giorgio....	TRUE	FALSE	
... is feeling very tired.	✓		
... has been going out a lot.		✓	
... has finished his computing studies.		✓	
... has just started working in a bar.	✓		
... works Monday and Tuesday nights.		✓	
... works Sundays 10am to 2pm.	✓		
... has lots of free time to go out and to rest.		✓	
... is not permitted to have breaks at work.	✓		
Total			/8

Text 3

Description		Marks
Question 3		/4
On Sunday	1	
Roberta went skiing	1	
in the mountains	1	
with her friends	1	
Question 4		/1
5.30am	1	
Question 5		/6
They had breakfast in		
• a small bar	1	
• in the town centre.	1	
For breakfast, Roberta had		
• two custard	1	
• croissants	1	
• a hot chocolate	1	
• with double cream/a double serve of cream.	1	
Question 6		/2
• skied	1	
• for 3 hours/from 9.30 – 12.30	1	
Question 7		/2
• to go skiing	1	
• next week	1	
Total		/15

Sample assessment task

Italian: Second Language – General Year 11

Task 11 – Unit 2

Assessment type: Reading: Viewing and responding

Conditions

Time for the task: 45 minutes

A bilingual Italian/English print dictionary can be used for this task.

Task weighting

10% of the school mark for this pair of units

Cose da fare, luoghi da visitare!

(38 marks)

Read the following texts, one article about teenagers and technology and one email from a young Italian speaker. Answer the questions in English.

Text 1 – articolo

LA GENERAZIONE Z E LA TECNOLOGIA

È vero, la Generazione Z (i nati tra il 1995 e il 2010) è ossessionata dalla tecnologia e in particolare dai prodotti della Apple! Ecco alcuni dati interessanti...

Profilo della Generazione Z

- 75% ha un cellulare
- 40% (sempre in crescita) possiede un iPhone
- 69% ha il proprio computer
- 63% naviga su internet ogni giorno
- 27% usa lo smartphone per navigare su internet
- 80% del tempo su internet è passato su social network

Il cellulare non solo per comunicazione!

Oltre a mandare messaggi e parlare, la Gen Z usa il cellulare per:

- fare foto
- condividere le foto con gli amici
- ascoltare musica
- giocare!



©Microsoft

I social network e l'amicizia

			
@LucaLu	@StellaZ	@Skaterboy	@chiaraBlù
È più facile comunicare con i miei amici usando sms o instant messaging che parlar loro faccia a faccia.	È più divertente parlare con gli amici online che in persona. Ho amici in tutto il mondo.	Ho una vita frenetica. Faccio molte cose. Così quando ho tempo è più conveniente per me parlare con gli amici online.	Preferisco incontrare gli amici online, mi sento più a mio agio. Sono più timida quando incontro i miei amici di persona.

Images: Microsoft ©Fotolia

1. What is the significance of the period 1995–2010? 2 marks

2. According to the statistics given about Generation Z ...

- a) ... which statistic is higher, mobile phone or computer ownership? Explain. 3 marks

- b) ... what do 63% of Gen Zs do? 2 marks

3. Complete the list of things for which Gen Zs use their mobile phones. 8 marks

- a) _____
- b) **Talk**
- c) _____
- d) _____
- e) _____
- f) **Play games**

(Note: each answer is worth 2 marks)

4. Who says what? Read what the four 'Gen Z-ers' say about social networking and indicate (✓) who (if anyone) makes the following comments. 8 marks

Comment	@LucaLu	@StellaZ	@Skaterboy	@chiaraBlù	No one
I feel more comfortable speaking to my friends online.					
I like speaking face-to-face with my friends.					
I can speak to my friends whenever I have time.					
I have friends all around the world.					
I'm shy around people.					
Texting/SMS is easier than talking.					
It's more fun chatting online.					
I'm too busy to chat to friends.					

Text 2 – email

Da: crisO@in.italia.it	Inviato: domenica 3 maggio 2015
A: aussie@waust.swan.au	
Soggetto: saluti	

Salve, sono Cris, ho 15 anni, sono nato a Firenze ma attualmente abito a Milano. Cosa mi piace? Beh...vado pazzo per tutto quello che riguarda il computer e la tecnologia in generale. Passo molto tempo al computer o con lo smartphone.

I miei genitori si lamentano sempre perché passo troppo tempo davanti al computer e non molto tempo all'aria aperta. Ma non è vero! Ho altri hobby: giocare alla playstation, andare al cinema (preferisco i film d'azione e d'avventura), suonare la chitarra, ascoltare la musica – specialmente Taylor Swift. No, scherzo! Odio la musica di Taylor Swift. Mi piace Bruno Mars. Che tipo di musica ti piace?

Il martedì sera e il sabato pomeriggio lavoro qualche ora in un 'internet point' - un locale dove le persone possono usare il computer, l'internet, l'email a pagamento. Qui ci sono sempre molti turisti e proprio qui ho conosciuto alcuni ragazzi australiani.

Ciao.

5. Based on the information in the email, indicate (✓) which of the following are true. 3 marks

Cris...

- | | |
|--|--|
| <input type="checkbox"/> lives in Florence. | <input type="checkbox"/> likes action films. |
| <input type="checkbox"/> spends a lot of time on his computer. | <input type="checkbox"/> plays lots of sport. |
| <input type="checkbox"/> plays the guitar. | <input type="checkbox"/> has a part-time job on Sundays. |

6. Why are Cris' parents worried? 4 marks

7. Why does Cris mention Taylor Swift and Bruno Mars? 4 marks

Taylor Swift: _____

Bruno Mars: _____

8. List **four (4)** things that Cris says about his part-time job. 4 marks

1. _____
2. _____
3. _____
4. _____

Marking key for sample assessment task 11 – Unit 2

Text 1

Description						Marks
Question 1						/2
Any answer that includes the following key ideas						
• people born in this range						1
• are Generation Z						1
Question 2a						/3
• mobile phone						1
• 75% (mobile) compared to						1
• 69% (computer)						1
Question 2b						/2
• access the internet						1
• every day						1
Question 3						/8
a) send (1) messages (1) [if only 'text' or 'SMS' is mentioned – 1 mark]						2
b) talk						
c) take (1) photos (1) [if 'for photos' – 1 mark]						2
d) share/send photos (1) with/to friends (1)						2
e) play/listen to (1) music (1)						2
f) play games						
Question 4						/8
	@L	@S	@Sk	@C	No one	
I feel more comfortable speaking to my friends online.				✓		
I like speaking face-to-face with my friends					✓	
I can speak to my friends whenever I have time.			✓			
I have friends all around the world.		✓				
I'm shy around people.				✓		
Texting/SMS is easier than talking.	✓					
It's more fun chatting online.		✓				
I'm too busy to chat to friends.					✓	
Total						/23

Text 2

Description	Marks	
Question 5	/3	
<input type="checkbox"/> lives in Florence.	✓ likes action films.	1
✓ spends a lot of time on his computer.	<input type="checkbox"/> plays lots of sport.	1
✓ plays the guitar.	<input type="checkbox"/> has a part-time job on Sundays.	1
Question 6	/4	
• he spends too much time/is always	1	1
• on/in front of the computer	1	1
• not enough time	1	1
• in the fresh air/outdoors	1	
Question 7	/4	
Taylor Swift: as a joke	1	
he says he likes her/her music	1	
but really doesn't.	1	
Bruno Mars: he likes him/his music.	1	
Question 8	/4	
Any four (4) of the following for a total of 4 marks He works		
• Tuesday night		1-4
• Saturday afternoon		
• at an internet café/internet point		
• there are lots of tourists		
• he met some Australians.		
Total	/15	