SAMPLE ASSESSMENT TASKS

ITALIAN: BACKGROUND LANGUAGE
ATAR YEAR 11

Sample assessment task

Italian: Background Language – ATAR Year 11

Task 1 — Unit 1

Assessment type: Response: Viewing and reading

Conditions
Time for the task: 45 minutes
A monolingual print dictionary and/or bilingual print dictionary can be used for this task.

Task weighting
4% of the school mark for this pair of units
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Young people and their relationships   **(26 marks)**

Read the following **two (2)** texts and answer the questions in English or Italian as required.

Text 1 – articolo

CRONACA DEI GIOVANI IN EUROPA

I giovani tra la famiglia e gli amici

By Marcello Rigatti 26 Marzo 2015

I giovani di oggi hanno un rapporto molto complesso sia con la famiglia che con gli amici. La famiglia ha sicuramente un ruolo importante nella vita di ciascuno di noi, anche se nel tempo il rapporto degli adolescenti con i genitori diventa talvolta conflittuale.

Le diverse generazioni sviluppano modi di vivere e aspirazioni in linea con il proprio tempo e perciò naturalmente differenti. Si ascoltano musicisti diversi da quelli della generazione dei propri genitori, si sviluppano passioni diverse, ci sono miti sportivi o dello spettacolo diversi.

Ma la diversità generazionale si forma soprattutto grazie ai diversi percorsi educativi e professionali. In passato in Italia poche persone avevano l'opportunità di frequentare l'Università. I genitori faticano a capire i figli che, anziché studiare e cercare un impiego e una carriera stabile, magari preferiscono fare esperienze all'estero, in Europa o anche oltre. Che si sposano sempre più tardi, ad esempio. Soprattutto per i giovani italiani l'attrattiva di un'esperienza in paesi europei, come Inghilterra o Germania, o anche extra UE come Australia o Stati Uniti, è oggi molto forte. Si va per imparare una lingua, ma anche per mettere nel Curriculum un'esperienza formativa. Oltre che per conoscere altre culture e altre persone.

Ecco che allora per un giovane diventano importante gli amici, i gruppi sociali con i quali si passa più tempo: gli amici della scuola o dell'Università e quelli della squadra di calcio o di pallavolo, le conoscenze fatte nei luoghi di ritrovo, in discoteca o al bar o durante i viaggi. La cultura dei giovani di oggi è più influenzata da queste frequentazioni che dalla famiglia. Relazioni sociali che oggi si rafforzano o addirittura nascono anche nella realtà virtuale dei social network.

Dall'adolescenza in poi nascono anche i primi amori, che a volte durano anche anni. Qualcuno finisce perfino in matrimonio. Non è infrequente incontrare coppie che si sono formate giovanissime, anche a 16–18 anni. Talvolta sono le più durature, anche se oggi si finisce sempre più spesso per sposarsi oltre i 30 anni.

In definitiva la difficoltà maggiore per un giovane oggi è trovare un sano equilibrio tra la voglia legittima di trovare la propria strada, seguire le proprie aspirazioni e integrarsi con i coetanei e la necessità di mantenere un rapporto stretto con la famiglia, che era e rimane l'istituzione più solida e importante della società italiana.

*Si risponda alle domande 1 e 2 in **inglese.***

Answer questions 1 and 2 in **English**.

1. *Indicate (✓) quale delle seguenti opzioni descrive meglio il testo.*

   Indicate (✓) which of the following statements best describes the article. (2 marks)

   This article summarises

   ☐ how young Italians have been more successful than previous generations.

   ☐ how life for young people is more complicated than that of previous generations.

   ☐ how life for young Italians is different from that of previous generations.

2. *Con le informazioni fornite dal testo, scrivete un breve riassunto di 120 parole delle differenze tra le generazioni in merito a esperienze di studio e lavoro.*

   Based on the information provided in the text, write a short summary of 120 words on the differences between the generations in relation to study and work. (12 marks)

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Text 2 – blog

http://www. Italiaoggiedomani.it

Cultura giovanile

Bloggermania.it

I giovani d'oggi sono diversi da quelli di cinquant'anni fa ?
Sono più informati, più intelligenti, più pigri, più narcisisti ?

Migliore risposta MarcoMacro

Secondo me i giovani d'oggi provano le stesse angosce, disagi, voglia di vivere e di cambiare il mondo che provavano i giovani di una volta, ma c'è una grande differenza - il mondo in cui viviamo oggi ha cambiato moltissimo.

Dagli anni 60 c'è stato un susseguirsi di cambiamenti nella nostra vita, oggetti nuovi, lavori nuovi, tecnologia nuova. La televisione gioca ancora un ruolo importante, ma i nuovi media hanno ormai assunto un'importanza preponderante. Internet e i Social network come Facebook e Twitter sono ormai una delle fonti di relazione, di assunzione di informazioni e forse perfino di svago principali per noi giovani. I giovani d'oggi, la cosiddetta 'Generazione Y' (i nati tra il 1980 e il 2000) è definita dalle nuove tecnologie e a vivere connessi, bombardati da informazioni, 24 h su 24. La conseguenza? Siamo più consapevoli, più tolleranti verso qualsiasi tipo di differenza e opinione, e più sensibili verso i problemi "del mondo", rispetto alle generazioni precedenti.

Spesso siamo accusati di essere "superficiali" e "frivoli", interessati solo in soldi, immagine, fama – ma penso che i giovani così sono l'eccezione. I giovani che frequento io s'interessano alla società e per loro sono importanti l'amicizia, la giustizia e anche la famiglia.

Commenti (6)

Altre risposte

Marilù95
Bravo, Marco! Sono stanca di sentire che la mia generazione è privilegiata, narcisita, viziata. Certo che siamo diversi dai nostri genitori e dai nostri nonni - il mondo è diverso.

Commenti (2)

Saturno00
Direi che i giovani d'oggi sono molto viziati e privi di iniziativa. Non hanno voglia di fare niente e non si preoccupano del futuro; tanto c'è papà e mamma che pagano!

Commento (0)

E ora dicci, i giovani d'oggi....

*Si risponda alla domanda 3 in **italiano**.*

Answer question 3 in **Italian**.

3. *Scrivete un commento di 120 parole spiegando i vostri pensieri sui commenti di MarcoMacro.*

   Write a blog comment of 120 words providing your thoughts in relation to MarcoMacro's comments. In your comment draw on information from the text. (12 marks)

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Marking key for sample assessment task 1 — Unit 1

Question 1

Description	Marks
This article summarises: ✓ how life for young Italians is different from that of previous generations.	1–2
Total	**/2**

Question 2 – Response in English

Criteria	Marks
Response to text	**/4**

Presents comprehensive information, with ideas, opinions and comparisons related to the differences between the generations in relation to study and work. Includes relevant evidence from the text e.g.
• young people today
  ▪ have more educational and professional opportunities
  ▪ have easier access to university education
  ▪ want other experiences e.g. travel, so that they have the opportunity to learn another language and experience other cultures, things that may help them in their search for a job.
• older generation
  ▪ did not have opportunity to attend university
  ▪ don't understand how young people today prefer to travel or have other experiences rather than studying and looking for a job.
	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
Ability to use language, including vocabulary and grammar, is limited.	0

Criteria	Marks
Text type and sequencing	**/4**
Uses all the key conventions accurately for the audience, context, purpose and text type. • a title • an introduction, content and a conclusion • formal or informal 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
Limited use of key conventions, organisation and sequencing of ideas.	0
Total	**/12**

Question 3 – Response in Italian

Criteria	Marks
Response to text	**/4**
Presents comprehensive information, with ideas, opinions and comparisons responding to the main comments made by MarcoMacro and supported by relevant evidence from the text e.g. • young people today experience the same worries, concerns and desire to live and to change the world as young people in previous generations; the main differences is that the world we live in has changed • technological change has been a major influence on how we live and how we relate to others • technology is one of the principal means of entertainment • young people today are bombarded by information and this has made them more aware of the world they live in • young people today are more tolerant of others and their difference • some people consider young people frivolous, superficial and egocentric, which MarcoMacro disagrees with • they are still concerned about society in general, and family and friends.	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

Criteria	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
Ability to use language, including vocabulary and grammar, is limited.	0
Text type and sequencing	**/4**
Uses all the key conventions accurately for the audience, context, purpose and text type. 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
Limited use of key conventions, organisation and sequencing of ideas.	0
Total	**/12**

Sample assessment task

Italian: Background Language – ATAR Year 11

Task 4 — Unit 1

Assessment type: Response: Listening

Conditions
Time for the task: 55 minutes
A monolingual print dictionary and/or bilingual print dictionary can be used for this task.

Task weighting
7% of the school mark for this pair of units
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Our changing environment (30 marks)

Listen to the **two (2)** spoken texts in Italian. The first is a conversation, the second is a report.

Both texts will be played twice, with a pause between the first and second readings. After the second reading of Text 1 there will be 15 minutes to answer the question, and after Text 2 there will be approximately 25 minutes to answer the two related questions.

A total of 40 minutes will be allocated for the completion of the three questions. Answer the questions in Italian or English, as specified, with the relevant information from the text.

Text 1 – conversazione

Manifestazione contro l'Inquinamento

1. *Scrivete un'articolo sullo scopo della manifestazione, spiegando anche perché l'attuale situazione è problematica. 120 parole in inglese.*

   Write an article reporting on the demonstration and explain why the current situation is problematic. 120 words in English.   (12 marks)

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Text 2 – cronaca

Le Energie Rinnovabili (6 marks)

2. *Completate le seguenti frasi in italiano per riassumere le informazioni contenute nel testo.*

   Complete these sentences in Italian summarising the information in the text.

   a) Con lo sviluppo e la diffusione di fonti energetiche rinnovabili riusciremo..._____

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   b) Oggigiorno molti fanno uso dei pannelli solari perché... _____

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   c) Non c'è bisogno di gettare o sprecare niente, _____

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3. *Scrivete il testo del dialogo tra l'autore della relazione e qualcuno che è incerto riquardo la necessità di cambiare alle energie rinnovabili. Circa 150 parole in italiano.*

   Write a script of the dialogue between the writer of the report and someone who is unsure about the need to change to renewable energy. Approximately 150 words in Italian.

   In your script draw on information from the text. (12 marks)

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Transcripts

Text 1 – conversazione

Manifestazione contro l'Inquinamento

Massimo e Claudio sono due amici di lunga data che si incontrano in città.

Massimo: Ciao !

Claudio: Ciao ! Dove vai così di fretta ?

Massimo: Come ? Non lo sai ? Sto andando alla manifestazione per il nuovo depuratore !

Claudio: Ah, quello per le acque di scarto delle industrie ?

Massimo: Si, proprio quello. Vogliamo pressare l'amministrazione comunale affinché investa e costringa le industrie a depurare le acque prima di sversarle nel fiume.

Claudio: Eh, in effetti ci vorrebbe proprio un moderno impianto di depurazione. L'ultima volta che son passato in bici dal ponte sul fiume c'era una puzza....

Massimo: Eh, già. E non è soltanto un problema di cattivi odori, ma anche di salute. I pesci nel fiume non ci sono più da molti anni. I contadini usano l'acqua per irrigare i campi e, alla fine della fiera, le sostanze inquinanti ci finiscono dritte nel piatto.

Claudio: Avete proprio ragione, bravi ! Mi posso unire a voi ?

Massimo: Certo ! Vieni che più siamo meglio è. L'unione fa la forza !!

Text 2 – cronaca

Le Energie Rinnovabili

Il Cambiamento Climatico è un problema sempre più concreto del nostro tempo. L'opinione pubblica è sempre più convinta della necessità di un'azione decisa contro le emissioni di gas serra. Per raggiungere questi obiettivi le nostre economie devono passare dall'utilizzo massiccio di fonti energetiche fossili (Carbone, Petrolio, Gas naturale) allo sviluppo di fonti meno inquinanti e rinnovabili.

Il Fotovoltaico, ad esempio, è sempre più diffuso. La tecnologia ha portato negli ultimi 20–30 anni ad un crollo del costo dei pannelli unitamente ad un aumento dell'efficienza. Vediamo ormai su una grande percentuale di edifici pannelli solari per riscaldamento o produzione di energia elettrica.

Negli ultimi decenni abbiamo poi assistito alla comparsa di numerose pale eloiche per la produzione elettrica: lungo le coste, in vaste pianure o perfino su grandi edifici pubblici. I paesi del nord Europa sono leader in questo tipo di tecnologia.

Ma ci sono anche nuove tecnologie che permettono lo sfruttamento delle maree o delle bio masse (ogni scarto organico sia agricolo che urbano, dalle potature degli alberi al legname di scarto). L'Italia ha poi sviluppato una forte competenza nello sfruttamento della geotermia, l'energia del sottosuolo. Una tecnologia possibile però soltanto in paesi e aree con attività vulcanica molto diffusa. La Toscana, ad esempio, produce un quarto della propria elettricità con questo metodo. L'Islanda, ad esempio, ha intrapreso un programma di sviluppo del geotermico, proprio in collaborazione con la compagnia elettrica nazionale italiana (ENEL). Nell'emisfero meridionale sarebbe possibile sviluppare queste tecnologie sicuramente in Nuova Zelanda, data l'intensa attività geotermica di aree come Roturoa.

Marking key for sample assessment task 4 — Unit 1

Question 1 – Response in English

Criteria	Marks
Response to text	**/4**
Presents a comprehensive article reporting on the demonstration, including the following information from the text: The demonstration is to pressure city/town officials: • for a new water purifier to introduce laws that industries must purify waste before disposing of it into the river. There are concerns for: • the smell coming from the river • fish no longer thriving in the river • farmers using polluted water to irrigate crops • people eating the produce.	4
Writes a summary including most of the main points from the text.	3
Writes a summary including some points from the text.	2
Ideas or opinions may be present, but with little or no attempt to support these with information 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
Ability to use language, including vocabulary and grammar, is limited.	0
Text type and sequencing	**/4**
Uses all the key conventions accurately for the audience, context, purpose and text type. • a title • an introduction, content and a conclusion • formal or informal langauge. 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
Limited use of key conventions, organisation and sequencing of ideas.	0
Total	**/12**

Question 2 – Response in Italian

Description	Marks
Con lo sviluppo e la diffusione di fonti energetiche rinnovabili riusciremo… **Answer could include, but is not limited to:** • realizzare un'azione decisa contro le emissioni di gas serra e il problema del Cambiamento Climatico.	1–2
Oggigiorno molti fanno uso dei pannelli solari perché… **Answer could include, but is not limited to:** • negli ultimi 20–30 anni il costo è diminuito e l'efficenza è aumentata.	1–2
Non c'è bisogno di gettare o sprecare niente, **Answer could include, but is not limited to:** • grazie agli sviluppi nell e nuove tecnologie delle bio masse.	1–2
Total	**/6**

Question 3 – Response in Italian

Criteria	Marks
Response to text	**/4**
Presents a comprehensive script where one speaker persuades another about renewable energy sources including a major part of the following from the text: • pressing issue of alternative to fossil fuels • a need for decisive action in relation to greenhouse gas emissions • consider solar energy/solar panelling, cost has reduced and efficiency increased considerably over past years • new tidal and biofuel technologies • wind energy/energy generated by windmills is being widely used in some countries • geothermal energy, Italy is a leader in the field of sourcing geothermal energy • geothermal energy is only possible in areas that have volcanic activity e.g. Tuscany, Iceland, New Zealand.	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
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
Ability to use language, including vocabulary and grammar, is limited.	0

Criteria	Marks
Text type and sequencing	**/4**
Uses all the key conventions accurately for the audience, context, purpose and text type. For a script of a dialogue: • each speaker is clearly identified • includes an exchange of opening salutation • includes a range of questions and statements and then a two-way sustained interaction • language is informal and conversational in style, may include interjections (language may be formal depending on the relationship of the participants). 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
Limited use of key conventions, organisation and sequencing of ideas.	0
Total	**/12**

Sample assessment task

Italian: Background Language – ATAR Year 11

Task 10 — Unit 2

Assessment type: Oral communication

Conditions
Time for the task: 10 minutes preparation
                              7–8 minutes interview
A monolingual print dictionary and/or bilingual print dictionary can be used only during the preparation time of this task.

Task weighting
10% of the school mark for this pair of units
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Italian identity in the Australian context   **(20 marks)**

Partecipate ad un colloquio con un Italiano che è interessato a scoprire le vostre opinioni ed esperienze sul tema dell'identità italiana nel contesto australiano.

Participate in an interview with a speaker of Italian who is interested in finding out your opinions and experiences on the topic of Italian identity in the Australian context.

Marking key for sample assessment task 10 – Unit 2

Criteria	Marks
Topic – Content and relevance of response	**/6**
Provides a well-articulated and detailed perspective related to Italian identity in the Australian context. Engages in a meaningful discussion of the topic. Provides a wide range of relevant information, ideas and opinions. Comprehends all questions.	6
Provides a personal opinion related to Italian identity in the Australian context. Engages in a meaningful discussion of the topic. Provides a good range of relevant information, ideas and opinions. Comprehends all questions.	5
Provides a personal opinion. Engages in a discussion of the topic. Provides a satisfactory range of relevant information, ideas and opinions. Sometimes uses memorised text, but is able to incorporate it into the conversation. Comprehends all questions.	4
Participates in a discussion. Frequently uses memorised text and has difficulty incorporating it into the conversation. Provides some relevant information, ideas and opinions. Comprehends most questions.	3
Participates in a fragmented discussion. Comprehends anticipated and familiar questions and provides some information, ideas and opinions. Relies on memorised text.	2
Participates in a fragmented discussion. Comprehends familiar questions and comments and provides limited information and few ideas or opinions. Relies heavily on memorised text.	1
Fails to respond or uses another language in responses. Provides inadequate information.	0
Linguistic resources – Accuracy	**/4**
Applies the rules of grammar (including agreements, tense and mood) and syntax accurately and consistently. Makes minor errors in structures which do not affect meaning.	4
Applies the rules of grammar (including agreements, tense and mood) and syntax mostly accurately and consistently. Makes errors in a range of structures which do not affect meaning.	3
Applies the rules of grammar (including agreements, tense and mood) with a satisfactory level of accuracy and reasonable consistency. Makes errors which sometimes impede meaning.	2
Applies the rules of grammar (including agreements, tense and mood) with little accuracy or consistency. Makes errors which impede meaning.	1
Fails to apply rules of grammar with any accuracy or consistency. Makes frequent errors which impede meaning.	0
Linguistic resources – Vocabulary and range	**/4**
Uses a wide range of contextually relevant vocabulary, expressions, grammar and sentence structures. Engages the audience.	4
Uses a good range of contextually relevant vocabulary, expressions, grammar and sentence structures. Engages the audience.	3
Uses a satisfactory range of vocabulary, grammar and sentence structures.	2
Uses basic and repetitive vocabulary, grammar and sentence structures.	1
Uses inadequate vocabulary, grammar and sentence structures.	0
Speech – Pronunciation and intonation	**/3**
Uses clear and comprehensible pronunciation and excellent intonation.	3
Uses acceptable pronunciation and intonation.	2
Sometimes uses unclear or inaccurate pronunciation and intonation.	1
Uses unclear and inaccurate pronunciation and intonation.	0
Speech – Flow	**/3**
Speaks confidently and naturally. Uses appropriate fillers where thinking time is required.	3
Speaks with some confidence, although hesitates at times.	2
Speaks with some hesitation and/or repetition.	1
Hesitates and pauses frequently.	0
Total	**/20**

Sample assessment task

Italian: Background Language – ATAR Year 11

Task 12 — Unit 2

Assessment type: Written communication

Conditions
Time for the task: 45 minutes
A monolingual print dictionary and/or bilingual print dictionary can be used for this task.

Task weighting
7% of the school mark for this pair of units
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Media and communication **(16 marks)**

Vivere in un'era tecnologica, dove abbiamo più contatto con le notizie gossip sulle celebrità che abbiamo mai avuto, in televisione, copertine di riviste, nei blog su Internet e nei film, dobbiamo affrontare la domanda: quale effetto hanno le star sui nostri giovani? Scrivete il testo di una conversazione tra due persone che hanno punti di vista opposti sulla cultura della celebrità. Scrivete circa 300 parole in italiano.

Living in a technological era, where we have more contact with celebrity gossip than we have ever had before, on television, magazine covers, in Internet blogs, and in the movies, we are faced with a question: what effects do superstars have on our youth? Write the script of a conversation between two people who have opposing views on the culture of celebrity. Write approximately 300 words in Italian.

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Marking key for sample assessment task 12 — Unit 2

Criteria	Marks
Content	**/8**
Produces sophisticated informative, evaluative, persuasive or reflective writing about opposing views on the culture of celebrity. Shows synthesis of ideas, a high degree of relevance and originality, and depth of content. Content may include, but is not limited to: - media, and in particular social media, plays an important role in facilitating the level of influence that celebrity culture has on society - young people are often lured by the attractiveness of the celebrity lifestyle without being aware of what has been involved to get there - inappropriate public behaviour by celebrities, without evidence of consequence, can influence the public, especially the younger age groups - positive effect on teenagers by setting a good example of how to live and act - celebrities who promote ethical behaviour and make responsible personal decisions can have a positive effect on the public - celebrities who become involved in advocacy and activism can set a responsible and positive example for the public - adult society has a role in educating young people on how they should respond to celebrity behaviour. Elaborates on topics, justifying viewpoint through well-structured logical arguments.	7–8
Produces sophisticated informative, evaluative, persuasive or reflective writing, showing some synthesis of ideas, relevance and originality, and depth of content. Elaborates on topics, justifying viewpoint through structured logical arguments.	5–6
Produces coherent informative, evaluative, persuasive or reflective writing, showing, partial synthesis of ideas, relevance and depth of content. Discusses topics, justifying viewpoint through some logical arguments.	3–4
Produces informative, evaluative, persuasive or reflective writing which summarises ideas, showing relevance and some depth of content. Discusses topics showing some ability to support viewpoints.	1–2
Limited originality and awareness of the kind of writing, narrative perspective or content 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. Stylistic techniques are successfully used to engage the reader's interest.	4
Uses an appropriate range of language, including vocabulary, expressions, grammar, and sentence structures, with a high level of accuracy. Simple stylistic techniques are used to engage the reader's interest.	3
Uses language, including vocabulary, expressions, grammar, and sentence structures, that is suitable, with some accuracy. Some simple stylistic techniques appropriate to the task may be attempted.	2
Uses language, including vocabulary, grammar, and sentence structures, that is usually suitable, with some accuracy.	1
Ability to use language, including vocabulary and grammar, with limited accuracy.	0
Text type and sequencing	**/4**
Uses all the key conventions accurately for the audience, context, purpose and text type. Ideas are organised and effectively sequenced throughout; for example, within and between paragraphs and with cohesiveness in the writing as a whole.	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.	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.	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
Limited use of key conventions, organisation and sequencing of ideas.	0
Total	**/16**