



## SAMPLE ASSESSMENT TASKS

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ITALIAN: SECOND LANGUAGE  
GENERAL YEAR 12

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## Sample assessment task

### Italian: Second Language – General Year 12

#### Task 2 – Unit 3

**Assessment type:** Oral communication

**Conditions**

Time for task: 3–4 minutes for the conversation

The planning sheet can be referred to during the conversation.

**Task weighting**

7.5% of the school mark for this pair of units

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**Una vita in forma!**

**(15 marks)**

You will participate in a 3–4 minute conversation with a speaker of Italian who is interested in finding out more about the following aspects of your lifestyle: diet, exercise and healthy relationships.

Before the conversation takes place, you will be given the opportunity to:

- discuss the topic with a partner and make notes on the topic (using the planning sheet provided)
- practise with a partner, asking and responding to questions related to the topic (using the practice questions provided).

During the conversation, use the notes you have made on the planning sheet to talk about aspects of your lifestyle: diet, exercise and healthy relationships. Provide as much information as you can.

## Practice questions

1. *Cosa significa una vita equilibrata/sana per te?* What does a balanced/healthy lifestyle mean to you?
2. *Cosa fai per tenerti in forma?* What do you do to stay fit/healthy?
3. *Secondo te, è importante tenersi in forma?* In your opinion, is it important to keep fit?
4. *A casa, cosa fai per rilassarti?* What do you do to relax at home?
5. *Cosa ti piace fare quando hai del tempo libero?* What do you like to do when you have free time?
6. *Sei un tipo sportivo? Secondo te, è importante fare sport? Perché?* Are you sporty? Do you think it is important to play sport? Why?
7. *Quanto tempo la settimana passi a studiare/ rilassarli/ lavorare/allenarti?* How much time per week do you spend studying/relaxing/working/training?
8. *Mangi un po' di tutto o segui una dieta speciale?* Do you eat a little of everything or do you follow a special diet?
9. *Perché la dieta mediterranea è considerata salutare?* Why is the Mediterranean diet considered healthy?
10. *Qual è il tuo piatto italiano preferito? Lo mangi spesso?* What is your favourite Italian dish? Do you eat it often?
11. *Che ruolo hanno la famiglia e gli amici nella tua vita?* What role do your family and friends have in your life?
12. *Hai qualche consiglio per una vita equilibrata/sana?* Do you have any advice about living a balanced/healthy life?

The above questions are an example only of the questions you may be asked during the conversation. Depending on your responses, you may be asked variations of these questions or other questions related to the topic.

## Planning sheet

*Una vita in forma – cosa significa?*

*Cosa fai per tenerti in forma?*

*Mangi un po' di tutto o segui una dieta speciale?*

*Come mantieni una vita equilibrata?*

*Che ruolo hanno la famiglia e gli amici nella tua vita?*

## Marking key for sample assessment task 2 – Unit 3

Description	Marks
<b>Comprehension</b>	<b>/3</b>
Comprehends all or most questions and comments, with minimal or no requests for clarification.	3
Comprehends anticipated and familiar questions and comments. Requires some support and/or clarification.	2
Shows limited comprehension even with support and/or clarification.	1
Shows inadequate comprehension.	0
<b>Response – Relevance and depth of information</b>	<b>/3</b>
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, resulting in a fragmented conversation, or relies on reading from planning sheet.	1
Does not respond to questions or responds in English.	0
<b>Linguistic resources (vocabulary and grammar) – Range</b>	<b>/3</b>
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
<b>Linguistic resources (grammar, syntax and spelling) – Accuracy</b>	<b>/3</b>
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
Shows no evidence of application of grammar rules. Makes frequent errors which impede meaning.	0
<b>Speech – Flow, pronunciation and intonation</b>	<b>/3</b>
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
<b>Total</b>	<b>/15</b>

## Sample assessment task

### Italian: Second Language – General Year 12

#### Task 3 – Unit 3

**Assessment type:** Response: Viewing and reading

**Conditions**

Time for the task: 50 minutes

A bilingual Italian/English print dictionary can be used.

**Task weighting**

10% of the school mark for this pair of units

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#### **Un ritorno allo slow food**

**(35 marks)**

The global community has been influenced by the Italian attitude to food and eating. Read the three texts and answer the questions in English.

**Text 1 – Interview****(5 marks)**

In a recent interview, Sandra Cipollini, an Italian chef and writer of cookbooks, was asked why she thinks Italian food is so popular.

Intervista con Sandra Cipollini in occasione dell'uscita del suo ultimo libro di ricette "La Cucina della nonna Vanda".

**Secondo Lei, cos'è che affascina così tanto del cibo italiano?**

«Secondo quello che dicono le persone che frequentano la mia scuola di cucina a New York ci sono molte ragioni».

**Quali sono le ragioni principali?**

«Per i miei studenti sono la freschezza e la genuinità degli ingredienti del cibo italiano che attirano di più. La cucina italiana è un modo di cucinare che rispetta le materie prime – i colori, sapori e profumi sono sempre evidenti nel piatto finale.

In più attirano anche i benefici per la salute della dieta mediterranea-italiana. La nostra cucina è associata ad una dieta molto sana, che può anche aiutare a prevenire molti problemi di salute».

**E nella Sua opinione?**

«Per me? I molti piatti facili che non richiedono molto tempo per la preparazione. Ma c'è anche tanta varietà di piatti. Le cucine regionali italiane offrono centinaia di tipi differenti di pasta, pizza, secondi e dolci. C'è qualcosa per ogni gusto e ogni età.»

1. Based on the information in the interview, tick (✓) **five** of the following statements that are true. (5 marks)

Sandra...

- has a cooking school in New York.
- attends a cooking school in New York.
- is very surprised that Italian food is so popular.
- notes that Italian cooking is based on fresh and genuine ingredients.
- says that Italian food is basically all the same.
- says that the food from the various regions of Italy provides variety.
- mentions that Italian food takes a lot of time to prepare.
- comments that the simplicity of Italian food is appealing to Italians and non-Italians.
- suggests that the Italian diet can be helpful in preventing some health issues.



## Text 2 – Conversation

(19 marks)

Davide is an Italian exchange student staying with the Evans family of Perth. He is chatting with his mother in Milan. The text is divided into **four** parts.

## Part 1

The image shows a smartphone screen with a text conversation. On the left side of the screen, the name 'Davide' is written next to two outgoing messages (light blue bubbles). On the right side, the name 'Mamma' is written next to one incoming message (light grey bubble). The messages are as follows:

- Davide:** Ciao mamma, indovina cosa ho fatto oggi? La salsa al pomodoro!
- Mamma:** Ciao, tesoro. Come la salsa al pomodoro? Hai preparato la pasta con sugo di pomodori per la famiglia Evans?
- Davide:** No, abbiamo fatto la passata di pomodori con la famiglia Rossi, una famiglia italo-australiana. Sono amici degli Evans. Ogni anno i Rossi ricreano la tradizione della giornata del pomodoro. Un momento....ti mando una foto.

2. What did Davide do today with the Rossi family? (2 marks)

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3. List **three** pieces of information provided about the Rossi family. (3 marks)

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- ---
- ---

## Part 2



Davide

Ecco i nonni della famiglia Rossi e il loro figlio Marco. I nonni Rossi mi hanno raccontato che condividono questa tradizione con la famiglia per non perderla.

Mi sembra molto interessante che a Perth, così lontano dall'Italia, queste tradizioni continuino. Ti sei divertito?

Mamma

**Glossary:** *perderla* – lose it (the tradition)

4. Who is Marco? (1 mark)

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5. What does Davide's mother think is interesting? (2 marks)

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## Part 3



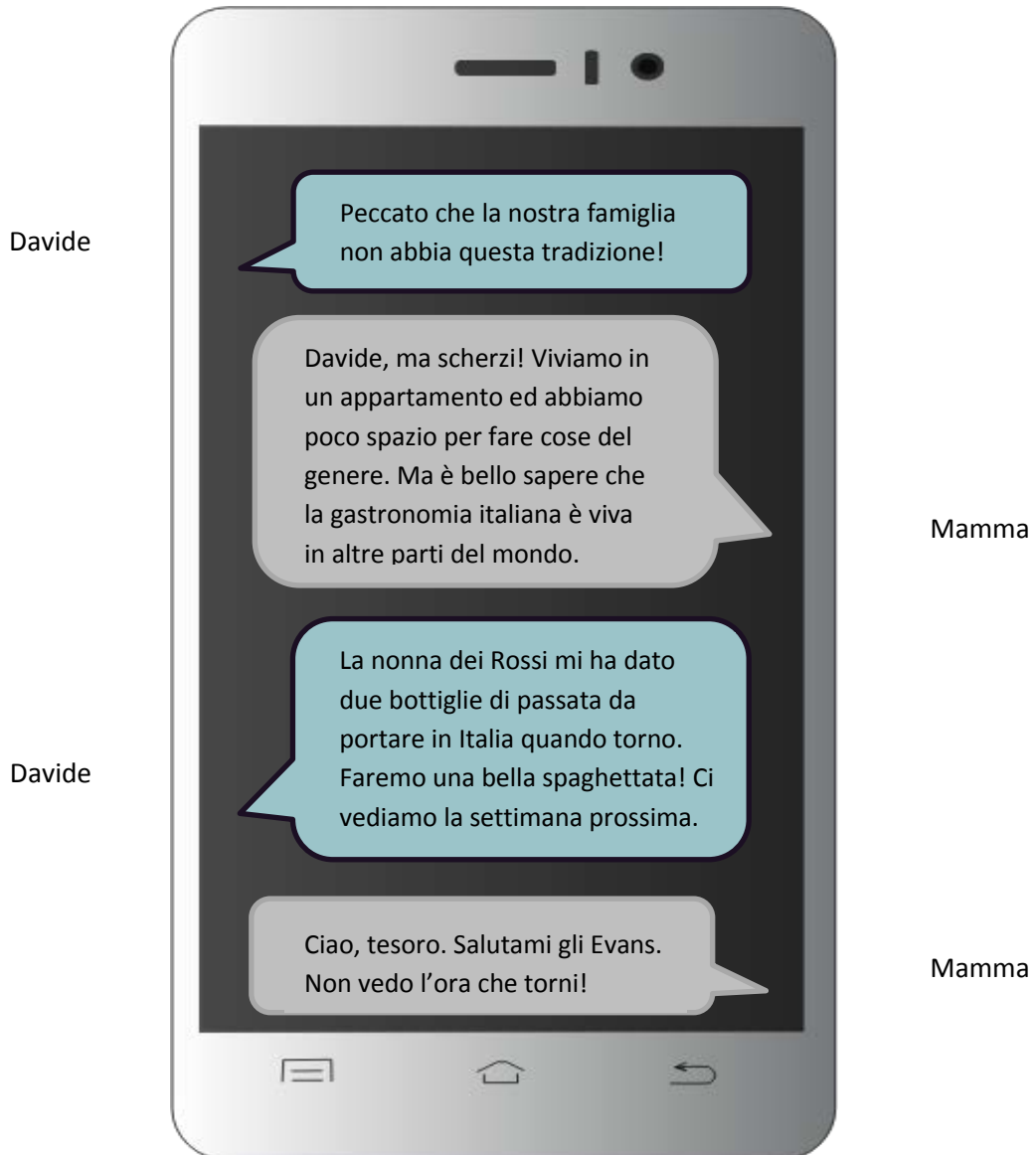
6. Which of the following are mentioned by Davide in his description of the day?

Tick (✓) **three**.

(3 marks)

- The family chats.
- The family sings together.
- The family tells stories about the past.
- The family tells jokes.
- The family enjoys being together as a family.

## Part 4



**Glossary:** *cose del genere* – these sorts of things

7. What reason does Davide's mother provide for why they can't participate in this tradition at home in Italy? (2 marks)

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8. Complete the following statement: (2 marks)

Davide's mum thinks that it is nice that Italian cuisine is \_\_\_\_\_ in other parts of \_\_\_\_\_.

9. What has *Nonna Rossi* given Davide? (2 marks)

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10. What does Davide suggest he and his family do? (2 marks)

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**Text 3 – Advertisement**

**(11 marks)**

## scuole – ragazzi e insegnanti!

***Volete:***

- passare una bella parte della giornata scolastica all'aria aperta?
- preparare piatti salutarì e gustosi con l'aiuto di chef e produttori locali?
- conoscere altri ragazzi e insegnanti per scambiare idee, esperienze e progettualità?
- incontrare esperti artigiani?
- sviluppare l'educazione alimentare e ambientale nella vostra scuola?



Scuola Orto

***Basta solo ospitare un orto!***

Iscrivetevi oggi al progetto "Scuola Orto" di MangiaBene Italia!

Le scuole che partecipano al progetto sono parte di una grande rete di scuole.

***Iscrivetevi!***

CLICCA QUI

***Per ulteriori informazioni***

CLICCA QUI

***Il progetto "Scuola Orto" nel mondo***

CLICCA QUI



Giusi – Scuola Primaria di Fornovo

11. Who is the target audience of this advertisement? (2 marks)

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12. What will students do with the help of local chefs? (3 marks)

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13. Complete the comment made by Giusi. (3 marks)  
I love spending time in the vegetable garden, but I prefer... \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

14. Explain the significance of the project's title 'Scuola Orto'. (3 marks)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## ACKNOWLEDGEMENTS

- Text 1** Concept from:  
Patrick, R. (2014, November 18). *Perché il cibo italiano è così popolare?* [Blog post]. Retrieved April, 2015, from [www.casinoconslot.it/perche-il-cibo-italiano-e-cosi-popolare/](http://www.casinoconslot.it/perche-il-cibo-italiano-e-cosi-popolare/)  
Curinga, K. (2014). What are the health benefits of Italian cuisine? Retrieved April, 2015, from [www.livestrong.com/article/375294-what-are-the-health-benefits-of-italian-cuisine/](http://www.livestrong.com/article/375294-what-are-the-health-benefits-of-italian-cuisine/)
- Text 2** Photograph by courtesy of Pina Zingales.  
Phone graphic adapted from: Roboxman. (2014). *Unbranded mobile phone—smartphone*. Retrieved April, 2015, from <https://openclipart.org/detail/193262/unbranded-mobile-phone-smartphone>
- Text 3** Text concept from: Slow Food. (n.d.). *Slow Food educa*. Retrieved April, 2015, from [www.slowfood.it/educazione/welcome.lasso?-id\\_pg=1](http://www.slowfood.it/educazione/welcome.lasso?-id_pg=1)  
Seedling image from: Butterdaisy. (n.d.). *African forest elephant : New jumbo species lurking in the heart of Africa?* Retrieved April, 2015, from <http://butterdaisy.com/>  
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## Marking key for sample assessment task 3 – Unit 3

### Text 1

Description	Marks
<b>Question 1</b>	<b>/5</b>
<p>Sandra...</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>has a cooking school in New York.</b></li> <li><input type="checkbox"/> attends a cooking school in New York.</li> <li><input type="checkbox"/> is very surprised that Italian food is so popular.</li> <li><input checked="" type="checkbox"/> <b>notes that Italian cooking is based on fresh and genuine ingredients.</b></li> <li><input type="checkbox"/> says that Italian food is basically all the same.</li> <li><input checked="" type="checkbox"/> <b>says that the food from the various regions of Italy provides variety.</b></li> <li><input type="checkbox"/> mentions that Italian food takes a lot of time to prepare.</li> <li><input checked="" type="checkbox"/> <b>comments that the simplicity of Italian food is appealing to Italians and non-Italians.</b></li> <li><input checked="" type="checkbox"/> <b>suggests that the Italian diet can be helpful in preventing some health issues.</b></li> </ul>	1–5 (1 mark each)
Note: If more than five responses are indicated, delete one mark for each additional response.	
<b>Total</b>	<b>/5</b>

### Text 2

Description	Marks
<b>Part 1</b>	
<b>Question 2</b>	<b>/2</b>
<ul style="list-style-type: none"> <li>• made</li> <li>• tomato sauce/puree/passata</li> </ul>	1 1
<b>Question 3</b>	<b>/3</b>
<p>The Rossi family</p> <ul style="list-style-type: none"> <li>• is an Italo-Australian family/an Australian family of Italian background</li> <li>• is friends with the Evans family</li> <li>• gets together to make Italian tomato sauce each year</li> </ul>	1 1 1
<b>Part 2</b>	
<b>Question 4</b>	<b>/1</b>
<ul style="list-style-type: none"> <li>• son of the Rossi <i>nonni</i>/grandparents</li> </ul>	1
<b>Question 5</b>	<b>/2</b>
<ul style="list-style-type: none"> <li>• that (Italian) traditions are being maintained/continued</li> <li>• in places like Perth/so far from Italy</li> </ul>	1 1
<b>Part 3</b>	
<b>Question 6</b>	<b>/3</b>
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>The family chats.</b></li> <li><input type="checkbox"/> The family sings together.</li> <li><input type="checkbox"/> The family tells stories about the past.</li> <li><input checked="" type="checkbox"/> <b>The family tells jokes.</b></li> <li><input checked="" type="checkbox"/> <b>The family enjoys being together as a family.</b></li> </ul>	1–3 (1 mark each)
Note: If more than three responses are indicated, delete one mark for each additional response.	

Description	Marks
<b>Part 4</b>	<b>/2</b>
<b>Question 7</b>	
<ul style="list-style-type: none"> <li>they live in an apartment</li> <li>there is no room/not enough space</li> </ul>	1 1
<b>Question 8</b>	<b>/2</b>
Davide's mum thinks that it is nice that Italian cuisine <ul style="list-style-type: none"> <li>is <b>alive</b></li> <li>in other parts of <b>the world.</b></li> </ul>	1 1
<b>Question 9</b>	<b>/2</b>
<ul style="list-style-type: none"> <li>two bottles of (Italian tomato) sauce/<i>passata</i></li> <li>to bring back to Italy</li> </ul>	1 1
<b>Question 10</b>	<b>/2</b>
<ul style="list-style-type: none"> <li>have a spaghetti night/feast</li> <li>when he returns</li> </ul>	1 1
<b>Total</b>	<b>/19</b>

## Text 3

Description	Marks
<b>Question 11</b>	<b>/2</b>
<ul style="list-style-type: none"> <li>students</li> <li>teachers</li> </ul>	1 1
<b>Question 12</b>	<b>/3</b>
<ul style="list-style-type: none"> <li>prepare/make</li> <li>healthy</li> <li>tasty/flavoursome dishes</li> </ul>	1 1 1
<b>Question 13</b>	<b>/3</b>
but I prefer <ul style="list-style-type: none"> <li>eating</li> <li>the fruit and vegetables</li> <li>that grow in the vegetable garden</li> </ul>	1 1 1
<b>Question 14</b>	<b>/3</b>
Answer could include, but is not limited to: <ul style="list-style-type: none"> <li><i>Scuola</i> means 'school' and <i>orto</i> means 'garden'</li> <li>the project involves schools setting up their own vegetable gardens</li> <li>to promote healthy eating and an understanding of the environment</li> </ul>	1 1 1
<b>Total</b>	<b>/11</b>



## Sample assessment task

### Italian: Second Language – General Year 12

#### Task 7 – Unit 4

**Assessment type:** Written communication

**Conditions**

Time for the task: 30 minutes

A bilingual Italian/English print dictionary can be used.

**Task weighting**

5% of the school mark for this pair of units

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#### **Destinazione Italia**

**(15 marks)**

You have just returned from a wonderful holiday in the *Veneto* region of Italy. Write the script of a conversation, sharing your experience in one of the cities of the Veneto (e.g. *Venezia* or *Verona*) with an Italian friend. The script should be approximately 150 words in Italian and should describe, for example:

- what you did
- what you saw
- who you met
- what the city was like
- how you found the experience
- what you are doing now.

You will use a combination of tenses in your conversation.

- The past tense (present perfect) to describe what you did, saw etc. in Italy.
- The present tense to talk about what you are doing now.

You will be marked on:

- relevance and detail of what you write in relation to the information requested
- range of vocabulary and grammar
- accuracy of grammar, syntax and spelling (including incorporation of the sample structures and phrases provided on the next page)
- organisation of your writing and use of the textual conventions of a script for a conversation.

## Sample structures

The following are some structures and phrases that you may be able to use in your script. Remember that you may need to change the phrases to suit the context.

<i>Indovina cosa...?</i>	Guess what...?
<i>Dopo due giorni...</i>	After two days...
<i>In questa città ho comprato molte cose...</i>	In this city, I bought many things...
<i>Con chi hai viaggiato?</i>	Who did you travel with?
<i>Sono stato/a con una famiglia italiana.</i>	I stayed with an Italian family.
<i>Ti è piaciuta l'Italia?</i>	Did you like Italy?
<i>Che bello!</i>	How wonderful!

You may also be able to use the structure of the phrase, but change the words, to say something very different, for example:

<i>In questa città ho comprato molte cose...</i>	In this city, I bought many things...
<i>In questa città ho visto molte cose...</i>	In this city, I saw many things...
<i>In quel negozio ho comprato una maschera veneziana.</i>	In that shop, I bought a Venetian mask.
<i>Abbiamo visto e comprato tante belle cose.</i>	We saw and bought lots of beautiful things.

## Planning

## Marking key for sample assessment task 7 – Unit 4

Description	Marks
<b>Learning contexts and topics: Content and relevance</b>	<b>/5</b>
Detailed content, with some elaboration, that relates to a holiday in Italy including: <ul style="list-style-type: none"> <li>places visited</li> <li>activities</li> <li>people</li> <li>personal impression.</li> </ul>	5
Content covers a range of aspects related to a holiday. 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
<b>Linguistic resources (vocabulary and grammar) – Range</b>	<b>/4</b>
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 topic. 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
<b>Linguistic resources (grammar, syntax and spelling) – Accuracy</b>	<b>/4</b>
Uses language, including some of the sample structures and phases provided, accurately and consistently. Occasionally omits words or makes minor errors. Inaccuracies do not affect meaning and flow.	4
Uses language, including some of the sample structures and phases provided, mostly accurately. Errors occasionally interfere with flow.	3
Inconsistent application of rules of grammar and use of sample structures and phrases provided 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
<b>Text types – Organisation and conventions</b>	<b>/2</b>
Sequences information coherently and cohesively. Uses all the key conventions of a script for a conversation: <ul style="list-style-type: none"> <li>exchange of opening salutations, followed by a question or statement, and then a two-way sustained interaction</li> <li>authentic, informal and conversational language</li> <li>informal (or colloquial) register as it is a conversation between friends</li> <li>descriptive and factual language.</li> </ul>	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
<b>Total</b>	<b>/15</b>

## Sample assessment task

### Italian: Second Language – General Year 12

#### Task 12 – Unit 4

**Assessment type:** Response: Listening

**Conditions**

Time for the task: 40 minutes

A bilingual Italian/English print dictionary can be used.

**Task weighting**

7.5% of the school mark for this pair of units

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***Viaggiare oggi***

**(25 marks)**

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

Texts 1 and 3 are played twice.

Text 2 is longer and so it is divided into **two** parts. It will be played once in its entirety and then each part will be played twice.

The pause in which to answer questions is after the second reading of each text or part.

**Text 1 – Conversation****(6 marks)**

Sabrina rings Luca to find out what he is up to.

1. Based on the conversation between Luca and Sabrina tick (✓), which of the following statements is **true**. (1 mark)

Statement	True
Luca is watching a science program about space travel.	
Luca is watching a science fiction film.	
Luca is planning a holiday.	

2. What is expected in 10 years' time? (2 marks)

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3. Complete the following summary of the information provided by Luca. (3 marks)

More than \_\_\_\_\_ people have registered their interest in \_\_\_\_\_ by paying \_\_\_\_\_.

**Text 2 – Announcement****(13 marks)****Part 1**

4. According to the announcement, what will be exhibited? (2 marks)

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5. Complete the following summary of the information provided about the items exhibited. (3 marks)

Written by visitors between \_\_\_\_\_ and \_\_\_\_\_; sent to every \_\_\_\_\_ of the world.

6. Which aspects of the items exhibited are considered beautiful? (2 marks)

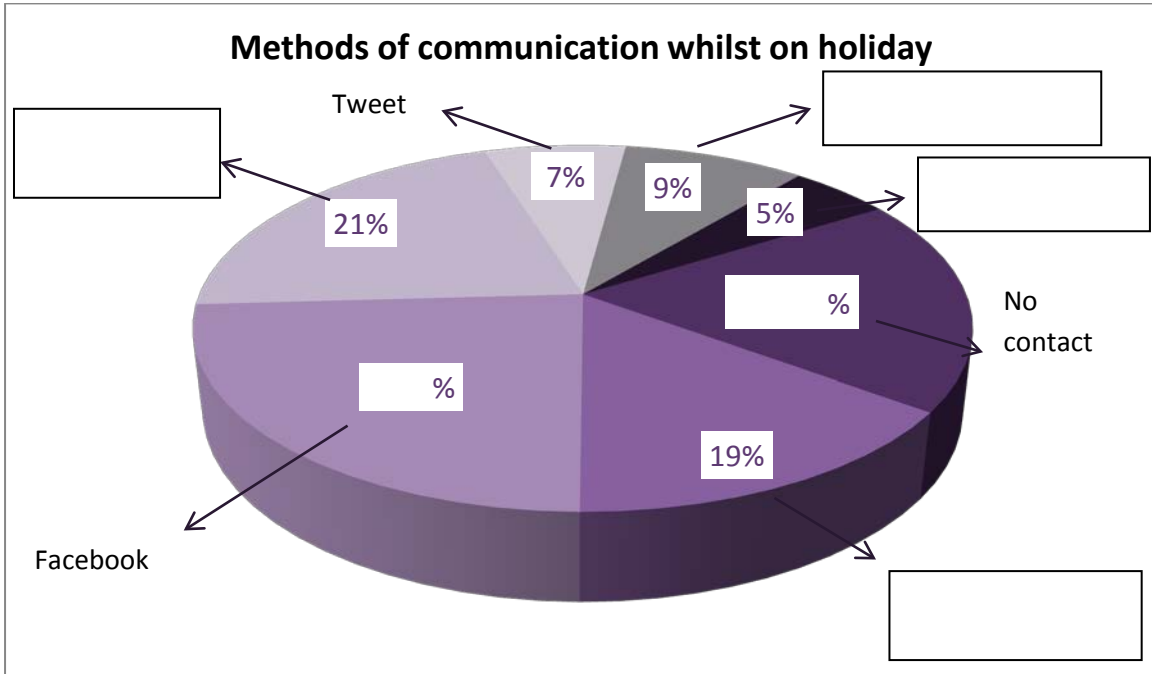
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**Part 2**

7. Complete the graph to indicate which methods of communication are used by people to stay in contact with friends and family. (6 marks)



**Text 3 – Advertisement**

**(6 marks)**

8. Name the website advertised. (1 mark)

\_\_\_\_\_

9. What does the company guarantee? (2 marks)

\_\_\_\_\_

\_\_\_\_\_

10. Do you need a computer to access this website? Explain. (3 marks)

\_\_\_\_\_

\_\_\_\_\_

## Listening texts for sample assessment task 12 – Unit 4

### Text 1 – Conversation

- Luca *Pronto, chi parla?*
- Sabrina *Ciao, Luca! Sono Sabrina. Cosa fai?*
- Luca *Guardo un programma al computer che parla di turismo spaziale.*
- Sabrina *Come, guardi un film di fantascienza?*
- Luca *No, è un programma di scienza. È molto interessante. Dicono che fra dieci anni lo spazio sarà una destinazione turistica.*
- Sabrina *Solo per le persone molto ricche e molto avventurose!*
- Luca *Sì... secondo il programma più di 800 persone, per esempio Brad Pitt, Angelina Jolie, hanno già comprato i biglietti per i voli spaziali. Hanno pagato più di 200mila dollari a testa per essere tra i primi turisti spaziali.*

### Text 2 – Announcement

#### Part 1

*La settimana prossima nei locali dell'Ufficio Turistico di Verona ci sarà una mostra di circa centocinquanta cartoline postali. Tutte le cartoline rappresentano la nostra bella città, scritte da visitatori tra il 1880 e il 2000 e mandate in ogni angolo del mondo. Sono belle le immagini ma anche i messaggi di auguri che sono stati scritti.*

#### Part 2

*In questo mondo di smart phone, social media, tweet e app è bello ricordare l'arte scomparsa di mandare le cartoline dai luoghi di vacanza. In un recente sondaggio fatto tra viaggiatori di un'età compresa tra i 15 e 75 anni è stato rivelato che solo il 5% mandano ancora cartoline per restare in contatto con amici e parenti. Il 15% di loro invece dicono che non mantengono alcun contatto. E gli altri? Il metodo più popolare per comunicare in vacanza, per il 24% degli intervistati, è Facebook; il 21% manda messaggi, e i restanti 9% e 7% usano Skype o mandano tweet. Gli altri telefonano.*

### Text 3 – Advertisement

*Prova Vacanzahotel.com! Cercare un hotel è facile...ma prenotare alla tariffa più conveniente non lo è! Qui a Vacanzahotel.com, ti garantiamo il prezzo più basso in rete.*

*Offerte hotel e last minute in tutto il mondo al miglior prezzo garantito. Potete trovare il nostro sito sul tuo PC, cellulare e tablet!*

## ACKNOWLEDGEMENTS

**Text 1** Information from: Mantarro, T. (2014). *Il futuro del turismo? Il viaggio nello spazio*. Retrieved April, 2015, from [www.msn.com/it-it/viaggi/notizie/il-futuro-del-turismo-il-viaggio-nello-spazio/ar-BBd6F9J](http://www.msn.com/it-it/viaggi/notizie/il-futuro-del-turismo-il-viaggio-nello-spazio/ar-BBd6F9J)

**Text 2** **Part 2**  
Information from: Jowaheer, R. (2013, April 18). *Has social media 'killed' the postcard?* Retrieved April, 2015, from [http://travel.aol.co.uk/2013/04/18/social-media-kills-the-postcard-holiday-facebook-survey/#!slide=aol\\_1249237](http://travel.aol.co.uk/2013/04/18/social-media-kills-the-postcard-holiday-facebook-survey/#!slide=aol_1249237)



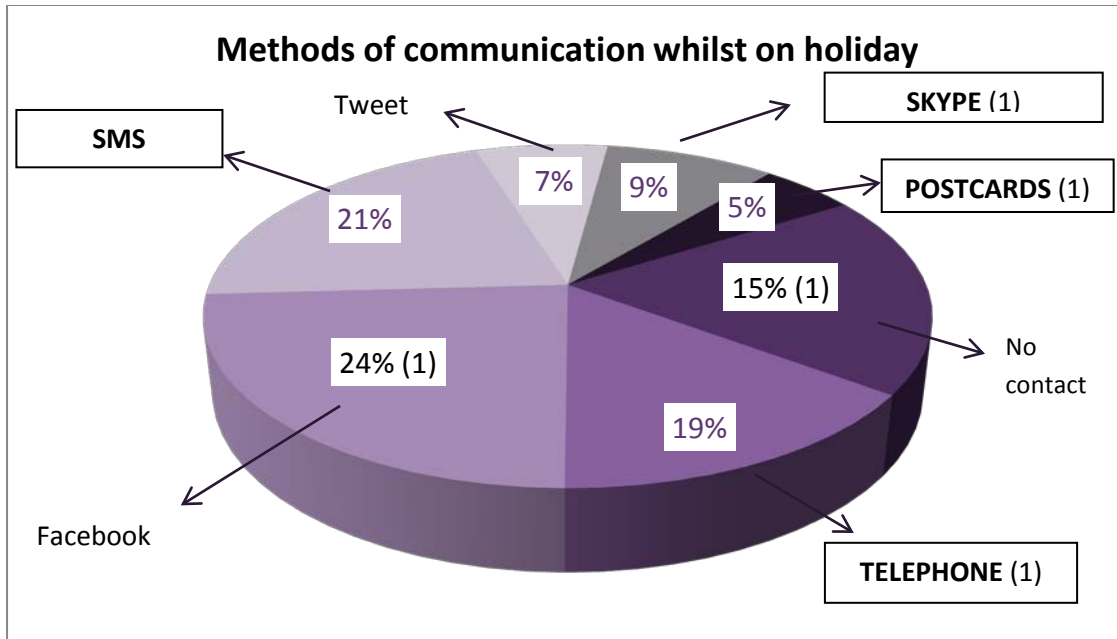
## Marking key for sample assessment task 12 – Unit 4

## Text 1

Description	Marks
<b>Question 1</b>	<b>/1</b>
<ul style="list-style-type: none"> <li>Luca is watching a science program about space travel.</li> </ul>	1
<b>Question 2</b>	<b>/2</b>
<ul style="list-style-type: none"> <li>Space will be a</li> <li>tourist destination</li> </ul>	1 1
<b>Question 3</b>	<b>/3</b>
<ul style="list-style-type: none"> <li>800</li> <li>space flights</li> <li>more than \$200,000</li> </ul>	1 1 1
<b>Total</b>	<b>/6</b>

## Text 2

Description	Marks
<b>Part 1</b>	
<b>Question 4</b>	<b>/2</b>
<ul style="list-style-type: none"> <li>about 150</li> <li>postcards</li> </ul>	1 1
<b>Question 5</b>	<b>/3</b>
<ul style="list-style-type: none"> <li>1880</li> <li>2000</li> <li>corner/part</li> </ul>	1 1 1
<b>Question 6</b>	<b>/2</b>
<ul style="list-style-type: none"> <li>images/pictures</li> <li>messages/greetings written on the postcard</li> </ul>	1 1
<b>Part 2</b>	
<b>Question 7 (see following diagram)</b>	<b>/6</b>
<ul style="list-style-type: none"> <li>9% – <b>Skype</b> (1)</li> <li>5% – <b>postcards</b> (1)</li> <li><b>15%</b> (1) – no contact</li> <li>19% – <b>telephone</b> (1)</li> <li><b>24%</b> (1) – Facebook</li> <li>21% – <b>SMS</b> (1)</li> </ul>	1 1 1 1 1 1
<b>Total</b>	<b>/13</b>

**Text 3**

Description	Marks
<b>Question 8</b>	<b>/1</b>
Vacanzahotel.com	1
<b>Question 9</b>	<b>/2</b>
• lowest price	1
• on the net	1
<b>Question 10</b>	<b>/3</b>
• no	1
• you can use a mobile phone or	1
• tablet	1
<b>Total</b>	<b>/6</b>