



## **SAMPLE ASSESSMENT TASK**

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**ITALIAN: SECOND LANGUAGE**  
**YEAR 7 (YEARS 7–10 SEQUENCE)**

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***LA MIA FAMIGLIA È FAVOLOSA (MY FAMILY IS FABULOUS)***

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## Sample assessment task

### Italian: Second Language – Year 7

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<b>Title of task</b>	<i>La mia famiglia è favolosa</i> (My family is fabulous)
<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical elements related to family and friendship.</p> <p>In Part A students demonstrate their skills in comprehending spoken and written imaginative texts by listening to a song and identifying key words, and by reading the lyrics and translating and summarising key information, such as character descriptions.</p> <p>In Part B students demonstrate their skills in writing Italian by creating song lyrics or the stanzas of a poem in response to the song they have engaged with in Part A.</p>
<b>Type of assessment</b>	Summative and formative
<b>Purpose of assessment</b>	This assessment aims to determine student learning at the time of the assessment. It establishes the students' ability to convey information and make comments on written texts. It also establishes their ability to write an imaginative text that conveys information, persuades, expresses feelings and justifies opinions to others.
<b>Assessment strategy</b>	Short response – read for information in a written Italian text Extended response – write the lyrics for a song or stanzas of a poem
<b>Evidence to be collected</b>	Part A – Completed task sheet Part B – Song/poem
<b>Suggested time</b>	Part A – 30 minutes Part B – 80 minutes

## Content description

### Content from the Western Australian curriculum

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#### Communicating

Interact with peers and known adults orally and in writing to exchange information about self, family and friends and interests

Respond to a range of imaginative texts by describing aspects, such as characters, events and/or key ideas

Create simple own or shared imaginative texts by reinterpreting or adapting familiar texts and/or using modelled structures and language

#### Understanding

Generate language for a range of purposes in simple spoken and written texts, by recognising and using context-related vocabulary and elements of the Italian grammatical system, including:

- recognising, and applying when writing own texts, some rules of spelling and punctuation of the Italian language, such as rules of capitalisation
- noticing gender and using familiar singular and plural nouns in the regular forms
- using definite and indefinite articles with familiar nouns
- learning to use adjectives to describe people or objects, including agreement and position
- learning to use possessive adjectives in the first, second and third person forms when talking about family and possessions, for example, *la mia famiglia, il tuo libro, i suoi fratelli*
- observing that definite articles may be omitted in some contexts, such as when using possessive adjectives with family members in the singular form, for example, *Mia sorella si chiama Anna.*
- expressing likes and dislikes using *mi piace* and *non mi piace* + noun/infinitive verb, for example, *Mi piace Sandro. È un caro amico.; Non mi piace fare i compiti.*
- recognising subject pronouns and using the singular *io, tu, lui, lei* and the plural *noi*
- present tense, for example, *parlare, cantare, giocare, abitare*
- using irregular conjugations of the present tense of common irregular verbs in modelled sentences, for example, *Nella mia famiglia ci sono cinque persone.*
- using modelled sentence structure to construct simple sentences in Italian (subject–verb–object), make statements, ask questions and give/receive instructions (verb + object), for example, *Chiudi il libro!*
- beginning to use simple conjunctions, such as *e, ma* and *perché*, to connect ideas, for example, *Ho due sorelle ma non ho fratelli.*
- using the negation *non* to form negative statements and questions, for example, *Non ti piace il gelato?; Non ho sorelle.*

Build metalanguage to talk about vocabulary and grammar concepts

## Task preparation

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### Prior learning

Students have prior knowledge of, and exposure to:

- a variety of texts related to descriptions of family
- context-related vocabulary
- grammatical elements, including nouns, adjectives, definite articles, possessive adjectives, the present tense of regular and some irregular verbs
- textual conventions of a song/poem.

### Assessment differentiation

Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.

Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

## Assessment task

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### Assessment conditions

Part A and Part B are to be completed by students working individually.

### Resources

- Task sheet

## Instructions for teacher

At this stage, students have been introduced to vocabulary and structures to exchange information about themselves (name, age, and nationality), their physical appearance, personality, and their likes and dislikes. This learning will be used as the foundation for sharing information about the family.

### ***La mia famiglia è favolosa***

Prior to administering the task, teach students:

- vocabulary for members of the family and family pets, including singular and plural forms, *padre* versus *papà/babbo* and *madre* vs *mamma*, and provide opportunities to practise these
- structures to exchange information about family members, such as *Quante persone ci sono nella tua famiglia?*; *Siamo in cinque.*; *Hai un fratello o una sorella?*; *(Io) Ho \_\_\_\_ sorella/e e \_\_\_\_ fratello/i;* *(Io) Non ho fratelli o sorelle.*; *Mia madre si chiama Vanessa.*; *Questo è/Ecco il mio fratello.*
- grammatical elements relevant to exchanging information about the family, including:
  - hair and eye colour; for example, *Di che colore ha i capelli? Ha i capelli biondi.*
  - nationalities; for example, *americano*
  - first, second and third person singular of the verbs *avere* and *essere* in the present tense
  - adjectives to describe appearance and personality; for example, *grande, forte, intelligente, buffo, alto, simpatico, magro, attivo*. Discuss with students the similarity between any Italian adjectives and English words, and reinforce the concepts of cognates and ‘false friends’
- dictionary techniques
- the characteristics of imaginative texts and the conventions of a song and/or poem; for example
  - rhyme  
*La mia famiglia è favolosa.*  
*La mia famiglia è strepitosa.*
  - line length/syllable count  
*Ti/pre/sen/to/mio/fra/tel/lo*  
*Lui/si/chia/ma/An/to/nel/lo*
  - repetition  
*Questa è la mia famiglia e stiamo tutti bene.*  
*Questa è la mia famiglia e ci vogliamo tanto bene.*

Provide opportunities for students to engage in activities such as:

- listening to and reading descriptions of family members introducing themselves and/or being introduced, and completing related cloze, matching, true/false and/or short answer activities to show understanding; for example, *Ciao mi chiamo Susanna, sono la madre di Paolo.*; Who is Susanna? She is Paolo’s mother; Susanna is Paolo’s sister! No, she is his mother.; *Come si chiama la madre di Paolo? (Si chiama) Susanna.*
- writing a paragraph to introduce a family (real or fictional), such as *Questa è la mia famiglia. Ecco mia madre, si chiama Wilma. Questo è mio padre, si chiama Fred. Questa è mia sorella, si chiama Pebbles. Ecco il mio cane, si chiama Dino. Questo è il mio gatto, si chiama Baby Puss.*
- using images to reinforce/introduce the following structures and grammatical elements

- asking and providing information about family members; for example, *Il padre è forte? Sì (è forte).; La madre è intelligente? Sì (è intelligente).; Il padre è piccolo? No (non è piccolo/è alto).; Chi è piccola? La madre (è piccola).*
- exploring language structures and techniques found in other Italian poems/songs; for example
  - Alessia de Falco and Matteo Princivalle – *Filastrocche sulla famiglia da leggere insieme* <https://portalebambini.it/filastrocche-sulla-famiglia/>
  - Associazione Nazionale Famiglie Numerose – *La mia famiglia* <https://www.famglienumerose.org/la-poesia-la-mia-famiglia/>
- developing a rhyming words list by referring to websites, such as Cerca Rime – <https://www.cercarime.it>. Use the *per tipologia* tab to sort the results by adjectives and nouns. Students search the meaning of some of the less familiar, context-related results in their dictionaries; for example, *pazzarello* (crazy), *uccello* (bird).

## Task

### Part A: *La mia famiglia è favolosa*

Sing the song/recite the poem *La mia famiglia è favolosa* so that students become familiar with the song/poem.

Provide students with the task sheet for Part A.1 (formative) and advise them that they have 10 minutes to complete the activity.

Explain that you will sing/recite the first part of the song/poem *La mia famiglia è favolosa* twice. Instruct students to listen and complete the song by filling in the blank spaces with the words provided in the box on their task sheet. After they have filled in the missing words, confirm with students the correct words.

Provide students with the task sheet for Part A.2 (summative) and instruct them to answer Questions 1–7 in English and Question 8 in Italian, referring to the information in the song/poem.

Advise students that they have 20 minutes to complete Questions 1–8.

### Script of the song/poem *La mia famiglia è favolosa*

Sing/recite aloud

#### *La mia famiglia è favolosa*

La mia famiglia è favolosa	È forte, è buono ed intelligente
Allegra, felice e premurosa	È forte, è buono ed intelligente
Allegra, felice e premurosa	Ma chi è? Indovina tu...
La mia famiglia è favolosa	È il mio papà, si chiama Arturo.
La mia famiglia è strepitosa.	È piccola, è dolce, e birichina
È buona, è bella, e dolcissima	È piccola, è dolce, e birichina
È buona, è bella, e dolcissima	Ti presento la mia sorellina
Ma chi è? Indovina tu...	Lei si chiama Carolina.
È la mia mamma, si chiama Minù.	È buffo, è veloce e monello

È buffo, è veloce e monello

Ti presento mio fratello

Lui si chiama Antonello.

La mia mamma ama cucinare,

Il mio papà ama mangiare

Mio fratello adora festeggiare

Mia sorella adora studiare.

La mia mamma è proprio snella

Il mio papà è grassottello

Mio fratello ha gli occhi belli

Mia sorella ha i capelli ribelli.

La mia famiglia è favolosa,

siamo in sette più il gatto

La mia famiglia è strepitosa,

siamo in sette con i nonni.

Questa è la mia famiglia e stiamo tutti bene.

Questa è la mia famiglia e ci vogliamo tanto bene.

**Part B: *La mia famiglia è ...* song/poem**

Students write the lyrics of a song or the stanzas of a poem about their family (or a fictional family) by adapting the text *La mia famiglia è favolosa*. Advise students that they can refer to the task sheet for Part A to complete Part B of the task.

Students should include information about three different family members, including physical and personality descriptions.

Students may use a bilingual dictionary and the rhyming words list.

Advise students they should write approximately 70 words and that they have 80 minutes to complete the task.



**Instructions to students**

**Part A: *La mia famiglia è favolosa***

**(19 marks)**

**Part A.1: Cloze activity**

Listen carefully to the song/poem *La mia famiglia è favolosa* and use the words in the box below to fill in the eight words missing in the song/poem, taking care to spell the words correctly.

You have 10 minutes to complete this activity.

Once you have finished, Check your answers with the teacher. You will need the song/poem to complete Part A.2 of the task.

bella dolce dolcissima mia felice forte intelligente sorellina

***La mia famiglia è favolosa***

<p>La mia famiglia è favolosa          Allegra, <b>1</b>..... e premurosa          Allegra, felice e premurosa          La <b>2</b>..... famiglia è favolosa,          La mia famiglia è strepitosa.            È buona, è bella, e <b>3</b>.....          È buona, è <b>4</b>....., e dolcissima          Ma chi è? Indovina tu ...          È la mia mamma, si chiama Minù.            È <b>5</b>....., è buono ed intelligente          È forte, è buono ed <b>6</b>.....          Ma chi è? Indovina tu...          È il mio papà si chiama Arturo.            È piccola, è <b>7</b>....., e birichina          È piccola, è dolce, e birichina          Ti presento la mia <b>8</b>.....          Lei si chiama Carolina.</p>	<p>È buffo, è veloce e monello          È buffo, è veloce e monello          Ti presento mio fratello          Lui si chiama Antonello.            La mia mamma ama cucinare,          Il mio papà ama mangiare          Mio fratello adora festeggiare          Mia sorella adora studiare.            La mia mamma è proprio snella          Il mio papà è grassottello          Mio fratello ha gli occhi belli          Mia sorella ha i capelli ribelli.            La mia famiglia è favolosa,          siamo in cinque più il gatto          La mia famiglia è strepitosa,          siamo in sette con i nonni.            Questa è la mia famiglia e stiamo tutti bene.          Questa è la mia famiglia e ci vogliamo tanto bene.</p>
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**Part A.2: Short response**

**(19 marks)**

Use the information in the song/poem to answer Questions 1–7 in **English**, and Question 8 in **Italian**.

Look up any unfamiliar vocabulary in a dictionary.

You have 20 minutes to answer the questions.

**Question 1**

What is the mother’s name? (1 mark)

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**Question 2**

Complete the line from the song/poem with the adjectives used to describe the father. (3 marks)

He is \_\_\_\_\_, he is \_\_\_\_\_ and \_\_\_\_\_

**Question 3**

Indicate with a tick [✓] the correct answer to complete this statement. (1 mark)

Antonello is the singer/poet’s  father  sister  brother.

**Question 4**

What information is provided about each of the following? (3 marks)

- Antonello’s personality \_\_\_\_\_ (2 marks)
- What Antonello likes to do \_\_\_\_\_ (1 mark)

**Question 5**

What does the sister love to do? (1 mark)

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**Question 6**

Indicate with a tick [✓] which of the following statements are true and which are false. (5 marks)

Statement	True	False
The family is happy and amazing.		
The mother is smart.		
Carolina has messy hair.		
The father loves to cook.		
The family has a cat.		

**Question 7**

What information is given about the composition/members of this family? (3 marks)

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**Question 8**

How are the following phrases expressed in Italian in the song? (2 marks)

His name is...

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Her name is...

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**Part B: *La mia famiglia è ...* song/poem 32 marks**

Adapt the song/poem *La mia famiglia è favolosa* to write the lyrics for a song, or the stanzas of a poem, about your family, or a fictional family, in which you:

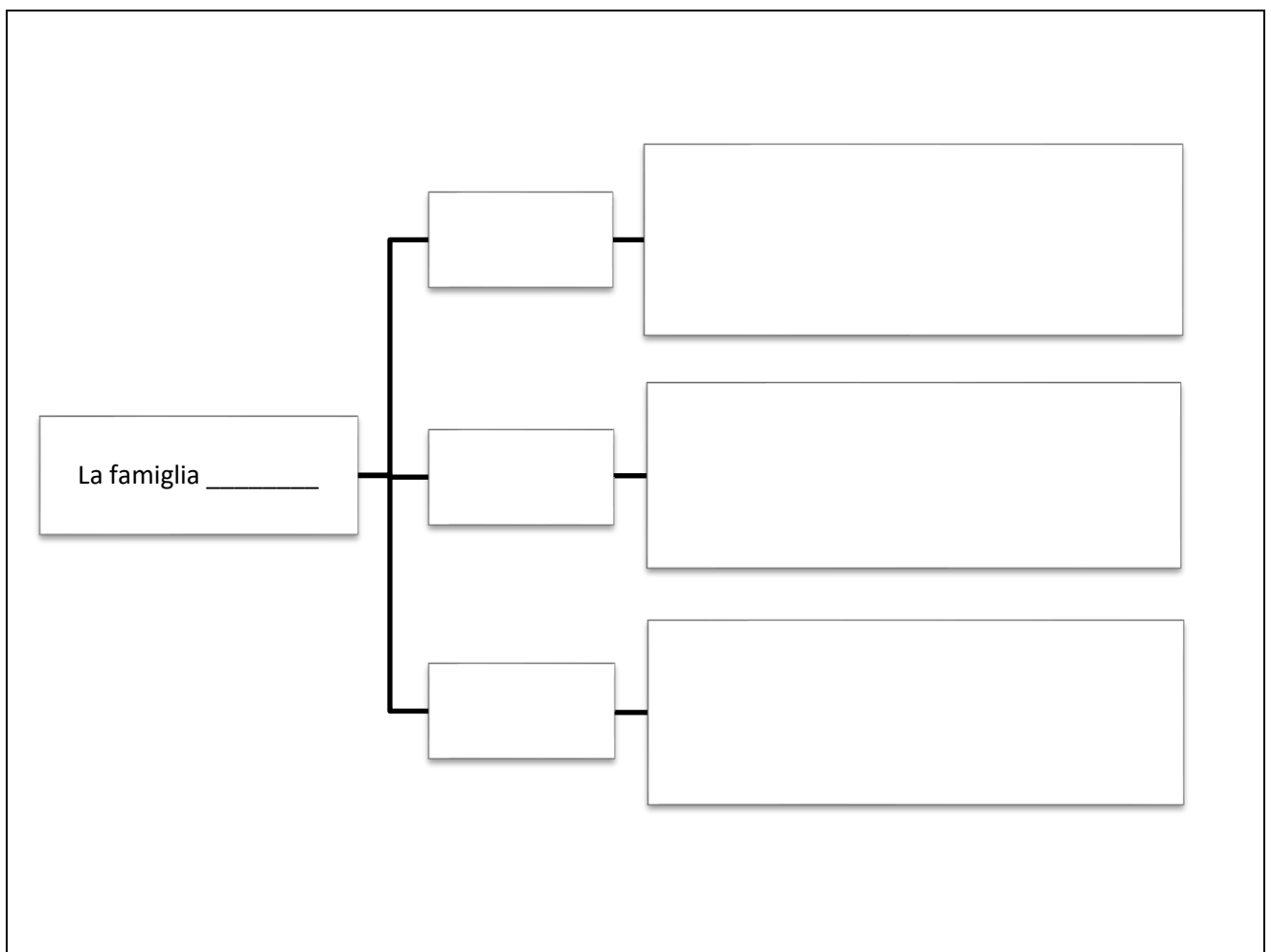
- describe three family members. For each member include:
  - an introduction of the family member (name) and their relationship to you; for example, father, uncle
  - two physical descriptions, such as eye colour, hair type, size
- make two references to their personality, such as clever, is not chatty, funny, easy going
- provide one additional piece of information (or information about the family as a whole).

You are to use the *La mia famiglia è favolosa* song/poem, your bilingual dictionary, and the rhyming words list to assist you.

You have 80 minutes to plan and write your song or poem.

To get started, use the graphic below to help focus on the information and language to include in your song/poem. Choose the three family members to write about, and for each member, add the Italian words/phrases to describe them or note any words/phrases you need to find.

Allow yourself about 20 minutes for planning.







## Sample marking key

### Part A: *La mia famiglia è favolosa*

#### Part A.2: Short response

Description	Marks
<b>Question 1</b>	
Minù	1
<b>Question 2</b>	
Strong	1
Good	1
Intelligent	1
<b>Question 3</b>	
Brother	1
<b>Question 4</b>	
Funny (1) and cheeky (1)	1–2
He loves to party/have a good time	1
<b>Question 5</b>	
To study	1
<b>Question 6</b>	
The family is happy and amazing. True	1
The mother is smart. False	1
Carolina has messy hair. True	1
The father loves to cook. False	1
The family has a cat. True	1
<b>Question 7</b>	
Answers will vary. Use the following as a guide to award marks:	
There are seven people including the grandparents plus a cat or There are five people plus the grandparents and the cat (3 marks)	1–3
There are five people plus the cat/grandparents (2 marks)	
There are seven people and a cat (2 marks)	
There are seven people including the grandparents (2 marks)	
There are five/seven people (1 mark)	
<b>Question 8</b>	
<i>(Lui) si chiama ...</i>	1
<i>(Lei) si chiama ...</i>	1
<b>Part A total</b>	<b>/19</b>

## Part B: *La mia famiglia è ...* song/poem

Description	Marks
<b>Content</b>	
Creates a detailed song/poem about family that addresses the following points for each of the three family members.	1–3
<ul style="list-style-type: none"> <li>Introduction of family members (1 mark for the introduction for each member).</li> </ul>	
<ul style="list-style-type: none"> <li>Two physical descriptions (1 mark for each physical description for each member).</li> </ul>	3–6
<ul style="list-style-type: none"> <li>Two references to their personality (1 mark for each reference for each member).</li> </ul>	3–6
<ul style="list-style-type: none"> <li>One additional piece of information for each family member/information about the family as a whole (1 mark for each piece of information to a total of 3).</li> </ul>	1–3
<b>Subtotal</b>	<b>/18</b>
<b>Grammatical elements</b>	
Uses simple sentences and makes mostly successful attempts at compound sentences. Applies rules of grammar accurately and consistently including noun, article and adjective, gender and agreement rules, the present tense of regular and some high-frequency irregular verbs. Makes few errors.	4
Uses simple sentences and makes mostly successful attempts at compound sentences. Applies rules of grammar mostly accurately and consistently. Makes some errors.	3
Uses structures that satisfy the requirements of the task. Attempts at using the present tense, compound sentences and negative statements are sometimes unsuccessful, though the intended meaning is clear.	2
Uses a limited range of structures and grammatical elements.	1
<b>Subtotal</b>	<b>/4</b>
<b>Vocabulary and spelling</b>	
Uses a variety of context-related vocabulary and expressions appropriately, including some less-rehearsed elements. Applies rules of spelling and punctuation consistently and with a high level of accuracy.	5
Uses a variety of context-related vocabulary and expressions appropriately. Spelling and punctuation are mostly consistent and correct.	4
Uses a variety of familiar relevant context-related vocabulary and expressions. Makes some spelling and punctuation errors, though the intended meaning is clear.	3
Uses repetitive, familiar context-related vocabulary and expressions. Applies rules of spelling and punctuation inconsistently.	2
Uses repetitive, basic vocabulary and expressions. Applies rules of spelling and punctuation with limited accuracy.	1
<b>Subtotal</b>	<b>/5</b>



Description	Marks
<b>Text type and organisation</b>	
Adapts structures and language elements from <i>La mia famiglia è favolosa</i> for own purposes. Uses relevant stylistic techniques; for example, effective use of word sounds/rhyming, descriptive language, repetition. Sequences information coherently.	3
Incorporates structures and language elements and varies some of the stylistic techniques from <i>La mia famiglia è favolosa</i> . Sequences information to some extent.	2
Copies from <i>La mia famiglia è favolosa</i> with little adaptation or variation of stylistic techniques.	1
<b>Subtotal</b>	<b>/3</b>
<b>Support</b>	
Effectively uses a bilingual dictionary and/or a rhyming list with minimal or no support, or does not require resources to complete the task.	2
Requires support in accessing a bilingual dictionary and/or other resources.	1
<b>Subtotal</b>	<b>/2</b>
<b>Part B total</b>	<b>/32</b>
<b>Total</b>	<b>/51</b>