



Sample assessment task

Year level	6
Learning area	Languages
Subject	Italian: Second Language
Title of task	<i>Il tempo libero</i> (Free time)

Task details

Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to free time.</p> <p>In Part A they also demonstrate their skills in comprehending spoken text by responding to information in that text.</p> <p>In Part B they demonstrate their skills in writing by interacting with one of the characters from the text in Part A to express their free time preferences.</p>
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It establishes information on the students' ability to comprehend spoken text, gather, collate and respond to the information in the text. It also establishes information on their ability to write in Italian, exchanging information, expressing feelings and relating experiences about free time.
Assessment strategy	<p>Short response – listen for information from a spoken text</p> <p>Extended response – write a blog posting</p>
Evidence to be collected	<p>Completed task sheet</p> <p>Blog posting</p>
Suggested time	<p>Part A – 30 minutes</p> <p>Part B – 45 minutes</p>

Content description

Content from the Western Australian Curriculum	<p>Communicating</p> <p>Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time</p> <p>Participate in routine exchanges to express feelings, opinions and personal preferences about people, things and places</p> <p>Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts</p> <p>Understanding</p> <p>Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> noticing adjective–noun agreement, for example, <i>le riviste sportive; la musica classica; i video giochi nuovi</i> expressing positive and negative preferences using adverbs to intensify the meaning, for example, <i>Mi piace molto la cioccolata; Non mi piace tanto ballare</i>
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Content description	
	<ul style="list-style-type: none"> expressing negation, for example, <i>Noi non guardiamo la televisione; Non pratico lo sport</i> formulating questions and requests, for example, <i>Cosa fai il weekend?; Dove andiamo stasera?</i> recognising the position of adverbs in sentences, for example, <i>Non vado mai in città/al cinema</i> using plural subject pronouns <i>noi, voi</i> and <i>loro</i> using all forms of the present tense of regular and some irregular verbs to present situations and events, including those in the immediate future, for example, using <i>avere, essere, stare, giocare, dormire, fare, leggere, scrivere, andare</i> in sentences such as <i>Ti piace giocare a carte o preferisci giocare a pallone?; Domani sera andiamo al ristorante per la cena</i> using the perfect tense of common verbs such as <i>essere + andare, avere + vedere</i> and <i>giocare</i> to relate experiences, for example, <i>Domenica pomeriggio Alex ed io siamo andati in città. Abbiamo visto un film e poi abbiamo mangiato una pizza</i> <p>Understand how Italian texts use language in ways that create different effects and suit different audiences.</p>
Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> a variety of texts related to free time context-related vocabulary grammatical items, including: the present tense of regular and some irregular verbs; adjective-noun agreement; how to express positive and negative preferences; using adverbs to intensify meaning; how to express negation the textual conventions of a blog posting.
Assessment differentiation	<p>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.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p>
Assessment task	
Assessment conditions	Task is to be completed by students working individually.
Resources	<p>Task sheet</p> <p>Italian/English – English/Italian dictionary</p>

Instructions for teacher

Prior to administering the task, the students will need to be:

- taught context-related vocabulary
- taught grammatical items, including:
 - understanding the use of the present tense
 - some irregular verbs and adverbs
- exposed to a variety of text types like short stories, comics, dialogs, Facebook posts and social media posts
- taught the textual conventions of a blog posting, and provided with opportunities to practise them.

Task

Part A: Ale e Laura parlano delle loro vacanze estive

Read the following text to the students twice.

Task administration script

READ ALOUD

Alessandra:	Ciao Laura, che bello! Finalmente siamo in vacanza.
Laura:	Sì, proprio così, niente scuola. Che progetti hai per le vacanze?
Alessandra:	Mah, se fa bel tempo vado al mare o in piscina, perché mi piace nuotare. Vuoi venire con me qualche giorno?
Laura:	Ale, grazie per l'invito ma a me nuotare non piace, io preferisco la montagna.
Alessandra:	Veramente! Che noia! Che cosa fai in montagna?
Laura:	La montagna non è noiosa assolutamente. Io faccio tante cose. Faccio lunghe passeggiate tra i boschi. Mi piace la natura.
Alessandra:	Allora andiamo al cinema qualche volta?
Laura:	Sì, che bella idea. Che cosa andiamo a vedere?
Alessandra:	A me piacciono i film di Roberto Benigni. È molto buffo!
Laura:	Sì anche a me piace. Dopo il cinema ti va un gelato da Giolitti?
Alessandra:	Perfetto, quando esce il nuovo film di Roberto Benigni ti messaggio.

Part B: Come passo il tempo libero

Students choose either Ale or Laura and write a blog posting to tell them about their favourite leisure activities and hobbies.

In their blog, students include the following information:

- what two activities they do in their free time
- when they do the activities – day, time, season, weather
- whether they do these activities alone, with a friend, or as part of a team
- what they enjoy about these activities.

Allow students the use of a dictionary to look up unfamiliar words.

Advise students that they have 45 minutes to complete the task.

Instructions to students

Il tempo libero

Part A: Ale e Laura parlano delle loro vacanze estive

Listen to two Italian teenage girls, Laura and Ale, as they talk about what they like to do in their free time.

Answer the questions that follow in English.

Question 1

What are Ale and Laura discussing? (2 marks)

Question 2

What would Ale like to do if the weather is fine? (2 marks)

Question 3

Indicate with a tick [✓] whether the following statements are true or false. (4 marks)

Statement	True	False
(a) Ale likes swimming		
(b) Laura likes swimming		
(c) Laura thinks that going to the mountains is boring		
(d) Laura goes for long walks on the mountains		

Question 4

Where are Ale and Laura going together?

(1 mark)

Question 5

What does Ale say about Roberto Benigni?

(2 marks)

Question 6

What are Ale and Laura going to do at Giolitti's?

(2 marks)

Question 7

What will Ale do when the film is released?

(1 mark)

Part B: Come passo il tempo libero

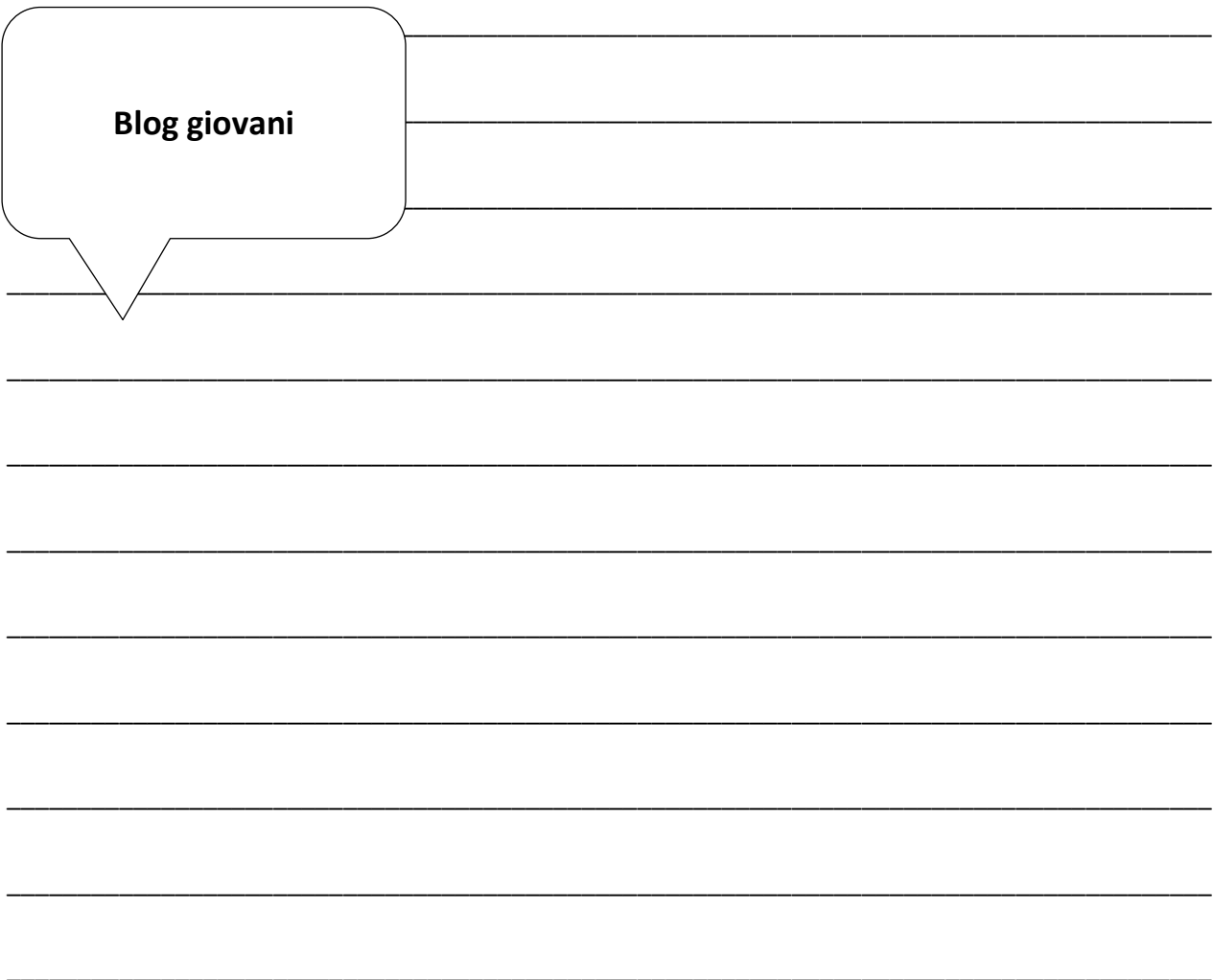
You've heard Ale and Laura talk about their plans for the summer holidays. What about you? What do you like doing when you have free time?

Choose Ale or Laura and write a blog posting to them telling them about your favourite leisure activities and hobbies.

In your posting, include the following information:

- what two activities you do in your free time
- when you do the activities – day, time, season, weather
- whether you do these activities alone, with a friend, or as part of a team
- what you enjoy about these activities.

To begin with, introduce yourself...



Blog giovani

Sample marking key

Part A: Ale e Laura parlano delle loro vacanze estive

Description	Marks
Question 1	
their holiday	1
plans	1
Subtotal	2
Question 2	
going swimming at the beach	1
or the pools	1
Subtotal	2
Question 3	
(a) true	1
(b) false	1
(c) false	1
(d) true	1
Subtotal	4
Question 4	
to the cinema	1
Subtotal	1
Question 5	
she likes his films	1
he's very funny	1
Subtotal	2
Question 6	
get	1
an ice cream	1
Subtotal	2
Question 7	
Alessandra will send a message/text (to Laura)	1
Subtotal	1
Part A total	14

Part B: Come passo il tempo libero	
Description	Marks
Content	
Writes a posting to Ale or Laura that provides a description of two activities the student does in their free time, when they carry out the activities, whether they do these activities alone, with a friend, or as part of a team and what they enjoy about these activities.	4
Writes a posting to Ale or Laura that provides a description of one activity the student does in their free time.	3
Writes a posting that provides some information on leisure activities with few details.	2
Attempts to write a posting in limited detail.	1
Subtotal	4
Vocabulary and grammar	
Uses relevant vocabulary and applies grammatical elements mostly.	3
Generally uses relevant vocabulary and applies grammatical elements with some accuracy.	2
Limited use of relevant vocabulary and limited application of grammatical elements.	1
Subtotal	3
Textual conventions	
Applies all the conventions of a posting: salutation, comments in response to Ale or Laura's information, informal language, leave taking.	2
Applies some of the conventions of a posting.	1
Subtotal	2
Part B total	9
Total	23