



Sample assessment task

Year level	9
Learning area	Languages
Subject	Italian: Second Language
Title of task	<i>Rapporti</i> (Relationships)

Task details

Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical elements related to relationships.</p> <p>Students also demonstrate their skills in writing in Italian by composing the lyrics of a song, or the stanzas of a poem, in which they describe the relationship they have with their parents and how it has altered now that they are teenagers.</p>
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It establishes the students' ability to write in Italian, sharing, comparing and justifying personal opinions in writing that is informative or descriptive.
Assessment type	Extended response – write the lyrics of a song or stanzas of a poem
Evidence to be collected	Completed task sheet
Suggested time	90 minutes

Content description

Content from the Western Australian Curriculum	<p>Communicating</p> <p>Initiate and participate in sustained interactions, using informative and descriptive language to share, compare and justify personal opinions about aspects of childhood, teenage life and relationships</p> <p>Convey information and ideas and offer their own views on texts related to aspects of their personal and social worlds, using appropriate formats and styles of presentation</p> <p>Create and present imaginative texts designed to engage different audiences, that involve moods and effects, for example, poems, songs, monologues or dialogues, animated stories, games or short films</p> <p>Understanding</p> <p>Increase control of context-related vocabulary and extend grammatical knowledge, including:</p> <ul style="list-style-type: none"> beginning to use personal and direct object pronouns to refer to the person carrying out an action or to refer to somebody or something and reflexive pronouns, for example, <i>La mia amica del cuore si chiama Stella. Parlo con lei ogni giorno e la vedo ogni sabato sera</i> recognising that adverbs and adverbial phrases of manner, place and time modify the meaning of verbs and adjectives, for example, <i>proprio, troppo, abbastanza, specialmente</i>
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Content description	
	<ul style="list-style-type: none"> describing events across present and past, choosing appropriate tenses, including present, present perfect and imperfect tenses exposure to the conditional mood in formulaic expressions <p>Analyse how and why language is used differently in different contexts and relationships</p>
Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> opportunities to view, read, analyse and discuss a variety of texts related to relationship context-related vocabulary, as well as grammatical elements, including, the perfect and imperfect tenses, using structures, such as <i>quando avevo dieci anni, io...; Mi piaceva/piacevano...adesso...; Mi sentivo; C'era/C'erano</i> of modal verbs <i>potere, dovere, volere</i> and formulaic expressions in the conditional mood to creative writing and the conventions of songs and poetry with a variety of examples.
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:

- provided with opportunities to view, read, analyse and discuss a variety of texts related to teenage life, relationships and childhood
- exposed to creative writing and the textual conventions of songs, poetry and rap with a variety of examples
- exposed to how imaginative texts reflect Italian cultural values or experiences through structure, language and mood, to build action, develop character and position the reader/audience
- exposed to context-related vocabulary
- taught grammatical elements, including:
 - the comparative
 - the present, perfect and imperfect tenses.

Task

Students are to write the lyrics of a song or rap, or the stanzas of a poem, comparing the relationship with their parents in childhood to their teenage life now, explaining how it has changed.

In the students' writing, they express feelings and justify opinions using informal register, the comparative to compare past and present experiences, the present and imperfect tenses.

Students should include at least two of the following themes:

- relationship with their parents now, and in the past
- activities they enjoyed/participated in with their parents, both now and in the past
- family commitments
- peer pressure
- more freedom comes with more responsibilities.

Students may use a bilingual dictionary and should aim to write approximately 80–100 words. Students have 90 minutes to complete the task.

Instructions to students

Rapporti

How has the relationship you have with your parents altered now that you are a teenager compared to when you were younger?

Write the lyrics of a song or rap or the stanzas of a poem, comparing the relationship with your parents in childhood to your teenage life now, explaining how it has changed.

In your song or rap lyrics/poem explore two of the following themes:

- relationship with your parents now and in childhood
- activities they enjoyed/participated in with their parents, both now and in childhood
- family commitments
- peer pressure
- more freedom comes with more responsibilities.

In your song or rap/poem:

- use the informal register
- express feelings and justify opinions
- use the comparative to compare past and present experiences
- use present, present perfect and imperfect tenses.

You may use a bilingual dictionary.

You should aim to write approximately 80–100 words. You have approximately 90 minutes to complete this task.

Sample marking key

Description	Marks
Content	
Writes the lyrics of a song or rap, or the stanzas of a poem, comparing the relationship with their parents in childhood to their teenage life now, explaining how it has changed. Explores two or more of the following themes in their writing: <ul style="list-style-type: none"> relationship with parents now and in childhood activities they enjoyed/participated in with their parents, both now and in childhood family commitments peer pressure more freedom comes with more responsibilities. Makes clear comparison between past and present experiences. Uses details to elaborate.	4
Writes the lyrics of a song or rap, or the stanzas of a poem. Explores only one of the themes, or two of the themes superficially, in their writing. Makes some comparison between past and present experiences. Uses some details to elaborate.	3
Writes about relationships, providing some information and/or opinions.	2
Makes limited attempt at writing a song/rap or poem about relationships.	1
Subtotal	4
Grammar	
Uses a range of structures and grammatical elements accurately. Handles simple and compound sentences confidently. Includes some complex structures with occasional errors that do not impede meaning. Uses present, perfect and the imperfect tenses successfully most of the time.	4
Uses a range of structures and grammatical elements accurately most of the time. Handles simple sentences and most compound sentences confidently. Attempts some complex sentences. Uses present tense successfully most of the time; however, uses past tenses sometimes unsuccessfully. Intended meaning is mostly clear.	3
Uses a satisfactory range of structures and grammatical elements. Uses mostly simple sentences. Attempts some compound sentences. Uses present and past tenses sometimes unsuccessfully, though the intended meaning is usually clear.	2
Uses a limited range of, and shows inconsistent control of, structures and application of grammatical elements. Makes frequent errors that impede meaning.	1
Subtotal	4
Vocabulary	
Uses range of context-related vocabulary, expressions and structures. Spelling and punctuation is mostly correct.	3
Uses a satisfactory range of context-related vocabulary, expressions and structures. Applies the rules of spelling and punctuation with a satisfactory level of accuracy.	2
Uses a limited range of vocabulary, expressions and structures. Applies poor spelling and inconsistent/incorrect use of punctuation that often impedes comprehension.	1
Subtotal	3

Text type and sequencing	
Writes the lyrics of a song or rap, or the stanzas of a poem, using informal register. Sequences information cohesively and coherently. Includes stylistic techniques relevant to lyrics/poems, for example, effective use of word sounds/rhyming, descriptive language, repetition.	3
Uses a generally appropriate register. Sequences information to some extent and includes some relevant stylistic techniques.	2
Shows some consideration of the audience. Limited organisation of information impedes the flow and understanding. Inconsistently uses stylistic techniques.	1
Subtotal	3
Total	14