



## **SAMPLE ASSESSMENT TASK**

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**ITALIAN: SECOND LANGUAGE**  
**YEAR 9 (YEARS 7–10 SEQUENCE)**

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***GIULIO CONIGLIO E LA RENNA IN VACANZA***  
**(GIULIO CONIGLIO AND THE REINDEER ON HOLIDAY)**

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## Sample assessment task

### Italian: Second Language – Year 9

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<b>Title of task</b>	<b><i>Giulio Coniglio e la renna in vacanza</i> (Giulio Coniglio and the reindeer on holiday)</b>
<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to events of significance in the lives of young people such as holidays, special events and travel.</p> <p>In <b>Part A</b>, students demonstrate their skills in writing in Italian by producing a response to the cues in a letter from the protagonist of the story <i>Giulio Coniglio e la renna in vacanza</i> and provide information about a holiday and birthday party in Australia.</p> <p>In <b>Part B</b>, students demonstrate their skills in writing in Italian by developing written scenarios, with the aid of guide questions in English, about the protagonist's birthday party.</p>
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	This task aims to determine student learning at the time of the assessment. It establishes the students' ability to identify and convey information from written text. It also establishes their ability to write in Italian, using context-related vocabulary and expressive language to exchange information about special events.
<b>Assessment strategy</b>	Short response – respond to a letter in Italian Extended writing – write a series of scenarios for a screenplay
<b>Evidence to be collected</b>	Part A – letter Part B – written scenarios
<b>Suggested time</b>	Part A – 50 minutes Part B – 50 minutes

## Content description

Content from the Western Australian Curriculum

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### Communicating

Identify information and ideas from a range of texts related to aspects of their personal and social worlds, state opinions, compare views and present information in different formats to inform or interest others

Convey information, ideas and opinions on texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context, purpose and audience

Respond to a range of traditional and/or contemporary imaginative texts by summarising, expressing opinions, or modifying aspects, such as characters, events and/or ideas

Create own imaginative texts in different modes and formats, using imaginary characters, to inform or entertain, or to convey experiences or express ideas

### Understanding

Understand and use the features of the Italian sound system, through recognising some common interjections, for example, *Allora ...; Oh!, E?, Cioè, beh?, boh!, Uffa!*, the differences in pronunciation of words with similar spelling, for example, *sùbito, subito*, and common cognate words in speech, for example, *organizzazione, programmare, arrivare*

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

- using common irregular noun plurals, for example, *la città/le città*, and common collective nouns, for example, *la gente*
- beginning to use common regular superlative adjectives, for example, *È bellissimo*.
- using adverbs of time and manner, for example, *ieri, di solito*
- using articulated or simple prepositions to indicate destinations and directions, for example, *in Italia, a Roma, al parco*
- using interrogatives, for example, *Come si chiama il tuo migliore amico?; Quando hai cominciato a suonare il flauto?*
- beginning to use modal verbs, *potere, volere* and *dovere*, to indicate ability/willingness/necessity, for example, *Non posso andare al cinema perché devo studiare*.
- using verbs in the present tense to indicate action in the present (including irregular verbs and reflexives), for example, *Ci divertiamo molto insieme*.
- beginning to use verbs in the present perfect tense, for example, *Siamo andati al festival sabato*.

Apply understanding of the interrelationship between text structures and language features to different types of texts, including simple narrative, informative and persuasive texts

## Task preparation

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### Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts related to discussing and comparing events of significance in the lives of young people, including holidays, special events and travel
- a short unit of work based on the illustrated story *Giulio Coniglio e la renna in vacanza* by Nicoletta Costa
- context-related vocabulary
- grammatical items including the present tense of regular, common irregular and reflexive verbs, modal verbs, interrogatives, simple prepositions, simple conjunctions, regular superlative adjectives, adverbs of time, and the beginning of use of the present perfect tense
- the textual conventions of illustrated storybooks, letters and scenarios.

### 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

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

### Resources

- Task sheets
- Bilingual dictionary

## Instructions for teacher

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

- taught context-related vocabulary, including that required to share information about holidays, special events and travel
- taught grammatical items, including
  - the present tense of regular, common irregular, modal and reflexive verbs
  - interrogatives
  - adverbs of time and manner
  - simple conjunctions
  - simple prepositions
  - verbs in the present perfect tense
- exposed to a variety of texts relating to events of significance in the lives of young people, including holidays, special events and birthday celebrations
- taught textual conventions of illustrated storybooks, informal letters/emails and scenarios through resources such as
  - Italian pills – How to write a formal (or informal) email in Italian  
<https://italianpills.com/blog/2023/04/03/how-to-write-a-formal-or-informal-email-in-italian/>
  - Think Italian – How to write an email in Italian in 4 simple steps  
[https://www.thinkinitalian.com/how-to-write-email-italian/#Step\\_1\\_Structure\\_and\\_Subject](https://www.thinkinitalian.com/how-to-write-email-italian/#Step_1_Structure_and_Subject)
  - ELI publishing – *La scrittura di un film* (examples of *sceneggiature*)
  - ICT Lampedusa – *Fermiamoci non è uno scherzo* (examples of *sceneggiature*)
- given the illustrated storybook *Giulio Coniglio e la renna in vacanza* by Nicoletta Costa to read.

## Note about the author

Nicoletta Costa is a popular Italian children's book author. Her characters *Nuvola Olga*, *Giulio Coniglio*, *Signor Aquilone*, *Strega Teodora* and *i Gatti* are well known by Italian children and have been adapted into cartoons broadcast by the Italian National Television channel, RAI.

More information about Nicoletta Costa can be found on her official blog at <https://www.nicolettacosta.it/>.

The RAI cartoon adaptation of *Giulio Coniglio – Una renna in vacanza*, along with other cartoon episodes, is available at RaiPlay (<https://www.raiplay.it/video/2017/09/GIULIO-CONIGLIO---EP1-6fdb58b4-ed72-4e26-bda6-026d16989458.html>), and a reading of the story is available on the YouTube channel Forchett@ (<https://www.youtube.com/watch?v=FUyEeL7fadE>).

## Activities to scaffold the task

Provide opportunities for students to engage in language practice activities to help them internalise the language and cultural knowledge they need for this task, such as:

- reading and writing informal letters and emails
- reading, listening to or viewing the story of *Giulio Coniglio e la renna in vacanza* and practising related content and language through a range of activities; for example
  - using the activities in the story to revise students' own likes/dislikes and routines and asking and responding to questions about holiday routines and activities
  - responding in English to a series of Italian comprehension questions about the story (see Sample Activity 1)

- providing short translations in English of familiar Italian vocabulary and expressions related to the story and holiday activities and leisure (see Sample Activity 2)
- expressing a range of activities using the infinitive verb, and present and past tenses (see Sample activities 3 and 6)
- noting the differences between a written description and an alternative version of the same text with variations being read aloud (see Sample Activity 4)
- translating and writing descriptions of a scene (see Sample Activity 5)
- exploring the sound system of Italian by noticing the names of the characters in the story, such as Renna Renata, Laura Lumaca and Giulio Coniglio, and discussing sound devices, such as alliteration, assonance and consonance, and their effects. Students can use Australian fauna to create some alternative characters; for example, Candy Canguro, Ornella Ornitorinco.

## Task

### **Part A: *Giulio Coniglio in Australia* (Giulio Coniglio in Australia)**

Students write a letter in response to a letter from the protagonist of the story who would like to come to Australia and celebrate his birthday with his Australian friends. Using the formative activities as support, students respond creatively by inventing new characters, and planning and organising activities for the holiday and birthday celebration. Students should write approximately 100 words in Italian and will have 50 minutes to complete Part A individually.

### **Part B: *Il compleanno di Giulio Coniglio in Australia* (Giulio Coniglio's birthday party in Australia)**

Students continue the story from Part A by developing, in Italian, scenarios for a screenplay about Giulio's birthday party, with the aid of the English guide questions and the sample in Italian. They write short descriptions and may include dialogue if they wish. Students have 50 minutes to complete Part B individually.



## Sample formative activities

*Giulio Coniglio e la renna in vacanza* (Giulio Coniglio and the reindeer on holiday)

*Una vacanza attiva* (An active holiday)

### Activity 1

In relation to the story *Giulio Coniglio e la renna in vacanza*, answer the following questions in English.

1. *Chi ha scritto una lettera a Giulio Coniglio e perché?*

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2. *Perché gli uccellini piloti devono ripartire?*

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3. *Che cosa prepara l'oca Caterina la sera?*

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4. *Dove dormono i passerotti e dove dorme la Renna Renata?*

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5. *Quando si sveglia la Renna Renata il mattino dopo?*

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## Activity 2

Translate the following holiday activities into English and tick (✓) the five activities performed by Renna Renata during her holidays.

Italiano	Inglese	(✓)
<i>Fare un giro in bicicletta</i>	To go/going for a bike ride	
<i>Fare un picnic</i>		
<i>Visitare il museo</i>		
<i>Andare a cavallo</i>		
<i>Andare al fiume</i>		
<i>Pescare</i>		
<i>Andare al cinema</i>		
<i>Fare surf</i>		
<i>Giocare a tennis</i>		
<i>Andare in spiaggia</i>		
<i>Fare una gita a Rottneest</i>		
<i>Ballare</i>		
<i>Passeggiare al porto</i>		
<i>Comprare souvenir</i>		
<i>Nuotare</i>		

## Activity 3

Translate the following holiday activities into Italian.

English	Italian
Eat an ice cream with friends	
Go to the park	
Explore the city	
Go to an Australian football match	
Go shopping at the market	

#### Activity 4



Students work in pairs to build skills in listening and reading and to spot the differences in the descriptions provided below (or similar texts). For example, one student is Partner A and the other is Partner B.

Step 1: While Partner A reads aloud Description 1(a), Partner B silently reads Description 1(b) and highlights and/or corrects any differences they notice between their written description and the one being read aloud.

Step 2: The partners compare the written versions of Description 1(a) and 1(b) and discuss the differences.

Students repeat the process with another pair of descriptions and the partners change roles of who reads aloud and who reads silently.

#### Sample descriptions

Partner A reads aloud
<p><b>Description 1(a)</b></p> <p>Caro Diaro,</p> <p>Stasera sono molto contenta e eccitata. Domani vado a vedere il mio amico migliore, Giulio. Lui abita molto lontano e devo prendere l'autobus per arrivarci. A Giulio piace molto fare surf e altre attività acquatiche come nuotare e pescare. Se fa bel tempo forse andiamo in spiaggia.</p> <p>Buonanotte Diario, devo andare a letto adesso perché la mattina devo alzarmi presto per preparare la valigia e prendere l'autobus.</p> <p> Caterina</p>
Partner B silently reads and highlights and/or corrects any differences
<p><b>Description 1(b)</b></p> <p>Buonasera Diaro,</p> <p>Sono molto contenta e eccitata. Domani andiamo a vedere il mio amico del cuore, Giulio. Vado con Renata. Giulio abita molto lontano e dobbiamo prendere un treno per arrivarci. A Giulio piace molto andare in spiaggia e altre attività sportive come fare surf e giocare a tennis. Se non fa troppo caldo forse andiamo in spiaggia.</p> <p>Buonanotte Diario, vado a letto adesso perché la mattina devo alzarmi alle sei per preparare la valigia e poi andare in stazione.</p> <p> Caterina</p>

### Activity 5

1. Translate the following description of the first scene in the storybook into English.

*È presto la mattina e Giulio Congilio è in giardino. C'è anche l'Oca Caterina. È una bella giornata. Arriva Ugo, L'ucello postino.*

*Ugo: Ciao Giulio ho una lettera per te.*

*Giulio: Una lettera per me? Da chi sarà?*

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2. Translate the description of the following scene into Italian.

Renna Renata is hungry. Giulio and Caterina prepare a beautiful meal with vegetables, fruit, tea and honey.

Renata: Wonderful. Thank you.

Caterina: You're welcome. Enjoy your meal!

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### Activity 6

Use the list of holiday activities from Sample Activity 2 and Sample Activity 3, and the information in the first column below, to write sentences in the present and past tenses.

	Present tense	Past tense
<i>Io/bicicletta</i>	<i>(Io) Faccio un giro in bicicletta</i>	
<i>Noi/fare un picnic</i>		<i>(Noi) Abbiamo fatto un picnic</i>
<i>Renata Renna/visitare il museo</i>		
<i>Tu/andare al cinema</i>		
<i>Giulio Coniglio/fare surf</i>		
<i>Giulio e Renata/nuotare</i>	<i>Giulio e Renata nuotano</i>	
<i>Io/esplorare la città</i>		
<i>Noi/ballare</i>		

## Instructions to students

### ***Giulio Coniglio e la renna in vacanza* (Giulio Coniglio and the reindeer on holiday)**

#### **Part A: *Giulio Coniglio in Australia* (Giulio Coniglio in Australia)**

**(24 marks)**

Imagine you are Nick Koala, Giulio Coniglio's Australian friend. You have just received a letter from Giulio Coniglio.

Reply to his letter in Italian, responding to his questions/suggestions and inviting him to come to Australia to celebrate his birthday. In your letter include:

- appropriate greetings/salutations
- your reaction to Giulio Coniglio's decision to visit you
- three holiday activities you would like to do with Giulio Coniglio
- information about two imaginary friends (from Australian fauna) you would like to invite to Giulio Coniglio's birthday party
- two party activities/games and two types of food or drink you would like to have at the party.

Write approximately 100 words in Italian. You have 50 minutes to complete the task and you can use a bilingual dictionary to support you.

20 agosto

Caro Nick Koala

Ti scrivo perché tra una settimana è il mio compleanno e vorrei proprio venire a trovarti in Australia.

Che dici, è una buona idea? Posso venire?

Sono molto stanco, cioè esausto! La Renna Renata è appena partita e ho davvero bisogno di una vacanza.

Fra poco è il mio compleanno e mi piacerebbe tanto venire in Australia e fare tutte quelle cose divertenti che mi racconti.

Poi, se puoi/vuoi, possiamo anche organizzare una bella festa di compleanno con tutti i tuoi amici.

Allora, fammi sapere presto se posso venire e quali attività divertenti possiamo programmare insieme.

A presto

Giulio Coniglio

[illegible]

**Part B: *Il compleanno di Giulio Coniglio in Australia* (Giulio Coniglio's birthday party in Australia) (15 marks)**

Imagine you are involved in developing the screenplay for an online TV show about Giulio Coniglio's birthday party. Use the guide questions on the right side of the page to support you to write a scenario for each of the scenes. Write a short description in Italian for each scene, including all the points provided. You may use dialogue to present some of the information from the points provided or to add some detail. The first has been started for you.

You have 50 minutes to complete the task and you can use a bilingual dictionary to support you.

Scenarios	Guide questions
<p><b>1ª scena</b></p> <p><i>Giulio Coniglio è nel giardino della casa di Nick Koala. Sono le tre del pomeriggio di domenica. È il compleanno di ...</i></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>1ª scena – First scene</b></p> <p><b><i>Il compleanno di Giulio</i></b></p> <ul style="list-style-type: none"> <li>• <del>Where is the party?</del></li> <li>• <del>When is the party?</del></li> <li>• Whose birthday is it and how old is he?</li> <li>• Who is in the scene?</li> </ul>
<p><b>2ª scena</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>2ª scena – Second scene</b></p> <p><b><i>La festa</i></b></p> <ul style="list-style-type: none"> <li>• Who has been invited?</li> <li>• What games are played?</li> <li>• What party food is available?</li> </ul>

Scenarios	Guide questions
<p><b>3<sup>a</sup> scena</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>3<sup>a</sup> scena – Third scene</b></p> <p><b><i>I regali</i></b></p> <ul style="list-style-type: none"> <li>• What gifts does Giulio receive?</li> <li>• What are Giulio Coniglio's feelings and comments to his guests on opening the presents?</li> </ul>
<p><b>4<sup>a</sup> scena</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>4<sup>a</sup> scena – Fourth scene</b></p> <p><b><i>La fine</i></b></p> <ul style="list-style-type: none"> <li>• When does the party finish?</li> <li>• Where do people go at the end of the party?</li> <li>• How does Giulio Coniglio feel, and what does he say to his guests to thank and farewell them?</li> </ul>



## Sample marking key

### Part A: *Giulio Coniglio in Australia* (Giulio Coniglio in Australia)

Description	Marks
<b>Content</b>	
Writes a letter in response to the questions/suggestions in Giulio's letter by: <ul style="list-style-type: none"> <li>expressing a reaction to Giulio Coniglio's decision to visit (1–2)</li> <li>including three holiday activities to do with Giulio Coniglio (1–3)</li> <li>referring to two imaginary friends (from Australian fauna) they would like to invite to Giulio Coniglio's birthday party (1–2)</li> <li>including two party activities/games and two types of food or drink they would like for the party (1–4).</li> </ul>	1–11
<b>Subtotal</b>	<b>/11</b>
<b>Grammar (range and accuracy)</b>	
Uses an extensive range of grammar structures correctly, including the present tense, modal verbs and present perfect tense (if relevant). Uses, mostly appropriately, compound sentences and a variety of common conjunctions. Makes minor errors only and meaning is clear.	4
Uses a good range of grammar structures correctly. Includes some compound sentences and common conjunctions. Makes minor errors; however, they usually do not impact meaning.	3
Uses some grammar structures and attempts to use compound sentences and common conjunctions. Makes errors which sometimes impact meaning.	2
Uses a limited range of grammar structures. Writes in short phrases. Shows no attempt at compound sentences. Makes frequent errors which make the meaning unclear.	1
<b>Subtotal</b>	<b>/4</b>
<b>Vocabulary (range and accuracy)</b>	
Uses a wide and appropriate range of vocabulary. Uses spelling that is mostly correct.	3
Uses an appropriate range of vocabulary. Uses spelling that is generally correct or understandable.	2
Uses a limited range of vocabulary. Uses spelling that is often inconsistent.	1
<b>Subtotal</b>	<b>/3</b>
<b>Text type and sequencing</b>	
Sequences ideas and information cohesively and coherently. Uses the structure and conventions of a letter, including the date, appropriate greetings/salutations and a sign off, informal language and paragraphing.	3
Sequences ideas and information somewhat coherently. Uses the structure and most of the conventions of a letter.	2
Writes a letter that includes limited sequencing of information and use of textual conventions.	1
<b>Subtotal</b>	<b>/3</b>

Description	Marks
<b>Responding to an imaginative text</b>	
Responds to a contemporary imaginative text by modifying aspects and including suggestions and interactions that show engagement with Giulio's letter and the original story.	3
Responds to a contemporary imaginative text by modifying aspects and including information that shows some engagement with Giulio's letter and the original story.	2
Makes no or little modification to aspects or engagement with Giulio's letter or the original story.	1
<b>Subtotal</b>	<b>/3</b>
<b>Part A Total</b>	<b>/24</b>

**Part B: *Il compleanno di Giulio Coniglio in Australia* (Giulio Coniglio's birthday party in Australia)**

Description	Marks
<b>Content</b>	
Writes relevant and detailed scenarios for the screenplay of the birthday party. Uses all the suggestions and writes a short description for each scene that includes all the points listed and some dialogue (where relevant).	5
Writes relevant scenarios for the screenplay of the birthday party. Uses most of the suggestions provided and writes a short description for each scene that includes most of the points listed and some dialogue (where relevant).	4
Writes scenarios for the screenplay of the birthday party. Uses some of the suggestions provided and writes a short description that includes some of the points listed for most of the scenes.	3
Writes some phrases and descriptions that show some use of the suggestions provided. Provides complete descriptions for one or two scenes and minimal or no information for the remaining scenes.	2
Writes some vocabulary and disjointed phrases with limited relevance to the suggestions provided.	1
<b>Subtotal</b>	<b>/5</b>
<b>Grammar (range and accuracy)</b>	
Uses an extensive range of grammar structures correctly. Uses, mostly appropriately, compound sentences and a range of conjunctions. Makes only minor errors and meaning is clear.	4
Uses a good range of grammar structures correctly. Includes some compound sentences and common conjunctions. Makes minor errors; however, they usually do not impact meaning.	3
Uses some grammar structures and attempts to use compound sentences and common conjunctions. Makes errors that sometimes impact meaning.	2
Uses a limited range of grammar structures. Writes in short phrases. Makes frequent errors that make the meaning unclear.	1
<b>Subtotal</b>	<b>/4</b>
<b>Vocabulary (range and accuracy)</b>	
Uses a wide and appropriate range of vocabulary and spelling is mostly correct.	3
Uses an appropriate range of vocabulary and spelling is generally correct or misspelled words are understandable.	2
Uses a limited range of vocabulary and spelling is often inconsistent.	1
<b>Subtotal</b>	<b>/3</b>

Description	Marks
<b>Creation of an imaginative text</b>	
Creates an imaginative text, experimenting successfully with all the elements of the scenes of a screenplay including imaginary characters and experiences to inform or entertain.	3
Creates an imaginative text, experimenting somewhat successfully with the elements of the scenes of a screenplay including imaginary characters and experiences to inform or entertain.	2
Uses a few elements of scenes of a screenplay.	1
<b>Subtotal</b>	<b>/3</b>
<b>Part B Total</b>	<b>/15</b>
<b>Total</b>	<b>/39</b>