



## **SAMPLE ASSESSMENT TASK**

---

**ITALIAN: SECOND LANGUAGE  
YEAR 8 (YEARS 7–10 SEQUENCE)**

---

***UNA NUOVA VITA IN AUSTRALIA PER MATTEO*  
(A NEW LIFE IN AUSTRALIA FOR MATTEO)**

## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

## **Copyright**

© School Curriculum and Standards Authority, 2024

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

## **Disclaimer**

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

## Sample assessment task

### Italian: Second Language – Year 8

---

<b>Title of task</b>	<b><i>Una nuova vita in Australia per Matteo (A new life in Australia for Matteo)</i></b>
<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to home, school and leisure activities.</p> <p>In Part A, students demonstrate their skills in comprehending written text in Italian by identifying key information and supporting details in a blog post and responding to questions in English.</p> <p>In Part B, students demonstrate their skills in writing in Italian by completing the script of a text message conversation about organising a social outing.</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 key information and supporting details in a written text. It also establishes their ability to write in Italian, using context-related vocabulary and applying elements of the Italian grammatical system, to exchange information about interests and leisure activities and to make arrangements.
<b>Assessment strategy</b>	Short response – read for information in written text Extended writing – write the script of a text message conversation
<b>Evidence to be collected</b>	Completed task sheet Script of text message conversation
<b>Suggested time</b>	Part A – 40 minutes Part B – 50 minutes

## Content description

### Content from the Western Australian Curriculum

---

#### Communicating

Maintain interactions with peers and known adults orally and in writing to exchange information and discuss aspects of home, school and social life, compare routines, interests and leisure activities

Identify key information and supporting details from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways

#### Understanding

Apply features of intonation and pronunciation, such as grave and acute accents when speaking, and apply rules of spelling when writing own texts in familiar contexts

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

- using interrogatives in familiar contexts, for example, *Chi?*, *Che?*, *Cosa?*, *Quale?* and *Come?*, for example, *Quali materie studi?*; *Cosa fai lunedì dopo scuola?*
- using cardinal and ordinal numbers in familiar contexts and modelled language, such as with age, date, time and describing the school day, for example, *La prima ora comincia alle 8 e venti, ho matematica.*
- using verbs describing state (*essere*), possession (*avere*) and regular verbs describing actions in the present tense, for example, *parlare*, *abitare*, *scrivere*, *dormire* and common irregular verbs, such as *andare* and *fare*
- beginning to use reflexive pronouns and verbs in modelled sentences, for example, *La mattina mi alzo alle sette.*
- using simple conjunctions, such as *e*, *ma*, *con* and *perché*, to connect ideas, for example, *Mi piace la matematica perché è interessante.*; *Il sabato gioco a calcio con gli amici.*

Identify, analyse and use text structures and language features of common spoken, written and multimodal texts, and explain how different types of texts are structured and use particular language features to suit different contexts, purpose and audiences

## Task preparation

---

### Prior learning

Students have prior knowledge of and exposure to:

- context-related vocabulary, including that required to compare routines, talk about interests and leisure activities and make arrangements
- grammatical items, including the present tense of regular, common irregular and reflexive verbs, interrogatives, cardinal numbers to express time and simple conjunctions
- a variety of texts related to home, school and social life
- the textual conventions of a blog post and a conversation, specifically a text message conversation.

### 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

---

### Assessment conditions

Task is to be completed by students working individually.

### Resources

- Task sheet
- Bilingual dictionary

## Instructions for teacher

Prior to administering the task, students will need to have prior knowledge of and exposure to:

- context-related vocabulary, including that required to compare routines, talk about interests and leisure activities and make arrangements
- grammatical items, including
  - the present tense of regular, common irregular and reflexive verbs
  - interrogatives
  - cardinal numbers to express time
  - simple conjunctions
- a variety of texts relating to home, school and social life; comparing routines, interests and leisure activities; and making arrangements
- the textual conventions of a blog post and a conversation, specifically a text message conversation.

## Task

### Part A: Matteo's blog – *La mia nuova vita in Australia*

Provide students with the task sheet and a bilingual dictionary.

Students read Matteo's blog post about his life in Australia and respond to the questions in English.

Encourage students to:

- read the questions and predict the type of information required to respond
- use strategies such as highlighting or underlining key words in the text that may relate to information required in the question
- use a bilingual dictionary to check the meaning of unfamiliar words that are needed for the response.

Advise students that they have 40 minutes to complete this part of the task.

### Part B: A text message conversation with Matteo

Provide students with the task sheet and a bilingual dictionary.

Students write a text message conversation between Matteo and themselves, organising an outing on the weekend.

Students complete the beginning of the text message conversation by providing suitable responses to the prompts provided. Students then extend the conversation to make arrangements for an outing that includes:

- where they would like to go
- when
- why.

Encourage students to use the language and grammatical structures learnt in class.

Advise students that they are not required to fill all of the text message bubbles provided, and if they need more space, they can continue on a separate sheet of paper.

Advise students that they have 50 minutes to complete Part B.

## Instructions to students

### Una nuova vita in Australia per Matteo

#### Part A: Matteo's blog – *La mia nuova vita in Australia*

(21 marks)

Matteo has recently moved with his family from Italy to Australia and is attending your school. Read his blog post about his daily life in Australia.

Respond to the questions in English. Use the bilingual dictionary to find the meaning of unfamiliar vocabulary.

You have 40 minutes to complete Part A.

#### La mia nuova vita in Australia

Ciao a tutti!

Sono Matteo e da due mesi abito in Australia, precisamente a Scarborough in Western Australia.

Anche se ci sono molte cose che mi mancano della mia vita in Italia, mi piace la mia nuova vita qui in Australia. Gli australiani sono molto amichevoli, mi trovo bene a scuola ma ci sono tante cose che sono molto diverse.

#### Com'è mia giornata tipica in Australia?

Mi sveglio alle sette meno un quarto e mi preparo per la giornata. Faccio la colazione. In Italia di solito mangiavo solo dei biscotti, mentre qui mangio i cereali e il toast come i ragazzi australiani. La Vegemite non è così male.

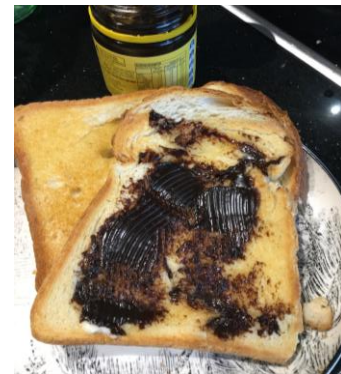
Mio padre esce di casa per andare al lavoro in città alle sette e un quarto.

Alle otto vado a scuola a piedi. La scuola non è lontana e mi piace molto camminare. Le lezioni cominciano alle nove meno dieci. Faccio cinque lezioni al giorno e devo spostarmi ogni ora di classe in classe. Secondo me, è più comodo in Italia fare quasi tutte le lezioni nella stessa aula, ma è un po' noioso.

La mia materia preferita è l'arte perché sono creativo e l'insegnante è simpatica. Oggi ho un'ora di arte. Mi rilasso quando disegno. La matematica è difficile per me perché alcuni esercizi sono complicati. Studio anche l'inglese, le scienze, le scienze sociali, la musica, l'informatica e l'educazione fisica. È bello studiare tutte queste materie.

Ci sono due intervalli di venti cinque minuti, alle undici e poi all'una e mezza. Durante gli intervalli mangio un panino, chiacchiero con i miei amici e qualche volta faccio sport. Invece di giocare a calcio, tanti ragazzi giocano a football australiano. È uno sport molto intenso e veloce. Per adesso, preferisco il calcio.

La scuola finisce alle tre e torno a casa in autobus. Dopo scuola faccio i compiti per un'ora. Fortunatamente qui in Australia abbiamo meno compiti rispetto all'Italia. Poi, guardo un po' di televisione oppure chatto con i miei amici italiani con Messenger.



Vegemite spalmata su un toast – in Australia ha lo status di 'cibo nazionale'.



Mio padre arriva a casa verso le sei e mezza e subito ceniamo, molto più presto che in Italia. Mia madre cucina sempre dei deliziosi piatti italiani. Di sera io leggo un libro e i miei genitori si rilassano davanti alla tivù. Vado a letto verso le nove, molto prima che in Italia!

Cosa pensate della mia vita in Australia?

**Question 1**

**(3 marks)**

Indicate with a tick (✓) whether the following statements are **true** or **false**, according to the information in Matteo's blog.

Statement	True	False
Matteo has been in Australia for three weeks.		
Matteo thinks Australians are very friendly.		
Matteo has faced many difficulties at school.		

**Question 2**

**(6 marks)**

Complete the table with the correct times, activities or events, to correspond with Matteo's typical day.

Time	Activity or event
•	• Matteo wakes up and gets ready for the day
8:00 am	•
3:00 pm	• •
•	• Dad arrives home
9:00 pm	•

**Question 3**

**(5 marks)**

Complete the following sentences based on the information in Matteo's blog.

Matteo's favourite subject is \_\_\_\_\_ because  
\_\_\_\_\_ and \_\_\_\_\_.

For Matteo, mathematics is \_\_\_\_\_ because  
\_\_\_\_\_.

**Question 4**

**(3 marks)**

What does Matteo do during breaks at school?

---



---

**Question 5**

**(4 marks)**

List four differences that Matteo mentions between life in Australia and life in Italy.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



Blank speech bubble with three horizontal lines for writing.

**Matteo**

Blank speech bubble with three horizontal lines for writing.

**You**

Blank speech bubble with three horizontal lines for writing.

**Matteo**

Blank speech bubble with three horizontal lines for writing.

**You**

Blank speech bubble with three horizontal lines for writing.

**Matteo**

Blank speech bubble with three horizontal lines for writing.

**You**

## Sample marking key

### Part A: Matteo's blog – *La mia nuova vita in Australia*

Description	Marks
<b>Question 1</b>	
Matteo has been in Australia for three weeks.                      False	1
Matteo thinks Australians are very friendly.                      True	1
Matteo has faced many difficulties at school.                      False	1
<b>Subtotal</b>	<b>/3</b>
<b>Question 2</b>	
6:45 (am)    Matteo wakes up and gets ready for the day	1
8:00 am      walks (goes) to school	1
3:00 pm      school finishes (1) takes bus home (1)	2
6:30 (pm)    Dad arrives home	1
9:00 pm      goes to bed	1
<b>Subtotal</b>	<b>/6</b>
<b>Question 3</b>	
Matteo's favourite subject is Art	1
because he is creative	1
and the teacher is nice	1
For Matteo, mathematics is difficult	1
because some exercises are complicated	1
<b>Subtotal</b>	<b>/5</b>
<b>Question 4</b>	
eats a roll/sandwich	1
chats (talks, speaks) with friends	1
(sometimes) plays (does) sport	1
<b>Subtotal</b>	<b>/3</b>
<b>Question 5</b>	
Any four of the following: <ul style="list-style-type: none"> <li>• breakfast – ate biscuits in Italy, cereal &amp; toast in Australia (1)</li> <li>• lessons in the same classroom in Italy, different rooms in Australia (1)</li> <li>• people played soccer in Italy; in Australia, many kids play Australian football (1)</li> <li>• less homework in Australia (1)</li> <li>• eats dinner earlier in Australia. (1)</li> </ul>	1–4
<b>Subtotal</b>	<b>/4</b>
<b>Part A total</b>	<b>/21</b>

## Part B: A text message conversation with Matteo

Description	Marks
<b>Content</b>	
Writes appropriate, complete and detailed responses to the prompt questions. Extends the text conversation to include detailed information related to the outing, such as where, when and why.	5
Writes appropriate, complete responses to the prompt questions, and includes details of the outing, such as where, when and why.	4
Writes appropriate responses to the prompt questions and/or includes some relevant details of the outing.	3
Writes partial responses to the prompt questions and/or includes some details of the outing.	2
Writes partial responses to the prompt questions and provides limited details of the outing.	1
<b>Subtotal</b>	<b>/5</b>
<b>Grammar</b>	
Uses a good range of grammar structures correctly: present tense verbs, <i>piacere</i> expressions, interrogatives, time expressions and simple conjunctions. Shows an excellent understanding of rules such as word order, adjective and noun agreements and verb conjugations. Writes with simple and compound sentences.	4
Uses a range of grammar structures correctly. Shows a good understanding of rules. Writes mainly in simple sentences, but attempts compound sentences.	3
Uses some grammar structures correctly. Shows some understanding of rules. Writes in simple sentences.	2
Uses a limited range of grammar structures. Shows limited understanding of rules. Writes using single words and/or short phrases.	1
<b>Subtotal</b>	<b>/4</b>
<b>Vocabulary</b>	
Uses an appropriate range of relevant vocabulary with mostly correct spelling.	3
Uses some variety of vocabulary that is generally relevant. Uses inconsistent spelling but meaning is clear.	2
Limited use of relevant vocabulary and poor spelling impedes comprehension.	1
<b>Subtotal</b>	<b>/3</b>
<b>Text type and sequencing</b>	
Writes a text message conversation that includes a series of questions and responses to make arrangements and an appropriate farewell/ending. Uses informal language. Sequences information cohesively and coherently.	3
Uses most of the key conventions of a text message conversation with evidence of some sequencing of information.	2
Uses few of the key conventions of a text message conversation and little evidence of sequencing of information.	1
<b>Subtotal</b>	<b>/3</b>
<b>Part B total</b>	<b>/15</b>
<b>Total</b>	<b>/36</b>