



## **SAMPLE ASSESSMENT TASK**

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

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***L'AVVENTURA DI BIBO (BIBO'S ADVENTURE)***

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## Sample assessment task

### Italian: Second Language – Year 8

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<b>Title of task</b>	<b><i>L'Avventura di Bibò (Bibò's Adventure)</i></b>
<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to school life, interests and leisure activities.</p> <p>In Part A, students demonstrate their comprehension skills by identifying key information and supporting details in a written imaginative text in Italian by responding to questions related to the characters and events in the short story.</p> <p>In Part B, students demonstrate their skills in creating an imaginative text by writing a continuation of the short story in the form of a comic strip in Italian.</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 ideas about characters and events in a written imaginative text. It also establishes their ability to write creatively in Italian, using context-related vocabulary and applying elements of the Italian grammatical system to describe the events of a school experience and the feelings of the characters.
<b>Assessment strategy</b>	Short response – read for information in a written text Extended writing – create a comic strip based on an imaginative text
<b>Evidence to be collected</b>	Completed task sheet Completed comic strip
<b>Suggested time</b>	Part A – 50 minutes Part B – 90 minutes

## Content description

### Content from the Western Australian Curriculum

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#### Communicating

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

Respond to imaginative texts by describing and discussing aspects, such as characters, events and/or ideas

Create own or shared imaginative texts by experimenting with different modes and formats, and creating moods and effects suitable for different audience

#### 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:

- applying rules related to nouns, such as gender and number, regular and common irregular singular and plural regular forms, gender and some exceptions
- learning to use adjectives to describe things (including agreement and exceptions), and possessive adjectives, for example, *il mio libro*.
- using the demonstrative *questo*, for example, *Questa è la mia scuola*.
- using interrogatives in familiar contexts, for example, *Chi?*, *Che?*, *Cosa?*, *Quale?* and *Come?*
- 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 prepositions of time and place to describe when and where, for example, *Ogni giorno prima di andare a scuola vado in piscina*.
- using articulated prepositions with *a*, *da*, *in*, *di* and *su* in modelled structures, for example, *Dopo scuola vado dalla mia amica*.
- 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*.
- applying rules of 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!*
- 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

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### Prior learning

Students have prior knowledge of and exposure to:

- context-related vocabulary
- grammatical items, including the present tense of regular, common irregular and reflexive verbs, interrogatives, cardinal numbers to express time, simple conjunctions, and a range of adjectives and adverbs
- a variety of texts, including imaginative texts, related to school and social life
- the textual conventions of short stories and comic strips.

### 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

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
- grammatical items, including
  - the present tense of regular, common irregular and reflexive verbs
  - interrogatives
  - cardinal numbers to express time
  - simple conjunctions
  - adjectives to describe people, places and emotions
  - common adverbs
  - prepositions to describe when and where
- a variety of texts, including imaginative texts relating to school and social life and comparing routines, interests and leisure activities
- the textual conventions of short stories and comic strips (including the use of common sound effects/onomatopoeia used in Italian comic strips).

## Activities to scaffold the task

Provide opportunities for students to engage in language practice and writing activities to help them internalise the language and skills they need for Part A of this task, such as:

- introducing new key vocabulary, such as *il pianeta, esplorare, il razzo, la Terra, atterra, ha trovato, si imbarcano, decolla*
- using this vocabulary to
  - discuss cognates, such as *sorpresa, arrivo, lezione, soluzioni*
  - revise verbs and verb endings
  - practise dictionary search strategies
  - formulate sentences
- discussing how speech is represented in Italian written text through the use of guillemets (« ») or double quotations (“ ”)
- encouraging students to predict what the story may be about based on the vocabulary discussed and recent learning.

Provide opportunities for students to engage in language practice and writing activities to help them internalise the language and skills they need for Part B of this task, such as:

- reviewing the story *L'Avventura di Bibò* from Part A. Use the story to
  - revise context-related vocabulary and grammatical elements
  - discuss the characters and ideas expressed in the story
  - review the textual conventions of a comic strip; for example, name of comic, characters, frames/panels, speech/thought bubbles, captions, and sound effects/onomatopoeia
- asking students (in pairs, groups or as a class) to consider how they would make the beginning of the story into two or three comic strip panels. Prompt discussion by asking students questions, such as
  - does all the content/information in the story need to be included in the comic strip?
  - what are the key elements of this part of the story to be captured in the comic strip?
  - which content can be included as speech, thought or captions?
  - which content can be conveyed in the illustration?
- as a class or in groups, drafting the panels for the first part of the story.

## Task

### **Part A: *Il Racconto – L'Avventura di Bibò* (Bibo's Adventure)**

Students read the short story about an alien, Bibò, visiting an Italian school, and respond to the questions in English.

Before giving students the task sheet, show students a PowerPoint version of the story and read it aloud.

Provide students with the task sheet and access to a bilingual dictionary.

Encourage students to:

- read the whole story, and refer to the glossary, to get a feel for its meaning
- 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 an English/Italian – Italian/English dictionary to check the meaning of unfamiliar vocabulary that is needed for the response.

Advise students that they have 50 minutes to individually complete this part of the task.

### **Part B: *L'Avventura di Bibo e Gina in Australia* – comic strip**

To ensure students understand the key elements of the story, it is recommended that students complete Part B after feedback is provided for Part A. Students can refer to Part A while completing Part B.

Provide students with the task sheet and access to a bilingual dictionary.

Students are required to individually create a comic strip in Italian that tells the story of Bibo and Gina's first experience at an Australian school.

Advise students that they:

- will be assessed on the quality of the story in their comic strip
- can illustrate the story using sketches; detailed drawings are not required
- have 90 minutes to complete Part B (this includes planning, drafting and creating the comic strip)
- can refer to the task sheet from Part A
- can use a bilingual dictionary.



## Instructions to students

### *L'Avventura di Bibo*

#### **Part A: Il Racconto – L'Avventura di Bibo**

**(26 marks)**

Read the short story about Bibo, an alien who is researching the life of young people on planet Earth. His first destination is a middle school in Rome where he meets Gina. Respond in English to the questions that follow.

Below is a glossary to assist you with the meaning of some key words used in the story. You may use a bilingual dictionary to check the meaning of other unfamiliar vocabulary.

You have 90 minutes to complete this task.

<b>Glossario</b>					
<i>il pianeta</i>	planet	<i>esplorare</i>	to explore	<i>il razzo</i>	rocket
<i>la Terra</i>	Earth	<i>atterra</i>	lands	<i>ha trovato</i>	she found
<i>si imbarcano</i>	they board	<i>decolla</i>	takes off		



### **L'Avventura di Bibo**

Questo è Bibo, un alieno che viene da Marte.

Bibo è curioso e gli piace viaggiare ed esplorare altri pianeti. Oggi Bibo va sul Pianeta Terra per scoprire come vivono i ragazzi in un mondo diverso. La sua prima destinazione è la Scuola Media Marconi a Roma.

*Zoom, zoom, zoom, bam!* Il razzo di Bibo atterra appena fuori dalla scuola, fra tanti motorini e biciclette.

«Che invenzioni strane!» pensa Bibo.

Bibo è un po' nervoso ma emozionato. Entra nella scuola, segue una ragazza in classe e si siede nel banco accanto alla ragazza.

«Mamma mia! Chi sei?» esclama la ragazza.

«Sono Bibo» risponde il piccolo alieno verde. «Vengo da Marte, come vedi, sono un alieno. Faccio ricerche sulla vita dei ragazzi sul Pianeta Terra. Tu, come ti chiami?»

«Da Marte? Non ci credo! Mi chiamo Gina.» dice la ragazza con gli occhi grandi e un'espressione di sorpresa.

«Piacere Gina! Sono il tuo nuovo amico extraterrestre.» risponde Bibo.

Gina sorride. L'arrivo di Bibo è una bella sorpresa per lei.

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Gina è una ragazza di tredici anni che non ha tanti amici a scuola. Si sente spesso un po' sola. Gina è molto contenta che oggi ha trovato un amico speciale.

Gina spiega a Bibò, «Devi nasconderti nel mio zaino. Ora c'è la lezione di matematica. Sono sicura che all'insegnante non piacciono gli alieni.»

Bibò dice, «Va bene, mi metto seduto nello zaino, ma ascolto la lezione attentamente. Ho una grande passione per la matematica!»

Durante la lezione il piccolo alieno resta nello zaino di Gina. Però, Bibò aiuta Gina con gli esercizi. Fa tutti i calcoli velocemente e passa le soluzioni a Gina.

«Grazie!» esclama Gina. «Finalmente capisco questi esercizi. Sei molto intelligente!»

Durante la seconda ora c'è la lezione di storia. Bibò esce dallo zaino e si siede sul banco di Gina. Gina e Bibò leggono insieme un libro sulla storia di Roma antica.

«Ti piace la storia?» chiede Gina.

«Sì, per me, questa storia di Roma è molto interessante. Sul Pianeta Marte, non c'è evidenza delle società antiche. Le nostre città sono veramente moderne.» risponde Bibò.

Bibò osserva tutti gli studenti nella classe. Vede i ragazzi che leggono in silenzio, altri che parlano e ridono mentre leggono e anche quelli che non leggono, ma ascoltano la musica e disegnano. Il professore di storia è molto tranquillo. Per raccogliere evidenze per le sue ricerche, Bibò fa le foto con la macchina fotografica segreta nell'antenna.

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Dopo la lezione di storia c'è la ricreazione. Bibò e Gina escono dall'aula e vanno in cortile. Bibò guarda i gruppi diversi di studenti. Lui è affascinato.

«Wah! Questi ragazzi sono così allegri e attivi. Devo fare le foto.» dice Bibò.

Bibò vede i ragazzi che giocano a calcio, altri che giocano a pallavolo e i ragazzi che mangiano e chiacchierano insieme. Gina, però, si siede da sola sulla panchina e mangia una focaccia.

Bibò chiede a Gina, «Perché non giochi con gli altri ragazzi?»

Gina risponde, «Beh... Sono un po' timida. Non mi sento parte del gruppo. Preferisco fare altre attività come leggere i libri di fantascienza e scrivere poesie. Sono un po' diversa, ma sono contenta.»

Bibò dice, «Secondo me, sei una ragazza molto simpatica e sono sicuro che ci sono altre ragazze come te su questo Pianeta Terra. Senti, Gina, vuoi venire con me per fare le ricerche?»

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Gina guarda Bibò con un'espressione incerta. Lei è indecisa.

«Nel tuo razzo?» chiede Gina.

«Sì, nel mio razzo. Non è molto grande, ma è comodo. La destinazione prossima è un paese che si chiama Australia.» risponde Bibò.

Gina sorride e risponde, «L’Australia! Perché no? Sì, vengo con te!»

Bibo dice, «Perfetto, andiamo!»

La campanella suona e Gina e Bibo non tornano in aula. Invece, escono dalla scuola e si imbarcano sul razzo.

Gina esclama, «Grazie Bibo per quest’avventura!»

Il piccolo alieno risponde con un semplice, «Prego.»

Il motore ruggisce e il razzo decolla. *Zoom, zoom zoom...*

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Respond to the following questions about the text in English.

**Question 1**

**(8 marks)**

Complete the table with details about how the characters feel throughout the story.

Character	Event/situation described in the story	How the character feels
Bibo	Bibo arrives at the school and is about to enter the classroom	• •
	Bibo sees all the different groups of students at recess	•
Gina	Gina first notices Bibo sitting next to her	•
	On a typical day at school for Gina	•
	Gina finds a new friend in Bibo	•
	At recess time	•
	Bibo asks Gina to accompany him for his research	•

**Question 2**

**(8 marks)**

Complete the details about the characters.

Bibo	Gina
Has travelled from: _____	Age: _____
Likes to: _____ _____	Personality: _____
Is passionate about: _____	Hobbies/interests: _____ _____

**Question 3****(2 marks)**

Complete the statements with information from the story.

During the maths lesson, Bibo \_\_\_\_\_ and helps Gina  
by \_\_\_\_\_

**Question 4****(2 marks)**

Indicate with a tick (✓) which of the following **do not** occur during the history lesson.

Some students are reading in silence.	
Some students are speaking and laughing but not reading.	
Some students are speaking and laughing while they read.	
Some students are reading and listening to music.	

**Question 5****(4 marks)**

List four activities that Bibo observes students doing at recess.

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

**Question 6****(2 marks)**

Indicate with a tick (✓) which of the statements below are **true** and which are **false**.

Statement	True	False
Bibo thinks that he will not find any other young people like Gina on Earth.		
Bibo's next destination is Australia.		

**Part B: *L'Avventura di Bibo e Gina in Australia* – comic strip**

**(15 marks)**

Imagine that Bibo and Gina have arrived at your school to continue researching the lifestyles of teenagers. Create a comic strip of approximately 10 panels, in Italian, that tells the story of Bibo and Gina's first experience at an Australian school.

Before starting your comic strip, plan the storyline and illustrations.

- Think about how Bibo and Gina may react to different aspects of Australian school life.
- Consider what they see, who they meet and what they do. What nouns and verbs will be used?
- How do the characters feel at different times of the story – surprised, scared, happy or sad? What adjectives, verbs and adverbs will help you portray those feelings?
- Decide what you will include in the illustrations, captions and speech/thought bubbles. The illustrations only need to be sketches; detailed drawings are not required.
- Draft the text, focusing on correctly using Italian vocabulary, phrases and grammatical items practised during class.

You will be marked on the quality of the story depicted in your comic strip and your Italian language use.

You can refer to the task sheet from Part A, and use a bilingual dictionary to assist you.

You have 90 minutes to complete this task.

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## Sample marking key

### Part A: *Il Racconto – L'Avventura di Bibo*

Description	Marks
<b>Question 1</b>	
nervous (1) excited (1)	1–2
fascinated	1
surprised	1
lonely/isolated/alone	1
happy	1
Either of the following: • not part of the group • different	1
uncertain/unsure	1
<b>Subtotal</b>	<b>/8</b>
<b>Question 2</b>	
(Bibo) Has travelled from <b>Mars</b>	1
Likes to <b>travel</b> (1) <b>explore (other) planets</b> (1)	1–2
Is passionate about <b>maths</b>	1
(Gina) Age: <b>13</b>	1
Personality: <b>shy/timid</b>	1
Hobbies/interests: <b>reading sci-fi books</b> (1) <b>writing poems/poetry</b> (1)	1–2
<b>Subtotal</b>	<b>/8</b>
<b>Question 3</b>	
hides in Gina's backpack/schoolbag	1
works out the answers/does the calculations/passes her the solutions	1
<b>Subtotal</b>	<b>/2</b>
<b>Question 4</b>	
Some students are speaking and laughing but not reading.	1
Some students are reading and listening to music.	1
<b>Subtotal</b>	<b>/2</b>
<b>Question 5</b>	
• (playing) soccer • (playing) volleyball • eating • chatting/talking	1–4
<b>Subtotal</b>	<b>/4</b>
<b>Question 6</b>	
Bibo thinks that he will not find any other young people like Gina on Earth. <b>False</b>	1
Bibo's next destination is Australia. <b>True</b>	1
<b>Subtotal</b>	<b>/2</b>
<b>Part A total</b>	<b>/26</b>

## Part B: L'Avventura di Bibo e Gina in Australia – comic strip

Description	Marks
<b>Content</b>	
Writes a comic strip about Bibo and Gina's first experience in an Australian school. Uses captions and speech/thought bubbles in each panel to tell a detailed story that references: <ul style="list-style-type: none"> <li>• what they see</li> <li>• who they meet</li> <li>• what they do.</li> </ul> Conveys how they feel about and/or react to different aspects of Australian school life.	5
Writes a comic strip using captions and speech/thought bubbles to tell a developed story, including some descriptions of how the characters feel/react.	4
Writes a comic strip using captions and speech/thought bubbles to tell a simple story, including some descriptions of how the characters feel/react.	3
Writes part of a comic strip using captions and speech/thought bubbles to convey some events and/or descriptions of the characters' feelings.	2
Makes an attempt at writing and illustrating a comic strip.	1
<b>Subtotal</b>	<b>/5</b>
<b>Grammar</b>	
Uses a good range of grammatical structures correctly, including <i>piacere</i> expressions, interrogatives, time expressions and simple conjunctions. Shows an excellent understanding of rules of grammar, such as word order, adjectival and noun agreements, and present tense verb conjugations. Includes simple and compound sentences. Makes minor errors, but meaning is still clear.	4
Uses a range of grammar structures correctly. Shows a good understanding of rules. Writes mainly in simple sentences, but attempts compound sentences. Makes errors that sometimes impact meaning.	3
Uses some grammar structures correctly. Shows some understanding of rules. Writes in simple sentences. Makes errors that sometimes make the meaning unclear.	2
Uses a limited range of grammar structures. Shows limited understanding of rules. Writes in single words and/or short phrases. Makes frequent errors that make the meaning unclear.	1
<b>Subtotal</b>	<b>/4</b>
<b>Vocabulary</b>	
Uses an appropriate range of relevant vocabulary. Uses spelling that is mostly correct.	3
Uses some variety of vocabulary that is generally relevant. Uses spelling that is inconsistent, but meaning is clear.	2
Makes limited use of relevant vocabulary. Uses poor spelling that often impedes comprehension.	1
<b>Subtotal</b>	<b>/3</b>
<b>Text type and sequencing</b>	
Uses the key conventions of a comic strip, such as captions, speech/thought bubbles and illustrations to tell a comprehensive and sequenced story. Provides relevant images/illustrations to support written text and engage the reader.	3
Uses the key conventions of a comic strip to tell a simple, mostly sequenced story. Provides some relevant images/illustrations to support written text and engage the reader.	2
Uses captions, speech/thought bubbles and illustrations with limited consistency, sequencing and organisation. Provides written text and illustrations that may not be related.	1
<b>Subtotal</b>	<b>/3</b>
<b>Part B total</b>	<b>/15</b>
<b>Total</b>	<b>/41</b>