



Sample assessment task

Year level	10
Learning area	Languages
Subject	Italian: Second Language
Title of task	<i>La salute dei giovani</i> (Youth health)

Task details

Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical elements related to young people’s experiences and interest in the social issue: leading a healthy lifestyle.</p> <p>In Part A, they demonstrate their skills in comprehending written Italian by conveying information on lifestyle and exercise options.</p> <p>In Part B, they demonstrate their skills in writing in Italian by designing and creating an information poster that informs young people of the benefits of leading a healthy lifestyle, and attempts to persuade others why being healthy is good for everyone.</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 convey information and make comments on written texts. It also establishes their ability to write text that conveys information, persuades, expresses feelings and justifies opinions to others.
Assessment strategy	Short response – read for information from written text Extended response – design an information poster
Evidence to be collected	Completed task sheet Information poster
Suggested time	Part A – 35 minutes Part B – 120 minutes

Content description

Content from the Western Australian Curriculum	<p>Communicating</p> <p>Initiate and participate in sustained interactions, using descriptive and expressive language in formal and informal exchanges to discuss young people’s experiences and interest in contemporary culture and social issues</p> <p>Express feelings and justify opinions</p> <p>Convey information, comments, perspectives and experiences on texts related to aspects of their personal, natural and social worlds, using different modes of presentation to suit different audiences or to achieve different purposes</p> <p>Understanding</p> <p>Increase control of context-related vocabulary and analyse how grammatical elements impact on the making of meaning in texts, including:</p> <ul style="list-style-type: none"> introducing additional information when describing actions, people and objects by using a range of prepositions, including articulated prepositions and special uses of <i>a</i>, <i>di</i> and <i>da</i>
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	<ul style="list-style-type: none"> • using pronouns to refer to the person carrying out an action or to refer to somebody or something, including subject pronouns (use, position and elusion), reflexive pronouns, direct object pronouns and recognising indirect object pronouns • using adverbs and adverbial phrases of manner, place and time to modify the meaning of verbs and adjectives, for example, <i>proprio, troppo, abbastanza, specialmente, soprattutto, spesso, quasi mai, nemmeno, neanche</i> • describing events across different times, choosing appropriate tenses, including present, present perfect, imperfect and future tenses and the conditional mood • beginning to use the future tense • recognising to use the conditional tense in modelled language • exposure to the impersonal <i>si</i>, using modal verbs to express ability, possibility, likelihood and permission • connecting or elaborating clauses by using conjunctions, including <i>anche, dunque, siccome, invece</i> and <i>quindi</i>, for example, <i>Non c'era più niente da vedere, quindi sono tornato a casa</i> <p>Analyse and explain how and why language is used differently in a range of texts, considering features such as dialects and register.</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 young people's experiences, interests in contemporary culture and social issues, such as healthy living • the structure of a persuasive text • context-related vocabulary • vocabulary and expressions used in persuasive writing • grammatical elements, including the present, perfect and future tenses • the textual conventions an information poster.
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>Paper or access to a computer to develop information poster</p> <p>Italian/English – English/Italian dictionary</p>

Instructions for teacher

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

- exposed to a variety of texts related to young people's experiences, interests in contemporary culture and social issues, such as healthy living
- provided with opportunities to discuss the structure of a persuasive text
- taught context-related vocabulary and shown how vocabulary and expressions can be used in persuasive writing
- taught grammatical elements, including understanding and using the present tense and the conditional mood
- taught the textual conventions of an information poster, and provided with opportunities to practise them.

Task

Part A: *Sono in forma?*

Distribute written accounts in which Mario and Luca describe their lifestyle and exercise routine.

Students read the accounts, answer questions in English and evaluate how healthy the boys' lifestyles are in a statement in Italian.

Students may use a bilingual dictionary.

Allow approximately 35 minutes to complete this part of the task.

Part B: *La salute dei giovani*

Students design an information poster about the benefits of leading a healthy lifestyle and attempts to persuade others that being healthy is good for everyone.

The information poster must include four reasons why young people should lead a healthy lifestyle.

Students may wish to base their reasons on some of following benefits of being healthy:

- energy levels increase
- life expectancy lengthens
- weight decreases/stabilises
- concentration improves
- mental health improves
- illness can be avoided
- participation in community increases

Students should aim to write about 120–150 words in Italian.

Allow approximately 120 minutes to complete this part of the task.

Students may use a bilingual dictionary.

The information poster may be either handwritten and drawn, or created with the use of computer applications.

Instructions to students

La salute dei giovani

Part A: Sono in forma?

Mario and Luca describe their lifestyle and exercise routine. Read their accounts and answer the questions that follow.

You may use a bilingual dictionary to look up any unfamiliar words.

You have approximately 35 minutes to complete the task.

MARCO: Mi chiamo Marco. Sono un ragazzo forte e in forma. Faccio tanta attività fisica.

Mi alzo ogni mattina presto e faccio una corsa. Gioco a pallacanestro due volte alla settimana. Mi piace la pallacanestro perché è un gioco di squadra e preferisco stare in compagnia. Vado in palestra il sabato e la domenica per divertimento. Di solito vado con mio fratello. A lui piace molto il sollevamento pesi. È fortissimo! Qualche volta nuoto anche per rafforzare i muscoli delle gambe.

Mangio sano. La mia dieta è piena di verdure e frutta. Mangio la carne ogni giorno. Bevo solo acqua. Odio le bevande gassate perché hanno troppo zucchero. Ogni tanto vado al ristorante con gli amici e mangio una pizza Margherita e un gelato.

L'attività fisica è necessaria per stare in forma, ma è anche importante riposarsi e rilassarsi; così la sera leggo e ascolto la musica o guardo la tivù.

LUCA: Mi chiamo Luca e sono un ragazzo pigro e non in forma. Ho sedici anni e sono studente a Geraldton.

Non mangio bene e mia madre si preoccupa spesso. Di solito non faccio colazione e poi ho fame alle dieci di mattina. Se non mangio a quest'ora, mi viene mal di testa, e mangio cibi ricchi di zucchero o bevande gassate! Amo le patatine fritte e le salsicce! Per pranzo, mangio un tramezzino e bevo il latte al cioccolato. Per cena mangio il pesce o la carne e le verdure quasi ogni sera. Mia madre è una brava cuoca!

Gioco a pallacanestro durante l'intervallo a scuola ma non corro molto! Gioco per rilassarmi e mi piace stare con gli amici. Il weekend faccio una passeggiata con mio padre e qualche volta vado al parco e gioco a calcio con i miei cugini.

Non mi piace la palestra e non voglio assolutamente fare sollevamento pesi o usare l'attrezzatura. Qualche volta preferisco rimanere solo a casa e faccio attività solitarie come giocare ai videogiochi.

Answer questions 1–5 in English and Question 6 in Italian.

Question 1

Complete the table below in English, summarising the details provided by Marco.

(7 marks)

Activities in which Marco participates	Foods/drinks that Marco includes in his diet	How Marco relaxes
<ul style="list-style-type: none">•• Basketball•• <p>(3)</p>	<ul style="list-style-type: none">• Fruit and vegetables•• <p>(2)</p>	<ul style="list-style-type: none">••• Watches TV <p>(2)</p>

Question 2

What does Marco say about soft drinks?

(2 marks)

Question 3

How does Luca describe himself?

(2 marks)

Question 4

What does he eat

(6 marks)

for breakfast?

for lunch?

for dinner?

Question 5

Tick [✓] to indicate if the following sentences are **true** or **false**.

(4 marks)

	True	False
Luca plays soccer during the break.		
He plays soccer with his father on the weekend.		
Luca doesn't enjoy lifting weights or using the gym equipment.		
He enjoys playing video games.		

Question 6 – Answer in Italian.

Scrivi un commento in italiano valutando quale stile di vita (quello di Marco o quello di Luca) ritieni sia il più equilibrato. Giustifichi la tua scelta.

Write a statement in Italian, evaluating whose lifestyle (Marco's or Luca's) you consider to be the most balanced. Justify your choice.

(6 marks)

Nella mia opinione...

Part B: *La salute dei giovani*

After having read Marco’s and Luca’s written accounts about their lifestyles, you believe that it is important to promote being healthy to your peers and decide to share your ideas.

Design an information poster to promote the benefits of leading a healthy lifestyle to your friends, and attempt to persuade them why they should be healthy.

The information poster must include four reasons why young people should lead a healthy lifestyle.

You may wish to base your reasons on some of following benefits of being healthy:

- energy levels increase
- life expectancy lengthens
- weight decreases/stabilises
- concentration improves
- mental health improves
- illness can be avoided
- participation in community increases.

You should aim to write about 120–150 words in Italian and have approximately 120 minutes to complete this task.

You may use a bilingual dictionary to look up any unfamiliar words.

Your final information poster can either be handwritten and drawn, or created with the use of a computer application.

Information poster Draft



Sample marking key

Part A: *Sono in forma?*

Description	Marks
Question 1	
Activities <ul style="list-style-type: none"> • running • gym • swimming 	0–3
Diet <ul style="list-style-type: none"> • meat • water 	0–2
Relaxation <ul style="list-style-type: none"> • reads • listens to music 	0–2
Subtotal	7
Question 2	
hates them	1
too much sugar	1
Subtotal	2
Question 3	
lazy	1
unfit/out of shape	1
Subtotal	2
Question 4	
breakfast – nothing	1
lunch – a sandwich and chocolate milk	[1] + [1]
dinner – fish or meat with vegetables	[1] + [1] + [1]
Subtotal	6
Question 5	
false	1
false	1
true	1
true	1
Subtotal	4
Question 6 – Content	
Provides a statement in Italian to evaluate whose lifestyle is the most balanced. Provides a reason for choice.	3
Provides a statement in Italian to evaluate whose lifestyle is the most balanced.	2
States whose lifestyle is the most balanced.	1
Subtotal	3
Question 6 – Grammar and vocabulary	
Writes clearly and shows good control of vocabulary, including spelling and grammatical elements. Makes few errors.	3
Shows adequate control of vocabulary, including spelling and grammatical elements. Makes some errors which may affect flow; however, they do not affect meaning.	2
Shows limited control of vocabulary, including spelling and grammatical elements. Makes frequent errors which affect flow and meaning.	1
Subtotal	3
Total Part A	27

Part B: <i>La salute dei giovani</i>	
Description	Marks
Content	
Create an information poster that promotes the benefits of leading a healthy lifestyle and attempts to persuade others by highlighting four of the following reasons (may include other relevant reasons): energy levels increase, life expectancy lengthens, weight decreases/stabilises, concentration improves, mental health improves, illness can be avoided, participation in community increases. Includes details.	5
Provides most of the required content and includes some details.	4
Provides generally relevant content and some detail.	3
Provides superficial content and limited detail.	2
Provides content that has little relevance.	1
Subtotal	5
Grammar	
Demonstrates an extensive knowledge of grammar and syntax. Uses a range of structures correctly. Makes minor errors, and inaccuracies do not affect meaning or flow.	5
Demonstrates a thorough knowledge of grammar and syntax. Uses a range of structures with some errors. Makes minor errors occasionally, but inaccuracies do not affect meaning or flow.	4
Demonstrates a sound knowledge of grammar and syntax. Uses a range of simple structures correctly. Makes errors, but inaccuracies do not affect meaning.	3
Demonstrates an adequate knowledge of grammar and syntax. Uses simple structures mostly correctly. Makes errors, with inaccuracies occasionally affecting meaning.	2
Demonstrates an inadequate knowledge of grammar and syntax. Uses a limited range of structures. Relies on syntax of another language. Makes errors, and inaccuracies impede understanding.	1
Subtotal	5
Vocabulary	
Uses context-related vocabulary and a wide range of expressions. Includes vocabulary to attempt to persuade and engage the audience. Applies rules of spelling and punctuation with a very high level of accuracy.	4
Uses relevant vocabulary and a few expressions. Includes vocabulary to attempt to persuade and engage the audience. Applies rules of spelling and punctuation with a high level of accuracy.	3
Uses mostly relevant vocabulary and expressions. Includes limited vocabulary to attempt to persuade and engage the audience. Applies rules of spelling and punctuation with a satisfactory level of accuracy.	2
Uses repetitive, basic vocabulary. Applies rules of spelling and punctuation with a low level of accuracy.	1
Subtotal	4

Text type and sequencing	
Uses all the key conventions of an information poster, including pictures, images, photographs and reasons why peers should lead a healthy lifestyle. Uses the Italian language in an informal register appropriate to peers. Sequences information cohesively and coherently.	3
Uses most of the key conventions of the text type. Uses a generally appropriate register. Sequences information to some extent. Makes simple and straightforward connections.	2
Uses few of the key conventions of the text type. Shows some awareness of the audience or the purpose for writing. Limited organisation of the information impedes the flow and understanding.	1
Subtotal	3
Part B total	17
Total	44