



SAMPLE ASSESSMENT TASK

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

PARLIAMO DELLE VACANZE (LET'S TALK ABOUT THE HOLIDAYS)

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.

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Sample assessment task

Italian: Second Language – Year 9

Title of task	<i>Parliamo delle vacanze (Let's talk about the holidays)</i>
Description of task	<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 Part A, students demonstrate their skills in comprehending texts spoken in Italian by listening to young Italians being interviewed about their holidays and responding to a series of questions in English and writing a short response in Italian.</p> <p>In Part B, students demonstrate their skills in speaking in Italian by taking part in a conversation with a teacher discussing their favourite holiday.</p>
Type of assessment	Summative
Purpose of assessment	This task aims to determine student learning at the time of the assessment. It establishes the students' ability to identify, compare and convey information from written texts. It also establishes their ability to interact in spoken Italian to exchange information about travelling and holiday activities.
Assessment strategy	Short response – listen for information in spoken text Oral performance – participate in a conversation
Evidence to be collected	Part A – completed task sheet Part B – recording of the conversation
Suggested time	Part A – 45 minutes Part B – 45 minutes preparation and approximately 3–4 minutes for the conversation

Content description

Content from the Western Australian Curriculum

Communicating

Initiate and maintain interactions with others orally and in writing to discuss and compare events of significance in the lives of young people, including holidays, special events and travel

Engage in individual and collaborative tasks, such as exchanging information, making arrangements or obtaining goods or services

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

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; il dito/le dita*, 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?*
- using verbs in the present tense to indicate action in the present (including irregular verbs, modal 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.*
- learning to use the imperfect tense of verbs in formulaic expressions, such as *Il festival era divertente.*

Continue to build metalanguage to talk about vocabulary and grammar concepts

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

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- the sounds and writing systems of Italian
- context-related vocabulary and grammatical items, including the present tense of regular, common irregular and reflexive verbs, interrogatives, simple prepositions, simple conjunctions, regular superlative adjectives, adverbs of time, and present perfect and imperfect tenses
- a variety of texts related to discussing and comparing events of significance in the lives of young people, including holidays, special events and travelling
- the conventions of interviews, dialogues and conversations.

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

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

Resources

- Task sheets
- Photo collage and question planning sheet
- Selection of holiday picture cards
- Bilingual dictionary
- Recording device

Instructions for teacher

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

- context-related vocabulary and elements of grammar related to
 - expressing likes/dislikes and agreement/disagreement
 - providing information about, and describing, weather
 - activities, food and places
 - expressing things in the past through resources, such as
 - FUN AND EASY ITALIAN – *CHE TEMPO FA?* (*Lessico italiano*)
Use to introduce vocabulary related to weather
<https://www.youtube.com/watch?v=CKjrAoeGx7c>
 - DisneyChannellT – Alex & Co. - *5 cose da fare durante le vacanze*
Use to discuss when Italian students have holidays and how this affects the activities they do. Compare the influence of Australian and Italian culture on free time
<https://youtu.be/ZHb5XVFX5XE>
 - LearnAmo – Italian expressions: *Meno male vs Neinte male vs Non c'è male* #6 – Meaning and Use
<https://youtu.be/dbQzeokQlYk>
 - Learn Italian – Italian lessons for learners: Holiday activities
Use to practise writing sentences about holiday activities
<https://www.learn-italian.net/italiantutorial?topic=Holiday%20activities&level=secondary>
 - Daily Italian Words – 6 Words for 'Beautiful' in the Italian Language
<https://dailyitalianwords.com/words-for-beautiful-in-italian/>
 - Italian pills – Expressing Positive Emotions in Italian
<https://italianpills.com/2023/12/12/postive-emotions-in-italian/>
 - Italy Magazine – Useful Expressions To Agree or Disagree in Italian During a Discussion
<https://www.italymagazine.com/featured-story/useful-expressions-agree-or-disagree-italian-during-discussion>
 - Lingua.com – *La mia città*
Interactive reading comprehension
<https://lingua.com/it/italiano/lettura/mia-citta/>
 - Your Italian Teacher – *Le mie vacanze estive*
Description in the first person of a holiday at the beach. Use to reinforce sequencing of information in texts, present perfect (past tense), adjectives
<https://youritalianteacher.net/le-mie-vacanze-estive/>
 - CM Junior – *Le vacanze di Lucia Pestillo*
A young girl's description in the first person of a holiday with family. Includes use of the present perfect (past tense) and adjectives. Auto-generated subtitles can be enabled in settings for support; however, there is no punctuation and some misinterpretations
<https://www.youtube.com/watch?v=a2WqGeiEM4o>
- a variety of texts relating to events of significance in the lives of young people, including holidays, special events, travelling and making arrangements, such as
 - Maestra Mary – *Poesia L'Estate*
Use this poem discuss the use of adjectival phrases to create images. Another suitable poem

available by searching *Maestra Mary – Di che cosa è fatta l'estate?*

<https://maestramary.altervista.org/poesia-lestate.htm>.

- *Scuola Elettrica – Descrizione delle vacanze pasquali*
Use this blog post to illustrate writing a description of a holiday
<https://scuolaelettrica.it/quiz/primaria/classe5/italiano/pasquali.shtml>
- Loescher Editore video – *Italiano per stranieri – Cosa conosci dell'Italia? (A2 con sottotitoli)*
Interview with a travel agent about holiday destinations preferred by Italians
<https://youtu.be/5NDZJpjmEQk>
- twinkl – *Album di ricordi delle mie vacanze estive* by antoni230
Journal
https://www.twinkl.com.tw/resource/album-di-ricordi-delle-mie-vacanze-estive-it-i-1657292437?sign_in=1
- SiciliaLive – *SeeSicily, lo spot in TV con le bellezze della Sicilia* [VIDEO]
Advertisement (reduce playback speed if necessary)
<https://www.sicilialive.eu/2021/06/27/seesicily-video-sicilia/>
- grammatical items, including
 - the present tense of regular, common irregular and reflexive verbs, and modal verbs
 - interrogatives
 - adverbs of time
 - Quizlet – *Cosa hai fatto durante le vacanze?*
<https://quizlet.com/gb/529885249/cosa-hai-fatto-durante-le-vacanze-flash-cards/>
 - simple conjunctions
 - simple prepositions
 - beginning to use verbs in the present perfect tense and the imperfect tense
 - *Voci: Corso Elementare Di Lingua E Culture Italiane – Volume I – Unità 9 – Che cosa hai fatto durante le vacanze?*
Use to introduce cultural information about Italians and holidays and vocabulary and phrases related to actions in the past, as well as adverbs of time
<https://oer.haverford.edu/intro-to-italian/chapter/unita-9-che-cosa-hai-fatto-durante-le-vacanze/>
- textual conventions, and opportunities to practise them, of a dialogue, interview and conversation, for example
 - ways of starting a conversation
 - turn-taking
 - phrases to express agreement/disagreement
 - expressions to interrupt/request more information
 - leave-taking.

Activities to scaffold the task

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

- a photo collage and questions planning sheet – use the planning sheet provided to assist students to share information about a holiday experience with the class/a group of students.
Inform students that they

- are required to select five or six pictures/photographs to support their presentation. The pictures they choose do not need to be from a real holiday; they may choose to invent a holiday and use pictures from magazines or other sources
- will have time in class to prepare notes and responses to the questions on the planning sheet about the pictures they have chosen
- will be provided with feedback on their notes/responses prior to presenting their holiday experience to the class/their group
- may like to record themselves in their own time practising their presentation prior to presenting to the class/group
- should be prepared to answer follow-up questions about their presentation. Allow time in class for students to present to the class/group.
- holiday picture cards – allocate students four pictures (from the teacher-developed holiday picture cards depicting activities, places, tourist sites, food, weather, accommodation). Students
 - are given 20 minutes, using their notes, to prepare information/a description using the pictures as a guide
 - should aim to provide at least two minutes of information/description about their set of pictures
 - show their pictures and present their information/description to the class.

Teachers may choose to provide a rubric for students to evaluate their classmates' presentations. This could form the basis of formative assessment.

Students may use a bilingual dictionary and their notes for either of the above activities.

Task

Part A: *Al ritorno dalle vacanze (A beautiful holiday)* – interview about holiday experiences

Students listen to a podcast in which Anna talks about holidays and interviews young Italians about their recent holiday experiences. Students show their comprehension by responding in English to questions related to the interviews.

The final question requires students to respond in Italian to Anna's question *'E tu, cosa hai fatto di bello durante le vacanze?'* using three of the picture prompts provided to inform their response.

Students may use a bilingual dictionary.

Prior to responding to the questions, instruct students to:

- read through the questions
- use the information in the questions to predict the vocabulary and expressions they may hear in Italian
- use the notes section, as they listen, to jot down relevant information or words they may want to search in the dictionary.

Students have 45 minutes to complete Part A.

Read/play the instructions and the texts.

Task administration script

Instructions (to be read or recorded)

Listen to Anna's podcast and her interviews with three young Italians about their recent holiday experiences.

There are four parts to Anna's podcast: the introduction and three interviews. Each part will be read/played twice. There will be a short pause between the first and second readings of each part. After the second reading, there will be time to answer the questions. Questions 1 to 5 are to be answered in English and Question 6 in Italian.

You may make notes and use a bilingual dictionary to find the meaning of unfamiliar vocabulary.

You have 30 minutes to listen to the text and complete Questions 1 to 5.

Part 1 Anna's introduction

Anna: Ciao amici. Eccoci di nuovo dopo un mese di pausa al podcast 'Appuntamento con Anna'. Io sono Anna, e sono appena tornata da 15 bellissimi giorni di vacanza con i miei amici in Norvegia. Abbiamo visto e fatto molte belle cose e più tardi vi racconto tutto. Ma prima, voglio sapere cosa avete fatto voi durante il mese di agosto. Sentiamo ...

Allow 10 seconds and then re-read/replay Anna's introduction – allow 60 seconds after the second reading.

Part 2 Interview – Cristina

Anna: La mia prima intervista è con Cristina. Buongiorno Cristina! Raccontami, cosa hai fatto durante le vacanze?

Cristina: *Io? Niente di particolare, ho passato le mie vacanze a casa con la mia famiglia. Si può dire che per me è stata un'estate perfetto. Ho letto alcuni libri, ho guardato film e serie TV e mi sono rilassata.*

Allow 10 seconds and then re-read/replay the interview with Cristina – allow 60 seconds after the second reading.

Part 3 Interview – Marco

Anna: *Ciao Marco! Allora, dove sei stato in vacanza quest'estate?*

Marco: *Io sono andato in Sardegna a trovare i miei zii e i miei cugini.*

Anna: *Ah chissà che bella la Sardegna! Con chi sei stato? E com'era il tempo? Devi raccontarmi tutto!*

Marco: *A dire il vero Anna, sono partito insieme ai miei genitori e alla mia sorellina ... che noia! Meno male che il tempo era bellissimo, faceva caldo e siamo andati in spiaggia quasi tutti i giorni! Mi sono divertito un sacco!*

Allow 10 seconds and then re-read/replay the interview with Marco – allow 60 seconds after the second reading.

Part 4 Interview – Luigi

Anna: *Luigi! Bentornato! Tu sei stato in Australia, vero?*

Luigi: *Sì, nel Queensland, a nord dell'Australia orientale.*

Anna: *Senti Luigi dimmi un po', qual è la cosa che ti è piaciuta di più del Queensland?*

Luigi: *Beh... non so... È difficile scegliere. Però posso dirti che la gita in barca alle isole Whitsunday è stata veramente eccezionale, ho fatto tanti bagni e ho fatto snorkeling. L'acqua era davvero trasparente e ho visto tanti pesci colorati, la famosa Barriera Corallina, mante di tutte le dimensioni e addirittura una tartaruga!*

Anna: *Una vacanza veramente magica.*

(Pause)

*E tu? Cosa hai fatto di bello durante le vacanze?**

Allow 10 seconds and then re-read/replay the interview with Luigi – allow 60 seconds after the second reading.

*This final statement is meant to indicate Anna asking each student the questions, as if she were interviewing them. It links to the Question 6 which requires students to write their response to the question.

For Question 6 allow students 15 minutes to respond in Italian.

Part B: *Al ritorno dalle vacanze* (A beautiful holiday) – conversation about a favourite holiday

After having completed Part A, and before Part B, use the text from Part A to revise with/introduce to students:

- vocabulary and expressions associated with exchanging information about travel and holidays
- questions to elicit responses about holiday experiences
- ways of expressing ‘beautiful’ or ‘enjoyable’, such as *che bello!* and *mi sono divertito un sacco*
- idiomatic expressions, such as *niente di particolare* and *a dire il vero*
- the past tense of verbs.

Use the marking key for Part B to support students to understand the requirements of the assessment and how they will be assessed.

On the day of the assessment

Students have a conversation with their teacher about a past holiday destination. The conversation will be recorded.

Students are given a selection of five or six pictures. These can be from the Holiday picture cards activity described earlier.

Students have:

- 25 minutes to prepare the information related to the imaginary holiday that the pictures represent. They can include additional information not shown in the pictures and make note of keywords in Italian and/or English for support
- 20 minutes to practise asking questions and responding, with a partner.

Students will have the pictures and the keywords to support them during the assessment, but not notes.

During the conversation the teacher/marker asks the student questions to elicit the following information:

- where they went
- with whom
- two descriptions of what they did and/or saw
- what they enjoyed the most
- an additional description about one of the following
 - weather
 - accommodation
 - food.

The questions that may be asked are:

- *Dove sei stato/a?*
- *Quando sei stato/a?*
- *Con chi sei stato/a?*
- *Che stagione era? / Com’era il tempo? / Che tempo faceva?*
- *Dove hai dormito/alloggiato?*
- *Che cosa hai mangiato?*

- *Che cosa hai fatto?*
- *Che cosa hai visto?*
- *Qual è la cosa che ti è piaciuta di più?*

These questions are a guide to what may be asked during the conversation. Depending on the responses and the pictures the student was allocated, variations of these questions may be appropriate.

The conversation will take approximately 3–4 minutes and will be recorded.

Photo collage and questions planning sheet

Use this sheet as preparation for sharing information about a past holiday experience. Aim to have at least one picture for each of the question categories below. The pictures you choose do not need to be from a real holiday. You may choose to invent a holiday choosing pictures from magazines or other sources.

Use the questions below to help you prepare information/a description to accompany your pictures. You may use a bilingual dictionary and your notes during the preparation.

You will present your pictures and information/description to the class/your group.

Una vacanza bellissima

Che stagione era?/Com'era il tempo?/Che tempo faceva?

Dove hai dormito/alloggiato?/
Che cosa hai mangiato?

Dove sei stato/a?/Quando sei stato/a?/Con chi sei stato/a?

Che cosa hai fatto?/
Che cosa hai visto?

Qual è la cosa che ti è piaciuta di più?



Heart icon from Microsoft Word 2021

Instructions to students

Parliamo delle vacanze (Let's talk about the holiday)

Part A: *Al ritorno dalle vacanze (A beautiful holiday)* – interview about holiday experience (22 marks)

Listen to Anna's podcast in which she interviews young Italians to find out about their recent holiday experiences.

There are three interviews. Each interview will be played twice. There will be a short pause between the first and second readings. After the second reading, there will be time to answer the questions. Respond to Questions 1 to 5 in English and Question 6 in Italian.

As you listen to the podcast, jot down relevant information or words you may want to search in the dictionary.

Use a bilingual dictionary to find the meaning of unfamiliar vocabulary.

You have 45 minutes to complete Part A, approximately 30 minutes to listen and complete Questions 1 to 5 and 15 minutes to respond to Question 6.

Part 1: Anna's introduction

Question 1 (3 marks)

Provide details of Anna's recent holiday.

Part 2: Interview – Cristina

Question 2 (3 marks)

Tick [✓] the three statements that best describe Cristina's holiday.

Statement	✓
Cristina did nothing special.	
Cristina travelled with her family.	
Cristina spent her time reading.	
Cristina went to the cinema.	
Cristina relaxed.	

Part 3: Interview – Marco

Question 3

(2 marks)

Indicate [✓] whether the following statements are true or false according to the information in the dialogue.

Statement	True	False
Marco has been on a holiday to visit his grandparents.		
Marco travelled with his parents and his little sister.		

Question 4

(3 marks)

(a) Describe the weather in Sardinia.

(2 marks)

(b) What was the activity he did almost every day?

(1 mark)

Part 4: Interview – Luigi

Question 5

(5 marks)

List two things that Luigi did and three things he saw at the Whitsundays.

What Luigi did	What Luigi saw
1.	1.
2.	2.
	3.

Part 5: Your turn

Question 6

(6 marks)

Now it is your turn. Write the response you would give to Anna's question:

E tu, cosa hai fatto di bello durante le vacanze?

From the picture prompts below, choose three to guide you by including the information they represent as part of your response. Tick the boxes [✓] of the pictures you choose. Write approximately 25 words in Italian.

 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>

E tu, cosa hai fatto di bello durante le vacanze?

Part B: *Al ritorno dalle vacanze* (A beautiful holiday) – conversation about a favourite holiday (16 marks)

You will take part in a conversation with your teacher about a past (imaginary) holiday experience.

You will be given a selection of five or six pictures and 25 minutes to prepare the information/a description related to the imaginary holiday the pictures represent. You can include additional information not shown in the pictures. You may use a bilingual dictionary and your notes during the preparation time and make note of keywords in Italian and/or English that relate to the picture and/or the information you wish to share; however, you should not write phrases or full sentences.

After the preparation time, you will have 20 minutes to practise asking questions and responding with a partner.

During the conversation you will be asked a series of questions by your teacher to elicit the following information:

- where you went
- with whom
- two descriptions of what you did and/or saw
- what you enjoyed the most
- an additional description about one of the following
 - weather
 - accommodation
 - food.

The information you provide in response to the questions must relate to the pictures you have used in your preparation. During the conversation you may refer to the keywords you have noted; however, you should not rely on these.

You are describing a past holiday so use the present perfect tense and the imperfect tense in the information you give.

The conversation with your teacher will take approximately 3–4 minutes and it will be recorded.

Sample marking key

Part A: *Al ritorno dalle vacanze* (A beautiful holiday) – interview about holiday experiences

Description	Marks
Question 1	
<ul style="list-style-type: none"> Anna went on a fifteen-day/two-week holiday Anna went to Norway with friends Anna (and her friends) saw and did lots of beautiful things. 	1–3
Subtotal	/3
Question 2	
Cristina did nothing special. ✓ Cristina travelled with her family. Cristina spent her time reading. ✓ Cristina went to the cinema. Cristina relaxed. ✓	1–3
Subtotal	/3
Question 3	
Marco has been on a holiday to visit his grandparents. False Marco travelled with his parents and his little sister. True	1–2
Subtotal	/2
Question 4	
(a) <ul style="list-style-type: none"> very beautiful (1) it was hot (1) 	1–2
(b) Went to the beach	1
Subtotal	/3
Question 5	
Any two of the following: <ul style="list-style-type: none"> a boat trip/a cruise (to the Whitsundays) (went) swimming snorkelling. 	1–2
Any three of the following: <ul style="list-style-type: none"> very clear/transparent water (he saw) lots of coloured fish the Barrier Reef manta rays/stingrays of all dimensions/sizes a turtle. 	1–3
Subtotal	/5

Description	Marks
Question 6	
Responds to the question <i>E tu, cosa hai fatto di bello durante le vacanze?</i> in Italian, drawing on three of the picture prompts to provide information. Includes some detail. Uses a range of vocabulary and expressions, and the past tense mostly accurately.	5–6
Responds to the question, drawing on three of the picture prompts to provide information. Uses a range of vocabulary and expressions, and the past tense with some level of accuracy.	3–4
Responds to the question, drawing on three (or fewer) of the picture prompts to provide information. Uses limited vocabulary and expressions, and the past tense with limited accuracy.	1–2
Subtotal	/6
Part A Total	/22

Part B: Al ritorno dalle vacanze (A beautiful holiday) – conversation about a favourite holiday

Description	Marks
Content	
Responds to all questions with relevant information associated with the question. The answer is complete and includes details and full sentences. Makes little or no reference to support keywords.	5
Responds to all questions with relevant information associated with the question. The answer is complete and includes mostly full sentences. Occasionally uses keywords to support responses.	4
Responds to the majority of the questions with information associated with the question. The answer is complete and includes some full sentences. Uses keywords to support most responses.	3
Responds to a few questions with little information associated with the question. The answer is short and includes some full sentences. Relies on supporting keywords/notes.	2
Communicates minimal relevant information. Reads supporting keywords/notes.	1
Subtotal	/5
Grammatical elements and accuracy	
Uses a very good range of simple and compound sentences, and grammatical elements, including past and imperfect tenses (where relevant), mostly accurately and appropriately. Very minor errors are evident.	4
Uses a good range of simple and compound sentences, and grammatical elements, including past and imperfect tenses, mostly accurately and appropriately. Errors may be evident when using more complex structures; however, they usually do not impede meaning.	3
Uses mostly simple sentences and a satisfactory range of grammatical elements. Applies rules of grammar with a satisfactory level of accuracy. Errors occasionally may impede meaning.	2
Uses a limited range of simple sentences and grammatical elements, often relying on single word responses. Occasional short phrases are offered but meaning is not always clear.	1
Subtotal	/4
Vocabulary	
Uses a very good range of vocabulary.	4
Uses a good range of vocabulary.	3
Uses a satisfactory range of vocabulary.	2
Uses a limited range of vocabulary.	1
Subtotal	/4

Description	Marks
Pronunciation and fluency	
Uses good pronunciation and appropriate intonation. Readily offers responses and speech flows well. Self-correction may occur.	3
Uses satisfactory pronunciation and intonation. Speaks with some confidence, but at times is hesitant and may require some repetition or support from the other speaker.	2
Inaccurate pronunciation impedes comprehension at times. Hesitates and pauses frequently.	1
Subtotal	/3
Part B Total	/16
Total	/38

Acknowledgements

Part 5: Your turn

Question 6

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