



Sample assessment task	
Year level	10
Learning area	Languages
Subject	Italian: Second Language
Title of task	<i>Evviva le lingue!</i> (Long live languages!)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to young people’s experiences and interest in the cultural issue: learning languages.</p> <p>In Part A, they demonstrate their skills in comprehending spoken text to answer a series of questions relating to why learning a language is important and relevant in today’s world.</p> <p>In Part B, students demonstrate their skills in writing in Italian by contributing to an article in the school newsletter, promoting language learning in Years 11 and 12.</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 perspectives in spoken text. It also establishes their ability to write texts that convey information, persuade, express feelings and justify opinions to others.
Assessment strategy	Short response – write responses to spoken texts Extended writing – write a newsletter article
Evidence to be collected	Completed task sheet Newsletter article
Suggested time	Part A – 40 minutes Part B – 60 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, for example <i>l'apprendimento delle lingue</i></p> <p>Express feelings and justify opinions, for example, <i>È difficile per te imparare l’Italiano? Credo che...; Penso che...</i></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>Reflect on the experience of learning and using Italian, considering how intercultural exchange involves taking responsibility for contributing to mutual understanding, by modifying language and behaviours in relation to cultural perspectives</p> <p>Explore and express own cultural identity and ability to act as a cultural mediator between Italian speakers and Australians</p>

Content description

	<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, di</i> and <i>da</i> • 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>Investigate how language varies according to context and speakers</p>
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Task preparation

<p>Prior learning</p>	<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 learning languages • context-related vocabulary • the structure of a persuasive text • grammatical items, including the present, perfect and future tenses • the textual conventions of a newsletter article, having been provided with examples to review.
<p>Assessment differentiation</p>	<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

<p>Assessment conditions</p>	<p>Task is to be completed by students working individually.</p>
<p>Resources</p>	<p>Task sheet 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 text types on the topic of learning an additional language
- taught context-related vocabulary
- taught grammatical items, including understanding and using present, perfect and imperfect tenses
- taught the textual conventions of a newsletter article, and be provided with opportunities to practise them.

Task

Part A: *Evviva le lingue!*

Provide students with the task sheet.

Advise them that they will hear the text once in its entirety and then twice in its two parts. After the second reading of Part 2, advise students that they have 35 minutes to complete their responses to the questions in the task.

Task administration script

READ ALOUD

Matteo and Lucia are discussing their subject options at high school.

Matteo:	Ciao Lucia. Come stai?
Lucia:	Bene Matteo ma sono confusa e indecisa.
Matteo:	Perché? Io invece sono contento perché sto per finire l'anno dodici.
Lucia:	Beato te!! Vedi, devo scegliere le materie per l'anno prossimo. Non voglio continuare l'italiano. Odio la grammatica ma i miei genitori mi forzano tanto di continuare i miei studi italiani.
Matteo:	Sono d'accordo con i tuoi. La lingua italiana è molto utile oggi giorno. Ho tanti amici all'università e tanti che lavorano con gli italiani.
Lucia:	Ma non sono brava con le lingue! Sono d'accordo che sono utili, ma veramente non sono convinta.
Matteo:	Allora spiego. Sai che c'è il Language Bonus per entrare all'università. Si prende un extra dieci per cento perché hai studiato una lingua al livello dodici. Poi sai che ho fatto uno scambio. Quest'esperienza è stata fantastica e ho avuto l'opportunità di viaggiare in Italia e vedere i posti famosi come il Vaticano e Venezia.
Lucia:	WOW! Mi piacciono le lezioni di cultura perché mi piace mangiare all'italiana e sapere della storia e delle feste italiane. Vorrei viaggiare in Italia ma ho sentito dire che tutti gli italiani sanno parlare l'inglese.
Matteo:	È vero, ma Lucia non è possibile parlare con tutti in inglese. Al mercato si pagano i prezzi scontati e personalmente io ho potuto fare tante amicizie sincere. Questo è soltanto perché ho parlato sempre in italiano.
Lucia:	Interessante! Sì, forse continuo perché vorrei approfondire la mia competenza culturale.
Matteo:	Certo! Quando s'impara una lingua si può comunicare con tanta gente, si può prendere un lavoro in un ristorante italiano. La prof d'italiano sempre dice che imparando l'italiano si migliora la tua abilità con la grammatica inglese.
Lucia:	Matteo- quanto sei bravo- vorrei continuare i miei studi italiani. Dimmi di più della tua esperienza di scambio.

Pause for 15 seconds.

READ ALOUD

Part 1 – Matteo and Lucia are discussing their subject options at high school.

Matteo:	Ciao Lucia. Come stai?
Lucia:	Bene Matteo ma sono confusa e indecisa.
Matteo:	Perché? Io invece sono contento perché sto per finire l'anno dodici.
Lucia:	Beato te!! Vedi, devo scegliere le materie per l'anno prossimo. Non voglio continuare l'italiano. Odio la grammatica ma i miei genitori mi forzano tanto di continuare i miei studi italiani.
Matteo:	Sono d'accordo con i tuoi. La lingua italiana è molto utile oggi. Ho tanti amici all'università e tanti che lavorano con gli italiani.
Lucia:	Ma non sono brava con le lingue! Sono d'accordo che sono utili ma veramente non sono convinta.
Matteo:	Allora spiego. Sai che c'è il Language Bonus per entrare all'università. Si prende un extra dieci per cento perché hai studiato una lingua al livello dodici. Poi sai che ho fatto uno scambio. Quest'esperienza è stata fantastica e ho avuto l'opportunità di viaggiare in Italia e vedere i posti famosi come il Vaticano e Venezia.

Pause for 15 seconds. Read Part 1 for the second time.

READ ALOUD

Part 2 – Matteo and Lucia are discussing their subject options at high school.

Lucia:	WOW! Mi piacciono le lezioni di cultura perché mi piace mangiare all'italiana e sapere della storia e delle feste italiane. Vorrei viaggiare in Italia ma ho sentito dire che tutti gli italiani sanno parlare l'inglese.
Matteo:	È vero, ma Lucia non è possibile parlare con tutti in inglese. Al mercato si pagano i prezzi scontati e personalmente io ho potuto fare tante amicizie sincere. Questo è soltanto perché ho parlato in sempre in italiano.
Lucia:	Interessante! Sì, forse continuo perché vorrei approfondire la mia competenza culturale.
Matteo:	Certo! Quando s'impara una lingua si può comunicare con tanta gente, si può prendere un lavoro in un ristorante italiano. La prof d'italiano sempre dice che imparando l'italiano si migliora la tua abilità con la grammatica inglese.
Lucia:	Matteo- quanto sei bravo- vorrei continuare i miei studi italiani. Dimmi di più della tua esperienza di scambio.

Pause for 15 seconds. Read Part 2 for the second time.

Part B: *L'apprendimento delle lingue*

Students write a school newsletter article about the benefits of learning a language and attempt to persuade Year 10 students to continue to study Italian in Years 11 and 12.

The article must include four reasons why students should continue with the study of Italian.

Students should base their reasons on some of following benefits of learning a language:

- enjoyment
- brain training
- profession
- travel
- culture
- entertainment
- international relations
- intercultural understanding
- world peace.

Students should aim to write about 100–150 words in Italian.

Instructions to students

Evviva le lingue!

Part A: *Evviva le lingue!*

Matteo and Lucia discuss why learning a language is important and relevant in today's world.

Listen to the text and answer, in English, the questions that follow.

Question 1

How is Lucia feeling?

(2 marks)

Question 2

Why is Lucia conflicted about her Italian studies?

(2 marks)

Question 3

What are two reasons Matteo gives for continuing Italian studies?

(2 marks)

1. _____

2. _____

Question 4

What aspects of learning a language does Lucia love and enjoy?

(4 marks)

Question 5

What misconception does Lucia have?

(1 mark)

Question 6

What other advantages has Matteo discovered about speaking Italian?

(2 marks)

Question 7

Name one additional reason Matteo gives for continuing the study of Italian?

(1 mark)

Question 8

What is one reason the teacher always gives for continuing the study of Italian?

(1 mark)

Question 9

What is Lucia keen to know more about from Matteo?

(1 mark)

Question 10

Having listened to Matteo and Lucia, which of the reasons mentioned would persuade you to continue your study of the Italian language?

(2 marks)

Part B: *L'apprendimento delle lingue*

It is subject selection time for the Year 10 students going into Year 11 at your school.

After having learnt about and experienced some of the positive benefits of learning a second language, you decide to share your ideas with your peers.

Write a school newsletter article about the benefits of learning a language and attempt to persuade Year 10 students to continue to study Italian in Years 11 and 12.

The article must include four reasons why students should continue with the study of Italian.

You should base your reasons on some of the following benefits of learning a language:

- enjoyment
- brain training
- profession
- travel
- culture
- entertainment
- international relations
- intercultural understanding
- world peace.

You should aim to write about 100–150 words in Italian.

You will have 60 minutes to write your article.

Use a dictionary to look up unfamiliar words.

Sample marking key

Part A: *Evviva le lingue*

Description	Marks
Question 1	
confused	1
indecisive	1
Subtotal	2
Question 2	
she hates grammar	1
(but) her parents are forcing her to continue	1
Subtotal	2
Question 3	
Any two of the following reasons: (i) language bonus (ii) the exchange (iii) it's very useful these days (iv) many university friends work with Italians	1–2
Subtotal	2
Question 4	
cultural lessons	1
eating Italian food	1
learning about Italian history	1
Italian festivals	1
Subtotal	4
Question 5	
all Italians (know how to) speak English	1
Subtotal	1
Question 6	
at the market pay discounted/cheaper prices	1
make sincere/true friendships	1
Subtotal	2
Question 7	
communicating with many people or get a job in an Italian restaurant	1
Subtotal	1
Question 8	
improve your English grammar skills	1
Subtotal	1
Question 9	
the exchange	1
Subtotal	1
Question 10	
Provides a reason for continuing with their studies	1
Bases response on information in the text	1
Subtotal	2
Part A total	18

Part B: L'apprendimento delle lingue	
Description	Marks
Response	
Provides all the required content and relates it strongly to the question by writing a school newspaper article to persuade classmates to continue with their Italian learning journey in Year 11, addressing four of the following reasons: enjoyment, brain training, profession, travel, culture, entertainment, international relations, intercultural understanding or world peace. Uses effective and relevant details to elaborate.	5
Provides most of the required content and relates it to the question. Uses relevant details to elaborate.	4
Provides generally relevant content and relates it somewhat to the question. Uses details to elaborate.	3
Provides content that has superficial relevance to the question.	2
Provides content with little relevance to the question.	1
Subtotal	5
Description	Marks
Grammar	
Demonstrates an excellent command of grammar and syntax. Uses a wide range of structures correctly. Makes a few minor errors, but inaccuracies do not affect meaning or flow.	5
Demonstrates proficiency in applying 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 command of grammar and syntax. Uses a range of simple structures correctly. Makes errors, but inaccuracies do not affect meaning.	3
Demonstrates an adequate grasp 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
Description	Marks
Vocabulary	
Uses contextually-relevant vocabulary and a wide range of expressions. Effectively engages the audience.	4
Uses relevant vocabulary and a few expressions. Engages the audience.	3
Uses mostly relevant vocabulary and expressions. Engages the audience somewhat.	2
Uses repetitive, basic vocabulary. Relies on cognates.	1
Subtotal	4

Description	Marks
Text type and sequencing	
Uses all the key conventions of a school newspaper article, including title/heading, language features to inform and to persuade, and an appropriate conclusion. Uses an appropriate register to address the purpose of writing and the audience. Sequences information cohesively and coherently.	3
Uses most of the key conventions of the text type. Generally uses appropriate register. Sequences information to some extent. Connections are simple and straightforward.	2
Uses few of the key conventions of the text type. Shows some awareness of the audience or the purpose for writing. Limited organisation impedes the flow and understanding. Makes unclear connections between ideas sometimes.	1
Subtotal	3
Part B total	17
Total	35