



## **SAMPLE ASSESSMENT TASK**

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

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***CERCASI ANIMATORI TURISTICI! (TOURIST ENTERTAINERS WANTED!)***

## **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 10

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<b>Title of task</b>	<i>Cercasi animatori turistici!</i> (Tourist entertainers wanted!)
<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical elements related to young people’s experiences today and in the future, including having a part-time job.</p> <p>In Part A, they demonstrate their skills in comprehending written Italian by identifying and conveying, in English, information about holiday job opportunities.</p> <p>In Part B, they demonstrate their skills in writing in Italian by producing an email expressing interest in a holiday job.</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 convey information and make comments on written texts. It also establishes their ability to write text that conveys information, persuades, and expresses feelings.
<b>Assessment strategy</b>	Short response – read for information from written text Extended response – write an email for a job
<b>Evidence to be collected</b>	Part A – completed task sheet Part B – email
<b>Suggested time</b>	Part A – 40 minutes Part B – 50 minutes

## Content description

Content from the Western Australian curriculum

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### Communicating

Initiate and participate in sustained interactions with others orally and in writing to exchange ideas, opinions, experiences and thoughts about making choices for today and in the future, including health and physical activity, having a part-time job, learning a language and my future

Identify information and ideas from a range of texts related to aspects of their personal and social worlds, and establish how culture and context influence the presentation of ideas

Convey information, ideas and experiences, and compare diverse perspectives 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

Generate language for a range of purposes in spoken and written texts, by continuing to extend understanding and use of context-related vocabulary and elements of the Italian grammatical system, including:

- applying rules of inclusion/omission of definite articles, for example, *mio padre* and *il mio papà*; *Buongiorno signora ...*; *È la signora ...*
- beginning to use possessive and demonstrative pronouns, for example, *Questa è la mia bicicletta, quella è la tua.*
- recognising direct object pronouns and indirect object pronouns
- using adverbs to modify meaning of verbs and adjectives, such as *molto, troppo, abbastanza*, for example, *Devo studiare molto.*
- beginning to use the future tense
- using the conditional mood in modelled sentences and formulaic expressions, for example, *Mi piacerebbe molto studiare in Italia.*
- recognising the impersonal *si*, for example, *Quali lingue si parlano in Australia?*
- using prepositions to introduce additional information when describing actions, people and objects, including articulated prepositions, for example, *Vado in palestra per allenarmi.*; *Andrò negli Stati Uniti prima di cominciare all'università.*
- using modal verbs, *potere, volere* and *dovere*, to indicate ability/willingness/necessity, for example, *Perché vuoi continuare a studiare l'italiano?*; *Vorrei andare negli Stati Uniti prima di cominciare all'università.*
- using the relative pronoun *che* to form complex sentences, for example, *La città che ho visitato era bellissima.*
- beginning to use disjunctive pronouns in formulaic expressions, for example, *Secondo me ...*; *A te piace ...?*

## Task preparation

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### Prior learning

Students have prior knowledge of and exposure to:

- context-related vocabulary
- vocabulary and expressions used in persuasive writing
- grammatical elements, including the present, perfect and future tenses
- 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
- the textual conventions of an email.

### 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

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

### Resources

- Task sheet
- Bilingual dictionary

## Instructions for teacher

Before administering the task, students will need to be:

- taught context-related vocabulary and elements of grammar related to introducing and describing themselves, talking about their interests and skills, and discussing part-time, holiday and future employment in the present, future and past, through resources such as
  - ItalianPod101 – How to Introduce Yourself in Italian  
<https://www.italianpod101.com/blog/2019/06/20/how-to-introduce-yourself-in-italian/>
  - Online Italian Club  
<https://onlineitalianclub.com/>
    - *Il carattere* [Character]  
<https://onlineitalianclub.com/free-italian-exercises-and-resources/online-italian-course-pre-intermediate-level-a2/vocabulary-character/>
    - Character Adjectives – Matching Exercise  
[https://onlineitalianclub.com/free\\_italian\\_exercises/carattere\\_a2.html](https://onlineitalianclub.com/free_italian_exercises/carattere_a2.html)
    - Italian Conversation Lessons: *Il passato e il futuro*  
<https://onlineitalianclub.com/italian-conversation-lessons-il-passato-e-il-futuro/>
  - SpeakLanguages – Italian – Jobs  
<https://www.speaklanguages.com/italian/phrases/jobs>
  - Quizlet – Italian Jobs  
<https://quizlet.com/9270180/italian-jobs-flash-cards/>
  - *il sito di prof corsini* – 1. School life, 2. Part time jobs and future plans  
<https://ilsitodiprofcorsini.wordpress.com/599-2/>
- provided with a variety of texts related to young people’s experiences, looking for and having a part-time job, experiences and thoughts about making choices for today and in the future, and learning a language for their future, such as
  - Online Italian Club – *Cercare il lavoro – offerte di lavoro* (listening activity)  
<https://onlineitalianclub.com/free-italian-exercises-and-resources/online-italian-course-beginner-level-a1/new-free-%20%20elementary-level-italian-listening-exercises-58/>  
Note: examples of students providing information about themselves with the aim of finding part-time employment
  - EF – *10 ragioni per imparare una lingua straniera*  
<https://www.ef-italia.it/blog/language/10-ragioni-per-imparare-lingua-straniera/>
  - Nuove Scuole 2.0 – *Lingue straniere: perché sono così tanto importanti per il futuro?*  
<https://www.scuolaonline.com/2019/09/26/imparare-le-lingue-straniere-importante/>
- taught the language and structures of informative and persuasive texts
  - Twinkl – What are the Types of Writing?  
<https://www.twinkl.com.au/teaching-wiki/the-types-of-writing>
  - Talk in Italian – 50 Helpful Italian Phrases to Make Writing a Breeze  
<https://talkinitalian.com/italian-essay-phrases/>
- taught the textual conventions of an email and provided with opportunities to practise them.

## Task

### Part A: *Cercasi lavoro!* – part-time work article and advertisement

Students read an online article about part-time jobs suitable for students and a poster advertising jobs for tourist entertainers and other theme park employment. They respond in English to questions related to the texts.

Prior to responding to the questions, instruct students to:

- read the questions and predict the type of information required to respond
- highlight sections of the text that may relate to information required in the question
- circle words within the highlighted sections that are unfamiliar to them and then use a bilingual dictionary to find the meaning of the words.

Allow the students 40 minutes and access to a bilingual dictionary to complete this part of the task.

### Part B: *Cerco lavoro* – email expressing interest in a part-time job

After completing Part A, and before administering Part B, use texts from Part A to revise with/introduce to students:

- vocabulary and expressions associated with job advertisements, descriptions and activities, and showing enthusiasm and interest
- the structure of an advertisement
- verb forms and tenses.

Provide students with Part B of the task. Students:

- select one of the three profiles provided
- decide which of the three holiday jobs advertised best suits their profile
- write an email to persuade Funholiday to consider them for that position.

In the email students are required to:

- introduce themselves
- make reference to the job for which they are applying
- show that their skills and experience match those needed for the job (refer to the information provided in the profile and job description)
- show that they have the right attitude and personality for the job.

Students may use a bilingual dictionary and should aim to write an email of 100–120 words in Italian. They have 50 minutes to complete this part of the task.

## Instructions to students

### *Cercasi animatori turistici!*

#### **Part A: Cercasi lavoro! – part-time work article and advertisement**

**(36 marks)**

Read Text 1, an online article about part-time work in Italy, and Text 2 an advertisement for summer jobs, and answer the questions that follow in English.

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

You have 40 minutes to complete Part A.

#### **Text 1: Article**

#### **Lavori part-time per studenti**

di Franca Cordini

26 marzo 2023

Un lavoro part-time per uno studente permette di:

- raggiungere l'indipendenza economica totale o parziale
- fare un'esperienza professionalmente
- avere un'opportunità di crescita personale.

Ecco alcuni consigli:

**Pet sitter** Questa figura professionale è nata per aiutare le persone per le quali non hanno tempo sufficiente per stare con i propri animali domestici. È il lavoro perfetto per gli studenti che amano gli animali.

**Compiti:** Questo lavoretto può includere dare da mangiare agli animali, pulire la lettiera del gatto o passare del tempo con lui/lei. I dog sitter inoltre fanno fare esercizio ai cani fuori casa.

**Vantaggi:** Fare del movimento e la compagnia di animali può essere rilassante.

**Commesso/a in gelateria** Questo è un lavoro che gli studenti possono svolgere non solo in estate ma quasi tutto l'anno.

**Compiti:** I commessi di gelateria servono il cliente dall'ordine alla preparazione del gelato e distribuiscono campioni di gelato per attirare più clienti.

**Vantaggi:** Il gelato gratuito.

**Volantinaggio** Distribuire volantini è un altro tipo di lavoro che ben si concilia con gli studi universitari. I guadagni non sono altissimi ma è possibile guadagnare fino a 450 euro al mese.

**Compiti:** La distribuzione di materiale pubblicitario (volantini, flyer, coupon) dentro la buca delle lettere, sulle macchine, nei bar o direttamente in mano ai passanti.

**Vantaggi:** Non è richiesta alcuna competenza.

**Influencer su Instagram** Il lavoro dei sogni di molti ragazzi, ma non certamente il più semplice.

**Compiti:** Fare delle foto e dei video che possano interessare il pubblico o parlare di contenuti di interesse popolare. L'obiettivo è di aumentare il numero dei followers e di attirare l'interesse di aziende interessate ad avere uno spazio pubblicitario nel canale per promuovere il loro prodotto.

**Vantaggi:** Compenso monetario e/o prodotti gratuiti da testare e usare.

**Rischi:** Commenti sul vostro canale a volte non molto simpatici da parte di persone gelose o dai cosiddetti 'haters'.

**Question 1****(2 marks)**

Tick [✓] the statements in the table which are mentioned in the article.

A part-time job can ...

Statement	✓
a) teach students how to live independently.	
b) help students achieve some financial independence.	
c) provide students the opportunity for personal development.	
d) give students experience of working with others.	

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

Describe the type of person who may employ a pet sitter.

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**Question 3****(8 marks)**

Complete the table with the information from the article.

Job	Duties	Benefits
Pet sitter	<ul style="list-style-type: none"> <li>• feed animals</li> <li>• clean litter trays</li> <li>• _____ (1)</li> <li>• _____ (1)</li> </ul>	<ul style="list-style-type: none"> <li>• _____ (1)</li> <li>• _____ (1)</li> </ul>
_____ _____ (1)	<ul style="list-style-type: none"> <li>• take and prepare orders</li> <li>• _____</li> <li>_____ (2)</li> </ul>	<ul style="list-style-type: none"> <li>• _____ (1)</li> </ul>

**Question 4****(3 marks)**

a) Which job could be considered a dream job?

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(1)

b) What is the risk associated with this type of job?

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(2)

# Funholidays

## CERCA

ANIMATORI TURISTICI  
ADDETTI ALLE VENDITE  
ANIMATORI PER BAMBINI

da inserire nella stagione estiva 2023 maggio/settembre  
in strutture turistiche in Italia.



### REQUISITI RICHIESTI

Maggiore età, disponibilità di almeno 3 mesi continuativi, predisposizione al lavoro in team e al rapporto con il pubblico, rapporto positivo con i bambini. Richiesta la conoscenza delle lingue Italiano, Inglese e Tedesco mentre la padronanza della lingua giapponese è un vantaggio, ma non essenziale.

Selezioniamo i migliori animatori con il giusto carattere per affrontare la stagione con entusiasmo e positività, ma allo stesso tempo disposti a lavorare duro e con tanta voglia di imparare. Se pensi di avere queste qualità invia il tuo curriculum e parti per questa fantastica avventura.

**Invia il tuo curriculum a: [info@funholidays.it](mailto:info@funholidays.it)  
oppure chiedi informazioni al: +39 3338745688  
[www.funholidays.it](http://www.funholidays.it)**



**Question 5**

**(3 marks)**

List the three jobs that are being advertised in this poster.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

**Question 6**

**(2 marks)**

When are prospective employees required to work? Give two details.

- \_\_\_\_\_
- \_\_\_\_\_

**Question 7**

**(2 marks)**

For how long would employees need to be available?

\_\_\_\_\_

**Question 8**

**(5 marks)**

Tick [✓] true or false according to the information provided.

The skills required for the job include:

Statement	True	False
a) a preparedness to work with the public.		
b) an ability to work independently.		
c) a positive attitude to working with children.		
d) an ability to work with children and the elderly.		
e) an availability to work in remote areas.		

**Question 9**

**(5 marks)**

What information is given in the poster about speaking another language?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Question 10**

**(4 marks)**

According to the company, what personality traits are they looking for in an ideal entertainer/employee?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Part B: Cerco lavoro – email expressing interest in a part-time job

(19 marks)

You have visited the Funholidays website and found further information, shown below, about the three jobs listed in the advertisement.

Imagine one of the profiles below describes you, and you are considering a holiday job for next year with Funholidays. For which of the advertised jobs are you best suited?

Write an email to persuade Funholidays to consider you for that position.

### Job descriptions

#### **Animatore turistico**

*Si occuperà di organizzare attività per ragazzi all'interno dei parchi di Funholidays:*

- *inventare giochi di gruppo, coordinando i giocatori nelle zone gioco*
- *intrattenere bambini con sorvegliare:*
  - *i giochi e le piscine del parco*
  - *competizioni di ballo e canto*

#### **Addetto/a alle vendite**

*Si occuperà della vendita diretta al cliente all'interno dei punti vendita presenti nei parchi di Funholidays:*

- *punti shop*
  - *vendere merchandising del parco*
  - *vendere biglietti per i giochi*
- *punti foto*
  - *sviluppare e vendere le foto dei giochi*
- *punti ristorazione*
  - *vendere pizza al taglio, bibite, gelato*
  - *pulire tavoli.*

#### **Animatore per bambini/governante e babysitter**

*Si occuperà della cura di bambini negli alberghi nei parchi di Funholidays:*

- *aiutare i genitori*
- *fare babysitter di sera in camera ospite*
- *raccontare storie all'interno delle feste*
- *sorvegliare i salagiochi degli alberghi*
- *intrattenere i bimbi dopo cena.*

### Profiles

#### **Profile 1**

Name: Taylor

Place of residence: Zurich

Age: 18

Skills/interests: Lego, painting and guitar

Personality: friendly, reliable and patient

Work experience: babysitter and guitar teacher

Languages: German, French and Italian



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## Sample marking key

### Part A: *Cercasi lavoro!*

Description		Marks								
<b>Question 1</b>										
<ul style="list-style-type: none"> <li>b</li> <li>c</li> </ul>		1–2								
<b>Subtotal</b>		<b>/2</b>								
<b>Question 2</b>										
Someone who does not have enough time (1) to spend with their animal (1)		1–2								
<b>Subtotal</b>		<b>/2</b>								
<b>Question 3</b>										
<table border="1"> <thead> <tr> <th>Job</th> <th>Duties</th> <th>Advantages</th> </tr> </thead> <tbody> <tr> <td>Pet sitter</td> <td> <ul style="list-style-type: none"> <li>feed animals</li> <li>clean litter trays</li> <li>spend time with cat (1)</li> <li>take dog for a walk (1)</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>allows for exercise/you can get exercise (1)</li> <li>being with animals can be relaxing (1)</li> </ul> </td> </tr> <tr> <td>Ice cream seller/ice cream shop worker (1)</td> <td> <ul style="list-style-type: none"> <li>take and prepare orders</li> <li>give samples (1) to attract customers (1)</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>free ice cream (1)</li> </ul> </td> </tr> </tbody> </table>	Job	Duties	Advantages	Pet sitter	<ul style="list-style-type: none"> <li>feed animals</li> <li>clean litter trays</li> <li>spend time with cat (1)</li> <li>take dog for a walk (1)</li> </ul>	<ul style="list-style-type: none"> <li>allows for exercise/you can get exercise (1)</li> <li>being with animals can be relaxing (1)</li> </ul>	Ice cream seller/ice cream shop worker (1)	<ul style="list-style-type: none"> <li>take and prepare orders</li> <li>give samples (1) to attract customers (1)</li> </ul>	<ul style="list-style-type: none"> <li>free ice cream (1)</li> </ul>	1–8
Job	Duties	Advantages								
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<b>Subtotal</b>		<b>/8</b>								
<b>Question 4</b>										
a) (Instagram) influencer		1								
b) Inappropriate/unkind comments (1) by jealous people/haters (1)		1–2								
<b>Subtotal</b>		<b>/3</b>								
<b>Question 5</b>										
<ul style="list-style-type: none"> <li>tourist entertainer</li> <li>salesperson</li> <li>children’s entertainer</li> </ul>		1–3								
<b>Subtotal</b>		<b>/3</b>								
<b>Question 6</b>										
<ul style="list-style-type: none"> <li>Summer (season) 2023</li> <li>(from) May to September</li> </ul>		1–2								
<b>Subtotal</b>		<b>/2</b>								

Description	Marks
<b>Question 7</b>	
A minimum of/at least (1) three months (1)	1–2
Three months	1
<b>Subtotal</b>	<b>/2</b>
<b>Question 8</b>	
a) True b) False c) True d) False e) False	1–5
<b>Subtotal</b>	<b>/5</b>
<b>Question 9</b>	
For five marks, the response should include all the information shown below as well as the relationship between the parts.  Italian, English and German (1) are required (1) and Japanese (1) is an advantage (1) but not necessary (1).	1–5
<b>Subtotal</b>	<b>/5</b>
<b>Question 10</b>	
<ul style="list-style-type: none"> <li>• enthusiasm</li> <li>• positivity</li> <li>• work ethic</li> <li>• willingness to learn</li> </ul>	1–4
<b>Subtotal</b>	<b>/4</b>
<b>Part A total</b>	<b>/36</b>

## Part B: *Cerco lavoro*

Description	Marks
<b>Content</b>	
Writes an email for a job application that addresses the following points: <ul style="list-style-type: none"> <li>introduces themselves (1)</li> <li>makes reference to the job (of the three) for which they are applying (1)</li> <li>shows that their skills and experience match those for the job (refer to the information provided in the profile and the job description selected) (3)</li> <li>shows that they have the right attitude and personality for the job. (2)</li> </ul>	1–7
<b>Subtotal</b>	<b>/7</b>
<b>Grammar and accuracy</b>	
Demonstrates a thorough knowledge of grammar and syntax. Uses a range of structures correctly. Makes minor errors, but inaccuracies do not affect meaning or flow.	5
Demonstrates a sound knowledge of grammar and syntax. Uses a range of structures with some occasional errors, 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 the syntax of another language. Makes errors, and inaccuracies impede understanding.	1
<b>Subtotal</b>	<b>/5</b>
<b>Vocabulary</b>	
Uses context-related vocabulary and a wide range of expressions. Includes vocabulary to attempt to engage and persuade 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 engage and persuade 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 engage and persuade 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
<b>Subtotal</b>	<b>/4</b>

Description	Marks
<b>Text type and sequencing</b>	
Applies most of the conventions of a formal email appropriately, including subject line, greetings, polite register, a salutation, a signature and paragraphing conventions.	3
Applies some of the conventions of an email.	2
Applies a few of the conventions of an email.	1
<b>Subtotal</b>	<b>/3</b>
<b>Part B total</b>	<b>/19</b>
<b>Total</b>	<b>/55</b>

## **Acknowledgements**

### **Part A: Cercasi Animatori Turistici! – part-time job advertisement**

Job advertisement poster by courtesy of document writer.

Instagram. (2016). *Instagram Icon* [Vector graphic]. Retrieved December, 2022, from [https://commons.wikimedia.org/wiki/File:Instagram\\_icon.png](https://commons.wikimedia.org/wiki/File:Instagram_icon.png)

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### **Text 2 Advertisement**

Funholidays Cerca photograph courtesy of Daniela Pruiti Ciarello.