# Summative assessment task planner

## Overview

This document is a planning tool to help you prepare for the summative assessment task. For the assessment task, you will create a short video for a class in Italy who wants to learn about the daily lives of teenagers in Australia. In your video, you will describe your average week, including weekdays and weekends.

## Step 1 – What vocabulary and language structures will I need in this task?

Complete the table below to help identify the vocabulary and language structures you needed to complete this task.

|  |  |
| --- | --- |
| What I need to do in the task | Vocabulary and language structures I need to do this |
| Greet the Italian class |  |
| Introduce yourself |  |
| Introduce your presentation |  |
| Outline your usual weekday morning routine from the time you wake up until the time you arrive at school |  |
| Describe at least 3 activities in detail that you regularly do after school |  |
| Describe at least 2 activities in detail that you participate in on the weekend |  |
| Outline an activity you do with family or friends, and when |  |
| Outline an activity you do not do often, with reason(s) |  |
| Provide a statement about at least 2 household chores you do, and when |  |
| Ask the Italian students a variety of at least 3 questions about their average week |  |
| Sign off at the end of your video |  |

## Step 2 – Which vocabulary and language structures do I need to practise before the task?

In the table below, next to each category of vocabulary or language structures, indicate how well you know them right now by circling a traffic light.

* A green traffic light means you know this vocabulary or language structure well and are ready to use it in the task.
* An orange traffic light means you usually remember this vocabulary or language structure but need a little more practice.
* A red traffic light means you cannot remember this vocabulary or language structure yet.

|  |  |
| --- | --- |
| Vocabulary or language structure | Traffic light indicator |
| Greeting and introduction |  |
| Describing morning routines |  |
| Describing after school activities |  |
| Describing weekend activities |  |
| Outlining an activity you do with family or friends, including time phrase(s) |  |
| Outlining an activity you do not often do, with reason(s) |  |
| Giving a statement about household chores, including time phrase(s) |  |
| Asking questions |  |

Based on the traffic lights in the table above, make a list in the space below of the vocabulary and language structures you need to revise and practise before the task.

|  |
| --- |
|  |

Is there anything else you are unsure of or any other questions you have about the task? How will you find out the answers?

In the space below add any further structures and vocabulary you can use to extend yourself in the task such as adverbs, sentence starters, conjunctions or additional comments.

|  |
| --- |
|  |

## Step 3 – How will I revise and practise the vocabulary and language structures I need to know before the task?

Now that you have identified the vocabulary and language structures you need to work on, it is time to revise and practise!

There are a range of ways you can do this. For example:

* look at your anchor chart for any new vocabulary and language structures you have learnt in this unit
* revise vocabulary using [Quizlet](https://quizlet.com/gb) or another online tool
* look over your workbook and any activities completed as part of this unit
* read any texts that you have seen or written as part of this unit
* pair up with a classmate and practise asking and answering questions in Italian
* check in with your teacher and ask them for any other ways to practise.

**© State of New South Wales (Department of Education), 2024**

The copyright material published in this resource is subject to the *Copyright Act 1968* (Cth) and is owned by the NSW Department of Education or, where indicated, by a party other than the NSW Department of Education (third-party material).

Copyright material available in this resource and owned by the NSW Department of Education is licensed under a [Creative Commons Attribution 4.0 International (CC BY 4.0) license](https://creativecommons.org/licenses/by/4.0/).

**[](https://creativecommons.org/licenses/by/4.0/)**

This license allows you to share and adapt the material for any purpose, even commercially. Attribution should be given to © State of New South Wales (Department of Education), 2024.

Material in this resource not available under a Creative Commons license:

* the NSW Department of Education logo, other logos and trademark-protected material
* material owned by a third party that has been reproduced with permission. You will need to obtain permission from the third party to reuse its material.

**Links to third-party material and websites**

Please note that the provided (reading/viewing material/list/links/texts) are a suggestion only and implies no endorsement, by the New South Wales Department of Education, of any author, publisher, or book title. School principals and teachers are best placed to assess the suitability of resources that would complement the curriculum and reflect the needs and interests of their students.

If you use the links provided in this document to access a third-party's website, you acknowledge that the terms of use, including licence terms set out on the third-party's website apply to the use which may be made of the materials on that third-party website or where permitted by the *Copyright Act 1968* (Cth). The department accepts no responsibility for content on third-party websites.