



Directorate for Quality and Standards in Education

Curriculum Management Department

Subject Proficiency Assessment – Italian

Italian Level 2 – Part Two

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2. Units

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1. Introduction

1. Level 2 part 2 comprises 4 units of 9 lessons each and a final revision unit of 18 lessons for a total of 48 contact hours.
2. All topics covered in Level 1 will be further developed in Level 2. Consequently material covered in Level 1 will serve as a basis to build upon acquired notions.
3. The aim of the Level 2 programme (part 1 and 2) is to help learners achieve a level 2 on the Malta Qualifications Framework in the four basic skills in language learning (Italian).
4. The learners will acquire and develop a communicative competence which allows for an effective and meaningful interaction in diversified social contexts. S/he will also develop skills, language and attitudes required for further study of the language, work and leisure.
5. The learner will develop skills in order to be able to listen to and interact with others and understand the general sense of a variety of basic oral messages, intended for various purposes.
6. Attention is to be given to the four skills.
7. Cognates are to be used regularly especially to alleviate difficulties students might meet in vocabulary learning and to recognise similarities and/or differences among Maltese, Italian and other languages.
8. The focus of this programme is communicative competence. Grammar is to be inserted in order to develop communicative abilities and language proficiency. Emphasis is not to be made on memorising grammatical forms and meta language (e.g. defining the various parts of speech). The programme is not prescriptive and does not define the moment when a particular grammar point needs to be taught. The teacher may decide when and where a particular grammar point will be included in the teaching programme.
9. Cultural and intercultural aspects which are related to a particular topic should be included as the programme unfolds. Culture is a means to teach the language and to develop intercultural knowledge, skills and attitudes. It will be teacher who will decide which cultural topics to use and when by use of suitable teaching material.

Unit 2.1 Part two***Una festa – A party***

Skills to focus upon: Listening, Speaking, Reading and Writing

Duration: 9 lessons of 40 minutes (6 hours)

Learning Outcomes

1. I can understand and accept a party invitation.
 2. I can understand and refuse a party invitation.
 3. I can read, write and understand a shopping list for a particular occasion.
 4. I can read, write, understand and say sentences in the past tense (*Passato Prossimo*).
 5. I can read, write, understand and talk about clothes and what to wear on special occasions.
 6. I can read, write, understand and talk about feasts and special occasions in the calendar.
 7. I can design/write a card to invite my friends to a party.
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Unit 2.2 Part two***Il tempo libero – Free time***

Skills to focus upon: Listening, Speaking, Reading and Writing

Duration: 9 lessons of 40 minutes (6 hours)

Learning Outcomes

1. I can read, understand and provide orally and in writing information about a person's weekend activities (in the present and in the past).
 2. I can read and understand short texts about leisure activities.
 3. I can write short texts about what I do/did in my free time.
 4. I can talk about leisure activities (sports, hobbies etc.).
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Unit 2.3 Part two

In viaggio e in vacanza – Travel and holidays

Skills to focus upon: Listening, Speaking, Reading and Writing

Duration: 9 lessons of 40 minutes (6 hours)

Learning Outcomes

1. I can identify countries/regions in Europe/other continents.
2. I can read, write, understand and talk about nationalities of people from different countries.
3. I can talk and ask others about a trip using the *passato prossimo* tense.
4. I can identify and understand simple phrases in the past, which contain the use of *c'era/c'erano* (there was/there were).
5. I can understand short texts in mostly familiar language about travelling and things to see and do in different places.
6. I can read, understand and talk about cultural differences in relation to means of transport.

Unit 2.4 Part two

Stare bene e in forma – Healthy living

Skills to focus upon: Listening, Speaking, Reading and Writing

Duration: 9 lessons of 40 minutes (6 hours)

Learning Outcomes

1. I can name different parts of the body.
 2. I can read, understand and use verbally and in writing vocabulary (jobs, locations) related to healthy living.
 3. I can speak, read, understand and write simple texts about sport and physical activity.
 4. I can read, understand, write and talk about healthy eating habits.
 5. I can express myself verbally and in writing about feeling unwell about the most common ailments. (*Mi fa male, Ho male a...*)
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Unit 2.5 Part two

Facciamo il punto – Rewind and revise

Skills to focus upon: Listening, Speaking, Reading and Writing

Duration: 18 lessons of 40 minutes (12 hours)

Learning Outcomes

1. I can read and write short phrases in the present and past tenses (*Passato Prossimo*).
 2. I can write short texts using connectors.
 3. I can take part in, open and close a conversation.
 4. I can listen and/or read for specific information.
 5. I can use and understand the most common punctuation and discourse markers.
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3. Grammar structures – LEVEL 2 Part 2

All topics covered in Level 1 & Level 2 Part 1 will be further developed in Level 2 Part 2. Consequently material covered in previous levels will serve as a basis to build upon acquired notions.

Phonetics and spelling

The student can

- write and read sentences and frequently-used expressions related to areas of most immediate relevance. Reading, Writing
- read/say words according to the position of the accent (only for pronunciation). Speaking, Reading
- distinguish in writing the difference between accent and apostrophe. Writing
- use capital and small letters (e.g. at the beginning of a sentence; for proper nouns etc); and punctuation (fullstop, comma, question mark, exclamation mark). Writing

Vocabulary

The student can

- Recognise and use cardinal numbers up to 10,000. Listening, Reading, Speaking.
- Recognise and use ordinal numbers up to 100. Listening, Reading, Speaking.
- Identify, use and understand vocabulary related to the weather. Listening, Reading, Speaking, Writing.
- Identify, use and understand vocabulary related to time. Listening, Reading, Speaking, Writing.
- Identify, use and understand vocabulary related to feasts and special dates. Listening, Reading, Speaking, Writing.
- Identify, use and understand vocabulary related to the family, domestic animals and friends. Listening, Reading, Speaking, Writing.
- Identify, use and understand vocabulary related to geographical locations. Listening, Reading, Speaking, Writing.
- Identify, use and understand vocabulary related to buildings, houses and furniture. Listening, Reading, Speaking, Writing.
- Identify, use and understand vocabulary related to occupations/jobs within the city/community. Listening, Reading, Speaking, Writing.
- Identify, use and understand vocabulary related to landmarks and famous/popular buildings in a town/city. Listening, Reading, Speaking, Writing.

- Identify, use and understand vocabulary related to means of transport. Listening, Reading, Speaking, Writing.
- Identify, use and understand vocabulary related to the school environment and routines. Listening, Reading, Speaking, Writing.
- Identify, use and understand vocabulary related to sport and free time. Listening, Reading, Speaking, Writing.
- Identify, use and understand vocabulary related to daily routines. Listening, Reading, Speaking, Writing.
- Identify, use and understand vocabulary related to shops and food outlets. Listening, Reading, Speaking, Writing.
- Identify, use and understand vocabulary related to food and drinks, expressing quantities. Listening, Reading, Speaking, Writing.
- Identify, use and understand vocabulary related to traditional food and drinks. Listening, Reading, Speaking, Writing.
- Identify, use and understand vocabulary related to clothes and sizes. Listening, Reading, Speaking, Writing.
- Say and understand expressions related to shopping, buying and paying. Listening, Reading, Speaking, Writing.
- Say and understand expressions used at a restaurant/ in a shop. Listening, Reading, Speaking, Writing.
- Say and understand expressions used to give directions. Listening, Reading, Speaking, Writing.
- Say and understand expressions used to accept and decline an invitation. Listening, Reading, Speaking, Writing.
- Identify, use and understand vocabulary related to a party or a particular occasion. Listening, Reading, Speaking, Writing.
- Identify, use and understand vocabulary related to clothes. Listening, Reading, Speaking, Writing.
- Identify, use and understand vocabulary related to leisure activities and free time. Listening, Reading, Speaking, Writing.
- Identify, use and understand vocabulary related to the travelling and means of transport. Listening, Reading, Speaking, Writing.
- Identify, use and understand vocabulary related to parts of the body. Listening, Reading, Speaking, Writing.
- Identify, use and understand vocabulary related to eating habits and common ailments. Listening, Reading, Speaking, Writing.

Nouns, adjectives and articles

The student can

- Identify, use and understand the masculine and feminine of regular nouns and adjectives that end in -o e in –a. Listening, Reading, Speaking, Writing.
- Identify, use and understand the masculine and feminine of regular nouns and adjectives that end in -e. Listening, Reading, Speaking, Writing.
- Identify, use and understand the singular and plural of regular nouns that end in -o e in –a. Listening, Reading, Speaking, Writing.
- Identify, use and understand the singular and plural of regular nouns that end in -e. Listening, Reading, Speaking, Writing.
- Identify, use and understand the definite and indefinite articles. Listening, Reading, Speaking, Writing.
- Identify, use and understand the possessive adjectives. Listening, Reading, Speaking, Writing.
- Use adjectives related to physical and character descriptions. Listening, Reading, Speaking, Writing.

- Identify and understand the use of comparatives *più* and *meno*. Listening, Reading, Speaking, Writing.
 - Identify, use and understand demonstrative adjectives. Listening, Reading, Speaking, Writing.
 - Identify, use and understand the correct position and agreement of adjectives. Listening, Reading, Speaking, Writing.
 - Identify, use and understand the interrogative adjectives and pronouns: *Chi, come, dove, quando, cosa, perché, qual*. Listening, Reading, Speaking, Writing.
 - Identify, use and understand adjectives used to describe food. Listening, Reading, Speaking, Writing.
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Pronouns

The student can

- Identify, use and understand the pronouns “*Tu*” and “*Lei*” (A basic introduction of the polite form “*Lei*” only in listening and reading)
 - Identify, use and understand the relative pronoun *che*. Listening, Reading, Speaking, Writing.
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Prepositions

The student can

- Use the simple prepositions and the *preposizioni articolate*. Listening, Reading, Speaking, Writing
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Verbs

The student can

- Identify, use and understand the present tense of the verbs *essere* and *avere*. Listening, Reading, Speaking, Writing.
 - Recognise and use the present tense of the regular and irregular verbs (*tre coniugazioni*). Listening, Reading, Speaking, Writing.
 - Identify, use and understand the *Imperativo* in the second person singular and plural – *Tu* and *Voi*. Listening, Reading, Speaking.
 - Identify, use and understand the present tense of the verb *chiamarsi*. Listening, Reading, Speaking, Writing.
 - Recognise and use the present tense of reflexive verbs. Listening, Reading, Speaking, Writing.
 - Recognise and use the modal verbs. Listening, Reading, Speaking, Writing.
 - Identify, use and understand the *Passato Prossimo*. Listening, Reading, Speaking, Writing.
 - Recognise the *Infinito* and the *Imperativo*. Listening, Reading, Speaking.
 - Recognise basic use of the *condizionale* used frequently e.g. *vorrei; potrei; dovrei* etc. Listening, Reading, Speaking, Writing
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Adverbs

The student can

- Identify, use and understand the adverbs of place. Listening, Reading, Speaking, Writing.
- Identify, use and understand the adverbs of frequency. Listening, Reading, Speaking, Writing.

Interjections and discourse markers

The student can

- Use and understand simple connectors: *e, ma/però, anche*. Listening, Reading, Speaking, Writing.
- Identify, use and understand the negative form. Listening, Reading, Speaking, Writing.
- Identify, use and understand *Direzioni di luogo: A destra; a sinistra; ecc.* Listening, Reading, Speaking, Writing.
- Identify and use the forms *C'è/Non c'è, Ci sono/Non ci sono, Dov'è? Dove sono?* Listening, Reading, Speaking, Writing.

3. Strutture linguistiche – LIVELLO 2 parte I

Fonetica e ortografia

- Riesce a capire e usare espressioni familiari di uso quotidiano e frasi molto semplici finalizzate alla soddisfazione di bisogni di tipo concreto.
 - È in grado di capire frasi ed espressioni di uso frequente relative ad ambiti di più immediata rilevanza.
 - Riesce a descrivere in termini semplici alcuni aspetti del proprio vissuto e del proprio ambiente, e argomenti che si riferiscono a bisogni immediati.
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Lessico

Lo studente è in grado di identificare, riconoscere e usare:

- I numeri cardinali fino a diecimila. Ascolto, Lettura, Parlato
 - I numeri ordinali fino a cento. Ascolto, Lettura, Parlato
 - Espressioni tipiche usate per parlare di meteo. Ascolto, lettura, parlato, scritto.
 - L'ora. Ascolto, lettura, parlato.
 - Le feste e le date speciali. Ascolto, lettura, parlato, scritto.
 - La famiglia, gli animali domestici e gli amici. Ascolto, lettura, parlato, scritto.
 - Luoghi e postazioni geografiche. Ascolto, lettura, parlato, scritto.
 - Edifici, abitazioni, mobili. Ascolto, lettura, parlato, scritto.
 - Mestieri e impieghi nelle città. Ascolto, lettura, parlato, scritto.
 - Luoghi storici e punti di riferimento nelle città. Ascolto, lettura, parlato, scritto.
 - I mezzi di trasporto. Ascolto, lettura, parlato, scritto.
 - Dare indicazioni di luogo. Ascolto, lettura, parlato, scritto.
 - L'ambiente e la vita della scuola. Ascolto, lettura, parlato, scritto.
 - Lo sport e il tempo libero. Ascolto, lettura, parlato, scritto.
 - Espressioni tipiche che indicano frequenza. Ascolto, lettura, parlato, scritto.
 - Negozi e punti vendita. Ascolto, lettura, parlato, scritto.
 - Espressioni tipiche usate al ristorante/ in negozio. Ascolto, lettura, parlato, scritto.
 - Il cibo e le bevande. Espressioni tipiche che indicano quantità. Ascolto, lettura, parlato, scritto.
 - Cibi e bevande tradizionali. Ascolto, lettura, parlato, scritto.
 - Espressioni tipiche usate nei vari negozi per chiedere informazioni sui prezzi. Ascolto, lettura, parlato, scritto.
 - Espressioni tipiche su modalità di pagamento. Ascolto, lettura, parlato, scritto.
 - L'abbigliamento e informazioni su taglia e misura. Ascolto, lettura, parlato, scritto.
 - Accettare o rifiutare un invito. Ascolto, lettura, parlato, scritto.
 - Le feste e le occasioni speciali. Ascolto, lettura, parlato, scritto.
 - L'abbigliamento. Ascolto, lettura, parlato, scritto.
 - Il divertimento e il tempo libero. Ascolto, lettura, parlato, scritto.
 - I viaggi e i mezzi di trasporto. Ascolto, lettura, parlato, scritto.
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- Le parti del corpo. Ascolto, lettura, parlato, scritto.
 - Mangiare sano e malanni comuni. Ascolto, lettura, parlato, scritto.

Nomi, aggettivi e articoli

- Maschile e femminile: nomi e aggettivi regolari che terminano in -o e in -a. Ascolto, Lettura, Parlato, Scritto
- Maschile e femminile: nomi e aggettivi regolari che terminano in -e. Ascolto, Lettura, Parlato, Scritto
- Singolare e plurale: nomi regolari che terminano in -o e in -a. Ascolto, Lettura, Parlato, Scritto
- Singolare e plurale: nomi regolari che terminano in -e. Ascolto, Lettura, Parlato, Scritto.
- Articoli indeterminativi e determinativi. Ascolto, Lettura, Parlato, Scritto.
- Gli aggettivi possessivi. Ascolto, lettura, parlato, scritto.
- Aggettivi per descrivere l'aspetto fisico e caratteriale. Ascolto, lettura, parlato, scritto.
- Il comparativo (più e meno). Ascolto, lettura, parlato, scritto.
- Gli aggettivi dimostrativi. Ascolto, lettura, parlato, scritto.
- Gli aggettivi – posizione nella frase e concordanza (numero, genere, ecc.). Ascolto, lettura, parlato, scritto.
- Aggettivi e pronomi interrogativi: *Chi, come, dove, quando, cosa, perché, qual*. Ascolto, lettura, parlato, scritto.
- Aggettivi di luogo con uso di preposizioni. Ascolto, lettura, parlato, scritto.
- Gli aggettivi più comunemente usati per descrivere il cibo. Ascolto, lettura, parlato, scritto.

Pronomi

- Riconoscimento e uso delle forme "Tu" e "Lei". Ascolto, lettura, parlato, scritto.
- Il pronome relativo *che*. Ascolto, lettura, parlato, scritto.

Preposizioni

- Le preposizioni semplici e articolate. Ascolto, lettura, parlato, scritto.
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Verbi

- Il presente indicativo di *essere* e *avere*. Ascolto, lettura, parlato, scritto.
- Il presente indicativo dei verbi regolari e irregolari (le tre coniugazioni). Ascolto, lettura, parlato, scritto.
- L'imperativo. Si sofferma solo sulla seconda persona singolare e plurale – *Tu* e *Voi*. Ascolto, lettura, parlato.
- Il presente indicativo del verbo *chiamarsi*. Ascolto, lettura, parlato, scritto.
- Il presente indicativo dei verbi riflessivi. Ascolto, lettura, parlato, scritto.
- I verbi modali. Ascolto, lettura, parlato, scritto.
- Il Passato Prossimo. Ascolto, lettura, parlato, scritto
- L'infinito e l'imperativo. Ascolto, lettura, parlato.

Avverbi

- Avverbi di luogo. Ascolto, lettura, parlato, scritto.
- Avverbi di frequenza. Ascolto, lettura, parlato, scritto.

Interiezioni e segnali discorsivi

- L'uso di *e*, *ma/però*, *anche*. Ascolto, lettura, parlato, scritto.
 - Uso della forma negativa. Ascolto, lettura, parlato, scritto.
 - Direzioni di luogo : *A destra; a sinistra; ecc.* Ascolto, lettura, parlato, scritto.
 - Uso delle forme: *C'è/Non c'è, Ci sono/Non ci sono, Dov'è?, Dove sono?* ecc. Ascolto, lettura, parlato, scritto.
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4. Assessment & Certification

The Subject Proficiency Assessment programme has, as one of its specific aims, to establish the individual student's language ability and describe the learner's language skills. Its main aim is to provide a method of learning, teaching and assessing which applies to all languages. The programme offers a fully comprehensive assessment of the four basic skills or abilities in a language, namely speaking, listening, reading and writing.

1. The SPA has three levels in line with the Malta Qualifications Framework – from Level 1 for the most basic user to Level 3 for the independent user.
2. Proficiency tests, unlike achievement tests, are intended to measure a learner's command of a language irrespective of his/her background in that language and therefore do not depend on particular class content or course materials.
3. There will be no traditional half-yearly exams but throughout the year students will be continuously assessed in class.
4. Given that SPA Level 2 programme of studies will be divided in 2 parts over a period of 2 years, the exams leading to Level 2 certification will be held at the end of part 2 of the programme. However at the end of Part 1 (at the end of the first year of the programme), students will sit for end of year exams set on the principles of SPA.
5. The productive skills (speaking and writing) and the receptive skills (reading and listening) will be assessed.
6. Prospective students are encouraged to consult the SPA Syllabus describing the competences in the individual language skills required for each level. The Syllabus describes the typical communicative situations and topics used in the tests and the knowledge of grammar structures expected. It also describes the criteria of evaluation.

Assessment for learning (Afl)

- Assessment for learning uses continuous assessment methods to gauge a student's progress over a period of time in various language learning contexts. Evidence of specific skills and other items at one particular time and language performance and progress over time is collected in all four abilities (listening, speaking, reading and writing,) or in all three communication modes (interpersonal, interpretive, and presentational). Using a combination of testing instruments lends validity and reliability to the assessment process.
- Assessment for learning promotes positive student involvement. Students are actively involved in and reflecting on their own learning. The student's self-confidence increases as well as the student's ability to assess and revise work. Student motivation to continue studying and succeeding in language learning tends to grow in such an environment.
- Assessment for learning is incorporated fully into instruction: there is no time lost on assessment since every learning experience, activity, student's action is considered as evidence and therefore gives the opportunity to both teacher and learner to act upon it.

The following “can do” statements are linked to the learning outcomes at Level 2 in all the 4 language skills:

Listening	Speaking	Reading	Writing
The student can	The student can	The student can	The student can
<ul style="list-style-type: none"> - understand familiar topics expressed in a series of connected sentences, conversations, presentations, and messages. - identify the main idea and some details when listening to an oral presentation about a topic. - understand clear, standard speech related to areas of most immediate personal relevance and can catch the main point in short, clear, simple messages and announcements. - understand enough to be able to meet concrete needs in everyday life, provided that speech is clear and slow, and can understand phrases and expressions related to immediate needs. - understand the essential information from short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly. 	<ul style="list-style-type: none"> - communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. - handle very short social exchanges. - use a series of phrases and sentences to describe in simple terms familiar topics. - produce brief everyday expressions in order to satisfy simple needs of a concrete type. - use sufficient vocabulary for the expression of basic communicative needs and for coping with simple survival needs. - tell a story or describe something in a simple list of points and can link groups of words with simple connectors like ‘and’, ‘but’ and ‘because’. - handle very short social exchanges, using everyday polite forms of greeting and address. 	<ul style="list-style-type: none"> - understand short, simple texts containing high frequency vocabulary and shared international expressions. - find specific, predictable information in simple everyday material such as timetables. - identify specific information describing familiar topics in simple written material. - understand simple instructions. 	<ul style="list-style-type: none"> - write short, simple notes and messages relating to matters in areas of immediate need. - link a series of simple phrases and sentences with simple connectors like ‘and’, ‘but’ and ‘because’. - give short, basic descriptions of events and activities. - write short, simple notes and messages relating to matters of everyday life. - describe plans and arrangements and explain what they like or dislike about something. - describe familiar topics like family, school and personal experiences.

SPA – Italian Marking Schemes – Level 2 Assessment

SPEAKING

Total 5 marks

Marks	Description of competencies
5	Can use a series of phrases and sentences to describe in simple terms and speak about his/her family and other people, living conditions, and other familiar topics with very few pauses, false starts and reformulations. Pronunciation is clear and easily understood.
4	Can make him/ herself understood with very few pauses, false starts and reformulations. Pronunciation is clear and easily understood. In the <i>presentazione</i> the candidate is able to present him/herself and does not need the help of the interlocutor. In the <i>conversazione</i> s/he uses simple structures correctly and basic mistakes are few and far between. It is clear what he/she is trying to say. In the <i>descrizione</i> s/he is able to talk about and describe pictures showing familiar situations and topics.
3	Can make him/ herself understood in very short utterances, even though pauses, false starts and reformulation are very evident. Pronunciation is generally clear enough to be understood despite a noticeable foreign accent. In the <i>presentazione</i> the candidate is able, at times with hesitations, to present him/herself and rarely needs the help of the interlocutor. In the <i>conversazione</i> s/he generally uses simple structures correctly and basic mistakes do not impede communication. It is clear what he/she is trying to say. In the <i>descrizione</i> s/he is able to talk about and describe pictures showing familiar situations and topics, although help is needed at times.
2	In the <i>presentazione</i> the candidate is able, with some difficulties, to present him/herself and often needs the help of the interlocutor to carry on. In the <i>conversazione</i> s/he manages very short, isolated, mainly prepackaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication. In the <i>descrizione</i> s/he continually needs the help of the interlocutor to be able to talk about and describe pictures showing familiar situations and topics.
1	The range of words and phrases used is insufficient to allow communication throughout the tasks. Continuous mistakes result in communication being significantly disrupted. Makes few attempts at communicating in full sentences
0	Does not have the ability to attempt the task and does not have the knowledge, skills or understanding to participate in the interactions expected at A2 Level. Communication does not take place.

SPA – Italian Marking Schemes

Level 2 Assessment

WRITING

Total 5 marks

Marks	Description of competencies
5	Can write short, simple notes and messages or a very simple personal letter, for example thanking someone for something. The work is complete and errors are few and far between.
4	Demonstrates spelling and morphological correctness and the end product is cohesive and well organised and presented. The work is complete and errors are few and far between. Grammar structures are used accurately and appropriate range of vocabulary used.
3	Is capable of completing the required tasks with a minimum number of errors. The work demonstrates an appropriate range of vocabulary and grammar structures are at the appropriate level and precisely used. Good use of punctuation good spelling.
2	Is capable of completing the required tasks but some serious errors make it difficult, at times, to follow. Commits few grammatical and spelling mistakes. Makes correct use of basic punctuation marks (full stop, comma, question mark). The end product is acceptable and understandable.
1	Fails to adequately complete the tasks presented. Does not succeed to communicate his/her ideas in writing in a comprehensible way. Work is characterised by continuous and repetitive grammatical and spelling errors. Grammar structures used are not appropriate and shows limited proficiency in grammar, vocabulary and spelling.
0	Fails to meet the requirements of the tasks presented. Grammar structures are not appropriate. Work characterised by systematic errors in grammar, vocabulary and spelling. Very difficult to follow or incomprehensible.

SPA – Italian Marking Schemes

Level 2 Assessment

LISTENING

Total 5 marks

Marks	Description of competencies
5	Can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). Can catch the main point in short, clear, simple messages and announcements.
4	Can recognize and understand words/phrases that are familiar and simple everyday expressions. Can also understand simple instructions and follow brief and simple directions. Finds very little difficulty to follow slow and carefully articulated speech. Demonstrates that s/he can understand words and phrases beyond the basic repertoire expected at this level.
3	Can recognize and understand words/phrases that are familiar and simple everyday expressions. Can also understand simple instructions and follow brief and simple directions. Finds very little difficulty to follow slow and carefully articulated speech.
2	Can recognize and understand, with some difficulty at times, words/phrases that should be familiar and simple everyday expressions. Is also able to understand simple instructions and to follow brief and simple directions and only rarely does s/he need the help of the interlocutor. Finds little difficulty to follow slow and carefully articulated speech.
1	Finds it difficult to recognize and understand words/phrases that should be familiar and simple everyday expressions. Is able to understand simple instructions and to follow brief and simple directions only with the help of the interlocutor. Can understand a few words but finds it difficult to follow slow and carefully articulated speech.
0	Finds it very difficult to recognise and understand words/phrases that should be familiar and simple everyday expressions. Finds it very difficult to understand simple instructions and to follow brief and simple directions and only manages to do so with the help of the interlocutor. Is not in a position to follow slow and carefully articulated speech.

SPA – Italian Marking Schemes

Level 2 Assessment

READING

Total 5 marks

Marks	Description of competencies
5	Can read and understand very short, simple texts. Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and can understand short simple personal letters
4	Can easily understand short, simple texts and has very little difficulty, if any, to grasp the idea of the content of simple informational material and short descriptions, even without any visual support. Can understand a form and can fill in the basic personal details.
3	Is able to understand simple texts and to fill in basic personal details in a form and to understand fully the content of simple informational material and short simple descriptions, especially if there is visual support.
2	Needs help to fully understand simple texts and even simple phrases at a time. Needs help at times to fill in basic personal details in a form and to understand fully the content of simple informational material and short simple descriptions.
1	Has difficulties to read and understand simple texts and even simple phrases at a time. Has difficulties to get an idea of the content of simple informational material and short simple descriptions, even if with the help of visual support.
0	Finds great difficulty to read and understand words/phrases that should sound familiar and simple everyday expressions. Finds difficulty to read and understand words and phrases and/or cannot match simple words/phrases to pictures

5. Self Evaluation Sheets

 I can
  I can (with difficulties)
  I need help
  I cannot

UNIT 2.1 Part two: *Una festa – A party*

NAME: _____ CLASS: _____ At the end of this unit, I can:	Student    	Teacher    
understand and accept a party invitation.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
understand and refuse a party invitation.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
read, write and understand a shopping list for a particular occasion.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
read, write, understand and say sentences in the past tense (<i>Passato Prossimo</i>).	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
read, write, understand and talk about clothes and what to wear on special occasions.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
read, write, understand and talk about feasts and special occasions in the calendar.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
design/write a card to invite my friends to a party.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

 I can
  I can (with difficulties)
  I need help
  I cannot

UNIT 2.2 Part two: *Il tempo libero* – Free time

NAME: _____ CLASS: _____ At the end of this unit, I can:	Student    	Teacher    
read, understand and provide orally and in writing information about a person's weekend activities (in the present and in the past).	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
read and understand short texts about leisure activities.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
write short texts about what I do/did in my free time.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
talk about leisure activities (sports, hobbies etc.).	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

 I can
  I can (with difficulties)
  I need help
  I cannot

UNIT 2.3 Part two: *In viaggio e in vacanza* – Travel and holidays

NAME: _____ CLASS: _____ At the end of this unit, I can:	Student    	Teacher    
identify countries/regions in Europe/other continents.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
read, write, understand and talk about nationalities of people from different countries.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
talk and ask others about a trip using the <i>passato prossimo</i> tense.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
identify and understand simple phrases in the past, which contain the use of <i>c'era/c'erano</i> (there was/there were).	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
understand short texts in mostly familiar language about travelling and things to see and do in different places.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
read, understand and talk about cultural differences in relation to means of transport.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

 I can
  I can (with difficulties)
  I need help
  I cannot

UNIT 2.4 Part two: *Stare bene e in forma* – Healthy living

NAME: _____ CLASS: _____ At the end of this unit, I can:	Student    	Teacher    
name different parts of the body.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
read, understand and use verbally and in writing vocabulary (jobs, locations) related to healthy living.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
speak, read, understand and write simple texts about sport and physical activity.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
read, understand, write and talk about healthy eating habits.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
express myself verbally and in writing about feeling unwell about the most common ailments. (<i>Mi fa male, Ho male a...</i>)	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

 I can
  I can (with difficulties)
  I need help
  I cannot

UNIT 2.5 Part two: *Facciamo il punto* – Rewind and revise

NAME: _____ CLASS: _____ At the end of this unit, I can:	Student    	Teacher    
read and write short phrases in the present and past tenses (<i>Passato Prossimo</i>).	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
write short texts using connectors.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
take part in, open and close a conversation.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
listen and/or read for specific information.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
use and understand the most common punctuation and discourse markers.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>