

TASK

You want to do a house swap with someone in Italy. Write an advertisement for a house swap website, describing your house in Ireland and attaching photos/ images (with captions) to accompany it.

FORMAT

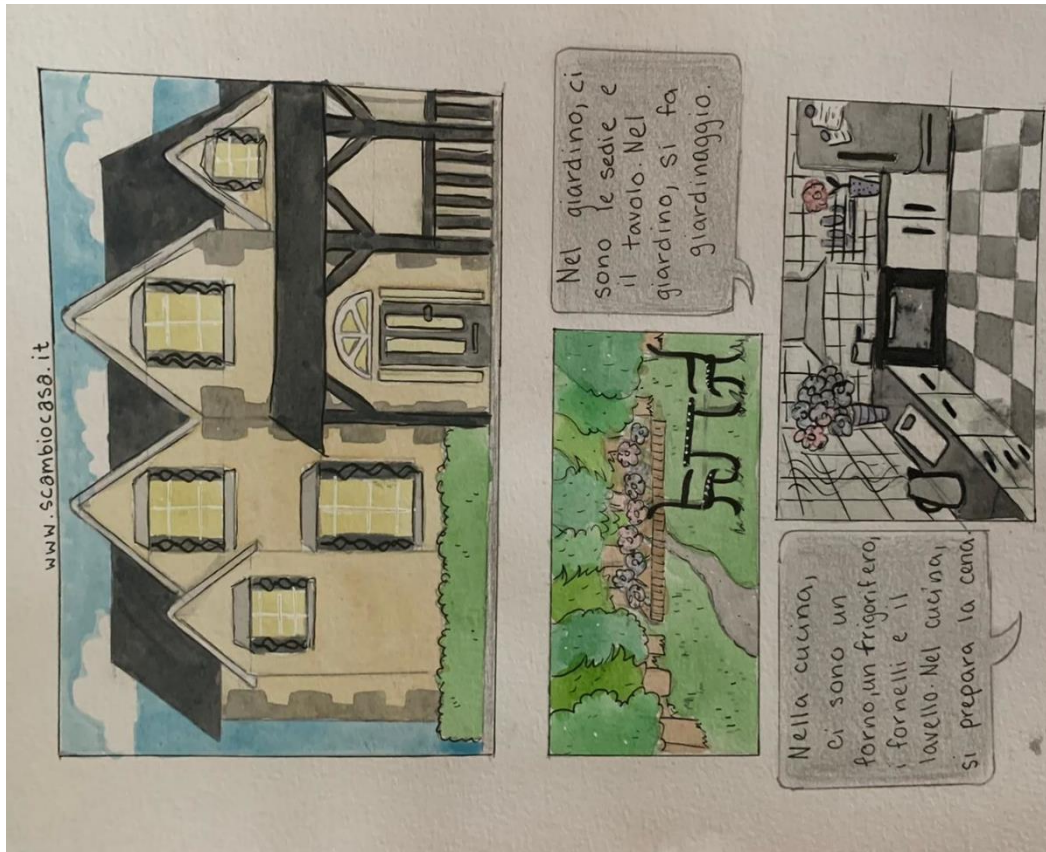
Written

TITLE

www.scambiocasa.it

TEACHING AND LEARNING CONTEXT

The students were learning about everyday living in Italian-speaking cultures/ countries and how to write short descriptions about their own environments. For this task they were asked to create an imaginative text in the form of an advertisement for an Italian house swap website.



Buongiorno! Vorrei scambiare la mia casa in Irlanda con una casa per le mie vacanze in Italia.

La mia casa molto grande. Al primo piano, ci sono il soggiorno, due bagni, la cucina, e sala da pranzo. Al secondo piano, ci sono cinque camera da letto, due bagni e corridoio.

Nella camera da letto, si può dormire con tranquillità. La camera da letto ampio e comodo. Nella cucina, si cucina e la cucina attrezzato. Nel soggiorno, c'è televisione grande e nuovo. Si guarda la tv nel soggiorno. Dietro la casa, c'è giardino bello e spazioso.

Nel giardino, si può prendere il sole e si fa giardinaggio. Davanti la casa, ci sono cortile ampio e il parcheggio.

La mia casa è moderno, grande, e bella.

Ciao,
Giara.

Features of Quality: Student Language Portfolio

<p>Exceptional</p> <p>A piece of work that reflects these features to a very high standard. The strengths of the work far outstrip its flaws.</p>	<p>Ideas are communicated very clearly, with very good fluency, accuracy and range of vocabulary</p> <p>The text shows very good awareness of language and social conventions and of language patterns</p> <p>The text reveals a very good understanding of the purpose and potential audience for the communication and, where appropriate, aspects of the target language country/countries or culture</p>
<p>Above expectations</p> <p>A piece of work that reflects these features very well. The student shows a clear understanding of how to complete each area of the task. Feedback might point to the necessity to address some aspect of the work in need of further attention but, on the whole the work is of a high standard.</p>	<p>Ideas are communicated clearly, with good fluency, accuracy and range of vocabulary</p> <p>The text shows good awareness of language and social conventions and of language patterns</p> <p>The text reveals a good understanding of the purpose and potential audience for the communication and, where appropriate, aspects of the target language country/countries or culture</p>
<p>In line with expectations</p> <p>A piece of work that reflects most of these features well. It shows a good understanding of the task in hand. Feedback might point to areas needing further attention but the work is generally competent.</p>	<p>Ideas are communicated clearly enough to be understood, with limited fluency, accuracy and range of vocabulary</p> <p>The text shows a limited awareness of language and social conventions and of language patterns</p> <p>The text reveals some understanding of the purpose and potential audience for the communication and, where appropriate, aspects of the target language country/countries or culture</p>
<p>Yet to meet expectations</p> <p>A piece of work that falls some way short of the demands of the Classroom-Based Assessment and its associated features. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental shortcomings that need to be addressed.</p>	<p>Ideas are frequently communicated unclearly and are limited to very basic words and phrases</p> <p>The text shows little or no awareness of language and social conventions or of language patterns</p> <p>The text reveals little or no understanding of the purpose and potential audience for the communication or aspects of the target language country/countries or culture</p>

Students select their best texts within the timeframe stipulated by the NCCA. They are free to choose any three items they have created over the time period, to submit for assessment, as long as at least one text is in oral format and at least one text shows awareness of aspects of the country/ countries and/ or culture of the language. Teachers assess each text individually using the features of quality. Expectations of the standard they achieve will be at a level appropriate to their age and experience at that stage in their language learning in junior cycle.

TEACHER ANNOTATIONS USING THE FEATURES OF QUALITY

Ideas are communicated very clearly, for the most part. The student shows a clear understanding of the task; to advertise their house on a house swap website. The text includes a clear, simple description of the house, including all the rooms and also elaborates by using more detailed descriptions (“*Nella camera da letto, si può dormire con tranquillità*”).

A good range of vocabulary is evident, which adds to the depth of the piece and is appropriate for the task in hand (e.g. “*nel giardino*”, “*prendere il sole*”). While accuracy is limited at times due to the absence of a verb in some sentences (e.g. “*La mia casa molto grande*”, “*La camera da letto ampio e comodo*”) or missing articles (“*c’è giardino*”), this does not impede the overall communication.

The text displays good awareness of language patterns (e.g. the use of articulated prepositions “*nella*”, “*nel*”) and the student uses the conditional tense appropriately at the beginning of the piece (“*Vorrei scambiare...*”). It shows a good understanding of the purpose and is clearly suitable for the potential audience. It also includes appropriate cultural references (e.g. by creating an Italian domain name www.scambiocasa.it).

This is a piece of work that reflects the features very well and while feedback may point to the necessity to address some aspect of the work in need of further attention, as outlined above, on the whole the work is of a high standard.

LEVEL OF ACHIEVEMENT

Best fit on balance judgement =



Above expectations

The annotations capture observations by the student's teacher, using the features of quality, with a view to establishing the level of achievement this work reflects. The annotations and judgments were confirmed by a Quality Assurance group, consisting of practicing MFL teachers and representatives of the Inspectorate, the State Exams Commission and the Junior Cycle for Teachers support service.