Italian – Stage 4 assessment task

*Benvenuti al nostro ristorante!*

Target group

Year 7 or 8

Indicative time

Approximately 5 hours

Marks and weighting

To be decided by school

Due date

To be decided by school

Context

This task comes at the end of a unit of work on restaurant for Stage 4 students of Italian. Students are familiar with food and drink vocabulary, prices, restaurant expressions and Italian food culture.

Task

Each student creates their own menu in Italian. Students work in groups of three or four to create and film a role-play set in an Italian restaurant. One student will be the waiter/waitress, the others play the roles of customers. After the due date, role-plays will be shown in class with students voting on categories such as best Italian script, best acting, most entertaining.

Feedback

Teacher will provide ongoing feedback as students are writing their role play on the shared Google Doc. Teacher will provide written feedback on the marking rubric for the menu and role-play.

Outcomes

Outcomes and other syllabus material referenced in this document come from [Italian K-10 Syllabus](http://educationstandards.nsw.edu.au/wps/wcm/connect/31a1b417-5467-4685-aadf-0ffd1afdaad8/italian_k10_syllabus.pdf?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2003.

| Outcome  | Students learn about | Students learn to |
| --- | --- | --- |
| 4.UL.3 | the purpose and context of communication and their influence on the choice of structure, format and vocabulary | initiate an interaction such as by greeting, asking a question, interjecting, eg *Cosa c’è per cena?* |
| 4.UL.3 | manipulation of known structures for speaking in new contexts | select and incorporate modelled structures when producing own texts |
| 4.UL.4 | the use of information and communication technologies for communicative purposes | produce original text using information and communication technologies, eg word processing, digital images |
| 4.MLC.2 | specific patterns and rules in word construction, word order and sentence structure | identify specific characteristics of the language, eg grammatical structures and features such as affixation |
| 4.MBC.1 | the significance of cultural awareness in language use and the influence of cultural values on how meaning is conveyed | recognise that there are culturally appropriate expressions for particular contexts |
| 4.MBC.1 | key features of social interactions in diverse contexts | recognise how culturally appropriate language and behaviour are used in formal and informal contexts |

Marking criteria

Students will be assessed on their ability to:

* accurately use vocabulary related to the topic of restaurant
* speak fluently, using a range of grammatical structures, correct pronunciation and intonation
* conduct oneself appropriate to the restaurant context
* create an inviting and well set-out menu, which includes prices, images and a minimum of three items for the categories of *antipasti*, *primi*, *secondi*, *dolci* and *bevande*.

Task instructions

Follow these steps to successfully create your menu and film your role play.

1. Menu – to be completed individually

* Research a range of Italian menus, gathering information about common dishes and prices.
* Choose a layout for menu. You may choose to use a template in Microsoft Word.
* Put in the following headings:
	+ *Antipasti*
	+ *Primi*
	+ *Secondi*
	+ *Dolci*
	+ *Bevande*.
* Include at least three dishes or drinks under each heading.
* Include prices and images of the items.
* Save your menu to submit digitally.

2. Role-play creation – to completed as a group

* Allocate roles:
	+ waiter/waitress
	+ customers.
* Create and share a Google Doc with each member of your group and your teacher.
* Agree on what you will include in your role-play, from the time you are welcomed and are seated in the restaurant, to the time you pay and leave.
* Each group member should be responsible for writing their own lines.
* Ensure speaking time is divided fairly for each student.

3. Film your video

* Rehearse your role play until you are all ready to record.
* Sit your recording device nearby, and ensure all students can be seen in the frame.
* Record a small section and play it back to ensure each student can be heard clearly.
* Move your device closer or speak louder as necessary.
* Playback the entire role play can be heard clearly. Refilm sections if necessary.
* Edit your sections together and submit your film.

 Marking rubric

| Criteria | High | Satisfactory | Progressing |
| --- | --- | --- | --- |
| **Speaking manner** | Communicates confidently, and fluently with correct pronunciation and intonation. | Communicates competently with mostly correct pronunciation and intonation. | Communicates simply using short phrases/single words. |
| **Speaking content** | Demonstrates an excellent range of accurate grammatical structures. | Demonstrates a good range of grammatical structures, with some mistakes or inaccuracies. | Uses limited and/or inaccurate grammatical structures. |
| **Conduct appropriate to context** | Demonstrates effective and accurate use of language and gesture appropriate to the context. | Uses language and some gestures appropriate to the context. | Limited use of language and gesture appropriate to the context. |
| **Menu** | Produces an inviting and accurate menu, including more than the minimum requirements. | Produces a mostly accurate menu, including the minimum requirements. | Produces a menu, including most or some of the requirements. |
| **Vocabulary** | Demonstrates an excellent range of vocabulary related to the topic. | Demonstrates a good range of vocabulary related to the topic. | Uses some vocabulary related to the topic. |

Teacher feedback and comment

(Provide feedback to students about what they did well and how to improve.)