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| Assessment Task Notification  Digital Artefact |

**Course: Italian Year: 9**

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| Assessment Task No: 4 | Date: Week 5  1st November 2021 |
|  | Weighting: 35% |
| Task Details: Hand in | |

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| **Outcomes being assessed** |
| **LIT5-1C** manipulates Italian in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate  **LIT5-2C** identifies and interprets information in a range of texts  **LIT5-3C** evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences  **LIT5-4C** experiments with linguistic patterns and structures to compose texts in Italian, using a range of formats for a variety of contexts, purposes and audiences  **LIT5-6U** analyses the function of complex Italian grammatical structures to extend meaning |

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| **Task Description** |
| This is ***flexible assessment***, which means that you have complete creative licence to choose the path that this task will take. This is an individual task.  **PART 1** (15th of October)  **What you need to do:**  Develop a ***discovery question*** that relates to the following themes/topics:   * Home/Neighbourhood * Family * Daily routine   **Dicovery question details:**  Your discovery question can be whatever you want it to be as long as it falls within the nomimanted themes/topics mentioned above.  Examples of a discovery questions:   * How to embedded a siesta in the Australian lifestyle * What is a typical neighbourhood in Italy vs Australia * The importance of family in both cultures   **What you need to do to come up with a discovery question:**  You will need to research the nominated theme/topic that interests you to then be able to develop a discovery question.  **PART 2** (1st of November)  **What you need to produce:**  You will create a digital artefact / a visual representation as an "advertisement" or "pitch" for the idea you have developed and want to present.  The artefact will be presented as either a **3-minute video** or **infographic/poster** with an interactive audio element (2 minutes).  The audio must include English and Italian (vocabulary learnt this year)  The focus is on using visual story-telling to provide your intended audience with the key message you have researched.  **Bibliography**  You will need to provide a bibliography as a PDF |

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| **Task Rubric** |
| **You will be assessed on how well you:**   * Compose Italian texts using different formats to present ideas and understanding of the chosen discovery question * Application of grammatical patterns, stucutres and vocabualry of the Italian language to communicate aspects of your ‘pitch’ * Research and collect information that is relevant to the discovery question and is culturally appropriate * Abiltiy to implement digital tools to produce a cohesive digital artefact |

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| **Instruction fro handing in assessment** |
| Please take note of the due dates and the platforms in which to hand them in:  **Discovery Question** due 15th of October 2021: <https://padlet.com/mcarlino1/838c75en79agc6kq>  **Digital Artefact** due 1st of November 2021:  <https://flipgrid.com/50cde49e>  **Bibliography** due 1st of November:  <https://padlet.com/mcarlino1/838c75en79agc6kq> |

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| **Task Support/ Digital Tools** |
| **YouTube clips** to help you understand the difference between Video and Infographic and to provide example and ideas:  **Video (digital story telling):** <https://www.youtube.com/watch?v=JIix-yVzheM>  **Infographic/poster:** <https://www.youtube.com/watch?v=A6_7zC0mB9w>  **Digital Tools:**  You could you the following to create a mind-map that help your group to brainstorm ideas   * <https://www.mindmeister.com> * <https://padlet.com>   **Video** *(digital story telling)*  You could use the following tools:   * iMovie * <https://www.powtoon.com> * <https://biteable.com> * [Doodly](https://www.doodly.com/) * [VideoScribe](http://www.videoscribe.co/?_sacid=VscGenPPCSeaGooSS1601txt+AUS&gclid=CO-S84zModMCFdcmvQodoMYNIA) * [StoryboardThat (Links to an external site.)](http://www.storyboardthat.com/) * [PowToon (Links to an external site.)](https://www.powtoon.com/?edgetrackerid=10065846703292&gclid=CjwKEAjw1qHABRDU9qaXs4rtiS0SJADNzJisVRO1Hz8lkgIw-TKKbq8kSYJyPS2m10J32M6eLReWRRoCBgHw_wcB) * [GoAnimate (Links to an external site.)](https://goanimate.com/)   **Inforgraphic/poster**  You could use the following tools:   * [Canva QR code generator (Links to an external site.)](https://www.canva.com/apps/qr-code) * [Dreamstime - royalty-free templates (Links to an external site.)](https://www.dreamstime.com/lamp-bulb-brain-creative-ideas-presentation-infographic-brain-creative-ideas-presentation-template-file-illustrator-vector-image117866806) * [Vector stock - not free but can provide ideas for structure (Links to an external site.)](https://www.vectorstock.com/royalty-free-vector/flat-eco-city-infographics-template-vector-16517537) * [123rf - infographic templates](https://www.123rf.com/photo_102022994_stock-vector-timeline-12-month-1-year-colorful-infographic-template-.html) * <https://www.canva.com> |

**Marking Criteria** (40 marks in total)

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| Mark allocation | Ideas and understanding | Intonation and pronunciation | Digital Tools application to create artefact | Research |
| **9 - 10** | A student composes texts using imaginative and creative formats to present perceptive ideas and thorough understanding of their chosen discovery question in a strong cohesive manner. | A student effectively applies patterns, strucutres and vocabualry with the correct intonation to express ideas. | A detailed and well  supported idea or  message using multi-modal approaches and  integrated use of digital features, providing information to intended audience. | A student researches and collects information that is highly relevant to their discovery question and is culturally appropriate to match with the context, purpose, and audience |
| **6 - 8** | A student composes texts using creative formats to present ideas and understanding of their discovery question in a cohesive manner | A student applies most patterns, strucutres and vocabualry coreectly with good intonation to express ideas. | A relevant and  supported idea or  message using multi-modal approaches and  integrated use of digital features, providing  essential information to  intended audience. | A student researches and collects information that is relevant to their discovery question and is culturally appropriate to match with the context, purpose, and audience |
| **4 - 5** | A student composestexts using required formats to present ideas and understanding of the discovery question | A student applies some patterns, strucutres and vocabualry correctly with basic intonation to express ideas. | A general visual message  using multi-modal  approaches and  integrated use of digitalfeatures, providing basic  information to intended audience. | A student attempts to research and collect information about their discovery question and the chosen historical event to match the context, purpose, and audience |
| **1 - 3** | A student composes texts using some virtual formats but lack of understanding of their discovery question | A student communicates with comprehensible language, but the is restricted. | Visual message unclear,  with minimal multi-  modal approaches and digital features  integrated, providing  insufficient information  to intended audience. | A student displays minimal evidence of research and lacks of effort to match with the context, purpose and audience |