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| **Yr 9 ITALIAN: REFLECTING TASK – *L’euro e i francobolli*** | | | | | | | | | | | | | | | |
| Write a reflective essay to reveal what you have learned about culture and identity through the images on Italian and Australian currency and postage stamps.  **Essay topic:**  **How do the images on a country’s currency and postage stamp reflect that nation’s identity, practices, beliefs and values, teaching us about culture?**  Include reflection by adding your reactions and opinions about what you have learned. | | | | | | | | | | | | | | | |
| ***1.5 Reflecting***  Participating in intercultural exchange, **questioning reactions and challenging assumptions; and considering how interaction shapes communication and identity**. [Key concepts: agreement/disagreement, positioning, norms; Key processes: comparing, noticing, reflecting) | | | | | | | | | | | | | | | |
| **Concept** | **Icons and Identity - *Currency, stamps and the portrayal of national identity***  Provides evidence and demonstrates understanding of intercultural perspectives by reflecting on similarities, differences between and reasons for particular images on coins and postage stamps in both countries and what they reveal about national identity, practices, values and beliefs. | | | | | | | | | | | | | | |
|  | **A**  **Excellent** | | | **B**  **Good** | | | **C**  **Satisfactory** | | | **D**  **Developing** | | | **E**  **Limited** | | |
| **REFLECTING**  *1.5.1 Reflecting on own and others’ responses to intercultural experiences and interactions* | **Provides evidence and demonstrates *excellent* understanding of intercultural perspectives** by ***reflecting in detail on*** similarities and differences;  **Identifies, describes in exceptional detail** and **challenges assumptions** about and reactions to intercultural experiences and cultural identity, values, beliefs, practices.  Is able to reflect from **different perspectives.** | | | **Provides evidence and demonstrates *a good* understanding of intercultural perspectives** by ***reflecting on*** similarities and differences;  **Identifies and describes in adequate detail** assumptions about and reactions to intercultural experiences and cultural identity, values, beliefs, practices.  Is able to reflect from different perspectives. | | | **Reflects personally on cultural practices and compares how these are expressed across cultures by *identifying*****similarities and differences;**  **Identifies and describes in some detail** assumptions and reactions to intercultural experiences and cultural identity, values, beliefs, practices.  Attempts to reflect from different perspectives. | | | **Reflects personally on cultural practices and sometimes compares how these are expressed across cultures;**  **Identifies and attempts to describe** in limited detail assumptions and reactions to intercultural experiences, cultural identity, values, beliefs, practices.  Response contains generalised statements which assume all people have identical cultural practices. | | | **Identifies reactions** to intercultural experiences, cultural identity, values and religious, food and other social practices;  Little reflection. Responses are a number of loosely connected statements with little elaboration or attempt to compare how cultural practices are expressed across cultures or reflect on own cultural practices and own learning. | | |
| 1.5.2 Reflecting on own identity, as a user and learner of Italian, through connecting observations made about experiences | **Recognises and explains connections** between own identity, values, beliefs, practices, and ideas, and those explored. | | | **Recognises and attempts to explain connections** between own identity, values, beliefs, practices, and ideas, and those explored. | | | **Recognises connections** between own identity, values, beliefs, practices, and ideas, and those explored. | | | **Attempts to make connections** between own identity, values, beliefs, practices, and ideas, and those explored. | | | **Demonstrates difficulty making connections** between own identity, values, beliefs, practices, and ideas, and those explored. | | |
| Expression | English expression and spelling are correct and ideas are well-articulated.  Text is in paragraphs and follows essay structure  Excellent range of conjunctions used. | | | English expression and spelling are mostly correct and ideas are well-articulated.  Text is in paragraphs and mostly follows essay structure  Good range of conjunctions used. | | | English expression and spelling are generally correct and ideas are generally clear.  Text follows essay structure. Paragraphing needs attention.  Some appropriate conjunctions used. | | | English expression and spelling are frequently incorrect and may impede meaning.  Attempts to follow essay structure. No evidence of paragraphing  Attempts to use some appropriate conjunctions. | | | There are many grammatical /spelling errors which frequently impede meaning.  Text resembles a collection of loosely connected sentences which lack cohesion.  Few and/or inappropriate conjunctions are used | | |
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| **Max mark:** | A+ | A | **A-** | B+ | B | **B-** | C+ | C | **C-** | D+ | D | **D-** | E+ | E | E- |

**PRE-WRITING DISCUSSION:**

1. ***Discuss and define the following words which are all aspects of culture***

– class to Google terms and share definitions to help unpack essay question

* **Identity** – characteristics determining who/what someone/something is
* **Practices** – repeated acts/ways of doing things – what we DO
* **Beliefs** – what we believe; acceptance that something is true, even without evidence
* **Values** – important/lasting ideals or beliefs shared by members of a culture about what is important/good/bad/desirable/undesirable; standards of behaviour

1. ***How do you write an essay? - Discussion***

**Reflective essay structure**

* 1. ***Introduction***– re-state question, explain which countries and your general opinion
  2. ***Body*** 
     1. **Paragraph 1:** practices (TEEL - Topic sentence, Evidence, Example, Linking sentence + **incorporate reflection through your reaction/opinion)**
     2. **Paragraph 2**: Beliefs
     3. **Paragraph 3**: values
  3. ***Conclusion*** – summarise your learning and your overall reaction

1. ***Useful language to link your ideas:***

**CONJUNCTIONS** - Class brainstorm:

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| --- | --- | --- | --- |
| Comparative | Additive | Causal | Ordering/Sequencing |
| Although  Whereas  Unlike  Similarly  In comparison  On the other hand | Furthermore  In addition  Also… | Therefore  Since  Consequently  Thus  As a result  Because | Firstly  Secondly  Initially  First of all  To start with  Lastly  Finally  In conclusion  In summary |

1. ***Hints:*** 
   1. Use the answers you prepared for the **previous questions about coins and stamps** over the last 2 weeks to help guide your thinking.
   2. Think carefully about what is on **both sides of coins** in each country and what that tells us about **identity and membership**.
   3. Look also at the **Christmas stamps** and what they reveal about common beliefs.
   4. **Some things you can write about include:**
      1. learning that was new, surprising, challenging
      2. how the learning may have changed your thinking
      3. how cultures, values, beliefs, practices, and ideas are represented or expressed in the images studied
      4. your own values, beliefs, practices, and ideas in relation to those represented or expressed in texts/images studied
      5. how a topic has increased your understanding of the Italian-speaking communities
      6. how your learning has contributed to your understanding of yourself (e.g. identity, culture(s), values, beliefs, practices).