

Stage 1 Integrated Learning

Assessment Overview

Program Focus

Coffee culture, practice and etiquette using the target language*

Key Area of Study (tick one or two)

Learning Personal Development Citizenship Work Communication

Complete the table below to show details of the planned tasks. Use numbers to show where students will have the opportunity to provide evidence for each of the specific features for all assessment design criteria.

Assessment Type and Weighting	Details of assessment	Assessment Design Criteria					Assessment conditions (e.g. task type, word length, time allocated, supervision)
		A	I	CC	R	U	
Assessment Type 1: Practical Weighting 50%	Practical Students demonstrate selected skills that include <ul style="list-style-type: none"> • Appropriate use of equipment • Application of appropriate ingredients and apparatus • Ability to plan and prepare effectively Practical application: Coffee making Demonstration of safe use of equipment and basic skills; correct application of technical equipment, time management and effective use of resources. Practical demonstration Students demonstrate barista skills including knowledge and understanding of a variety of beverages. They use correct terms in the target language, <i>eg ristretto, macchiato</i> drawing comparisons between the local and target culture.	1			1	1	Enact a barista demonstration using the target language (300-500 words or equivalent in multimodal form). Evidence could include recorded, interviews, audio and visual links, research in the target language, historical and contemporary photographs in local and/ or target language context.
Assessment Type 2: Research Folio Group Activity Weighting 20%	Investigating coffee culture In small groups students select and research an aspect of coffee and its impact from a range of perspectives such as environmental, social; fair trade and economic. Information can be sourced from interview, print and/or electronic means and may include perspectives on career pathways as a barista and/or in hospitality.	1,2	1	2,3	1	1,2	Present a group investigation in multimedia format incorporating English and the target language with each person participating equally (500-700 words).

Assessment Type and Weighting	Details of assessment	Assessment Design Criteria					Assessment conditions (e.g. task type, word length, time allocated, supervision)
		A	I	CC	R	U	
Assessment Type 3: Folio and discussion Weighting 30%	<p>Students to create a promotional coffee brochure, infographic, commercial, advertisement or other choice in the target language.</p> <p>It may include statistics on coffee consumption; scientific composition of caffeine; coffee/milk/water ratios in methods and styles of preparation; coffee etiquette locally compared/contrasted with target country; literary references to coffee</p> <p>Presentation of information in the target language may include a discussion with a small number of invited guests or students (eg international) representative of the target language group.</p>	2	1,2	1,2,3	1	3	<p>Produce a promotional item in the target language utilising oral/aural and written modes.</p> <p>A component of the presentation in English and/or the target language must be interactive to prompt audience participation in discussion and sharing of knowledge.</p> <p>The discussion should be a maximum of 10 minutes.</p>

*Please refer to the Stage 1 Integrated Learning subject outline. *coffee can be substituted for tea or other beverage according to target language context*