

SACE Stage 2 Italian Continuers

Student SACE Number: _ _____

Assessment Type 2: In-Depth Study

Oral Presentation in Italian

Purpose:

To present ideas and information about the different instruments used in the playing of the tarantella. Presentation may be in the form of a multimodal presentation or a talk for the Senior Italian class.

Description of assessment:

After having completed your research into the tarantella, you are to prepare an oral presentation for the Senior Italian class based on one aspect of your research that you found interesting. It is important that the aspect that you choose to base your oral presentation has a different take on the information already presented in your written response in Italian.

In this assessment you should demonstrate your ability to:

- use a range of language to express and connect your ideas, information, feelings, and, opinions
- convey information accurately and appropriately
- provide depth and breadth of content
- plan and prepare
- organise your presentation in a logical way

Assessment conditions:

Class time will be allocated to the drafting and preparation of the oral presentation, it is also expected that aspects of the presentation must also be completed at home. The use of cue cards is permitted for the presentation, as are props, PowerPoint or images for the presentation, however, it is expected that students will not rely on the use of a script to complete the presentation in Italian.

Length: 3-5 minutes in length

Assessment Design Criteria for this task

Ideas

The specific features are:

I1 Relevance

- Relevance to context, purpose, audience, and topic
- Conveying appropriate detail, ideas, information, or opinions
- Creating interest and engaging the audience

I2 Depth of treatment of ideas, information, or opinions

- Depth and breadth of content
- Elaboration of ideas and support of opinions
- Planning and preparation

Expression

The specific features are:

E1 Capacity to convey information accurately and appropriately

- Range of expression (i.e. linguistic structures and features)
- Accuracy of expression (i.e. linguistic structures and features, grammar)
- Use of cohesive devices
- Appropriateness of expression, including cultural appropriateness
- Clarity of expression, including fluency, pronunciation, and intonation.

E2 Coherence in structure and sequence

- Organisation of information and ideas
- Use of the conventions of text types

Interpretation and Reflection

IR1 Interpretation of meaning in texts, by identifying and explaining

- The content (general and specific information)
- The context, purpose, and audience of the text
- Concepts, perspectives, and ideas represented in the text

Oral Presentation

Responses successfully create the desired impact and interest

- Vorrei parlare della tarantella

Expression consistently appropriate to the cultural and social context

- per incominciare

A few errors may be evident when attempting to use complex language

Very effective communication with high degree of fluency.

Pronunciation accurate

- povera donna, contadina spiego

Use of an extensive range of complex linguistic structures

- passione per l'organetto

Responses are consistently relevant to context, purpose and topic

Ideas are elaborated on by making connection with the topic and family members and also themselves

Evidence of much planning and preparation given the quality of the resources used for the oral presentation

SACE Stage 2 Italian Continuers

Student SACE Number: _____

Assessment Type 2: In-Depth Study

Written Response in Italian

Purpose:

To present ideas and information outlining the history surrounding the Italian traditional folkdance, La Tarantella.

Description of assessment:

Using a range of resources in both Italian and English, conduct a research into the history the Italian folkdance, La Tarantella. At least three of the resources should be in Italian.

Assuming the role of an Australian high school exchange student in Italy, write either a diary entry or a letter. Focus on your experience surrounding a visit to Italy and your exposure to the Italian folkdance, La Tarantella.

In this assessment you should demonstrate your ability to:

- use a range of language to express and connect your ideas, information, feelings and opinions
- convey information accurately and appropriately
- provide depth and breadth of content
- plan and prepare
- organise your response in a logical way
- observe the text type conventions.

Assessment conditions:

Response to be completed at home and in class over a two week period after research has been conducted.

Length: 500 words

Assessment Design Criteria for this task

Ideas

The specific features are:

I1 Relevance

- Relevance to context, purpose, audience, and topic
- Conveying appropriate detail, ideas, information, or opinions
- Creating interest and engaging the audience

I2 Depth of treatment of ideas, information, or opinions

- Depth and breadth of content
- Elaboration of ideas and support of opinions
- Planning and preparation

Expression

The specific features are:

E1 Capacity to convey information accurately and appropriately

- Range of expression (i.e. linguistic structures and features)
- Accuracy of expression (i.e. linguistic structures and features, grammar)
- Use of cohesive devices
- Appropriateness of expression, including cultural appropriateness
- Clarity of expression, including fluency, pronunciation, and intonation.

E2 Coherence in structure and sequence

- Organisation of information and ideas
- Use of the conventions of text types

Interpretation and Reflection

IR1 Interpretation of meaning in texts, by identifying and explaining

- The content (general and specific information)
- The context, purpose, and audience of the text
- Concepts, perspectives, and ideas represented in the text

30 giugno ✓

Cara Famiglia, ✓

Introductory wording of paragraphs reflect sequence of time and order - logically and coherently

Le ultime settimane sono state meravigliose con la nostra famiglia in Italia. Sono stati molto accoglienti e al dire il vero, sono anche un po' forte! ☺ ✓

responses are consistently relevant to the context purpose, audience and topic and consistently convey the appropriate detail and information.

Zio Carmelo suona l'organetto come un professionista e infatti lui suona a tutte le feste in famiglia, mentre tutti ballano la tarantella. Fino oggi, io ancora non sapevo che la tarantella ha cominciato quando c'erano molte tarantole nella città di Taranto. Si dice che il ballo ha originato quando una tarantola ha mollato una povera contadina (Che sessista!). Così la vittima era chiamata 'La Tarantata', e durante questo periodo lei diventava stordita e l'unica cosa che la svegliava, era il ballo veloce. La gente in quei tempi ha cercato tanti modi di trovare il ritmo giusto per guarire la Tarantata. ✓ Per esempio ritmi con le chitarre, i mandolini e i tamburelli. Suoni diversi avevano effetti diversi sulla Tarantata. Solo quando il ritmo giusto era trovato, la vittima era guarita. A quanto pare, i ragni nella leggenda non erano velenosi, e piuttosto questo significava che le vittime non morivano. Il cugino Cosimo mi ha spiegato tutto questo, e ancora non riesco a capire come lui sa tutto quest'informazione. Ma sono sicuro che è un ragazzo proprio in gamba! ☺ ✓

Response successfully creates desired impact

Con il passare del tempo, gli strumenti della tarantella hanno evoluto principalmente dall'organetto. Sono stato fortunato di avere l'opportunità di tenere in mano l'organetto dello Zio Carmelo. Lui mi ha detto che era dal suo padre, e quando arriva il tempo, passerà lo stesso organetto a suo figlio Cosimo. Ogni giorno, zio Carmelo cercherà di impararmi come si suona. Non suono molto bene al momento, ma sono sicuro che con pratica, un giorno suonerò proprio come lui. ✓

La settimana scorsa, zio Carmelo ha suonato al matrimonio di Stefania, accompagnato dal suo fratello Rocco, sul tamburello. Insieme hanno creato un'atmosfera incredibile. Mi è piaciuto sedere e guardare a tutti mentre ballavano. Ed è stato proprio alla festa che Cosimo mi ha detto che il primo organetto è stato fatto in Germania. In fatti, ieri sera Cosimo mi ha raccontato che un tempo fa, c'era anche un balletto dedicato al ballo della Tarantella, da George Balanchine. Non so come questo ragazzo sa tutta questa storia, ma io lo ringrazio lo stesso! ✓

Effective use of a range of sophisticated cohesive devices to connect ideas

Cosimo mi ha spiegato che la tarantella varia da regione a regione. Per esempio la tarantella calabrese è diversa a quella napoletana, oppure a quella siciliana. ✓ Però secondo me, non c'è nessuno che la suoni meglio dei Calabresi! In fatti, ho notato che qui in Calabria, usano solo l'organetto e il tamburello per la tarantella, invece quando sono andato alla Costiera Amalfitana, ho sentito i napoletani che chiamavano la tarantella, la 'tammurriata,' che nel loro dialetto vuol dire tamburelli grandi. ✓ Generalmente, il ballo della tarantella rimane lo stesso nei tutti regione d'Italia. Ci sono molti passaggi veloci, vorticosi, sguardi civettuoli e brevi incontri. Ho cercato di ballare con le belle, giovane ragazze, ma alla mia sfortuna, solo le nonne volevano ballare con me! Che fortuna! ☹ ✓

Depth and breadth in the treatment of the topic

Content very detailed and varied

So che voi pensate che la tarantella è stata chiamata dopo il ragno, ma in realtà, è al contrario. I ragni hanno preso il loro nome dal paese, Taranto. ✓ La storia del morso del ragno è una leggenda, ma ci sono altre storie che suggeriscono che il ballo è stato una scusa per aggirare i divieti religiosi contro ballare in quel periodo di tempo. ✓

Non vi preoccupate, mi sto divertendo un mondo qui in Italia e piuttosto sto imparando molto, specialmente in riguardo alla tarantella e l'organetto! ✓

Non vedo l'ora di ritornare a casa, mi mancate tutti.

A Presto,

Letter conventions observed - date, salutation, sign off.

SACE Stage 2 Italian Continuers

Student SACE Number: _____

Assessment Type 2: In-Depth Study

Reflective Response in English

Purpose:

To reflect on your experience in undertaking the in-depth study in English, and to express information, feelings, ideas, and opinions based on the texts studied.

Description of assessment:

Write a reflective response in English reflecting on your experiences in undertaking the in-depth study. Possible examples include a reflective essay, a personal journal entry, or a blog.

OR

Give an oral presentation or talk in English of 5-7 minutes to the class reflecting on your experience in undertaking the in-depth study.

In preparing for this assessment you should consider how primary sources (e.g. surveys and interviews) and secondary sources (e.g. texts studied in class and through independent research) can be used to support your response.

You may reflect on:

- How the research experience was similar or different from your preconceptions
- How the research has influenced your thinking about language or culture
- How cultures, values, ideas, practices, and beliefs are represented or expressed in the text studied
- How the research has influenced your own understanding or perspectives on issues/topics
- Learning what was new, surprising or challenging
- How the learning may have changed your thinking
- How the In-depth Study has contributed to your understanding of yourself (eg: identity, culture(s), and values)
- Your own values, beliefs, practices and ideas in relation to those represented or expressed in the texts studied
- How you may use your experience in the future

Assessment conditions:

Response to be completed at home and in class over a three week period after research has been conducted.

Length: 600 words

Assessment Criteria for this task:

Ideas

The specific features are:

I1 Relevance

- relevance to context, purpose, audience, and topic
- conveying appropriate detail, ideas, information, or opinions
- creating interest and engaging the audience.

I2 Depth of treatment of ideas, information, or opinions

- depth and breadth of content
- elaboration of ideas and support of opinions
- planning and preparation.

Expression

The specific features are:

E2 Coherence in structure and sequence

- organisation of information and ideas
- use of the conventions of text types.

Interpretation and Reflection

The specific features are:

IR1 Interpretation of meaning in texts, by identifying and explaining

- the content (general and specific information)
- the context, purpose, and audience of the text
- concepts, perspectives, and ideas represented in the text.

IR3 Reflection

- reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts
- reflection on own values, beliefs, practices, and ideas in relation to those represented or expressed in the texts studied
- reflection on own learning.

Sophisticated recognition and explanation of connection between own values, beliefs, practices and ideas and those explored in the texts

The tarantella is a centuries old Italian folk dance that has long run in the history of my family. For as long as I can remember, the tarantella has been danced at many family celebrations, often led by the older men and women, who grew dancing to the fast paced rhythm. As a result, this In-depth study has inspired me to explore the history of this popular Italian tradition. My father, a first generation Italian, has quite the reputation for accompanying the tarantella on his organetto, and because of this, I have developed a strong desire to learn how to play the organetto, so I too can be part of our family's history and involvement in the tarantella for the future generations to come. ✓

Detailed use of evidence from texts to support research

Prior to commencing this In-depth study, my knowledge of the tarantella's history was limited. Parente's article *The Legend of the Tarantella* proved to be immensely valuable to my research as it provided some interesting information on the origins of the tarantella. Initially, I was confident that the tarantula spider may have been associated with the tarantella, as the name of the dance derives from the Italian word for tarantula, *Tarantola*. As such, my research directed me to a well-known Italian legend. The legend tells the story of the origins of the Tarantella, dating back to the 15th - 17th centuries. The legend describes how an epidemic of tarantism swept through the town of Taranto in Apulia, southern Italy, biting 'lower class' women, before turning them into a zombie like state. This new information contradicted my initial understanding of the dance, as the tarantella is not named after the tarantula spider, as I originally thought, but rather the town of Taranto. The legend states that the only way the victim could be cured of the spider's venom, would be if the correct musical beat was found. This meant that locals would gather around the affected victim with guitars, mandolins and tambourines trying to find the right beat. Different beats had different affects on the victim, who was commonly referred to as 'la Tarantata.' The Tarantata would continue to frantically dance until the correct beat was found and she was cured. ✓

Concepts, perspectives and ideas represented in texts are identified and explained with clarity and insight

More so, my early, personal experiences with the tarantella also led me to believe that a sole musician accompanied the dance with the organetto, and was occasionally complemented by a partner on the tambourine. As I progressed further into my research, I came to the realisation that there are many more instruments that form an integral part of the traditional tarantella; such as guitars and mandolins. Furthermore, I also learnt that different variations of the tarantella have since been developed in different regions. For example: in Naples, there is the fast paced 'Funiculi-Funicila', whereas in Apulia the locals dance to the 'Pizzica'. Interestingly, I also discovered that the organetto originated in Germany. I found this most surprising, as I was fairly certain the organetto was exclusive to Italy. ✓

Conclusion are drawn about the purpose, audience and message of the text and justified with evidence from the text

Critical reflection on own learning

As a result, this In-depth study has enabled me to recognise and understand the importance of the tarantella as one of Italy's rich, cultural traditions, and remains popular in many parts of Italy today. As an Italo-Australian living among Adelaide's Italian community, I have come to appreciate the origins of the tarantella more as a result of completing this In-depth study. If I am to believe the legend, the initial introduction of the tarantella was to excite the victim of a nasty spider bite into a state of frantic dancing, in order to cure them of the venom. However, in today's society, very few, like myself, believe in the legend, so the original story has lost some of its significance. With that being said, people continue to dance at carnivals, parties and family celebrations. I have also come to the conclusion that in many ways, Italy's traditional tarantella and its cultural significance can be compared to that of Australia's indigenous peoples. Traditional dances form an important ritual that allows people to express their feelings, wishes and more importantly, connects them to their culture, which helps to keep the tradition alive. ✓

Critical reflection of cultural legend and respects for its origin

Bibliography

A Parente, March 1995, *The Legend of the Tarantella*,
<<http://www.italiansrus.com/articles/tarantella.htm>> (accessed 15 May 2015)

F Giannattasio, *L'ORGANETTO (fisarmonica diatonica)*,
<<http://www.organetto.it/pages/organetto.html>> (accessed 28 May 2015)

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J Matthews, December 2012, *The Tarantella*, <<http://www.naplesldm.com/tarantella.html>>
(accessed 1 June 2015)

Citta di Sorrento, *Le Origini Della Tarantella*
<http://www.comune.sorrento.na.it/pagina857_le-origini-della-tarantella.html> (accessed 1 June 2015)

R Paternoster, *Un Ballo Mistico: La Tarantella*
<<http://win.storiain.net/arret/num150/artic6.asp>> (accessed 2 June 2015)

Extensive planning and in-depth research evident given 6 different types of texts both in Italian and English.

Performance Standards for Stage 2 Locally Assessed Languages at Continuers Level

	Ideas	Expression	Interpretation and Reflection	
A	<p><i>Relevance</i></p> <p>Responses are consistently relevant to context, purpose, audience, and topic.</p> <p>Responses consistently convey the appropriate detail, ideas, information, and opinions.</p> <p>Responses successfully create the desired impact and interest, and engage the audience.</p> <p><i>Depth of Treatment of Ideas, Information, or Opinions</i></p> <p>Depth and breadth in the treatment of the topic and content is very detailed and varied.</p> <p>Ideas are elaborated, opinions and arguments are supported and justified, and complex ideas are communicated effectively, with originality and creativity.</p> <p>Comprehensive evidence of planning and preparation.</p>	<p><i>Capacity to Convey Information Accurately and Appropriately</i></p> <p>Use of an extensive range of complex linguistic structures and features with a high degree of accuracy to achieve interest, flow, and cohesion.</p> <p>A few errors may be evident when attempting to use more complex language, but errors do not impede meaning.</p> <p>Effective use of a range of sophisticated cohesive devices to connect ideas.</p> <p>Expression consistently appropriate to the cultural and social context.</p> <p>Very effective communication with a high degree of fluency. Pronunciation is accurate, and there is little hesitation in the choice of linguistic resources. Intonation and stress are used effectively to enhance meaning.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Information and ideas are organised logically and coherently.</p> <p>Conventions of the text type are observed.</p>	<p><i>Capacity to Interact and Maintain a Conversation and Discussion</i></p> <p>Interaction is initiated, sustained, and spontaneous across a wide range of topics. Comments or opinions are adjusted or elaborated on in response to reactions and comments. Interest and enthusiasm for the topic of discussion are conveyed.</p> <p>A variety of communication strategies are used with effect during interaction (e.g. using new vocabulary encountered during interaction, seeking clarification, using appropriate pause fillers).</p> <p>Responses are quick, confident, and fluent. Topic shifts and unpredictable elements are handled well.</p>	<p><i>Interpretation of Meaning in Texts</i></p> <p>Detailed and appropriate use of evidence from texts to support arguments/conclusions. Interpretations are enhanced by making connections within and/or between texts (e.g. comparing and contrasting information, ideas, and opinions).</p> <p>Conclusions are drawn about the purpose, audience, and message (argument) of the text, and justified with evidence from the text.</p> <p>Concepts, perspectives, and ideas represented in the text are identified and explained with clarity and insight.</p> <p><i>Analysis of the Language in Texts</i></p> <p>The functions of particular linguistic and cultural features in the text are explained with clarity and insight.</p> <p>Detailed explanation of how stylistic features are used for effect in the text (e.g. register, tone, textual features/organisation).</p> <p><i>Reflection</i></p> <p>Critical reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.</p> <p>Sophisticated recognition and explanation of connections between own values, beliefs, practices, and ideas, and those explored in texts.</p> <p>Critical reflection on own learning.</p>