**Stage 1 Australian Languages — First Language — Pitjantjatjara**

**Assessment Type 2: Language in action**

**Project: Teaching and learning Pitjantjatjara**

**Purpose**

To work collaboratively to develop a series of Pitjantjatjara lessons designed for a specific audience.

**Assessment description**

Working together as a group, plan, prepare and deliver a series of lessons in which you teach Pitjantjatjara to a specific audience of your choosing.

You will need to consider the following:

* Who you will teach Pitjantjatjara to e.g. classmates, *piṟanpa*, teachers at your school, younger students
* How you will teach Pitjantjatjara e.g. face-to-face, video lessons, combination of both
* When you will teach your audience
* How much you will teach your audience
* What you will teach your audience

Following the completion of your group’s teaching, each member of the group will need prepare and present a reflection about the project. Your reflection may be

* a written text in Pitjantjatjara, or a combination of Pitjantjatjara and English
* an oral text in Pitjantjatjara, or a combination of Pitjantjatjara and English

Your reflection should include a discussion about:

* Self as language learner and language user
* Relationship between language, culture and communities
* Issues relating to transmission and survival of Pitjantjatjara and how the project has addressed some of these
* Effectiveness of the collaboration between group members

**Assessment conditions**

You will have 6 weeks to plan, prepare, put into action and reflect on the project.

You must submit evidence of your language in action project e.g. photographs, movie clips, resources, digital products.

The format of your reflection may be negotiated with your teacher.

Your reflection will be a maximum of 400 words if written, 5 minutes if presented orally or the equivalent multimodal.

You will have class time and homework time dedicated to complete this assessment.

**Assessment design criteria**

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| **Communicating**  C3 Collaboration with others  **Identities and ecologies**  IE1 Reflection on self as language learner and language user  IE2 Exploration and analysis of relationship between language, culture and communities  IE4 Consideration of issues relating to sustaining, strengthening and advocating for [First Language] |

| - | Communicating | Awareness and analysis | Identities and ecologies |
| --- | --- | --- | --- |
| A | Language and expression used with a high degree of accuracy.  A variety of intercultural communication strategies are used effectively to communicate information, experience, opinions and ideas.  Interacts and collaborates with others with a high degree of respect. | Thorough knowledge, understanding and application of the relationship between [First Language] oral and written systems and structures.  Analyses of linguistic, cultural and stylistic features are clear and detailed.  Perceptive interpretation and explanation of the meaning of texts. | Perceptive reflection on self as language learner and language user.  Insightful exploration and analysis of the relationship between language, culture and communities.  Detailed understanding and reflection of [First Language] variation and change.  Insightful consideration of issues relating to sustaining, strengthening and advocating for [First Language]. |
| B | Language and expression used with a sound degree of accuracy.  Some intercultural communication strategies are used effectively to communicate information, experience, opinions and ideas.  Interacts and collaborates with others in a mostly respectful manner. | Sound knowledge, understanding and application of the relationship between [First Language] oral and written systems and structures.  Analyses of linguistic, cultural and stylistic features are explained with some clarity and detail.  Considered interpretation and explanation of the meaning of texts. | Considered reflection on self as language learner and language user.  Thoughtful exploration and analysis of the relationship between language, culture and communities.  Sound understanding and reflection of [First Language] variation and change.  Thorough consideration of issues relating to sustaining, strengthening and advocating for [First Language]. |
| C | Language and expression used with some accuracy.  One or more intercultural communication strategies are used with some effect to communicate information, experience, opinions and ideas.  Interacts and collaborates with others in a generally respectful manner. | Competent knowledge, understanding and application of the relationship between [First Language] oral and written systems and structures.  Some analysis and explanation of linguistic, cultural and stylistic features.  Satisfactory interpretation and explanation of the meaning of texts. | Some reflection on self as language learner and language user.  Some exploration and analysis of the relationship between language, culture and communities.  Some understanding and reflection of [First Language] variation and change.  Some consideration of issues relating to sustaining, strengthening and advocating for [First Language]. |
| D | Language and expression used with variable accuracy.  Attempted use of one or more intercultural communication strategies to communicate information, experience, opinions and/or ideas.  Attempted interaction and collaboration with others in a respectful manner. | Partial knowledge, understanding and application of the relationship between [First Language] oral and written systems and structures.  Partial analysis and explanation of linguistic, cultural and stylistic features.  Partial interpretation and explanation of the meaning of texts. | Superficial reflection on self as language learner and language user.  Superficial exploration and analysis of the relationship between language, culture and communities.  Basic understanding and reflection of [First Language] variation and change.  Basic consideration of issues relating to sustaining, strengthening and advocating for [First Language]. |
| E | Language and expression used with minimal accuracy.  Limited use of one or more strategies to communicate information, experience, opinions and/or ideas.  Limited interaction and collaboration with others in a respectful manner. | Limited knowledge, understanding and application of the relationship between [First Language] oral and written systems and structures.  Minimal analysis and/or explanation of linguistic, cultural and stylistic features.  Limited interpretation and/or explanation of the meaning of texts. | Attempted reflection on self as language learner and language user.  Limited exploration and analysis of the relationship between language, culture and communities.  Minimal understanding and reflection of [First Language] variation and change.  Limited consideration of issues relating to sustaining, strengthening and advocating for [First Language]. |