**Stage 2 Australian Languages — First Language — Pitjantjatjara**

**Assessment Type 1: Creating and responding**

**Response to text(s): Storytelling**

**Purpose**

Read, view and/or listen to a variety of children’s texts and respond to the meaning of the texts, including an analysis of the linguistic, cultural and stylistic features.

**Assessment description**

You will select a number of children’s texts to read, view and/or listen to, and analyse each text considering the following:

* Language and linguistic structures
* Language variation and change
* Relationship between language, culture and communities
* Sociocultural representations
* Grammar
* Textual features (e.g. tone, register, stylistic features)
* Oral and written forms of narrative and language use

You may choose to use stories from books, the archives, online or new media. For example, Pitjantjatjara episodes of *Little J and Big Cuz*.

**Assessment conditions**

You will have 3 weeks to collect/collate and analyse the texts and formulate your response.

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

Your response will be the equivalent of 5 minutes.

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

**Assessment design criteria**

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| **Awareness and analysis**  AA1 Knowledge, understanding and application of [First Language] oral and written systems and structures  AA2 Analysis of linguistic, cultural and stylistic features  AA3 Interpretation and explanation of meaning in texts  **Identities and ecologies**  IE2 Exploration and analysis of relationship between language, culture and communities  IE3 Understanding and reflection on [First Language] change and shift |

| - | 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]. |