# Pre-approved Learning and Assessment Plan

Stage 2 Australian Languages — First Language — Pitjantjatjara - 20 credits

Pre-approved learning and assessment plans are for *school use only*.

* Teachers may make changes to the plan, retaining alignment with the subject outline.
* The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
* The plan does not need to be submitted to the SACE Board for approval.

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| School |  | Teacher(s) |  |

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| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **2** | **A** | **F** | **L** | **20** |  |

Addendum – changes made to the pre-approved learning and assessment plan

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| Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:  what changes have been made to the plan   * the rationale for making the changes * whether these changes have been made for all students, or for individuals within the student group. |

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

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| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Australian Languages — First Language — Pitjantjatjara – 20 credits

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

Assessment Type 1: Creating and responding – weighting 40%

Students complete four creating and responding tasks comprising:

* two resource creations
* two responses to resources.

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| C | AA | IE |
| Response to resources  Students read and view a variety of texts from the book, *Anangu Way*, and respond to the meaning of the texts, both the artwork and the written text, including an analysis of the linguistic, cultural and stylistic features. The analysis should consider the following:   * Language and linguistic structures (including issues of oral transcription) * 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 |  | 1, 2, 3 | 2, 3 | 4 weeks to collect/collate texts, analyse them and formulate a response.  Format of response may be negotiated.  Length of response should be the equivalent of 4 minutes. |
| Resource creation  Using the information and analyses from the previous response to text(s) assessment using *Anangu Way*, students create an informative multimodal text in which they present their own perspective on a particular way, or ways of life. Areas for focus could include:   * Health * Education * Kinship * Caring for Country * Arts in the community * Community events, ceremonies and celebrations | 1, 2 | 1 |  | 2 weeks to plan, research and create.  Format of multimodal response may be negotiated.  Length of response should be the equivalent of 4 minutes. |
| Response to resources  Students 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. The analysis should consider the following:   * Language and linguistic structures (including issues of oral transcription) * 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 |  | 1, 2, 3 | 2, 3 | 3 weeks to collect/collate texts, analyse them and formulate a response.  Format of response may be negotiated.  Length of response should be the equivalent of 5 minutes. |
| Resource creation  Using the information and analyses from the response to text(s) assessment using children’s narratives, both oral and written, students create their own interactive multimodal children’s story for a contemporary audience and time using Pitjantjatjara. Students consider the following:   * Narrative structure * Language * Style * Moral/concept/theme * Purpose of the story | 1, 2 | 1 |  | 3 weeks to plan and create.  Format of multimodal response may be negotiated.  Length of response should be the equivalent of 4 minutes. |

Assessment Type 2: Language in action – weighting 30%

Students complete one language in action task.

A language in action task has two parts:

* a language in action project
* a reflection on the language in action project.

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| C | AA | IE |
| Language in action  Part 1: Students work collaboratively to plan and exhibit a range of texts, artwork and/or objects relating to the Pitjantjatjara community in a public space.  Part 2: Following the completion of the group’s exhibition, each member of the group prepares and presents a reflection about the project focusing on:   * 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   Students must submit evidence of their language in action project along with their reflection. | 3 |  | 1, 2, 4 | 10 weeks to plan, prepare, exhibit and reflect.  Work collaboratively.  Format of reflection may be negotiated.  800 words if written, 8 minutes if presented orally or the equivalent multimodal. |

Assessment Type 3: Language study – weighting 30%

Students undertake a language study into a matter relating to Pitjantjatjara.

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| C | AA | IE |
| Students undertake an investigation into a matter relating to Pitjantjatjara Their investigation should be considered in the context of:   * the relationship between language, culture and communities * Pitjantjatjara variation, change and/or shift * issues relating to [Pitjantjatjara transmission and survival.   The investigation may relate to students’ personal engagement with Pitjantjatjara, Pitjantjatjara use within their family, Pitjantjatjara use within their community, and/or [Pitjantjatjara engagement with Australia and the wider world. | 1 |  | 2, 3, 4 | Students may present their language study primarily in Pitjantjatjara and in English in written, oral or multimodal form. It should be no more than 800 words if written, eight minutes if presented orally, or the equivalent multimodal. |

*Six assessments.**Please refer to the Stage 2 Australian Languages — First Language subject outline.*