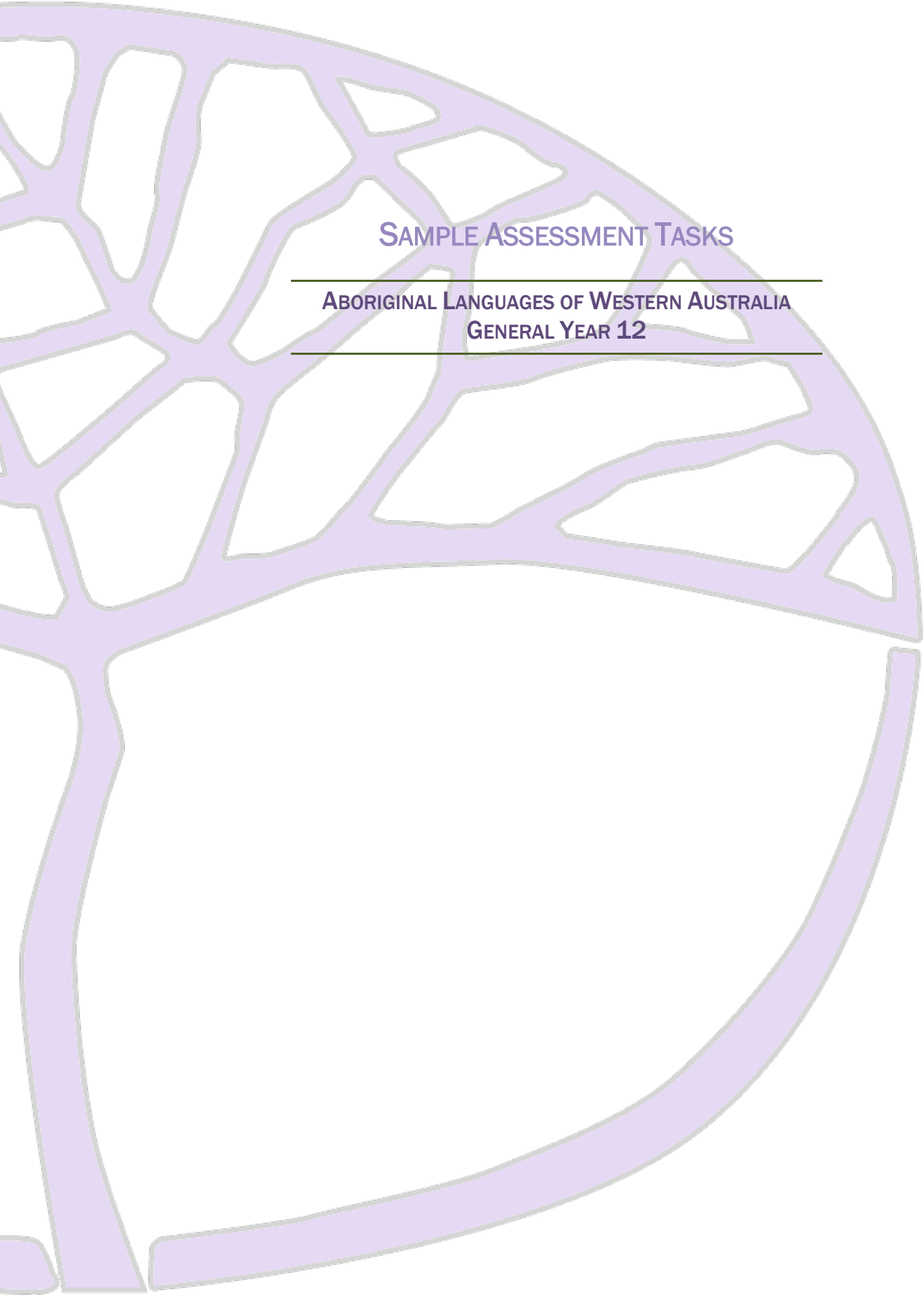




SAMPLE ASSESSMENT TASKS

ABORIGINAL LANGUAGES OF WESTERN AUSTRALIA
GENERAL YEAR 12



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Sample assessment task

Aboriginal Languages of Western Australia – General Year 12

Task 1 – Unit 3

Assessment type: Response: Listening

Conditions

Time for the task: 45 minutes in class under test conditions

Task weighting

10% of the school mark for this pair of units

Roles, relationships and responsibilities between people and Country

(42 marks)

Watch the video *Lore of love* in which the Pintupi women’s ancient cultural practice and the next generation’s contemporary needs and issues are being discussed. The video is divided into three clips. Each clip is between 1 and 2 minutes duration.

Answer the questions in the Language or in English and provide all relevant information.

Clip 1

<http://aso.gov.au/titles/documentaries/lore-love/clip1/>

1. Who are the people in the clip and where are they? (4 marks)
2. In the traditional way, a man would marry more than one woman.
How do Mijili and Nancy describe their relationship, being married to the same man? (5 marks)

Clip 2

<http://aso.gov.au/titles/documentaries/lore-love/clip2/>

3. Describe the first contact between the Pintupi women and non-Indigenous people and how this came about. (9 marks)
4. What happened as a result of this meeting? (2 marks)
5. What effect do the photos have on Jessie? (5 marks)

Clip 3

<http://aso.gov.au/titles/documentaries/lore-love/clip3/>

6. Explain the purpose of skin groups in the past and their relevance today. (7 marks)
7. What are Jessie’s considerations when choosing a husband? (5 marks)
8. What would be the equivalent of the skin group system in Western society? (1 mark)
9. How does the grandmother pass on the skin group system knowledge to the young women? (4 marks)

Marking key for sample assessment task 1 – Unit 3

1. Who are the people in the clip and where are they?

Description	Marks
Three Elders (Nannas, grandmothers)	1
Two young girls – one of them Jessie Bartlett	1
Around a camp fire	1
In the desert	1
Total	/4

2. In the traditional way, a man would marry more than one woman.
How do Mijili and Nancy describe their relationship, being married to the same man?

Description	Marks
They were very jealous of each other	1
They would fight/had a big fight (at the creek)	1
They used sticks	1
They threw sand at each other	1
They yelled at each other	1
Total	/5

3. Describe the first contact between the Pintupi women and non-Indigenous people and how this came about.

Description	Marks
White people were trying to find the last of the Pintupi	1
Who were still living a traditional life	1
They came in cars across the plain	1
In the early Sixties	1
The Pintupi were hiding from them	1
The white men gave them food	1
They took them to the water hole	1
To a place called Lappi Lappi	1
And they took photos of them	1
Total	/9

4. What happened as a result of this meeting?

Description	Marks
The Pintupis were all moved out of the desert	1
Into the towns	1
Total	/2

5. What effect do the photos have on Jessie?

Description	Marks
She loves them	1
They make her realise how amazing her Nannas are – she is proud of them	1
When she looks at them/the photos	1
She wants to learn/know more	1
About her grandmothers' life out bush (surviving in the desert)	1
Total	/5

6. Explain the purpose of skin groups in the past and their relevance today.

Description	Marks
Who you can or can't marry/from which you can choose a husband/to match you up	1
They are really strict in the bush	1
If you fell in love with the wrong skin and had a relationship with them	1
You would be punished	1
Today they don't have the punishment	1
But they try to keep it that way (live by the skin group tradition)	1
And if you do go with the wrong skin, you would bring shame on your family	1
Total	/7

7. What are Jessie's considerations when choosing a husband?

Description	Marks
She has three choices	1
Out of eight skin groups	1
Jupurrula	1
Japanangka	1
Jalanga	1
Total	/5

8. What would be the equivalent of the skin group system in Western society?

Description	Marks
Law or justice system	1
Total	/1

9. How does the grandmother pass on the skin group system knowledge to the young women?

Description	Marks
She draws symbols in the desert sand	1
To illustrate the skin system	1
The young women are repeating the lesson/the skin groups/names	1
And draw the symbols in the sand as well	1
Total	/4

Sample assessment task

Aboriginal Languages of Western Australia – General Year 12

Task 10 – Unit 4

Assessment type: Oral communication

Conditions

Time for the task: 30 minutes preparation time

5–6 minutes conversation

Other items: Planning and notes sheet

If a print dictionary in the language is available this may be used.

Task weighting

10% of the school mark for this pair of units

Intergenerational language change

(25 marks)

Before the task

- Identify a community member/Elder/linguist to interview to elicit information to explore language change during this person's life.
- Revise protocols for recording and transcribing language and practise these skills using set texts.

During preparation time

- Prepare questions in the language aimed at gaining information about the person's life in order to:
 - elicit responses of what family life was like for the interviewee between the ages of 5 and 20
 - elicit information relating to aspects of life now for the interviewee
 - elicit information on how use of language has changed over time
 - elicit details of specific changes in word use and pronunciation over time
 - identify the reasons for the changes.

During the interview

- Ask appropriate questions.
- Identify and discuss reasons for change

You will be marked on the following criteria:

- Use of linguistic resources (15 marks)
- Application of protocols (10 marks).

Planning and notes sheet

Protocols I must follow to access, elicit and record information:

- _____
- _____
- _____

Points to consider when developing questions in the language:

- What was family life like for the interviewee between the ages of 5 and 20?
- What is life like now for the interviewee?
- How has usage in [Language] changed over time?

- _____
- _____
- _____
- _____
- _____
- _____

Identify and discuss changes in the language:

- List specific changes in vocabulary, pronunciation, borrowed words.
- Identify reasons for change.

- _____
- _____
- _____
- _____

Marking key for sample assessment task 10 – Unit 4

Description	Marks
Linguistic resources	/15
Excellent notes and planning for oral interaction. Excellent application of rules and context to make meaning. Excellent use of language terms and structures for questions. Excellent use of question and language conventions.	13–15
Consistent notes and planning for oral interaction. Consistent use of language terms and structures for questions. Consistent use of question and language conventions.	10–12
Some evidence of notes and planning for oral interaction. Sound use of language terms and structures for questions. Some use of question and language conventions.	7–9
Limited evidence of notes and planning for oral interaction. Limited use of language terms and structures for questions. Limited use of question and language conventions.	4–6
Minimal evidence of notes and planning for oral interaction. Minimal use of language terms and structures for questions. Minimal use of question and language conventions.	1–3
Protocols	/10
Excellent practical skills in eliciting and recording language information. Thorough understanding of the system for accessing, retrieving and recording information. Excellent use of culturally appropriate actions, gestures and methods for obtaining and recording information.	9–10
Consistent practical skills in eliciting and recording language information. Consistent understanding of the system for accessing, retrieving and recording information. Consistent use of culturally appropriate actions, gestures and methods for obtaining and recording information.	7–8
Some practical skills in eliciting and recording language information. Some understanding of the system for accessing, retrieving and recording information. Some use of culturally appropriate actions, gestures and methods for obtaining and recording information.	5–6
Limited practical skills in eliciting and recording language information. Limited understanding of the system for accessing, retrieving and recording information. Limited use of culturally appropriate actions, gestures and methods for obtaining and recording information.	3–4
Minimal skills in eliciting and recording language information. Minimal understanding of the system for accessing, retrieving and recording information. Minimal use of culturally inappropriate actions, gestures and methods for obtaining and recording information.	1–2
Total	/25

Sample assessment task

Aboriginal Languages of Western Australia – General Year 12

Task 4 – Unit 3

Assessment type: Written communication

Conditions

Period allowed for completion of the task: 2 weeks in class

Other items: Task preparation sheet

If a print dictionary in the language is available this may be used.

Task weighting

7.5% of the school mark for this pair of units

Language variety and use: Language and land, people and environment, relationships (35 marks)

Write a report explaining key features of the Language in relation to the history of the local community and aspects of language change. Consider the following:

- How change in location has an effect on language.
- The development of contemporary indigenous languages, loan words and word assimilation.
- The concepts of direct translations and free translations.

In your report you could focus on:

- Aboriginal English, code switching and contemporary issues such as what constitutes a traditional language.
- Similarities between Aboriginal English, Kriol and Standard Australian English – focus on vocabulary, socio-cultural and socio-linguistic elements.
- Compare language features such as affixes, reciprocals and reflexives, tense, pronouns, noun class, cultural grouping of words, or joining words in narrative texts in English and the Language.
- The influence of age on language use conventions and how these are similar or different across language varieties.

You will be marked on the following criteria:

- Use of linguistic resources (15 marks)
- Organisation of information (5 marks)
- Articulation of key issues (15 marks).

Marking key for sample assessment task 4 – Unit 3

Description	Marks
Linguistic resources	/15
Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures. Manipulates language authentically and creatively to meet the requirements of the task.	13–15
Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures. Manipulates language with some degree of authenticity and creativity to meet requirements of the task.	10–12
Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures.	7–9
Demonstrates a basic knowledge and understanding of vocabulary and sentence structures.	4–6
Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax.	1–3
Organisation	/5
Organises information, ideas and/or opinions to meet the requirements of the task.	4–5
Demonstrates limited evidence of the ability to organise information, ideas and/or opinions to meet the requirements of the task.	2–3
Uses single words and set formulae to express information.	1
Report	/15
Articulates the key issues related to the topic. Relates key issues to own understanding of topic. Identifies and explains processes to address, or learn from, the issues.	13–15
Identifies some key issues related to the topic. Suggests strategies to address, or learn from, the issues.	10–12
Acknowledges general challenges. Suggests strategies to address the issues.	7–9
Makes imprecise comments about the issues related to the topic. Suggests limited range of strategies to address the issues encountered.	4–6
Makes little or no reference to the issues related to the topic. Provides little or no suggestion of strategies to address the issues.	1–3
Total	/35

Sample assessment task

Aboriginal Languages of Western Australia – General Year 12

Task 3 – Unit 3

Assessment type: Response: Viewing and reading

Conditions

Time for the task: 60 minutes in class under test conditions

Other items: If a print dictionary in the language is available this may be used.

Task weighting

10% of the school mark for this pair of units

Regional language revival initiatives

(50 marks)

Read the article 'Geraldton goes Wajarri' and answer the questions that follow in English or Language as required.*

<http://geraldton-goes-wajarri.org/>

**Questions can be adapted in the Language as required by the teacher to suit student cohort or intent of the task.
(Printout of the shortened online article provided)*

1. What is the number of fluent speakers of Wajarri as stated in the article? (1 mark)
2. Describe how the project is trying to revitalise the Wajarri language. (6 marks)
3. What are the participants expected to do? (3 marks)
4. List **ten** Wajarri words, including their translation, that are available for adoption. (10 marks)
5. What do you need to consider when choosing a word? (2 marks)
6. Explain how colour plays an important role in the project. (5 marks)
7. Provide a summary of the background to the Geraldton project. (14 marks)
8. Give a geographical outline of the area commonly described as 'Wajarri country'. (4 marks)
9. Use examples from the text to show how the project could be relevant to and benefit other languages. (5 marks)

Marking key for sample assessment task 3 – Unit 3

1. What is the number of fluent speakers of Wajarri as stated in the article?

Description	Marks
Less than 50 persons	1
Total	/1

2. Describe how the project is trying to revitalise the Wajarri language.

Description	Marks
Use words in the Wajarri language	1
In public spaces in the city	1
Residents of Geraldton	1
Were invited to adopt a Wajarri word	1
T-shirts were produced with the word printed on it	1
Serving as a trigger/sign for communication/starting a conversation	1
Total	/6

3. What are the participants expected to do?

Description	Marks
Willing to learn to speak/say the word	1
Use the word in day-to-day life	1
Be a mentor for the language in public	1
Total	/3

4. List 10 Wajarri words, including their translation, that are available for adoption.

Description	Marks
Lists Wajarri words available for adoption (one mark per word)	1–10
Total	/10

5. What do you need to consider when choosing a word?

Description	Marks
Every word is part of a topical group/There are particular groups of words	1
It goes together with a specific colour	1
Total	/2

6. Explain how colour plays an important role in the project.

Description	Marks
Red: for words that express the environment	1
Black: for people and their feelings	1
Blue: for objects and categories	1
Purple: for all animals	1
Yellow: for words of action	1
Total	/5

7. Provide a summary of the background to the Geraldton project.

Description	Marks
The arts organisation <i>Spaced</i> in Perth	1
Brought together 14 national	1
And international artists	1
With 12 regional communities in WA	1
To create new art works	1
With local residents and organisations	1
Pia Lanzinger from Berlin	1
Chose/came to Geraldton	1
For the first time in 2013	1
She focussed her research on Wajarri	1
As it is/being the most commonly spoken Aboriginal language in the Midwest	1
She wanted to breathe new life into the culture/to try and keep the language alive	1
And ensure it is being valued in the local schools	1
Using the Wajarri dictionary	1
Total	/14

8. Give a geographical outline of the area commonly described as 'Wajarri country'.

Description	Marks
Centred in the Murchison	1
Mullewa in the south	1
Meekatharra in the east	1
Up to Mount Augustus in the north	1
Total	/4

9. Use examples from the text to show how the project could be relevant to and benefit other languages.

Description	Marks
Invite the people of Jambinu (Champion Bay) to participate	1
So that the project will create a living archive/source of knowledge	1
Also for people of migrant backgrounds	1
Could serve as a model (nationally or internationally)	1
How to solve the problem of language revitalisation/loss	1
Total	/5

Additional text suggestions for assessment tasks

Task 9: National language revival

Write a summary or report of a documentary

ATOM Study Guide

'Buckskin - A film about Jack' (Reviving the Kurna language)

ABC Radio National

Hindsight

'Holding our tongues': Bringing languages back to life

Sunday 8 March 2009 2:00PM

<http://www.abc.net.au/radionational/programs/hindsight/holding-our-tongues/3142552>

Task 6: The Language in today's world

Listen to spoken texts and respond in English or the Language to questions in English or the Language

'Singer Gina Williams: Noongar language lives in song'

ABC Radio National

Life Matters: The Music Show

Monday 30 March 2015 9:36AM

<http://www.abc.net.au/radionational/programs/lifematters/gina-williams/6353520>

720 ABC Perth

Who are you?

23 October, 2013 1:20PM AWST

<http://www.abc.net.au/local/audio/2013/10/23/3875435.htm>