



SAMPLE ASSESSMENT TASKS

ABORIGINAL LANGUAGES OF WESTERN AUSTRALIA
GENERAL YEAR 11

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Sample assessment task

Aboriginal Languages of Western Australia – General Year 11

Task 1 – Unit 1

Assessment type: Response: Listening

Conditions

Time for the task: 30 minutes in class

Task weighting

7.5% of the school mark for this pair of units

Traditional bush foods, their collection and their use

(10 marks)

Listen to a text spoken in the Language and respond in English or the Language to questions in English or the Language.

The text will be played twice. There will be a short pause between the first and second reading. After the second reading, there will be time to answer the following questions.

1. Why is it a good time to hunt goanna? (3 marks)
2. Describe the natural habitat of the goanna. (4 marks)
3. What do you need to look for when hunting goanna? (2 marks)
4. What is the goanna used for? (1 mark)

A sample text in Wajarri is provided on the next page.

Sample Wajarri text

Yanmanha buujugi waranygu managu

Well, *nganhu yanmanha buujugi waggajigu mala, guwiyarlgu mala thatha-thathan.gu guwiyarl.* Might try *managu guga, bilarnnyu.* Ngardi *bagarnu barnathanu warmbalanyulu.* Guwiyarlgu *wanda-wandalgulu, wilangga yanagulu, gulbulgu. Guwa.*

Wayina gulburlgu wilangga, nyinda yanma thurndingga nyinya-nyinyanyulu. Nyinda *gulburla* then, *guwiyarl yalyba jina-jina thurndingga.* Barndigu *managulu banhathamulu.* Yanagu *mardangga, wandarri barna, wandarrila.* Yalyba *gulburla wandarrila, barnangga – jamangga barnangga .*

Jamangga gulburna only thaa nyinyagu, wayi barna jina nyinyagu till you see *balu gudiya yulyinha.* When *balu jambarni thaagi thagulangaya,* you know *guwiyarl banhagula, gula nyinamanha.*

So, then *nyinda yaragu wandarla* till you see *tharaga thagulanga yana.* Then you *wanggaya* then, you tell your *miiyurdulu,* you know, you brought *nyindala,* with you, “Oh *balu barndi banha thaa* there, *barndi yurndinggu, easybala,* might get a real fresh one, *guga ngarnagu.”*

Translation

Going bush to get some food

Well, we’re going bush to talk some more, and try and hunt some goanna.

Might try and get some meat, a fatty one. Lots are coming up from the ground now that it’s getting warm. To track goanna, we’ve got to go by the river to find one. Yes.

If you don’t find river country, you’ve got to go and have a look around in the limestone country. You’ll find one then – lots of goanna tracks in the limestone country. It’s good to get one from there. You can go to the rocky country, wandarri country, in the ground, the hard ground.

In the hard ground, you’ll find only holes to see, you can’t see any tracks, till you see him one *yulyinha.* When he runs into the hole you know there’s a goanna there, living somewhere close.

So, then you go and track him till you see where he went inside. Then you say then, you tell your friend, you know, you brought with you, “Oh it’s a good hole there, good for digging, might get a real fresh one, meat to eat.”

ACKNOWLEDGEMENT

Wajarri text: By kind permission Irra Wangga, Geraldton.

Marking key for sample assessment task 1 – Unit 1

1. Why is it a good time to hunt goanna?

Description	Marks
because it is getting warm	1
lots are coming up	1
from the ground	1
Total	/3

2. Describe the natural habitat of the goanna.

Description	Marks
by the river	1
or in limestone country	1
rocky country	1
in the hard ground	1
Total	/4

3. What do you need to look for when hunting goanna?

Description	Marks
tracks	1
holes	1
Total	/2

4. What is the goanna used for?

Description	Marks
for its meat (for eating)	1
Total	/1

Sample assessment task

Aboriginal Languages of Western Australia – General Year 11

Task 3 – Unit 1

Assessment type: Oral communication

Conditions

Time for the task: Preparation time 30 minutes

Conversation 4–5 minutes

Other items: Planning sheet

Class notes can be used during the preparation time.

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

Task weighting

10% of the school mark for this pair of units

Influence of weather and seasons on community life and activities

(25 marks)

Participate in a conversation about aspects of the weather and the seasons, and their impact on traditional life and activities of the language community.

Before the conversation takes place you can make notes. A planning template is provided on the next page.

During the conversation you can refer to your notes to assist you to respond to the questions and provide as much information as you can. However you should not read directly from your notes.

Planning template

Community life and activities	
Season: _____ Traditions: Activities:	Season: _____ Traditions: Activities:
Season: _____ Traditions: Activities:	Season: _____ Traditions: Activities:
Season: _____ Traditions: Activities:	Season: _____ Traditions: Activities:

Marking key for sample assessment task 3 – Unit 1

Description	Marks
Linguistic resources	/10
Communicates relevant and original opinions and ideas supported by examples or experiences, using cultural references to suit the situation. Uses wide range of linguistic resources. Demonstrates few inaccuracies in mode and/or syntax which do not affect meaning.	9–10
Communicates relevant opinions and ideas supported by examples or experiences, using cultural references to suit the situation. Demonstrates a range of inaccuracies in mode and/or syntax which do not affect meaning.	6–8
Communicates some relevant opinions and ideas supported by examples or experiences, using cultural references to suit the situation, with a broad range of inaccuracies which may not affect meaning. Makes some comments that are not relevant to the situation.	3–5
Communicates with limited information. Information has little or no support from examples or experiences. Inaccuracy affects meaning.	1–2
Response	/10
Links language elements into larger units according to indigenous conventions of organisation, logic and timing using a broad vocabulary. Uses culturally appropriate actions, gestures and methods for obtaining and recording information.	9–10
Recounts connected ideas and responds to questions on familiar topics. Recognises relationships among people, social and symbolic systems.	6–8
Uses vocabulary that includes some unfamiliar words and simple linking and sequencing features. Uses non-verbal communication and protocols of simple forms of address.	3–5
Uses simple vocabulary and common formulaic phrases relying on some home language to express meaning. Attempts to use non-verbal language but may lack appropriateness.	1–2
Fluency and clarity	/5
Pronunciation is almost always accurate. Flow of speech is evident. Where ‘think time’ is required, candidate uses fillers appropriate to the target language.	4–5
Pronunciation is comprehensible. Some errors occur which obstruct meaning. Some hesitation is evident which affects the flow of the presentation.	2–3
Pronunciation is often inaccurate. Inappropriate hesitation, such as long pauses, obstructs meaning and conventions of conversation. Heavy reliance on non-target language to express information obstructs comprehensibility.	1
Total	/25

Sample assessment task

Aboriginal Languages of Western Australia – General Year 11

Task 5 – Unit 1

Assessment type: Written communication

Conditions

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

Other items: Task preparation 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

The role of Elders as Country and language custodians

(30 marks)

An Elder is coming to visit your school to give a talk to the students. The emphasis of his presentation will be on how community life has changed, particularly in regard to traditions, daily activities and language use.

Create a profile of this Elder. In your description, focus on the role of the Elder as a custodian of the Country and the language. Present your information in writing.

Task preparation

Before the visit

- revise protocols for eliciting/recording/storing oral information and respecting of Elders
- identify the guest – Elder – including their traditional land, kinship/relationships, if appropriate, movements and language shift
- brainstorm questions, in English, that might be asked of the Elder – be mindful of age, gender and relationships – what/when/by whom – and observe protocols
- prepare questions in the Language
- revise signage/gestures/non-verbal language and awareness of contemporary non-verbal communication

During the visit

- listen to the presentation by the Elder
- take notes
- take a photo if permitted
- participate in questioning of the Elder

After the visit

- develop a summary, using the notes you took during the presentation – you can use the PMI chart below to organise your notes
- revise your language use
- complete your written profile.

How life has changed: traditions, daily activities and language use		
Plus	Minus	Interesting

Marking key for sample assessment task 5 – Unit 1

The role of Elders as Country and language custodians

Description	Marks
Preparation	/10
Excellent notes and planning for written profile. Summary demonstrates excellent use of target language terms and structures.	9–10
Consistent notes and planning for written profile. Summary demonstrates consistent use of target language terms and structures.	7–8
Some evidence of notes and planning for written profile. Summary demonstrates use of target language terms and structures.	5–6
Limited evidence of notes and planning for written profile. Summary demonstrates limited use of target language terms and structures.	3–4
Minimal evidence of notes and planning for written profile. Summary demonstrates minimal use of target language terms and structures.	1–2
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
Does not organise information to meet the requirements of the task.	1
Total	/30

Sample assessment task

Aboriginal Languages of Western Australia – General Year 11

Task 9 – Unit 2

Assessment type: Response: Viewing and reading

Conditions

Time for the task: 40 minutes

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

Language attitudes and use in the community

(17 marks)

- View the following video clip from the TV series *First Contact*.
www.sbs.com.au/firstcontact/learn
The clip shows a group of people visiting the *Yipirinya* school.
- Take notes as you watch the clip a second time.
- Find out more about the school at <http://www.yipirinya.com.au/>
- Answer the following questions in English.
 1. Where is the school located? (1 mark)
 2. What is the meaning of *Yipirinya* and where does the name come from? (4 marks)
 3. How do the students get to school? (1 mark)
 4. How does this school cater for its Indigenous students? (3 marks)
 5. a) How many Aboriginal languages are actively spoken today?
b) How many languages are taught at the school? (2 marks)
 6. Use comments from the video clip to explain why so few Aboriginal languages are spoken today. (2 marks)
 7. The teaching practices at the school have many positive outcomes for the students and the wider community. List those that are evident from the clip and any others you can think of. (4 marks)

Marking key for sample assessment task 9 – Unit 2

1. Where is the school located?

Description	Marks
In Alice Springs	1
Total	/1

2. What is the meaning of *Yipirinya* and where does the name come from?

Description	Marks
Caterpillar	1
The Arrernte language	1
From the Dreamtime Story	1
Of the Arrernte people	1
Total	/4

3. How do the students get to school?

Description	Marks
By bus (only a handful of families have cars)	1
Total	/1

4. How does this school cater for its Indigenous students?

Description	Marks
Students learn the usual subjects	1
They also have classes in Indigenous language – it is bilingual	1
They also have classes in Indigenous culture – it is bicultural	1
Total	/3

5. a) How many Aboriginal languages are actively spoken today?
b) How many languages are taught at the school?

Description	Marks
a) Between 20 and 25	1
b) Four	1
Total	/2

6. Use comments from the video clip to explain why so few Aboriginal languages are spoken today.

Description	Marks
There are no more speakers of the language	1
In the 60's and 70's students were forbidden to speak their language in the playground	1
Total	/2

7. The teaching practices at the school have many positive outcomes for the students and the wider community. List those that are evident from the clip and any others you can think of.

Description	Marks
Increases and maintains knowledge of the language	1
Maintains and celebrates Aboriginal culture	1
Achieves better learning outcomes for students	1
Makes students feel good about themselves (wellbeing)	1
Total	/4