# Pre-approved Learning and Assessment Plan

Stage 1 Australian Languages — First Language — Pitjantjatjara - 10 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) |
|  |  |  |  | **1** | **A** | **F** | **L** | **10** |  |

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 1 Australian Languages — First Language — Pitjantjatjara - 10 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

For a 10-credit subject, students complete two or three creating and responding tasks comprising:

at least one resource creation

at least one response 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 |
| **Resource creation**  In the context of *Irititja munu Kuwaritja* (Then and Now), students create a presentation mapping elements of their life as a young Pitjantjatjara person (*Kuwaritja*) in comparison to the lives of their family in the past (*Irititja*).  They select a number of themes around which to build their identity map. These may include, but are not limited to:   * Food * Education * Story telling * Tools and implements * Health   In their presentation, students critically think about how and why people did things in certain ways, and how and why they have changed and/or adapted over time. | 1 | 1 | 2 | 3 weeks to plan, research and create multimodal presentation.  Format of response may be negotiated.  Length of response should be the equivalent of 4 minutes. |
| **Resource creation**  Using Google Earth or online geographic information system (GIS) software, students create a profile on a significant Country or a place of significance to them and/or their family. In their profile, they may like to consider the following:   * Ecology of the place e.g. plants, animals, landscape * Stories associated with the place e.g. *Tjukurpa* or *tjukurpa* * Specific language associated with the place e.g. names, land features, significant sites * Issues affecting Country e.g. environmental, political, social etc. * Why and for whom this place is significant | 1, 2 | 1 | 2 | 3 weeks to plan, research and create.  May be presented as:   * an annotated map (paper or digital) * a book (digital or paper) * an annotated exhibit   Length of response should be the equivalent of 4 minutes. |
| **Response to resources**  In the context of past, present and future industries, students conduct one or more interviews with members of the community and/or source oral narratives from *Ara* *Irititja* and analyse the texts, focusing on:   * How the nature of work has changed over time * How the style of the texts impacts/influences your understanding of the meaning * How language has changed and varied over time, and why (e.g. vocabulary relating to ‘work’/’tasks’, ways of talking about work etc.) |  | 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. |

Assessment Type 2: Language in action

For a 10-credit subject, students complete one language in action task.

For a 20-credit subject, students complete at least one language in action task.

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| C | AA | IE |
| **Part 1:** **Language in action project**  Students work collaboratively to plan, prepare and deliver a series of lessons in which they teach Pitjantjatjara to a specific audience of their choosing.  The group 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   **Part 2: Reflection on the language in action project.**  Following the completion of the group’s teaching, 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 | 6 weeks to plan, prepare, teach and reflect.  Work collaboratively.  Format of reflection may be negotiated.  400 words if written, 5 minutes if presented orally or the equivalent multimodal. |

For a 10-credit subject, students provide evidence of their learning through three or four assessments.

For a 20-credit subject, students provide evidence of their learning through six assessments.

*Please refer to the Stage 1 Australian Languages — First Language subject outline.*