# **Learning and Assessment Plan**

Stage 2 Australian Languages — First Language — Yolŋu Matha - 20 credits

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| **School:** | Yirrkala School | **Teacher(s):** | Vanessa Marika & Daniel Yore |

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| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
| **9** | **2** | **6** | **2020** | **2** | **A** | **F** | **L** | **20** | **A** |

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:  AT1D: It was intended that AT1D would take place out on the Lanhapuy homelands with extensive collaboration with Yolŋu elders. Due to the biosecruity zone measures introduced as a response to Covid-19 global pandemic this event was unable to go ahead which signifcantly affected the depth and breadth that students were able to reach within this assessment task. |

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 | 2/3/2020 |

# **Assessment overview**

Stage 2 Australian Languages — First Language — Yolŋu Matha – 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 – (40%)**

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| C | AA | IE |
| AT1A: Response to resource 1  Students read and view the text *Bamapama* and respond to the meaning of the text, including an analysis of the linguistic, cultural and stylistic features. The analysis should consider the following:   * Language and linguistic structures * Relationship between language, culture and communities * Sociocultural representations | 2 | 2 3 | 2 4 | Students read and analyse the book and its concepts with their Yolŋu Matha teacher and class across the term.  Students will respond **orally in Yolŋu Matha** to a series of discussion questions with the teacher. Responses should be in the range of 4-6 minutes. |
| *Cert III: CALOCS301 AT1: Responding to a Gurruṯu Story* |
| AT1B: Resource creation 1  Student will create a professional presentation document on the Corona Virus pandemic. The presentation should include an overview of:   * What the virus is and how it makes people sick. * Symptoms and actions on should take if one suspects they are infected * Treatment and vaccine developments * Public Health Prevention measures (e.g. social distancing) | 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 1000 words **written in Yolŋu Matha**. |
| *Cert III: CALRWW304 AT1: Corona Virus Presentation* |
| AT1C: Response to resource 2  Students will read and view the book *Dhäruk: Life & Language in Yirrkala* and respond to a series of discussion questions that explore the historical and contemporary impact of colonsiation on culture and language. |  | 2 3 | 1 2 3 4 | Students will respond **orally in Yolŋu Matha** to a series of discussion questions with teacher. Responses should be in the range of 4-6 minutes. |
| *Cert III: CALOCS301 AT2: Changing life and language* |
| AT1D: Resource creation 2  Students will create a public introductory speech outling their kinship connections. This will include Gurruṯu, Yinidipulu and Yirralka Wäŋa. | 1 3 | 1 |  | Students will work with elders from their clan on country at a Galtha Rom camp.  Student will respond **orally in Yolŋu Matha** to a series of discussion questions with the teacher in the range of 4-6 minutes. |
| *Cert III: CALOCS301 AT3: Gurruṯu Speech* |

**Assessment Type 2: Language in Action Project – (30%)**

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| C | AA | IE |
| AT2A: Language in Action Project  Students create a Yolŋu Matha resource that consists of four role-plays exploring important issues in contemporary bilingual workplaces. Each role-play is supplemented with a Q&A session with a Yolŋu worker. | 3 |  | 1-4 | 10 weeks to plan, prepare, record and reflect.  Work collaboratively.  **Presented orally in Yolŋu Matha** |
| *Cert III: CALOCW302 AT1: Working out a pay dispute*  *CALOCW302 AT2: Working collaboratively*  *CALOCW302 AT3: Asking for ceremony leave*  *CALOCW302 AT4: Interview with a language worker* |
| AT2B: Reflection  Following the completion of students’ role-plays they engage in a career advisor style interview with a Senior Yolŋu Educator and reflect on their future career and potential issues they may face. | 3 |  | 1 2 | **Presented orally in Yolŋu Matha** the range of 6-8 minutes. |
| *Cert III: No tasks associated with AT2B* |

**Assessment Type 3: Language Study – (30%)**

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| C | AA | IE |
| AT3A: History of Yolŋu Matha in Yirrkala  In Part A sstudents present evidence of their research into history of Yolŋu Languages in the Miwatj region, their intrinsic reationship with community/culture and the impact of colonising forces on sustaining meaningful langauge use.  (500 words/3 mins equivalent) | 1 |  | 2, 3, 4 | Students will present their language study **orally in Yolŋu Matha** using Videoscibe. It should be no more than nine minutes. The final presentation will be an amalgamation of all three parts.  *For the purposes of the Cert III tasks, draft scripts for the videoscribe will be developed of approximately 500 words eachmbined.* |
| *Cert III: CALRWS302 AT1: History of Yolŋu Matha* |
| AT3B: What’s in a name?  In Part B students use the case study of *Using student’s Yolŋu names at Yirrkala Community School* to explore the intersection between Yolŋu Matha and English within the community and Western institutions. They will also investigate the meaning of their own name.  (500 words/3 mins equivalent) |
| *Cert III: CALRWS302 AT2: What’s in a name?* |
| AT3C: Language in Action Project  In Part C students will articulate a vision for the future of the Yolŋu languages in the Miwatj region, identify emerging threats (including the increasingly widespread use of Dhuwaya at the expense of clan langauges) and potential ways of overcoming them. Their investigation should be considered in the context of Australia and the world more broadly. |
| *Cert III: CALRWW304 AT2: The future of Yolŋu Matha in the workplace and beyond.* |