**Stage 1 Australian Languages — First Language — Pitjantjatjara**

**Assessment Type 1: Creating and responding**

**Text Creation: *Irititja munu Kuwaritja***

**Purpose**

In the context of *Irititja munu Kuwaritja*, create and present a multimodal text in Pitjantjatjara mapping elements and information relating to your own identity.

**Assessment description**

In the context of *Irititja munu Kuwaritja* (*Then and Now*)*,* create a presentation mapping elements of your life as a young Pitjantjatjara person (*Kuwaritja*) in comparison to the lives of your family in the past (*Irititja*).

Select a number of themes around which to build your identity map. These may include, but are not limited to:

* Food
* Education
* Story telling
* Tools and implements
* Health

You may use *Ara Irititja*, interviews with community members and any other resources to access information about the past.

In your presentation, critically think about how and why people did things in certain ways, and how and why they have changed and/or adapted over time.

**Assessment conditions**

You will have 3 weeks to plan, research and create your multimodal presentation.

Your multimodal presentation will be the equivalent of 4 minutes.

You will have class time and homework time dedicated to complete this assessment.

**Assessment design criteria**

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| **Communicating**  C1 Use of language and expression  **Awareness and analysis**  AA1 Knowledge, understanding and application of [First Language] oral and written systems and structures  **Identities and ecologies**  IE2 Exploration and analysis of relationship between language, culture and communities |

| - | Communicating | Awareness and analysis | Identities and ecologies |
| --- | --- | --- | --- |
| A | Language and expression used with a high degree of accuracy.  A variety of intercultural communication strategies are used effectively to communicate information, experience, opinions and ideas.  Interacts and collaborates with others with a high degree of respect. | Thorough knowledge, understanding and application of the relationship between [First Language] oral and written systems and structures.  Analyses of linguistic, cultural and stylistic features are clear and detailed.  Perceptive interpretation and explanation of the meaning of texts. | Perceptive reflection on self as language learner and language user.  Insightful exploration and analysis of the relationship between language, culture and communities.  Detailed understanding and reflection of [First Language] variation and change.  Insightful consideration of issues relating to sustaining, strengthening and advocating for [First Language]. |
| B | Language and expression used with a sound degree of accuracy.  Some intercultural communication strategies are used effectively to communicate information, experience, opinions and ideas.  Interacts and collaborates with others in a mostly respectful manner. | Sound knowledge, understanding and application of the relationship between [First Language] oral and written systems and structures.  Analyses of linguistic, cultural and stylistic features are explained with some clarity and detail.  Considered interpretation and explanation of the meaning of texts. | Considered reflection on self as language learner and language user.  Thoughtful exploration and analysis of the relationship between language, culture and communities.  Sound understanding and reflection of [First Language] variation and change.  Thorough consideration of issues relating to sustaining, strengthening and advocating for [First Language]. |
| C | Language and expression used with some accuracy.  One or more intercultural communication strategies are used with some effect to communicate information, experience, opinions and ideas.  Interacts and collaborates with others in a generally respectful manner. | Competent knowledge, understanding and application of the relationship between [First Language] oral and written systems and structures.  Some analysis and explanation of linguistic, cultural and stylistic features.  Satisfactory interpretation and explanation of the meaning of texts. | Some reflection on self as language learner and language user.  Some exploration and analysis of the relationship between language, culture and communities.  Some understanding and reflection of [First Language] variation and change.  Some consideration of issues relating to sustaining, strengthening and advocating for [First Language]. |
| D | Language and expression used with variable accuracy.  Attempted use of one or more intercultural communication strategies to communicate information, experience, opinions and/or ideas.  Attempted interaction and collaboration with others in a respectful manner. | Partial knowledge, understanding and application of the relationship between [First Language] oral and written systems and structures.  Partial analysis and explanation of linguistic, cultural and stylistic features.  Partial interpretation and explanation of the meaning of texts. | Superficial reflection on self as language learner and language user.  Superficial exploration and analysis of the relationship between language, culture and communities.  Basic understanding and reflection of [First Language] variation and change.  Basic consideration of issues relating to sustaining, strengthening and advocating for [First Language]. |
| E | Language and expression used with minimal accuracy.  Limited use of one or more strategies to communicate information, experience, opinions and/or ideas.  Limited interaction and collaboration with others in a respectful manner. | Limited knowledge, understanding and application of the relationship between [First Language] oral and written systems and structures.  Minimal analysis and/or explanation of linguistic, cultural and stylistic features.  Limited interpretation and/or explanation of the meaning of texts. | Attempted reflection on self as language learner and language user.  Limited exploration and analysis of the relationship between language, culture and communities.  Minimal understanding and reflection of [First Language] variation and change.  Limited consideration of issues relating to sustaining, strengthening and advocating for [First Language]. |