

# Stage 2 Language and Culture

## External Assessment Cover Sheet

Assessment Type 4: Investigation

**SACE Registration Number:**

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**Issue:** The changes occurring in the Dinka community in South Australia.

This **investigation** is assessed using the following specific features:

Knowledge and Understanding		Analysis and Reflection	Ideas and Expression
KU1*	✓	AR2	IE2
KU2*		AR3	IE3
KU3*	✓		

\*Teachers must include at least one of KU1, KU2, and KU3. Please tick as appropriate

## **Introduction:**

Dinka is one the language that's spoken in South Sudan. This investigation is to observe the changes that are occurring in the community with the language Dinka and how it has change in South Australia community. The aim is to see how they maintain their language like what dialects exist, how words, phrases and how the meanings has changed and how has that connected to their identity in a new country. To get useful information I will have to interact with member of the Dinka community and get involve in their events and observes what they are doing. The other things is their culture how does that affect their languages and when do they speak Dinka, during the events or maybe communicating with people who are non English speakers. Dinka is mainly describe has a very difficult language and a lot of Dinka community think that Dinka is less spoken in Australia especially with the children who grew up in Australia and that's why we try getting them involve in the community events to be around people who speak Dinka often so that they can be encourage to speak it and how important it is to this generation.

Not long ago when Sudanese came to Australia has Migrants. The first Sudanese Dinka tribe that came to Australia was about 25 years ago. This man came here with his 2 children's and his wife. The children got used to the Australian lifestyle and his wife gave birth to twin girls. As the time when by the children got even more used to the lifestyle and from on than never spoke Dinka even though the parents try teaching them, the only reason this sort of thing happen it's because there wasn't other families who were from the same tribe and they were always surrounded by non Dinka community. This is one of the example how they family forgot their own language because they were surrounded by people who spoke different language other than Dinka. The language Dinka is very important to parents and I believe it should be important to the children too. Most Sudanese families who comes to Australia and they haven't settle in very well yet they tend to speak Dinka a lot in their houses but as soon as the children start attending school they get to know English and interact more with other children's and as the years go by they are more likely forgetting their language and speaking English often.

In Australia the Dinka tribe have a lot of special events to get the community together and I believe that's when Dinka is spoken the most, the only reason I believe that it's because that when parents attend places with their children's and before anything fun happen the community leaders and other elders seem to discuss things out in front of everyone, that's when a lot of parents are

allow to talk. When the parents are having their turn to do a speech in front of everyone they don't use English when talking because that would set out a bad example to the children's and the only reason these events are done is to get children involve in their culture events and see how important their language is because everyone seems to speak Dinka at the events than English.

The other way people maintain their language if they know they are forgetting it, is that they use English and Dinka at the same time, so they won't have trouble speaking Dinka in their events. Dinka dialects are not that strong anymore because they say things differently and a lot of meanings have changed to the way Dinka is spoken here in Australia. Australian knows Dinka Community have accents but they can identify who Sudanese are because they don't really have a strong accent compared to other African. If someone just came from Sudan and you have been in Australia for awhile and if they hear you spoke Dinka they can tell you're forgetting Dinka because they would know that you say word differently and kind of struggling. That's how Dinka words have changed because we struggle saying some word and we mixed English with it too. Dinka is not spoken a lot at home, I find out that Children's who speak Dinka seem to speak to their parents in English at home, even though their parents speak Dinka to them they always answer back with English . Thuɔŋjäŋ, the language of the Jiëŋ (Dinka), is a Western Nilotic language spoken in Southern Sudan. Other Western Nilotic languages include: Luo, Nuer, Shilluk, Lango, Acholi and Alur. Nuer is the closest related language to Dinka (Thuɔŋjäŋ).

The major Dinka dialects are: Agar, Bor, Padaŋ and Rek. The Ethnologue identifies five major Dinka dialects: Northeastern Dinka (Padaŋ), North-western Dinka, South Central Dinka (Agar), Southeastern Dinka (Bor), and Southwestern Dinka (Rek).

" The dialects are mutually intelligible, with some lexical variation between dialects. Most linguistic studies have concentrated on one dialect. Dinka culture and society was based on morality rather than the written word. The Christian missionaries were instrumental in the development of written Dinka. The current orthography for Dinka is based on the Latin script. It is derived from the alphabet developed for the Southern Sudanese Languages."

Dinka custom have changed here in Australia to the way we speak because we starting to for the dialects and we often use more of the slang in Dinka and the way we pronouns things other stuff are that families don't spend time together

and busy working they often start to forget the pronunciation than it leads to forgetting it at all. Families who have been here for more than 5 years they have kids who have forgotten the language Dinka and when they speaking to one of the adults they mix Dinka with English. Relationship within the families have changed because we don't spend time together and the children choose to spend more time with their friends from different background and the only understanding they have is. The Dinka community like getting together and planning event which will include everyone for the sake of the children's they can get involve and adapt they culture and what it is all about.

As many Sudanese who came to Australia couple years ago, ones you settle down with your family and adapt the Australian culture and you starting focusing on your job than any other community thing. People who have been here for a very long time have done that, Attend their jobs and never attend the Dinka people events. As the years go by everything starts changing, the accent is gone and also the way we dress and have fun, that's how Australian tell who are the Dinka people, Because we don't have the accent.

In the community I always attend anything that's happening. I have been in Australia for 10 years now; I'm not really forgetting Dinka but I have difficulties when I'm speaking it. So the best things I do are either mixes it with English or just answer back in English. I personally think what the community doing a great is job because they always try their best to get everyone to speak Dinka at all time just in case you might forget it. Dinka is a great language and I'm really proud to know another language beside English knowing that I belong in a community is a great privilege. My uncle once told me it's a big shame to forget your own Culture and you would be nobody without it.

## Reference:

Surverys 15 September 2012

Phone Discussion 10 September 2012

Interview 4 September 2012

Community Youth Services September 2012

## Assessment Comments

### This example is illustrative of a C grade.

The investigation discusses the history, development and loss of the Dinka language and culture, is able to highlight the main ideas in the research and provides some reflections on how community involvement can support the preservation of the language and culture.

**Knowledge and Understanding:** The report demonstrates considered knowledge of how Dinka language and culture has evolved over time in Australia and a generally informed understanding of the influences of an Australian lifestyle on the transformation of the culture and spoken dialects.

**Analysis and Reflection:** The investigation demonstrates some analysis and reflection on the issues associated with Dinka in an Australian context and provides some reflection of personal values and experiences. The report makes clear the main points and ideas and supporting details are identified with some explanation. Analysis and reflection are supported with isolated examples from the research.

**Ideas and Expression:** Information in the investigation is generally coherent with some inconsistent accuracy in expression. There is competent presentation of information and simple ideas are supported by limited sources.

## Performance Standards for Stage 2 Language and Culture

	Knowledge and Understanding	Analysis and Reflection	Ideas and Expression
<b>A</b>	<p><i>Language and Culture in Different Contexts</i></p> <p>Insightful knowledge and understanding of language and culture in different contexts.</p> <p><i>Language as a System</i></p> <p>Clear and thorough knowledge and understanding of the target language as a system.</p> <p><i>Language Origins, Development, and/or Change</i></p> <p>Clear and well-informed understanding of, for example:</p> <ul style="list-style-type: none"> <li>the origins/heritage of the target language, the historical development of the target language, and the dynamic nature of the target language</li> <li>relationship with, and influences of, other regional languages, local dialect(s), and regional variation</li> <li>global influences on the target language, word-borrowing, and the use of global English in familiar contexts.</li> </ul>	<p><i>Analysis</i></p> <p>The functions of particular linguistic and cultural features in the text identified and explained with clarity and insight.</p> <p>Detailed explanation of how some stylistic features are used for effect/impact in the text (e.g. register, tone, textual features/organisation).</p> <p>Perceptive analysis of communication across cultural boundaries and the meaning of words/phrases in particular contexts, including explanation of some subtleties of translation.</p> <p><i>Reflection</i></p> <p>In-depth analysis of and reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.</p> <p>Insightful reflection on own values, beliefs, ideas, and practices in relation to those represented in texts.</p> <p>Critical reflection on how language and cultural background relate to an individual's sense of personal identity in the Australian context.</p> <p><i>Interpretation</i></p> <p>Concepts and perspectives represented in texts identified and explained with clarity and insight.</p> <p>Interpretations of meaning supported by detailed and appropriate use of evidence from texts.</p>	<p><i>Accuracy, Appropriateness, Range, and Clarity of Expression</i></p> <p>A range of complex linguistic structures and features used with a high degree of accuracy to convey meaning and create desired impact.</p> <p>Very effective, fluent, and precise communication.</p> <p>Language selected and register are consistently appropriate to the particular cultural and social context.</p> <p>Standard target language pronunciation used. Some accent/dialect may be evident, but this does not impede meaning. Intonation and stress used effectively to enhance meaning.</p> <p><i>Depth of Treatment</i></p> <p>Depth and breadth in the treatment of the topic/research.</p> <p>Detailed, clear, and very effective presentation and discussion of insights, findings, and conclusions based on research.</p> <p>Complex ideas elaborated in detail, and opinions supported by evidence from a range of sources and perspectives.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Information and ideas organised logically and coherently, using a range of cohesive devices.</p> <p>Conventions of the text type are observed.</p>
<b>B</b>	<p><i>Language and Culture in Different Contexts</i></p> <p>Well-considered knowledge and understanding of language and culture in different contexts.</p> <p><i>Language as a System</i></p> <p>Clear knowledge and understanding of the target language as a system.</p> <p><i>Language Origins, Development, and/or Change</i></p> <p>Mostly clear and informed understanding of, for example:</p> <ul style="list-style-type: none"> <li>the origins/heritage of the target language, the historical development of the target language, and the dynamic nature of the target language</li> <li>relationship with and influences of other regional languages, local dialect(s), and regional variation</li> <li>global influences on the target language, word-borrowing, and the use of global English in familiar contexts.</li> </ul>	<p><i>Analysis</i></p> <p>The functions of particular linguistic and cultural features in the text identified and explained with some clarity.</p> <p>Description of how some stylistic features are used for effect/impact in the text (e.g. register, tone, and textual features/organisation).</p> <p>Well-considered analysis of communication across cultural boundaries and the meaning of words/phrases in particular contexts, including explanation of one or more subtleties of translation.</p> <p><i>Reflection</i></p> <p>Well-informed analysis of and reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.</p> <p>Well-considered reflection on own values, beliefs, ideas, and practices in relation to those represented in texts.</p> <p>Some critical reflection on how language and cultural background relate to an individual's sense of personal identity in the Australian context.</p> <p><i>Interpretation</i></p> <p>Key concepts and perspectives represented in texts identified and explained with some clarity.</p> <p>Interpretations of meaning supported by some appropriate examples from the text.</p>	<p><i>Accuracy, Appropriateness, Range, and Clarity of Expression</i></p> <p>A range of linguistic structures and features used mostly accurately to convey meaning.</p> <p>Effective and mostly clear communication.</p> <p>Language selected and register mostly appropriate to the particular cultural and social context.</p> <p>Generally accurate pronunciation. Some accent/dialect may be evident, but this does not generally impede meaning.</p> <p><i>Depth of Treatment</i></p> <p>Breadth and some depth in the treatment of the topic/research.</p> <p>Clear and effective presentation and discussion of insights, findings, and conclusions.</p> <p>Some complex ideas expressed, and opinions/points of view supported, with reference to a range of sources and perspectives.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Mostly coherent organisation of information and ideas, using some cohesive devices.</p> <p>Most conventions of the text type observed.</p>

	Knowledge and Understanding	Analysis and Reflection	Ideas and Expression
<b>C</b>	<p><b>Language and Culture in Different Contexts</b></p> <p>Considered knowledge and understanding of language and culture in different contexts.</p> <p><i>Language as a System</i></p> <p>Competent knowledge and understanding of the target language as a system.</p> <p><b>Language Origins, Development, and/or Change</b></p> <p>Generally informed understanding of, for example:</p> <ul style="list-style-type: none"> <li>the origins/heritage of the target language, the historical development of the target language, and the dynamic nature of the target language</li> <li>relationship with and influences of other regional languages, local dialect(s), and regional variation</li> <li>global influences on the target language, word-borrowing, and the use of global English in familiar contexts.</li> </ul>	<p><i>Analysis</i></p> <p>Particular linguistic and cultural features in texts identified and described.</p> <p>Some stylistic features (e.g. idiom) recognised and described.</p> <p>Considered analysis of communication across cultural boundaries and the meaning of words/phrases in particular contexts, including recognition of one or more subtleties of translation.</p> <p><b>Reflection</b></p> <p>Informed analysis of, and some reflection on, cultures, values, beliefs, practices, and ideas represented or expressed in texts.</p> <p>Some reflection on own values, beliefs, practices, and ideas in relation to those represented or expressed in texts.</p> <p>Some reflection on how language and cultural background relate to an individual's sense of personal identity in the Australian context.</p> <p><b>Interpretation</b></p> <p>Main points and ideas in texts and supporting details identified, with some explanation.</p> <p>Interpretations of meaning supported with isolated examples from the text.</p>	<p><i>Accuracy, Appropriateness, Range, and Clarity of Expression</i></p> <p>A range of linguistic structures and features used with variable accuracy to convey meaning, often with reliance on rehearsed patterns.</p> <p>Generally competent communication.</p> <p>Language selected and register show awareness of and are generally appropriate to the particular cultural and social context.</p> <p>Pronunciation is understandable. Accent/dialect may influence pronunciation, but does not interfere with meaning.</p> <p><b>Depth of Treatment</b></p> <p>Some variety in the treatment of the topic/research.</p> <p>Competent presentation and discussion of insights, findings, and conclusions.</p> <p>Simple ideas expressed, and opinions/points of view supported, with reference to different sources and perspectives.</p> <p><b>Coherence in Structure and Sequence</b></p> <p>Generally coherent organisation of information and ideas, often relying on one or two cohesive devices.</p> <p>Responses generally conform to familiar conventions of the text type.</p>
<b>D</b>	<p><b>Language and Culture in Different Contexts</b></p> <p>Basic knowledge and some understanding of language and culture in different contexts.</p> <p><i>Language as a System</i></p> <p>Basic knowledge and some understanding of the target language as a system.</p> <p><b>Language Origins, Development, and/or Change</b></p> <p>Some awareness of, for example:</p> <ul style="list-style-type: none"> <li>the origins/heritage of the target language, the historical development of the target language, or the dynamic nature of the target language</li> <li>relationship with and influences of other regional languages, local dialect(s), or regional variation</li> <li>global influences on the target language, word-borrowing, or the use of global English in familiar contexts.</li> </ul>	<p><i>Analysis</i></p> <p>One or more basic linguistic and/or cultural features identified.</p> <p>One or more stylistic features are identified.</p> <p>Awareness and some description of communication across cultural boundaries, and of the meaning of words/phrases in particular contexts.</p> <p><b>Reflection</b></p> <p>Some aspects of cultural practices represented or expressed in texts identified.</p> <p>Elements of learning experiences recounted to demonstrate partial understanding of the relationship between own values, beliefs, practices, and ideas and those represented or expressed in texts.</p> <p>Some description of how language and cultural background relate to an individual's sense of personal identity in the Australian context.</p> <p><b>Interpretation</b></p> <p>Some main points in texts identified, with some personal observations.</p> <p>Specific information in texts transcribed rather than interpreted, often with minimal justification and elaboration.</p>	<p><i>Accuracy, Appropriateness, Range, and Clarity of Expression</i></p> <p>Some basic meaning conveyed with frequent errors and reliance on formulaic expressions.</p> <p>Some communication using basic vocabulary and sentence structures.</p> <p>Language and register occasionally appropriate to context.</p> <p>Pronunciation may impede meaning.</p> <p><b>Depth of Treatment</b></p> <p>Some basic treatment of information or ideas.</p> <p>Presentation of some basic findings.</p> <p>Superficial and often repetitive ideas expressed, with reference to one or more sources.</p> <p><b>Coherence in Structure and Sequence</b></p> <p>Responses tend to be loosely connected sentences on a given topic.</p> <p>Inconsistent use of limited conventions of the text type.</p>

	Knowledge and Understanding	Analysis and Reflection	Ideas and Expression
<b>E</b>	<p><i>Language and Culture in Different Contexts</i></p> <p>Identification of one or more examples of language and culture in different contexts.</p> <p><i>Language as a System</i></p> <p>Identification of a limited range of examples of the target language as a system.</p> <p><i>Language Origins, Development, and/or Change</i></p> <p>Emerging awareness of, for example:</p> <ul style="list-style-type: none"> <li>origins/heritage of the target language, the historical development of the target language, or the dynamic nature of the target language</li> <li>relationship with and influences of other regional languages, local dialect(s), or regional variation</li> <li>global influences on the target language, word-borrowing, or the use of global English in familiar contexts.</li> </ul>	<p><i>Analysis</i></p> <p>Attempted identification of one or more formulaic linguistic features, or cultural or stylistic features.</p> <p>One or more stylistic features are identified.</p> <p>Emerging awareness of communication across cultural boundaries.</p> <p><i>Reflection</i></p> <p>Attempted identification of one or more familiar aspects of cultural practices represented or expressed in a text.</p> <p>One or more elements of language learning experiences recounted.</p> <p>Attempted description of how language and cultural background relate to an individual's sense of personal identity in the Australian context.</p> <p><i>Interpretation</i></p> <p>Isolated items of information identified.</p> <p>Literal translations of words/phrases provided.</p>	<p><i>Accuracy, Appropriateness, Range, and Clarity of Expression</i></p> <p>Single words and set formulaic expressions used to convey basic information, with frequent errors that impede meaning.</p> <p>Attempted communication using a limited range of basic vocabulary and sentence structures.</p> <p>Limited appropriateness of register to context.</p> <p>Pronunciation impedes meaning.</p> <p><i>Depth of Treatment</i></p> <p>Attempted treatment of simple information.</p> <p>Attempted description of information from one source.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses are disjointed.</p> <p>Attempted use of one or more conventions of the text type.</p>