

Aboriginal & Torres Strait Islander Languages 2019 v1.0

IA1A sample assessment instrument

February 2019

Project — Exploring connections

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. comprehend language to identify information, ideas, opinions and experiences in exploring the connections between family, community and the Land
2. create spoken/signed or written texts to exchange meaning about the connections between family, community and the Land
3. understand the role of language, culture and identity in the exchange of meaning about connections between family, community and the Land
4. demonstrate understanding of the language system when identifying and explaining its characteristics, elements and features
5. use culturally appropriate protocols and ethical behaviour when establishing connections and maintaining relationships with local communities.

Note: Objective 6 is not assessed in this instrument.

Acknowledgement

The QCAA gratefully acknowledges the support of the Minjerribah Moorgumpin Elders-in-Council Aboriginal Corporation, publishers of *The Jandai Dictionary*¹, in the compilation of this resource.

This resource is designed to be read alongside the *Aboriginal & Torres Strait Islander Languages Short Course Syllabus 2019 v1.0*, which outlines the principles and protocols associated with its implementation. In accordance with the Australian Curriculum Framework, it is designed to be 'applicable to all Aboriginal languages and Torres Strait Islander languages in Australia, across the full range of language ecologies'². In particular, it is 'imperative that the local community play an active and continuing role throughout the language program' (syllabus, section 1.1.1).

While this resource is specific to a particular Aboriginal or Torres Strait Islander language, all languages are equally valued as holding a 'unique place in Australia's heritage and its cultural and educational life' (syllabus, section 1.1.3). Its purpose is to support teachers by providing an example of one of the many ways assessment can be developed for this syllabus.

¹ Iselin, M & Minjerribah Moorgumpin Elders-in-Council Aboriginal Corporation 2011, *Jandai Language Dictionary: A dictionary of language spoken on Stradbroke and Moreton islands based on words remembered by all Elders and recorded by interested visitors to our shores*, MMEIC, Dunwich, QLD

² Australian Curriculum, Assessment and Reporting Authority, *Framework for Aboriginal Languages and Torres Strait Islander Languages: Using the Framework*, www.australiancurriculum.edu.au/f-10-curriculum/languages/framework-for-aboriginal-languages-and-torres-strait-islander-languages/using-the-framework

Subject	Aboriginal & Torres Strait Islander Languages	Instrument no.	IA1A
Technique	Project — Exploring connections		
Topic	Topic 1: Making connections; Sub-topic 2: Country, Place, sea and sky		

Conditions			
Duration	Approximately five weeks, both class time and students' own time. Students should be given some continuous class time to develop the integrated project.		
Modes	Written	Length	400–700 words
	Multimodal		2–4 minutes
	Artist's statement		150–250 words
Individual/group	Individual	Other	—
Resources available	Open access to resources		
Context			
<p>In this unit, you have explored the Jandai and/or Gowar dialects and the powerful connections between language, identity and Country, Place, sea and sky, where identity shares such a close interconnectedness with family and community that they are deemed inseparable. You have also examined ways of using the Jandai and/or Gowar dialects to communicate the importance of these relationships in a reflective way for a particular audience, e.g. the Elders of the Minjerribah Moorgumpin group, a particular school community or the Quandamooka Festival.</p>			
Task			
<p>Use a combination of Standard Australian English and the Jandai and/or Gowar dialect/s spoken by the First Peoples of Minjerribah (Stradbroke Island) and Moorgumpin (Moreton Island) to describe your personal connections to the lands and waters of Quandamooka Country (Moreton Bay Area). Incorporate the concept of Country/Place to express significant relationships between language, identity, the natural landscapes and seascapes and the passing on of culture.</p> <p>This assessment includes two components and an artist's statement.</p> <ul style="list-style-type: none"> • Component 1: Write a personal reflective review about the importance of your connections to language, identity and Land by reflecting on a particular landscape (or aspect of this landscape) in Quandamooka Country that is meaningful to you. Make recommendations about ways to further incorporate the culture and the Jandai and/or Gowar dialects of one of the three Quandamooka tribes (the Goenpul, the Nunukul and the Ngugi) in this landscape to show connections with Country/Place that are important to you. • Component 2: Construct and recite a multimodal poem/lyrics about your personal and emotional connections to the natural landscape (or aspect of this landscape) in Quandamooka Country in a video clip with music, sound effects, voiceover, etc. • Artist's statement: Write a reflective statement explaining the significance of language choices in your multimodal poem/lyrics to your chosen audience. 			

To complete this task, you must:

- include the following in Component 1, your written personal reflective review
 - identify perspectives and experiences in familiar texts (class-studied) and unfamiliar texts (self-selected) about the importance of the connections between the Jandai and/or Gowar dialects, identity and Land through your chosen landscape
 - identify and explain characteristics, elements and features of the Jandai and/or Gowar dialects and how these connect to Land and identity through your chosen landscape
- include the following in your artist’s statement
 - identify and explain characteristics, elements and features of the Jandai and/or Gowar dialects used in your multimodal poem/lyrics and how these connect to identity and Land through your chosen landscape.

Checkpoints

- Week 2: Consultation with teacher about ideas for personal reflective review and multimodal poem/lyrics
- Week 4: Submission of draft (written personal reflective review, written poem/lyrics without multimodal content, and artist’s statement)
- Week 5: Submission of final project (written personal reflective review, poem/lyrics with multimodal content, and artist’s statement)

Criterion**Result****Communicating**

Assessment objectives 1, 2

Understanding

Assessment objectives 3, 4

Learning

Assessment objective 5

Authentication strategies

- The teacher will provide class time for task completion.
- The teacher will collect and annotate one draft.
- The teacher will conduct interviews or consultations with each student as they develop the response.
- Students must acknowledge all sources.
- Students must submit a declaration of authenticity.

Scaffolding

- Use accepted protocols and ethical behaviour when establishing connections and maintaining relationships with local communities.
- Use the patterns and conventions suitable for a
 - personal reflective review, e.g. conversational but respectful language, introduction, your position about your chosen landscape developed consistently throughout, recommendations, conclusion
 - multimodal poem/lyrics, e.g. evocative language, poetic devices, structure, sound effects, music, images
 - artist’s statement, e.g. reflective language explaining your language choices and their significance.
- Create a cohesive response with accurate textual features to convey your ideas.

Instrument-specific standards

Criterion: Communicating, understanding and learning

Assessment objectives

1. comprehend language to identify information, ideas, opinions and experiences in exploring the connections between family, community and the Land
2. create spoken/signed or written texts to exchange meaning about the connections between family, community and the Land
3. understand the role of language, culture and identity in the exchange of meaning about connections between family, community and the Land
4. demonstrate understanding of the language system when identifying and explaining its characteristics, elements and features
5. use culturally appropriate protocols and ethical behaviour when establishing connections and maintaining relationships with local communities.

Note: Objective 6 is not assessed in this instrument.

The student work has the following characteristics:	Grade
<ul style="list-style-type: none"> • comprehension of language to effectively identify information, ideas, opinions and experiences from a broad range of language texts and text types, both familiar and some unfamiliar, in exploring the connections between family, community and the Land • creation of a cohesive spoken/signed or written text to effectively exchange meaning about the connections between family, community and the Land • thorough understanding of the role of language, culture and identity in the exchange of meaning about connections between family, community and the Land • understanding of the language system through clear and accurate identification and explanation of its characteristics, elements and features • consistent and effective use of accepted protocols and ethical behaviour when establishing connections and maintaining relationships with local communities. 	A
<ul style="list-style-type: none"> • comprehension of language to appropriately identify information, ideas, opinions and experiences from a range of language texts and text types, both familiar and some unfamiliar, in exploring the connections between family, community and the Land • creation of a spoken/signed or written text to thoughtfully exchange meaning about the connections between family, community and the Land • clear understanding of the role of language, culture and identity in the exchange of meaning about connections between family, community and the Land • understanding of the language system through accurate identification and explanation of its characteristics, elements and features • appropriate use of accepted protocols and ethical behaviour when establishing connections and maintaining relationships with local communities. 	B
<ul style="list-style-type: none"> • comprehension of language to identify information, ideas, opinions and experiences from language texts and text types, both familiar and some unfamiliar, in exploring the connections between family, community and the Land • creation of a spoken/signed or written text to exchange meaning about the connections between family, community and the Land • understanding of the role of language, culture and identity in the exchange of meaning about connections between family, community and the Land • understanding of the language system through identification and explanation of its characteristics, elements and features 	C

The student work has the following characteristics:	Grade
<ul style="list-style-type: none"> • use of accepted protocols and ethical behaviour when establishing connections and maintaining relationships with local communities. 	
<ul style="list-style-type: none"> • comprehension of some language to identify information, ideas, opinions and experiences from familiar language texts and text types, in exploring the connections between family, community and the Land • creation of a spoken/signed or written text to exchange meaning about the connections between family, community and the Land that is often incomplete or not cohesive • partial understanding of the role of language, culture and identity in the exchange of meaning about connections between family, community and the Land • some understanding of the language system through occasional identification and simple explanation of its characteristics, elements and features • some use of accepted protocols and ethical behaviour when establishing connections and maintaining relationships with local communities. 	D
<ul style="list-style-type: none"> • comprehension of aspects of language to identify isolated information, ideas, opinions and/or experiences from simple familiar language texts, in exploring the connections between family, community and the Land • infrequent creation of a spoken/signed or written text to exchange meaning about the connections between family, community and the Land • vague understanding of the role of language, culture and identity in the exchange of meaning about connections between family, community and the Land • identification and/or disjointed explanation of isolated aspects, characteristics, elements and/or features of the language system • isolated use of accepted protocols and ethical behaviour when establishing connections and maintaining relationships with local communities. 	E