

Unit 4.2 Assessment activity 2: Coopers Creek Excursion Factual Text Background information for teachers

Description of activity

Students produce a factual text in response to their excursion to Coopers Creek. The text may be in the form of a booklet, PowerPoint presentation (or other form negotiated with the teacher). The text will include digital images of animals, plants and geographical features taken while at Coopers Creek. Students use previously learned vocabulary and structures in their factual text.

Context

Students have undertaken a unit of work based on the Coopers Creek story. They have been introduced to vocabulary and structures associated with hunting and gathering, identifying plants and animals, bush medicine, directions and significant and important sites. Students have revised relevant vocabulary and structures for using language to produce factual texts. Teaching and learning experiences have included cultural aspects of land, language and the culture of the Wangkumarra community, as well as communicative activities to internalise new vocabulary and consolidate knowledge of new grammatical structures. This assessment activity takes place towards the end of Term 2. The texts will be part of the display at the Open Day to be held at the end of Term 2.

Areas for Assessment

Using Language

Making Linguistic Connections

Moving Between Cultures

Outcomes

A student:

- 4.UL.4 experiments with linguistic patterns and structures in Aboriginal languages to convey information and express own ideas effectively
- 4.MLC.1 demonstrates understanding of the importance of appropriate use of language in diverse contexts
- 4.MBC.2 demonstrates knowledge of the cultures of Aboriginal communities

Criteria for assessing learning

Students will be assessed on their ability to:

- select a range of suitable resources for the text, including vocabulary, structures and images
- make appropriate linguistic choices to achieve communication goals:
 - produce an appropriate text type (factual)
 - express ideas in ways which recognise the audience (teacher and Aboriginal community)
- recognise the links between the Wangkumarra language and the knowledge and experience of the local Aboriginal community.

**Assessment activity Unit 4.2: Coopers Creek Storybook
Notice to students**

Bourke High School 2009

Subject: Wangkumarra Language, Stage 4	Name of activity: Coopers Creek Excursion Factual Text
Due Date: Term 2, Week 10	Marks: /15

Description of activity

Produce a factual text in response to the excursion to Coopers Creek. Your text may be in the form of a booklet, PowerPoint presentation (or other form negotiated with the teacher). In your text, use vocabulary and structures learned in this unit of work, e.g. hunting and gathering, identifying plants and animals, bush medicine, directions and significant and important sites. Illustrate your text with digital images taken while at Coopers Creek and/or sourced from the internet.

Advice on completing this activity

To complete this activity, use your portfolio/workbook and review all worksheets and handouts completed during Term 2. Your teacher will give you oral feedback as you plan, draft and edit the sentences to be used in your factual text.

Remember that the audience for your factual text includes the local community. Parents and other family members will be invited to the Open Day to see what you have been learning throughout Term 2. Key community members will give you feedback on your factual texts.

Marking Criteria:

You will be assessed on your ability to:

- select suitable resources for your factual text, including vocabulary, structures and images
- select and use in your text Wangkumarra structures and vocabulary learned this term in the unit of work on plants, animals and geographical features at Coopers Creek
- indicate links between land, language and a sense of identity in the Wangkumarra community

The marking guidelines for this assessment activity are provided. Your teacher will use these guidelines to mark your work and give you feedback. Read the guidelines carefully so that you know what to do to get a good mark for this assessment activity. Feel free to ask your teacher if you have any questions about the activity.

Marking guidelines

Student name: _____

You have:	Mark range
<ul style="list-style-type: none">selected a wide range of resources suitable for a factual text and your audienceselected and used a variety of Wangkumarra structures and vocabulary learned this termindicated many links between land, language and a sense of identity in the Wangkumarra community.	12-15
<ul style="list-style-type: none">selected a range of resources suitable for a factual text and your audienceselected and used many Wangkumarra structures and vocabulary learned this termindicated some links between land, language and a sense of identity in the Wangkumarra community.	8-11
<ul style="list-style-type: none">selected some resources suitable for a factual text and your audienceselected and used basic Wangkumarra structures and vocabulary learned this termindicated basic links between land, language and a sense of identity in the Wangkumarra community.	4-7
<ul style="list-style-type: none">selected a limited range of resources suitable for a factual text and your audienceselected and used few Wangkumarra structures and vocabulary learned this termindicated few links between land, language and a sense of identity in the Wangkumarra community.	1-3

Teacher comments and feedback

Things you have done well

Things to think about for next time
