Assessment activity Unit 4.2: Bilingual posters
Background information for teachers

Description of activity
Students will make large-scale bilingual posters on the theme of this unit of work: *Nganga-dha garray-gu bila galang-gu. Yandhu garray-bu bila-galang-bu nganga-girri nginyalgir*. (Look after the land and the rivers. Then the land and the rivers will look after you). The posters will be based on Wiradjuri knowledge of country and include images to accompany text related to the theme. Students’ posters will include vocabulary and structures learned during the unit, e.g. placenames, geographical features, locations, directions, flora, fauna, verb tenses, time words and phrases, suffixes, questions and answers, connecting words. Posters will be displayed in the school/community for NAIDOC week, and key community members will give feedback to the class, together with the Wiradjuri teacher.

Context
Students have undertaken a unit of work about country. Students have listened, read and responded to example texts about this theme. They have been introduced to relevant vocabulary and structures for using language for identifying language areas, describing location/position, explaining seasonal relationships and giving directions and locations. Teaching and learning experiences have included cultural aspects of language areas, connections between Aboriginal nations, and Indigenous ecological knowledge, as well as communicative activities to internalise new vocabulary and consolidate their knowledge of new grammatical structures. This assessment activity takes place at the end of the unit.

Areas for Assessment
Using language
Making linguistic connections
Moving between cultures

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

Criteria for assessing learning
Students will be assessed on their ability to:
- make appropriate linguistic choices to achieve communication goals:
  - produce the appropriate text type (factual text)
  - express ideas in ways which recognise the reading audience
- use available resources to access structures and vocabulary to build a message:
  - select and incorporate modelled vocabulary and language structures
  - include images to accompany the text
- demonstrate understanding of the links between land and language:
  - incorporate Wiradjuri knowledge of country
Assessment activity Unit 4.2: Bilingual posters
Notice to students

Dubbo College 2009

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Name of activity:</th>
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<tbody>
<tr>
<td>Wiradjuri Language, Stage 4</td>
<td>Large-scale bilingual poster</td>
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<table>
<thead>
<tr>
<th>Due Date:</th>
<th>Marks:</th>
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<tbody>
<tr>
<td>Term 2, Week 9</td>
<td>/30</td>
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**Description of activity**

Work independently to make a large scale bilingual poster that represents Wiradjuri knowledge of country and is on the theme of this unit, *Nganga-dha garray-gu bila galang-gu. Yandhu garray-bu bila-galang-bu nganga-girri nginyalgir*. **Look after the land and the rivers. Then the land and the rivers will look after you.** Include a range of Wiradjuri vocabulary and structures you have learned in this unit of work, e.g. placenames, geographical features, locations, directions, flora, fauna, time words and phrases, verb forms, suffixes, connecting words. In your poster include images to accompany and illustrate your text, e.g. photos from excursion to the river with Elders, images from internet research, images you have drawn/painted yourself, maps. Your poster will be part of a class display for NAIDOC week.

**Advice on completing this activity**

To complete this activity, use your portfolio/workbook, review all of the worksheets and handouts completed during term 2, refer to the Wiradjuri dictionary, and check the class wall displays for ideas and information which you could include your bilingual poster. It’s also important to refer to your notes on the Elders’ knowledge shared in class and especially on the excursion. Your teacher will give you oral feedback as you plan, draft and edit your poster.

Remember that the audience for your poster is the local community. Parents and other family members will be invited to the display to see what you have been learning throughout term 2. Key community members will give you feedback on the display.

**Marking Criteria:**

You will be assessed on your ability to:

- access and choose resources (including vocabulary, structures and images) which are suitable for a factual text and your reading audience
- select and use in your poster Wiradjuri structures and vocabulary learned this term in the unit of work on country
- indicate links between land, culture, language and a sense of identity in the Wiradjuri culture

The marking guidelines for this assessment activity are below. 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: ____________________________**

<table>
<thead>
<tr>
<th>You have:</th>
<th>Mark range</th>
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<tbody>
<tr>
<td>• accessed and chosen a wide range of resources suitable for a factual text and your reading audience</td>
<td>16-20</td>
</tr>
<tr>
<td>• selected and used numerous Wiradjuri structures and vocabulary learned this term in the unit of work on country</td>
<td></td>
</tr>
<tr>
<td>• indicated many links between land, culture, language and a sense of identity in the Wiradjuri culture</td>
<td></td>
</tr>
<tr>
<td>• accessed and chosen a range of resources suitable for a factual text and your reading audience</td>
<td>11-15</td>
</tr>
<tr>
<td>• selected and used many Wiradjuri structures and vocabulary learned this term in the unit of work on country</td>
<td></td>
</tr>
<tr>
<td>• indicated some links between land, culture, language and a sense of identity in the Wiradjuri culture</td>
<td></td>
</tr>
<tr>
<td>• accessed and chosen some resources suitable for a factual text and your reading audience</td>
<td>6-10</td>
</tr>
<tr>
<td>• selected and used basic Wiradjuri structures and vocabulary learned this term in the unit of work on country</td>
<td></td>
</tr>
<tr>
<td>• indicated basic links between land, culture, language and a sense of identity in the Wiradjuri culture</td>
<td></td>
</tr>
<tr>
<td>• accessed and chosen a limited range of resources suitable for a factual text and your reading audience</td>
<td>1-5</td>
</tr>
<tr>
<td>• selected and used few Wiradjuri structures and vocabulary learned this term in the unit of work on country</td>
<td></td>
</tr>
<tr>
<td>• indicated few links between land, culture, language and a sense of identity in the Wiradjuri culture</td>
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### Teacher comments and feedback

**Things you have done well**

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**Things to think about for next time**

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