**SUBJECT:** Australian Languages  
**PROGRAM TYPE:** Second Language Learning  
**TARGET LANGUAGE:** PITJANTJATJARA  
**LEVEL:** Stage 1  

2018

*This subject focuses on developing communication skills in Pitjantjatjara (speaking, listening, reading & writing), developing understanding of language as a system, and enhancing intercultural understandings. Detailed information is available from the Subject Outline accessible from the SACE Board web site: [http://sace.sa.edu.au](http://sace.sa.edu.au).*  
*Within the required assessment components, students have an opportunity to demonstrate the knowledge, skills, and understandings they have developed. *Students are assessed through a series of required summative tasks as outlined in the Subject Outline. *The Learning and Assessment Plan is available to students on the class Edmodo at the beginning of the course.  
*As per SACE guidelines, students will be assessed against set criteria. *Grades will result from student performance against the Performance Standards at A - E level. *In order to make the most of student potential, 5 capabilities have been incorporated into the language program. *These capabilities are: communication, citizenship, personal development, work and learning. *The capabilities enable students to make connections in their learning within and across subjects in a wide range of contexts. The course has texts and dictionaries and students will need to purchase these.

**RESOURCES:** Goddard, C. *Pitjantjatjara-Yankunytjatjara to English dictionary* (IAD Press); Goddard, C. *A Learner’s Guide to Pitjantjatjara/Yankunytjatjara* (IAD Press); Pitjantjatjara verb wheel.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Target Language Focus Area</th>
<th>Regional Languages Focus Area</th>
<th>Australian Languages Focus Area</th>
<th>Text Types</th>
<th>Main Linguistic Focuses</th>
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</thead>
</table>
| 1        | Understanding Language    | Students develop their Pitjantjatjara communicative competence, & build their understanding of, & respect for, culturally-specific norms & protocols. Pitjantjatjara provides the focus for all comparisons with intra-regional & inter-regional languages. (TLs) | Students investigate language connections and interdependence within the Western Desert region by comparing and contrasting Pitjantjatjara with other intra-regional varieties – eg, Yankunytjatjara, Ngaatjatjara, Kukata, etc. (RLs) | Understanding Language  
Understanding Language  
Language ecology  
Linguistic structures  
Language change and shift  
Location/distribution of languages in TL region | Understanding Language  
Understanding Language  
Sound-spelling systems of ALs  
Structures of ALs  
Language change and shift since 1788  
Australian creoles and AEs | Understanding Language  
Understanding Language  
Language ecology  
Linguistic structures  
Language change and shift  
Location/distribution of languages in TL region  
Sociocultural aspects of ALs  
Indigenous languages world-wide | Understanding Language  
Understanding Language  
Language ecology  
Linguistic structures  
Language change and shift  
Location/distribution of languages in TL region  
Sociocultural aspects of ALs  
Indigenous languages world-wide |

Text Types:  
- conversation  
- song  
- essay  
- narrative  
- recount  
- data report  
- speech creation and presentation  
- multimodal creation and presentation

Main Linguistic Focuses:  
- pronunciation  
- WD dialect variation (P-Y-Ng)  
- sound system – consonant, vowel  
- underlying syllable structure  
- vocabulary focuses, questions  
- the noun phrase  
- word building  
- the sentence (transitive-intransitive; verbless; underlying SOV word order  
- verb classes, verb endings  
- case/case endings; making meaning pronouns – ‘free’ and ‘bound’; case
<table>
<thead>
<tr>
<th>2</th>
<th>Understanding Language</th>
<th>Understanding Language</th>
<th>Understanding Language</th>
<th>Consolidate/extend the above, and …</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Group identity &amp; interdependence</td>
<td>Language ecology</td>
<td>Sound-spelling systems of ALs</td>
<td>'nominalisation' - verbs into nouns</td>
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<td>Target Language Ecology</td>
<td>Linguistic structures</td>
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<td>joining sentences together</td>
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<td>Language change and shift</td>
<td>Language change and shift since 1788</td>
<td>'serial' actions</td>
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<td>Australian creoles and AEs</td>
<td>purpose actions</td>
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<tr>
<td>Understanding Culture</td>
<td>Understanding Culture</td>
<td>Understanding Culture</td>
<td>Indigenous languages world-wide</td>
<td>'circumstantial' actions</td>
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<td>Everyday life</td>
<td>encoded shared cultural features</td>
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<td>Cultural behaviour in the TL</td>
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Please note: This Course Overview may change to accommodate students’ prior knowledge and/or combined year levels. Updated 29/1/18