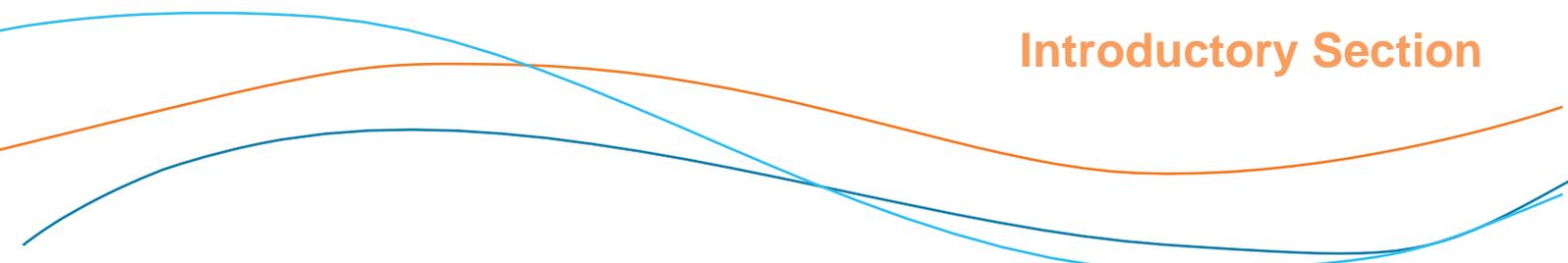


**Australian Curriculum: Languages
Foundation to Year 10
Draft Framework for Aboriginal Languages
and Torres Strait Islander Languages:
Introductory Section**



May 2013

<http://consultation.australiancurriculum.edu.au>

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Rationale for Aboriginal Languages and Torres Strait Islander Languages F–10

The overall rationale for learning Aboriginal languages and Torres Strait Islander languages in Australian schools is that they are the original languages of this country. Through learning them, all students gain access to knowledge and understanding of Australia that can only come from an Aboriginal or Torres Strait Islander perspective. The languages by their nature embed this perspective. Learning to use these unique languages can play an important part in the development of a strong sense of identity, pride and self-esteem for all Australian students.

A key goal of Creative Australia, the National Cultural Policy (launched 13 March 2013, available at <http://creativeaustralia.arts.gov.au/>), is to 'Recognise, respect and celebrate the centrality of Aboriginal and Torres Strait Islander cultures to the uniqueness of Australian identity'.

Each Aboriginal and Torres Strait Islander language is unique to the Country on which it arose. It gives voice to the landscapes, thoughts and ways of seeing and interpreting the world. When the language of the Land is spoken, it brings together all of the elements of the landscape and its people. It encompasses the relationships of these people with one another and with the landscape, past, present and future. The learning of an Aboriginal or Torres Strait Islander language incorporates the realities of its people and facilitates students' deep engagement with knowledge, ways of being and ways of knowing. It will develop in students an understanding of historical, current and ongoing connection to Country and lore.

Aboriginal languages and Torres Strait Islander languages are fundamental to the identity of Aboriginal and Torres Strait Islander peoples and this is recognised throughout the Framework. It is also the right of Aboriginal and Torres Strait Islander peoples to have access to education in and about their own languages, as enshrined in the United Nations Declaration on the Rights of Indigenous Peoples (resolution 61/295, adopted 13 September 2007, http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf). Education systems play a vital role in facilitating access to language learning and supporting community language revival and maintenance.

Learning Aboriginal languages and Torres Strait Islander languages meets the needs and rights of young people to learn their own languages and recognises the significance of these languages in the language ecology of Australia. For Aboriginal and Torres Strait Islander students, learning their own language is crucial to their overall learning and achievements. It enables them to develop a wider recognition and understanding of their language, culture, land, sea, Country and Place, and this contributes to their wellbeing. For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the Country in which they live, including the relationship between land, the environment and people. The ongoing and necessary reclamation and revitalisation of these languages also contribute to reconciliation.

Aboriginal languages and Torres Strait Islander languages are complex and diverse. Engaging with the study of an Aboriginal or Torres Strait Islander language will develop communication skills in the language studied and will also contribute to the intellectual enrichment of the student. For non-Indigenous students, the study of an Aboriginal language or Torres Strait Islander language will provide intellectual challenge and development while

also giving them insight into and understanding of Indigenous Australian culture and knowledge. In some cases it will provide these students with the opportunity to communicate with Indigenous Australians in their own language. In other cases, in addition to communication skills it will give insight into history, language change and language renewal.

The government report 'Our Land Our Languages: Language Learning in Indigenous Communities' (House of Representatives Standing Committee on Aboriginal and Torres Strait Islander Affairs, Commonwealth of Australia, September 2012, http://www.aph.gov.au/Parliamentary_Business/Committees/House_of_Representatives_Committees?url=/atsia/languages2/report.htm) found that there is an ongoing and close relationship between the work of communities to maintain and revitalise their languages and that of schools as a vehicle for language instruction. The study 'Indigenous Languages Programs in Australian Schools — A Way Forward' (Purdie et al., 2008, <http://www.dest.gov.au/NR/rdonlyres/FBEAC65B-3A11-41F0-B836-1A480FDD82F9/25487/LPfinal130109NP.pdf>) found that over 16 000 Indigenous students and 13 000 non-Indigenous students, located in 260 Australian schools, are involved in Aboriginal and Torres Strait Islander languages programs.

The opportunity to learn an Aboriginal language and/or Torres Strait Islander language is becoming available in an increasing number of Australian schools, and an aim of this Framework is to make that option available for all students. In this way, all students will have the opportunity to benefit from the social and intellectual development that will result from this learning.

Aims of learning Aboriginal languages and Torres Strait Islander languages

The interrelated aims of learning Aboriginal languages and Torres Strait Islander languages are:

- to communicate in the target language
- to understand language, culture and learning, and their relationship, and thereby develop an intercultural capability in communication
- to understand oneself as a communicator (as both performer and audience)
- to understand the process of language building as a means to extend the potential of the language (in vocabulary, expression and discourse) and to develop knowledge of linguistic techniques (collecting, describing and recording language), including processes of language revitalisation.

What is the Framework?

The Framework for Aboriginal Languages and Torres Strait Islander Languages (the Framework) is the first national curriculum document Foundation to Year 10 to provide a way forward for all schools in Australia to support the teaching and learning of the languages indigenous to this country. The Framework has been developed from the many individual responses to teaching Aboriginal languages and Torres Strait Islander languages created by the education systems of each state and territory, and it draws particularly on the landmark Australian Indigenous Languages Framework (Senior Secondary Assessment Board of South Australia, 1996).

The decision to provide a framework in preference to language-specific curriculum documents was made in order to allow for greater flexibility in guiding schools and teachers in developing programs for any Aboriginal language or Torres Strait Islander language.

Aboriginal languages and Torres Strait Islander languages are unique and distinct within the languages learning area in the Australian Curriculum. There are at least 250 distinct Aboriginal languages and Torres Strait Islander languages, many having numerous dialects. Each language has an intimate connection with 'Country' or 'Place', which is how Aboriginal and Torres Strait Islander people refer to areas of land and/or sea to which they belong. Each Aboriginal or Torres Strait Islander person inherits language as part of their birthright, along with their membership of a particular group and attachment to Country or Place. In this way, people become custodians and owners of land or sea, and of language. So a crucial part of a person's identity is sourced through language and Country or Place. All of this has important implications for the framing of appropriate principles and protocols for the delivery of school-based programs in Aboriginal languages and Torres Strait Islander languages. It also emphasises the need for ongoing consultation with relevant communities in developing school programs.

Since 1788, most of the languages have ceased to be languages of everyday communication because many Aboriginal and Torres Strait Islander peoples were forced to stop speaking their languages as a result of government policies aimed at assimilating communities into the non-Indigenous population. However, communities across Australia are now working actively towards getting the languages back into everyday use, and schools can play a key role in helping communities achieve this aim. It is well demonstrated that Aboriginal and Torres Strait Islander students are strongly motivated to study their own and other Aboriginal languages and Torres Strait Islander languages and that enthusiasm for their language studies often increases their engagement at school more generally.

This Framework caters for all Aboriginal languages and Torres Strait Islander languages, irrespective of the ecology of each language, whether it is still a language of a community used for everyday communication, a language that is beginning to be revitalised, or one of the many creole languages that have arisen through language contact in Australia.

To cater for differences between the ecologies of the languages and the communities who are owners and custodians of the languages, and to cater for students who come from a variety of learner backgrounds, the Framework has three pathways:

- First Language Learner Pathway (L1)

- Language Revival Learner Pathway (LR)
- Second Language Learner Pathway (L2)

This structure recognises that each student brings specific background language experience, knowledge and skills to their learning of the target language, and that the programming and delivery in schools will reflect this and also the nature of the target language. The pathway approach recognises that the two key variables are 'the learner' and 'the nature of the language'.

Just as the languages have changed over time, and most rapidly since 1788, so have Aboriginal and Torres Strait Islander communities. The Framework takes into account that the study of Aboriginal languages and Torres Strait Islander languages is as much about what it is to be an Aboriginal or Torres Strait Islander person today as it is about ancient traditions and social, cultural and linguistic continuity with the past.

Using the Framework locally in developing language-specific curricula for particular Aboriginal languages and Torres Strait Islander languages

It is intended that the Framework will be used by state and territory jurisdictions and schools to develop language-specific curricula and programs. Of necessity, the Framework is general and abstract. This is because it needs to be potentially applicable to all the Aboriginal languages and Torres Strait Islander languages of this country across the full range of language ecologies. Therefore, curriculum content and achievement standards within the Framework are pitched at a higher level of generality than language-specific curricula.

At the local level, language-specific curricula must be developed with appropriate consultation with relevant Aboriginal or Torres Strait Islander communities (as outlined in the **Principles and protocols** section below). The local language ecology needs to be considered to select the pathway most appropriate for the local situation. Only a small minority of Aboriginal languages and Torres Strait Islander languages will be suitable for the L1 or L2 pathways; the majority can be expected to adopt the LR pathway (refer to the discussion of pathways within the **Curriculum architecture** section).

In developing language-specific curricula, the generalised content and achievement standards within a particular pathway can be modified to include language-specific material.

In the next stage of curriculum development, following consultation on the draft Framework, language-specific examples of content and achievement standards will be included within the Framework to support the process of developing language-specific content and achievement standards.

Principles and protocols

Appropriate consultations with relevant Aboriginal or Torres Strait Islander communities are always the touchstone for the development and provision of language learning programs. Before, during and after the introduction of such programs, the following guiding principles and protocols should be integral to the development and delivery of Aboriginal languages and Torres Strait Islander languages programs.

Principles

Each Aboriginal language or Torres Strait Islander language is recognised as belonging to a group of people who are the language owners or custodians.

Sufficient time and resources should be allowed for thorough and ongoing consultation processes in accordance with local situations. Often there will be more than one Aboriginal or Torres Strait Islander language represented in the local setting, so a decision needs to be reached as to which language or languages will be taught and who is appropriate to teach the language(s). The ultimate authority regarding the choice of target language rests with the local Aboriginal and/or Torres Strait Islander community.

Protocols

A thorough assessment of the local language situation should be conducted before the program is commenced. The school needs to identify the appropriate people in the local Aboriginal and/or Torres Strait Islander community to consult with in the development of the language program. These people would typically be local Elders, traditional owners, people with historical links to the language and relevant local community organisations.

Issues to be considered might include:

- whether the target language is the language of the land on which it will be learnt
- the proportion of students identifying with the language
- the availability of appropriate human resources for teaching the language
- the level of documentation for the language.

Allowance should be made for the possibility that a different language to that preferred by the school may eventually be requested and/or chosen by the local community, and that at a particular point in time there may be no agreement by the local community.

Curriculum architecture

Pathways

To cater for the differences between the ecologies of the languages and the communities who are owners and custodians of the languages, and to cater for students who come from a variety of learner backgrounds, the Framework has three pathways:

- First Language Learner Pathway (L1)
- Language Revival Learner Pathway (LR)
- Second Language Learner Pathway (L2)

This approach recognises that the two key variables are ‘the learner’ and ‘the nature of the language’. It acknowledges that students bring specific background language experience, knowledge and skills to their learning of the target language, and that the programming and delivery in schools will reflect this as well as the nature of the target language.

The First Language Learner Pathway (L1) caters for students whose first language is still spoken as the main or one of the main languages of everyday communication in their communities. Very few Aboriginal languages and Torres Strait Islander languages are still languages of everyday communication. This pathway will contribute to the maintenance and development of these languages.

The Language Revival Learner Pathway (LR) caters for students learning Aboriginal languages and Torres Strait Islander languages in various stages of recovery and revitalisation by their owners or custodians. These languages are usually referred to as ‘sleeping’ and being ‘woken up’ by their communities.

The Second Language Learner Pathway (L2) caters for students learning an Aboriginal language or Torres Strait Islander language which is still spoken every day in communities but is not the main language the students have grown up speaking.

First Language Learner Pathway (L1)

L1 involves languages that continue to be spoken ‘right through’ as languages of everyday communication in their communities and which have a substantial community of speakers across generations. Typically (but not exclusively), L1 programs will occur on Country.

L1 provides students with an opportunity to study at school in their first language (or one of their first languages). For students who are speakers of their own Aboriginal or Torres Strait Islander language, having the opportunity to learn this language at school is a powerful mechanism of cognitive development and signals recognition of the value and status of their language.

L1 students develop language skills to expand their domains of use in their first language. This includes developing skills in registers and genres not normally encountered in their home community; in effect, this may involve the students in the creative development of these new registers/genres within their language.

This pathway enhances essential skills that underpin other learning. In particular, the L1 pathway acknowledges that Aboriginal and Torres Strait Islander students undertaking it are established language speakers but may not yet be fully literate in any language. A key feature of the L1 pathway therefore is development of written literacy and, where possible, numeracy in the language of study. For younger students, this will be their first literacy and so will play a crucial role in preparing them for transferring their literacy skills to English, which is the primary language of wider instruction in educational institutions in Australia. For older students (that is, those who have been developing their initial literacy in English) this will also be of benefit to their overall literacy development and will be an avenue for mastering higher levels of literacy and the ability to deal with complex texts.

L1 students reflect on their own identities as communicators and become more aware of the values and beliefs that underpin their communication practices. They explore the ways in which they express their identity in their own language, and how this can be extended to English and other languages.

Students develop an understanding of the target language and its sociolinguistic setting. They engage in translation and interpretation activities that provide insight into the cultural and linguistic differences and similarities between the target language and English. They develop an awareness of communicative practices and how they differ between the two languages.

L1 students reflect on their linguistic environment at a local, regional and national level exploring the situation of other languages. They explore ways in which their first language can be expanded to meet the needs of their own developing literacy and oracy.

Students learn about the processes for building language — the linguistic techniques of language engineering (collecting, describing and recording language), so that they can work with their community to develop the communicative repertoire of the language— in order to extend its capacity as a language of everyday communication in all contexts.

Language Revival Learner Pathway (LR)

LR provides students with an opportunity to study an Aboriginal or Torres Strait Islander language that is being revived, revitalised and remade by its owners, custodians and communities. These languages do not yet have first language speaker communities, and they range from languages that are only beginning to be revitalised to languages so advanced in their revival that initial generations of new first language speakers are beginning to emerge as parents use the languages with their children.

An LR learner may have a direct connection with the language as an Aboriginal or Torres Strait Islander person who is a member of the traditional owner or custodian group for the language. Learners may also be people with no direct connection to the language, including non-Indigenous students.

For students in this pathway it is an opportunity to learn how to communicate orally and to read and write in another language, and also to learn how to 'reawaken' languages that have been 'asleep', in some cases for a very long time. Aboriginal and Torres Strait Islander peoples often use the term 'asleep' for those languages that are no longer used for ordinary everyday communication. These include most Aboriginal languages and Torres Strait Islander languages. Through assisting to 'wake up', continue and expand the communicative use of Aboriginal languages and Torres Strait Islander languages, students grow in their understanding of Australia's history and their own capacity to effect positive social change.

The ecologies of many of these languages are such that some limited knowledge of the language exists in the memories of some people and in the historical record, while others are a long way towards again being languages of everyday communication. Learners of these Aboriginal languages and Torres Strait Islander languages participate as communicators and language developers in revitalising languages, creating their own communicative materials in conjunction with the owners of the languages. A necessary function of this program is to learn the techniques of linguistic practices that apply to language revival.

Students learn to interrogate historical documents for evidence of the language of study that can help them in understanding how the language worked while it was still being spoken. Literacy is a key skill in the study of any language in revival mode because it requires analysis of written texts. Text-based historical documents and audio and visual recordings form the basis of our understanding of many of our Aboriginal languages and Torres Strait Islander languages.

Second Language Learner Pathway (L2)

L2 provides all students with the opportunity to learn an Aboriginal language or Torres Strait Islander language in addition to any other language(s) they already speak. Languages studied in L2 are typically those which have been spoken 'right through' as languages of everyday communication in their communities and which have a substantial community of speakers across generations.

L2 learning in many cases will be off Country, with students who are not from the target language community.

The first language of most L2 students will be English, and this pathway provides them with an opportunity to study a language that is structurally very different from English and comes from a culture quite distant from the English-speaking mainstream. This develops a deeper appreciation of the nature and diversity of languages and cultures, and requires the acquisition of knowledge and skills necessary to learn and understand an Aboriginal or Torres Strait Islander language and its cultural context.

For those students from the target language community who did not grow up speaking the language it is an opportunity to reaffirm their cultural identity through acquiring the language of their community.

Students learn to apply their developing knowledge of an Aboriginal language or Torres Strait Islander language to interact with others and communicate personal information and ideas in a widening range of contexts. By observing and interacting with target language speakers and spoken and written target language texts, students begin to recognise the culture-specific ways in which communication takes place. They also develop awareness of their own linguistic and cultural practices and begin to apply this new understanding in their communication with others.

Students learn about new developments in the target language, such as new vocabulary for introduced cultural items and new genres arising from the impact of media and technological development with the wider Australian context. They also learn about such developments in a range of Aboriginal languages and Torres Strait Islander languages that are in varying stages of language revival at a local, regional and national level.

Table 1, below, provides a summary of key similarities and differences across the pathways.

Table 1: Key similarities and differences across pathways

| Feature | First Language Learner Pathway | Second Language Learner Pathway | Language Revival Learner Pathway |
|-------------------------------|--|---|---|
| Target language status | Spoken right through (full linguistic code) | Spoken right through (full linguistic code) | Varying degrees of vitality (developing linguistic code) |
| Speech community | Substantial Range of speakers across all generations Language is used as the 'language of community' | Substantial Range of speakers across all generations Language learning may be off Country | Limited Language has minimal if any speakers Community members may have some speaking knowledge of the language, words and/or phrases, and songs |
| Learner groups | First language speaker, for whom the language is a lived experience Usually Aboriginal and Torres Strait Islander students | Language learner acquiring knowledge of an additional language Aboriginal and Torres Strait Islander students with varying degrees of connection to the language Includes non-Indigenous students | Particular emphasis on developing skills to rebuild language Aboriginal and Torres Strait Islander students with varying degrees of connection to the language Includes non-Indigenous students |
| Communicating | Extending communicative competence Developing written literacy in first language Supports language maintenance and development | Developing communicative competence in an additional language | Growing communicative competence Engaging in language building Communication facilitated by materials and knowledge available about the language |
| Understanding | Language systems, language awareness, languages context (local, regional, national), language variability, language building | Language systems, language awareness, languages context (local, regional, national), language variability, language building | Language systems, language awareness, languages context (local, regional, national), language variability, language building (with particular emphasis on language revitalisation and addressing language gaps) |

Time on task: indicative hours

For the purposes of curriculum development, ACARA specifies a number of indicative hours, or the total number of teaching and learning hours assumed to be spent on a specific learning area. This number is an indication only, not a prescription. For the languages learning area, ACARA specifies 350 indicative hours between Foundation and Year 6, and 320 hours spread across Year 7 to Year 10. Content descriptions and achievement standards for each specific language and for each pathway take this into account. It should be noted that these assumptions about time on task have been made only for the purposes of curriculum writing. Schools and school authorities will make policy decisions regarding time when implementing the curriculum.

Table 2: The relationship between curriculum content, achievement standards and indicative hours for the purpose of writing curriculum

| Curriculum content and achievement standards | Indicative hours (for the purpose of writing curriculum) |
|--|--|
| Foundation to Year 10 sequence | |
| Foundation to Year 2 (Level 1) | 350 hours |
| Years 3 to 6 | |
| Years 7 to 10 (Level 2) | A further 320 hours |

The indicative 350 hours of learning from Foundation to Year 6 may be allocated differently across the years of schooling (that is, the total hours may be spread across Foundation to Year 6, or Year 3 to Year 6, or Year 4 or Year 5 to Year 6). This curriculum structure provides flexibility for schools to make program arrangements best suited to their local context and needs.

The Framework is written in the bands Foundation to Year 2, Years 3 to 6 and Years 7 to 10 because as a new national design for teaching Aboriginal languages and Torres Strait Islander languages it is too early to make additional band distinctions. In the absence of pedagogical evidence across the country for all these languages, the broader band distinctions provide maximum local flexibility in curriculum development.

Content structure

The content of the Australian Curriculum: Languages is organised in two interrelated strands, which realise the four interrelated aims. The two strands are:

- *Communicating* — using language for communicative purposes in interpreting, creating and exchanging meaning
- *Understanding* — examining language and culture as resources for interpreting and making meaning in intercultural exchange.

Learning languages involves student performance, analysis and reflection. Taken together, the strands reflect these three important aspects of language learning: performance of communication, analysing various aspects of language and culture involved in communication, and reflection that involves comparative and relational dimensions (for example, the first language in relation to the second language, and self in relation to other).

Strands and sub-strands

Within each strand, a set of sub-strands has been identified that reflect dimensions of content to be taught and learnt across the Foundation to Year 10 continuum. The strands and sub-strands do not operate in isolation but are instead integrated in language use for diverse purposes in diverse contexts. The relative contribution of each sub-strand differs for different languages, pathways, and stages of learning.

Following are brief descriptions of each of the strands and sub-strands.

Strand: Communicating

Using language for communicative purposes in interpreting, creating and exchanging meaning.

1.1 Socialising and taking action

Socialising by interacting with others (in oral and written modes) to exchange ideas, opinions, experiences, thoughts, feelings, intentions and plans, and to take action with others.

1.2 Obtaining and using information

Obtaining, processing, interpreting and conveying information from a range of spoken, written and multimodal texts to develop and apply knowledge.

1.3 Responding to and expressing imaginative experience

Engaging with imaginative experience by participating in, responding to and creating a range of imaginative texts such as stories, literature, songs, drama, music and popular culture.

1.4 Moving between/translating

Mediating between at least two languages and cultures in communication (the primary language and the target language) and developing the capability to explain different perspectives to others, recognising different interpretations and points of view.

1.5 Expressing and performing identity

Establishing and giving expression to individual identity and memberships of particular speech communities and cultures.

1.6 Reflecting on intercultural language use

Participating in the reciprocal exchange of meaning, and developing a capability to reflect on communicative choices made in the target language and culture in relation to those available in one's primary language and culture and on what this intercultural experience means for self in relation to others.

Strand: Understanding

Examining language and culture as resources for interpreting and making meaning in intercultural exchange.

2.1 Systems of language

Analysing and understanding the systematic nature of language and language use, including sound, writing and grammatical systems, and textual conventions.

2.2 Variability in language use

Analysing and understanding the varying use of linguistic and cultural systems in diverse contexts as appropriate to each society's social and cultural norms, values and beliefs (for example, how setting, participants, roles and relationships can influence communication).

2.3 Language awareness

Analysing and understanding the nature and function of language and culture in general, focusing on such areas as the changing relationship of languages and cultures over time, and the ability of new media and technologies to shape communication.

2.4 Role of language and culture

Analysing and understanding the role of language and culture in meaning-making, both in language use across languages and cultures and in language learning.

2.5 The role of language building

Analysing and understanding language building as a means to extend the potential of the language in the areas of vocabulary, expressions and discourse, and to develop knowledge of linguistic techniques such as collecting, describing and recording language.

Key concepts

Concepts are the 'big ideas' for use in developing language-specific curricula and, ultimately, programming for the classroom. This choice of terminology was made in shaping the curriculum to shift the teaching and learning focus from describing facts or features of phenomena, situations and events to also considering how facts and features relate to concepts or principles. So, in describing a 'house', students can shift from a physical description of the building to a consideration of the concept of 'house' as 'home/space/place'. Concepts lead students to make intercultural comparisons and engage in personal reflection, thereby making deeper connections in their learning.

The key concepts for Aboriginal languages and Torres Strait Islander languages include:

- relationships between people, and between people, language and Country (Place, land, sea) — including kin, relationship and family terms
- identity — including ways of knowing and being
- engagement in social, cultural and community interactions and events
- journey — including hunting, tracking, navigating and road trips
- rules for living and ways of talking
- systems of language — including sound and meaning, grammar, writing, signing and gesture, and textual conventions
- register and variation — including saving face, respect, gender distinctions, and age- and relationship-appropriate language use
- linguistic landscape and ecology — including language maintenance and development, language building and revitalisation; Aboriginal languages and Torres Strait Islander languages at a local, regional and national level, local vernacular, creoles, dialects; borrowing and relatedness.

Key processes

Processes include skills (listening, speaking, reading and writing) as well as higher-order thinking processes (conceptualising, reasoning, explaining, comparing) and the processes of collecting, describing and recording language.

Key text types

Text modes include oral, written, visual or multimodal. A range of historical and contemporary written, audio visual and multimodal texts is available to support any Aboriginal or Torres Strait Islander language curriculum developed from the Framework. Any language teaching program will benefit from drawing on a range of historical support materials and community knowledge.

Implications for implementation

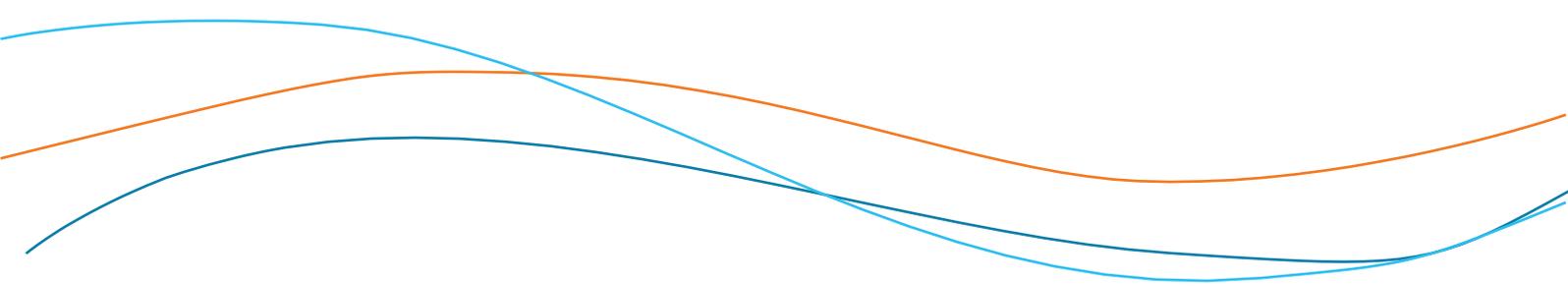
It is critical that any language curriculum developed from the Framework highlights the need to engage with communities in an ethical and sustainable manner. If the language is taught off Country, this should involve building in engagement with Elders of the local communities and with the target language community. Excursions to community events and gatherings and developing ongoing relationships with community members through multimedia can build and perpetuate mutual understanding and connections for the benefit of students and the community. Information and communications technology (ICT) and archival target language resources will also play an important role (refer to the **Principles and protocols** section).

The Framework also envisages the potential inclusion of school programs that address the use of sign languages of various degrees of elaboration as a feature of all Aboriginal languages and Torres Strait Islander language systems. In some situations people will switch entirely into a sign language as the more appropriate form of communication. Greetings between people often involve non-verbal aspects, including signs, gestures and sometimes a whistle. All these forms of communication — which in other language learning might not be regarded as central to the learning of the language — are essential elements in engaging students of all ages in learning an Aboriginal language or Torres Strait Islander language.

Also, in learning an Aboriginal language or Torres Strait Islander language, texts that would more typically be regarded as artworks in other language learning become key ‘visual texts’ for language instruction. These include ‘sand paintings’, relief sculptures made in sandy desert country created to relate a narrative about Country and the interaction between humans and superhuman spirits, and between ancestor figures and the environment. Artworks that were traditionally created as body art or as paintings or sculptures on trees, cut logs or stone platforms or in caves, for particular events such as ceremonies and funerals, are now presented as paintings on canvas, paper or board. They are solo or collaborative works by people who have a specific knowledge of their Country, and are created in order to transmit that knowledge to their community and increasingly to the wider Australian and international communities. Other art forms such as dance performances, song and ‘theatre’ are intrinsic to communication in Aboriginal languages and Torres Strait Islander languages and should be incorporated at all stages of learning.

ICT resources can provide valuable access to additional target language and virtual cultural experiences. Access to digital collections such as those of the Australian Institute for Aboriginal and Torres Strait Islander Studies can provide students with the opportunity to engage with essential resources for enriching school programming. In consultation with community, learners can access historical audio and visual information about the target language, hearing the language spoken in ways that it may no longer be used. Through access to this material, students can learn about aspects of the target language and help to rebuild some elements of its communicative repertoire that have been lost. All the Aboriginal languages and Torres Strait Islander languages are in need of some degree of revival

Australian Curriculum: Languages
Foundation to Year 10
Draft Framework for Aboriginal Languages and
Torres Strait Islander Languages
First Language Learner Pathway



May 2013

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Foundation to Year 2 (Level 1)

Foundation to Year 2 (Level 1) Band description

Children enter the early years of schooling with established spoken language skills in one or more Aboriginal or Torres Strait Islander language and with a lived sense of belonging to worlds in which language plays a key role. School is usually the first place these children encounter written literacy as a communicative tool. Cognitive and social development at this stage is exploratory and egocentric. The families and communities to which these children belong encourage early self-sufficiency and independence, developing their learning through active engagement in community life. As a result, Aboriginal and Torres Strait Islander children characteristically develop at an early stage a sense of responsibility for themselves and other family and community members. At school the curriculum extends this early learning by building on children's interests, knowledge of their community, sense of enjoyment and curiosity, with an emphasis on active learning and confidence building.

Children may be developing written literacy in another language at the same time as they are developing written literacy in the target language through the school language program. Learning in these different languages differs significantly, but each supports and enriches the other.

Across Foundation to Year 2, learning occurs largely through interaction with peers and the teacher, with some access to wider school and community members for additional enrichment of the learning experience. In the L1 pathway, children are living the experience of their language every day, and it is important for schools to build on this community-based instruction by developing programming that richly engages children with their outside-school experiences of language learning. Excursions onto Country to explore the environment with Elders and other community members are essential to the learning of students at all stages, but particularly in this early establishment phase when understanding of the role of language as a lived experience is so important.

In Foundation to Year 2, the target language is used in classroom interactions, routines and familiar activities, supported by the use of concrete materials and resources, gestures and body language. Play, imaginative activities, games, music, movement and familiar routines provide essential scaffolding and relevant contexts for language development.

As L1 pathway learners are speakers of the target language, the objective is to provide them with a beginning understanding of how their language works. Initial focus is on listening to the sounds, shapes and patterns of the target language through activities such as chants, songs, clapping and action games. Children develop a sense of syllable patterns and stress by clapping out the sounds. The use of repetition and recycling in instruction helps children to identify high-frequency words and simple phrases and to recognise the purpose and intention of simple texts. Rote learning is a key feature of traditional community learning styles.

One of the main objectives in this early stage of the L1 pathway is to introduce children to written literacy. This is likely to be their first experience of literacy, so these learners are supported into literacy more generally through the use of their first language in developing

their first literacy. The transition from spoken to written language is scaffolded via shared exploration of simple texts and language features. Children progress from supported comprehension and use of a small number of high-frequency and personally significant sight words to more elaborated simple texts which take account of context, purpose and audience. They use grammatical, cultural and contextual cues to comprehend texts and communicative interactions. Writing skills progress from labelling images and copying high-frequency words to co-constructing simple texts using familiar vocabulary, language features and structures. Children begin to develop familiarity with a range of texts in different genres. As they learn to adjust language to suit different purposes and situations, children begin to understand the important role of culture in shaping language use.

Learning is supported via the provision of experiences which are challenging but achievable with appropriate scaffolding and support. This involves modelling, monitoring and moderating by the teacher; provision of multiple and varied sources of input; opportunities for revisiting, recycling and reviewing; and continuous cueing, feedback, response and encouragement.

Children talk about differences and similarities they notice between the target language and other languages and cultures to which they are exposed, and about how they view different languages and the people who speak them. This introduction to the reflective dimension of intercultural language learning begins to develop in children the ability to 'decentre', to consider different perspectives and ways of being; and to become aware of themselves as communicators in particular cultural communities and contexts.

Foundation to Year 2 (Level 1) Content descriptions and elaborations

Communicating

Socialising and taking action

1.1 Identify and discuss kin and basic relationship terms and use them appropriately in class with peers and the teacher. [Key concepts: relationship, kinship, family terms]

- using appropriate kinship and relationship terms with peers and the teacher, for example, in play, games, activities

1.2 Name and discuss key ceremonies and social and cultural activities, the time of year at which they occur and associated activities in the community. [Key concepts: ceremony, social and cultural events, community events]

- naming and describing key ceremonies, for example, age — rites of passage, group gatherings, increase, knowing about and caring for Country, and for Torres Strait Islanders *Coming of the Light*

1.3 Recount stories from local Dreaming tracks. [Key concepts: relationship to Country, Place, land, sea]

- creating sand sculpture, painting, dance and songs to share and recount local Dreaming stories
- visiting key local sites to hear retellings by Elders

1.4 Use appropriate ways of talking in different social situations, for example, interactions within social groups or with people from different areas/Countries. [Key concept: ways of talking — spatially and socially determined]

- using avoidance language, name/word taboos, and appropriate ways of talking to people with whom they have specific kinship or social relationships

Obtaining and using information

1.5 Name a range of plants, animals and locations and be aware of the connections between people and land. [Key concept: Country — land, sea, Place]

- visiting Country with Elders

1.6 Use appropriate language to seek and obtain information. [Key concept: knowledge]

- applying name taboos, for example, *Kumantjayi* ('no name'; name taboo on recently deceased people)

1.7 Identify and participate in a range of arts and public ceremonies. [Key concepts: arts, ceremony]

- participating in arts and public ceremonial events

1.8 Use the main forms of communications media used within the community. [Key concept: communications media]

- using communications media such as phones and internet communications software to communicate

1.9 Use terms for times of day and year, seasons and routines. [Key concepts: time, routine]

- using terms related to times of the school day
- using seasonal language

1.10 Recount events from the past. [Key concept: past]

- recounting stories about their family and community

Responding to and expressing real and imaginative experience

1.11 Recount journeys. [Key concept: journey — hunting, tracking, navigating, road trips]

- going on an excursion and recounting the story of the trip

1.12 Discuss rules for living expressed in stories. [Key concepts: power, Law, morality]

- listening to stories and discussing their meaning

Moving between/translating

1.13 Explore similarities and differences across polite usages in own and other languages. [Key concept: rules for living and ways of talking]

- comparing the use in a meal situation of such terms as 'please' and 'thank you' in other languages with their use in the target language

1.14 Recognise differences between languages. [Key concept: linguistic landscape]

- listing some ways in which their own language differs from other languages

1.15 identifying features of representation (words, icons and symbols) in their own language and comparing them with those of other languages [Key concept: representation]

- making signs and designing symbols
- using symbols from own iconographies to create images, for example, sand sculpture, painting

1.16 Experiment with translating sentences and phrases from own language into other languages and vice versa, noticing when it is not possible to translate word for word'. [Key concepts: equivalence, difference]

- comparing terms for the same thing in own and other languages, noticing similarities and differences

Expressing and performing identity

1.17 Discuss aspects of personal history. [Key concept: memory]

- discussing with class aspects of family, friends and community
- drawing pictures of family, home and environment and creating labels

1.18 Represent self to others. [Key concept: self]

- drawing pictures of self and labelling body parts
- taking photos of class and labelling

1.19 Identify own membership in various groupings. [Key concept: connection — language, family, community, Country, nation]

- creating images that represent various social, cultural and familial groups and own membership within them

1.20 Experiment with the need to make choices in expressing identity in social interactions. [Key concept: judgment — ability to discern, make social decisions, insightfulness]

- role-playing behaviour in different social interactions

Reflecting on intercultural language use

1.21 Recognise that there are differences between own use of language and responses and those of others. [Key concept: communication — participants, context, purpose, negotiation, impact]

- role-playing the use of language with peers and teacher in different contexts and considering their responses

1.22 Describe the effect of own use of language in social interactions. [Key concept: comfort or discomfort]

- discussing use of the name of a recently deceased person (imaginary) — discomfort
- role-playing use of ‘*Kumantjayi*’ for a recently deceased person — comfort

Understanding

Systems of language

1.23 Notice that sounds are used in the form of words to express meaning. [Key concepts: sound, meaning]

- listening to and producing combinations of sounds in the target language, recognising that some combinations are meaningful words and others are not, for example, *ngana*, *ngina*, *nguna*
- learning basic words to describe sound and meaning

1.24 Understand the systematic nature of language and language use. [Key concept: grammar]

- listening to and producing combinations of words in the target language, recognising that some combinations are meaningful phrases and others are not
- learning basic words to describe words and meaning

1.25 Understand that writing is used to represent words. [Key concept: writing]

- copying writing modelled by the teacher
- being introduced to the alphabet

1.26 Understand that signs and gestures can be used to signal meaning. [Key concepts: signing, gesture]

- role-playing the use of signs and gestures in their community

1.27 Use some textual conventions. [Key concept: textual conventions, including genre]

- using formulaic opening and closing of stories and other conventions as found specifically in Indigenous Australian texts, including narrative and informational genres and oral texts

Variability in language use

1.28 Understand that language use varies according to the nature of relationship and context. [Key concepts: register, variation]

- exploring the use of language appropriate to the relationship and context, for example, address terms, skin, kin

1.29 Notice that values are reflected in choice of vocabulary and grammatical constructions. [Key concept: ideology]

- comparing the way they speak to a good friend or close relative with the way they speak to the teacher or someone from outside their community

1.30 Recognise the constraints that guide forms of address and social interactions. [Key concepts: constraints and possibilities, saving face, respect and silence, single or multiple terms for concepts in some languages, gender distinctions]

- discussing discomfort resulting from inappropriate forms of address or social interaction

1.31 Experiment with language as a tool for negotiating the social environment. [Key concept: negotiation]

- making requests for goods and services, for example, at a shop or the council office

1.32 Understand the role of geographical, situational and virtual space in language use. [Key concept: place]

- giving and following directions
- creating maps

Language awareness

1.33 Recognise that languages change over time and that new languages develop in contact situations. [Key concepts: dynamic systems, ecology — maintenance, decline and revitalisation of Aboriginal languages and Torres Strait Islander I languages]

- listening to examples of target language from different periods in time
- discussing the current language situation in their community, particularly in relation to generational influences

1.34 Understand that language has the power to influence people or events. [Key concept: power]

- discussing how authority figures in the community can influence people or events

1.35 Identify the local languages and dialects and notice how they fit into the broader regional and national language diversity. [Key concept: regional language variations, including dialects]

- listening to examples of other languages/dialects from the local region and more widely through the use of audiovisual and audio aids such as film and recordings, and directly from speakers of other languages

1.36 Understand that words and expressions can be borrowed from other languages, and that certain languages and dialects are related. [Key concepts: borrowing, relatedness]

- discussing words that have been borrowed from other languages to describe concepts new to own language

Role of language and culture

1.37 Understand that cultural attitudes, values and beliefs are expressed through language. [Key concepts: attitudes, values, beliefs]

- role-playing use of respectful language

1.38 Experiment with similarities and differences in language use within their own language and languages in the community and individual characteristics in language use. [Key concepts: sameness, difference]

- describing ways in which language is used differently in their community
- describing individual characteristics in language use

1.39 Experiment with behaviours and practices in language use. [Key concepts: behaviours, practices]

- describing practices in certain scenarios, for example, suppression of the name of the recently deceased

Role of language building

1.40 Notice that languages can be developed by their speakers and learners. [Key concept: linguistic techniques]

- discussing new words that have entered the target language

1.41 Use protocols for language building and learn about other language building efforts elsewhere. [Key concept: language revitalisation]

- discussing processes involved in language building
- identifying words that have been 'built' and discussing why

Years 3 to 6 (Level 1)

Years 3 to 6 (Level 1) Band description

At this stage children are developing cognitive and social capabilities which allow for increased control of their own learning. They are able to conceptualise and reason, and have better memory and focus. This is a stage of social experimentation, with children referencing themselves against their peers. They are more independent and less egocentric, enjoying both competitive and cooperative activities. They benefit from varied, activity-based learning which builds on their interests and capabilities and makes connections with other areas of learning.

The contexts in which learners interact in learning and using the target language are primarily local: the classroom, school, home and community. The development of oral proficiency at this stage is part of the daily language acquisition that children are developing in using the target language as part of their routine communicative repertoire. Learning at school helps to develop the understanding children have of how their language works, and there is a focus on developing literacy in that language.

Children develop literacy skills and textual knowledge through supported interaction with a range of spoken, written, visual and multimodal texts. Imaginative and interactive texts such as picture books, stories, puppet play, songs and games engage the expressive and cultural dimensions of language. Procedural, informational and descriptive texts, such as negotiated classroom rules, planned activities, and family and class profiles, show how language is used to 'get things done'. A balance between language *knowledge* and language *use* is established by integrating focused attention to grammar, vocabulary building, pronunciation, and non-verbal and cultural dimensions of language use with communicative and purposeful task activity.

All Aboriginal languages and Torres Strait Islander languages are in need of language building to increase their communicative repertoire in order to meet new needs in communication. Children learn language building skills such as using a range of processes to develop new vocabulary in the target language in order to talk about aspects of their lives and the world around them that might not have been envisaged in the target language; for example, students might develop new vocabulary for talking about ICT equipment, including computers, electronic tablets and mobile phones, and the functions performed by those items of equipment. For L1 pathway learners this is also a way in which to develop an understanding of the difference between languages that are very distant particularly between their first language and English which they are required in the Australian school system to learn. .

This stage of learning involves extensive support. Form-focused activities build children's grammatical knowledge and develop accuracy and control in written use of the target language; opportunities to apply this knowledge in meaningful task activity build communicative skills, confidence and fluency. Tasks are carefully scaffolded: teachers provide models and examples; introduce language, concepts and resources needed to manage and complete the task; make time for experimentation, drafting and redrafting; and provide support for self-monitoring and reflection. Discussion supports learning and develops children's conceptual frame for talking about language and culture systems and reflecting on the experience of moving between languages and cultures.

Learning the target language contributes to the process of making sense of the children's worlds which characterises this stage of development. As they learn about the target language and culture, they make comparisons with other language(s) and culture(s) and consider their own ways of communicating. For L1 pathway learners this is an opportunity to reinforce their understanding of their first language, and begin to make comparisons between their first language and other languages they speak, including the English. This will lead to exploring concepts of identity and difference, and to thinking about cultural and linguistic diversity, and about what it means to speak more than one language in the contemporary world.

In the upper primary years, learners communicate more confidently, are more self-directed and make connections more readily between themselves and wider contexts. Response to experience is more analytical and critical, allowing for a reflective dimension to language learning and to referencing a different cultural framework.

Learners are able to work more independently, but enjoy working collaboratively as well as competing with each other. Shared tasks develop social, cognitive and language skills and

provide a context for purposeful language experience and experimentation. Focused attention to language structures and systems, literacy skills development and exploration of cultural elements of communication are conducted largely in the target language. Learners use ICT to support their learning in increasingly independent and intentional ways, such as exchanging resources and information with peers and other young people of the same age in the target language, accessing music and media resources, maintaining blogs and web pages, and participating in social networks.

Spoken language development at this level includes active listening to a range of varied input from different sources and building more elaborated conversational and interactional skills. This involves initiating and sustaining conversations, turn-taking, 'reading' language for cultural and contextual meaning, building on others' contributions, making appropriate responses and adjustments, and engaging in debate and discussion. Individual and group oral presentation and performance skills are developed through researching and organising information; structuring, rehearsing and resourcing the content of presentations; and selecting appropriate language to engage particular audiences.

Literacy development involves increasingly independent interaction with a wider range of texts. Learners draw on more established grammatical and lexical resources to compose and comprehend more complex language. They use a range of cues and decoding strategies to assist comprehension and to make connections between ideas, contexts and language within and between texts. They write more accurately and fluently for a wider range of purposes and audiences. While learners work more independently at this level, ongoing support is incorporated into task activity, and systematic feedback and review support the interactive process of learning.

As they use the target language to interact in different situations and to engage with different resources, learners develop a stronger understanding of how language and culture influence each other. They learn to recognise how language features and expressions reflect cultural values and experiences (for example, language variation relating to gender, generation or cultural context); and how grammatical forms or vocabulary choices can affect the 'meaning' that is made (for example, using specific varieties of the target language in relevant contexts, such as song language or mother-in-law language; Elders and communities may also work with classes to teach male and female students separately about gender-differentiated language). This leads to considering their own ways of communicating and using language, and to thinking about personal and community identities, stereotypes and perspectives. Learners begin to experience and reflect on the challenges involved in moving between languages and different ways of making meaning.

Years 3 to 6 (Level 1) Content descriptions and elaborations

Communicating

Socialising and taking action

2.1 Discuss kinship relationships and associated behaviours and stories. [Key concepts: relationship, kinship, family]

- interacting with peers to explore social relationships within the class and the wider community, for example, through short excursions, visiting community members, play, games, sport and other activities

2.2 Discuss the links between ceremonies, people, stories and Dreaming tracks. [Key concepts: ceremony, social and cultural events, community events]

- naming and describing ceremonies, and identifying their significance and the roles of people involved, for example, age — rites of passage, group gatherings, increase, knowing about and caring for Country, and for Torres Strait Islanders (Coming of the Light)

2.3 Identify own Dreaming, its location and significance, the principal actors, characters and entities, and the social importance of connections to Dreamings. [Key concept: relationship to Country, Place, land, sea]

- using sand sculpture, painting, dance and song to share and retell local Dreaming stories
- visiting key local sites to hear retellings by Elders
- obtaining permission to enter an area or information about the area

2.4 Describe appropriate ways for self and others to talk in different social situations. [Key concept: ways of talking — spatially and socially determined]

- role-playing how different groups will communicate across a variety of different social situations and modes
- using avoidance language, name/word taboos and appropriate ways of talking to people with whom they are in specific kinship or social relationships

Obtaining and using information

2.5 Describe totemic geography and classify plants, animals and Country in relation to social groupings. [Key concept: Country — land, sea, Place]

- exchanging information about plants and animals with Elders on Country
- exchanging information with Elders on Country about making artefacts and using this information to obtain and prepare food during a bush tucker excursion

2.6 Identify knowledge holders and the distribution of knowledge across age and gender. [Key concept: knowledge]

- applying name taboos, for example, Kumantjayi ('no name'; name taboo on recently deceased)
- listening to an Elder calling out to a place of significance on Country, and understanding that only certain people have the right to call out to that place

2.7 Participate in a range of arts and public ceremonies. [Key concepts: arts, ceremony]

- creating arts and contributing to public ceremonial events
- discussing and sharing information about arts and public ceremonial events with peers

2.8 Independently use the main forms of communications media of the community. [Key concept: communications media]

- routinely using media such as phones and internet communications software to communicate, and understanding the appropriate language use for each medium

2.9 Use full range of terms for times of day and year, seasons and routines. [Key concepts: time, routine]

- using seasonal language
- recognising the difference between community time and 'western' time
- producing calendars and timelines depicting the community year and comparing these with the western calendar and time systems
- producing texts that engage with a wide range of timeframes, including Dreamtime stories, contact history, life history, and texts describing future events in the community

2.10 Explore and create own accounts of the past. [Key concept: past]

- writing stories about the past, and biographical accounts of family and self

Responding to real and expressing imaginative experience

2.11 Explore and create own accounts of journeys. [Key concept: journey — hunting, tracking, navigating, road trips]

- going on an excursion and recounting the story of the trip
- creating story texts in a variety of genres to tell stories of journey

2.12 Identify messages in stories relating to power, Law and morality. [Key concepts: power, Law, morality]

- listening to stories and discussing their meaning
- summarising the meanings of stories

Moving between/translating

2.13 Use appropriate polite language, etiquette and protocol across the full range of community situations they encounter and compare these with English or other regional languages. [Key concept: rules for living and ways of talking]

- role-playing encounters that demonstrate correct forms in own language and other regional languages, for example, greetings, leave-takings, requests for goods and services
- 'employing appropriate polite language when creating and responding to texts, for example, letters, community announcements, official notices

2.14 Recognise and exemplify differences between own and other languages. [Key concept: linguistic landscape]

- discussing some ways in which their own language differs from other languages
- examining written samples of own and other languages and assessing similarities and differences

2.15 Identify representational differences (in words, icons and symbols) between own and other languages. [Key concept: representation]

- discussing symbols from own and peers' iconographies
- creating images that reflect these iconographies, for example, sand sculpture, painting

2.16 Identify and discuss examples of lack of word-for-word equivalence between own and other languages. [Key concepts: equivalence, difference]

- making comparisons between words in own and other languages, noticing similarities and differences
- discussing translations of written documents, identifying instances where there is no word-for-word equivalence between own and other languages

Expressing and performing identity

2.17 Recount and discuss aspects of personal and community history. [Key concept: memory]

- discussing with class aspects of family, friends, community, region and nation
- creating texts about family, home and environment

2.18 Describe differences and similarities between self and others. [Key concept: self]

- creating texts about self in relation to others
- describing news relating to self, family and community

2.19 Express connections to various groupings. [Key concept: connection — language, family, community, country, nation]

- creating texts (oral and written) that describe the various groups and their membership within them

2.20 Make choices in expressing identity in social interactions. [Key concept: judgment — ability to discern, make social decisions, insightfulness]

- discussing sense of own identity and that of others in a local context and comparing this with the representation of identity at a regional or national level

Reflecting on intercultural language use

2.21 Use different language genres and styles to interact appropriately with others. [Key concept: communication — participants, context, purpose, negotiation, impact]

- discussing with peers use of language and considering their responses
- comparing use of their language with Non-Indigenous people
- creating texts which demonstrate different genres and styles

2.22 Use language appropriately in a wide range of social contexts. [Key concept: comfort or discomfort]

- experimenting with use of language by self and others and its effect in a family environment — comfort
- role-playing use of language by self and others in an unfamiliar environment — discomfort
- creating texts which demonstrate comfort or discomfort with others, for example, an invitation to a community event, a letter of apology to a classmate

Understanding

Systems of language

2.23 Explore ways in which sounds are used to express meaning. [Key concepts: sound, meaning]

- role-playing the language of a very young child versus more adult language (for example, in Warlpiri, *ampiya* versus *yampiya*) to recognise the effect of sound changes
- exploring reduplicated forms of simple words
- exploring the effect on meaning of reversing the order of syllables in simple words (oral and written)

2.24 Explore systematic structures within language and language use. [Key concept: grammar]

- recognising meaningful elements (morphemes) within words, for example, affixation in verbs to indicate categories such as tense, aspect and mood

2.25 Consistently use the writing system. [Key concept: writing]

- writing texts for different purposes

2.26 Explore ways in which signs and gestures can be used to communicate meaning. [Key concepts: signing, gesture]

- discussing the use of signing in their community

2.27 Understand and use textual conventions. [Key concept: textual conventions, including genre]

- using formulaic opening and closing of stories and other conventions as found specifically in Indigenous Australian texts, such as narrative and informational genres, and oral texts
- using textual conventions creatively in a range of genres, for example, narrative or instructional texts

Variability in language use

2.28 Explore ways in which language use varies according to the nature of relationship and context. [Key concepts: register and variation]

- role-playing the use of language appropriate to the relationship and context, for example, address terms, skin, kin
- creating texts for different social purposes, for example, a personal account of a journey with family, or a description of a sporting event and the interactions between players and audience

2.29 Explore ways in which values are reflected in vocabulary range and grammatical constructions. [Key concept: ideology]

- discussing ways in which values are reflected in vocabulary range and grammatical constructions in different situations, for example, church services, sporting events, talking with friends

2.30 Explore the constraints that guide forms of address and social interactions. [Key concepts: constraints and possibilities, saving face, respect and silence, single or multiple terms for concepts in some languages, gender distinctions]

- discussing discomfort resulting from inappropriate forms of address or social interaction, for example, responding to a question when an older person has the right to speak

2.31 Explore the use of language as a tool for negotiating the social environment. [Key concept: negotiation]

- discussing plans for community initiatives, considering the people to be involved and persuaded, and planning how to make the approach, for example, by letter or face to face

2.32 Explore the role of geographical, situational and virtual space in language use. [Key concept: place]

- discussing the use of directions in recounts of dramatic events, for example, television, film

Language awareness

2.33 Talk about how own language has changed over time, describing some of the factors involved in language change and the need to develop the language to meet new communicative needs. [Key concepts: dynamic systems, ecology — maintenance, decline and revitalisation of Australian languages]

- discussing examples of target language from different periods in time, identifying words used by older generation but not by the young
- discussing the use of language relating to new technologies

2.34 Explore how certain words and expressions have the power to influence people or events. [Key concept: power]

- discussing how certain words and expressions influence people or events, for example, use of language to gain access to places of special significance
- discussing how certain languages have greater prominence and power than others, for example, the place of English in the world, regional *lingue franche*

2.35 Name local languages and dialects and identify where they are spoken; explore differences and similarities between local languages and dialects and be aware of languages and dialects in the wider Australian community. [Key concept: regional language variations, including dialects]

- discussing examples of other languages and dialects from the local region and more widely through the use of audiovisual and audio aids such as film and recordings, and directly from speakers of other languages

2.36 Describe the processes involved in the borrowing of words and expressions from other languages, and identify how certain languages and dialects are related. [Key concepts: borrowing, relatedness]

- exploring the range of words borrowed from other languages for new concepts (most often nouns and often from English)
- discussing relationships between own language and other languages of the region, for example, noticing similarities between particular vocabulary sets such as words for body parts

Role of language and culture

2.37 Explore cultural attitudes, values and beliefs expressed through language. [Key concepts: attitudes, values, beliefs]

- discussing examples of key cultural concepts, for example, Dreaming, Country, Law

2.38 Use language(s) and dialects appropriate to a range of social contexts so as to respond appropriately to others, and use a variety of language styles in own communication. [Key concepts: sameness, difference]

- discussing ways in which language is used differently by different members of their community/in different situations
- discussing individual characteristics in language use

2.39 Use behaviours and practices specific to particular social situations. [Key concepts: behaviours, practices]

- discussing practices used in certain scenarios, for example, suppression of the name of the recently deceased

Role of language building

2.40 Explore processes to build and extend languages for new needs. [Key concept: linguistic techniques]

- discussing new words and expressions that have entered the target language and considering gaps that are yet to be filled

2.41 Explore protocols for language building and examine other language building efforts elsewhere. [Key concept: language revitalisation]

- using processes involved in language building, drawing where appropriate on language building efforts from elsewhere

Foundation to Year 6 (Level 1) Achievement standard

By the end of Level 1, students comprehend and convey meaning in familiar situations and exchanges using the target language. Students comprehend familiar oral and written target language and demonstrate this understanding by identifying essential information. They convey meaning using familiar words, phrases, text types and modes using the target language according to the language learner pathway. When composing simple texts in the target language, students use language organisational forms and functions, grammar and vocabulary, combined with process skills and structures.

Students understand how language features and patterns can be used for emphasis. They demonstrate how specific details can be used to support a point of view, and explain how their choices of language features and images are used. Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate understanding of grammar, make considered choices from an expanding

vocabulary, use accurate spelling and punctuation for clarity, and make and explain editorial choices.

Students recognise and demonstrate understanding of Aboriginal and Torres Strait Islander connections with the world and how these are expressed through language and other communication forms. They demonstrate understanding of how Aboriginal languages and Torres Strait Islander languages are learnt, and the ways in which language has historically been kept and maintained in communities.

Students know and understand the characteristics of language as a communication form as well as the historical background of the target language, including facts, concepts and perspectives of Aboriginal languages and Torres Strait Islander languages.

They understand fundamental characteristics of language organisation and structure and the function of language within Aboriginal and Torres Strait Islander communities.

Students understand how the use of text structures can achieve particular effects, and analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. They compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to and participate in discussions, clarifying content and challenging others' ideas.

Years 7 to 10 (Level 2)

Years 7 to 10 (Level 2) Band description

The transition to secondary schooling involves social and academic demands which coincide with a period of maturational and physical change. The target language is used for classroom interactions and transactions, creating and maintaining classroom relationships, explaining and practising language forms, and developing cultural understanding. Additional opportunities for interaction in the target language are provided by purposeful and integrated use of ICT. Learners work collaboratively and independently, exploring different modes and genres of communication with particular reference to their current social, cultural and communicative interests. They pool language knowledge and resources to plan, problem-solve, monitor and reflect. They use modelled and rehearsed language in familiar and unfamiliar contexts and increasingly generate original and personal language. They make cross-curricular connections and explore intercultural perspectives and experience.

Learners read, view and interact with a widening range of texts for a variety of purposes (for example, informational, transactional, communicative, imaginative and expressive). They use different processing strategies and language knowledge, increasingly drawing on understanding of text conventions and patterns. Incorporating a wide variety of visual (paintings, sculptures, costumes) and 'performed' texts (dance, song, theatre) is intrinsic to learning an Australian language, so students build on skills developed in the visual and performing arts curriculum to develop their language use. They make connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language and how language choices determine how people, issues and circumstances are represented. They compose and present more complex and varied texts (for example, media

and hypermedia texts, shared stories, poetry, songs/raps, blogs, advertisements, reports and journal entries). They plan, draft and present imaginative, informative and persuasive texts; design interactive events and collaborative tasks; and participate in discussions and games. They use vocabulary and grammar with increasing accuracy, drafting and editing to improve structure and clarify meaning.

Particular support is required at this stage of target language learning to manage the transition to secondary schooling and to encourage continued engagement. Opportunities to review and consolidate prior learning are balanced against the provision of engaging and relevant new experiences and more challenging tasks. Students are supported to develop increasing autonomy as language learners and users, to self-monitor and adjust language in response to their experience in diverse contexts.

Learners at this level work with a wider range of text types and communication modes, and are developing stronger vocabulary and expressive resources. This enables more direct and authentic experience of cultural expression and intercultural communication. Opportunities to express ideas and feelings, exchange opinions, negotiate relationships and manage shared activities increasingly involve 'cultural' as well as 'linguistic' choices, personal and social elements as well as grammatical ones. At this stage learners can move from the *what* considerations to the *why* and *how* questions: from noticing that language and communication are culturally shaped to thinking about the values, experiences and perspectives which underpin these cultural differences, and how these impact on their experience as learners moving between linguistic and cultural systems.

Greater control of language structures and systems increases confidence and interest in communicating in a wider range of contexts. Learners use the target language to communicate and interact, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a wider range of texts and experiences. They use the target language with a greater degree of self-correction and repair, and reference the accuracy of their language use against a stronger frame of grammatical and systems knowledge. They demonstrate understanding of language variation and change, and of how intercultural experience, technology, media and globalisation influence language use and forms of communication.

Textual knowledge and capability are strengthened through maintaining a balance between activities which focus on language forms and structures and communicative tasks and performance. Task characteristics and conditions at this level are more complex and challenging. They involve collaborative as well as independent language planning and performance, and development and strategic use of language and cultural resources. Elements of tasks involve interpreting, creating, evaluating and performing. Genres such as media resources, fiction and nonfiction texts, performances and research projects allow for exploration of themes of personal and contemporary relevance (for example, global and environmental issues, identity and relationship issues, and questions of diversity and inclusivity). Learners investigate texts through more critical analysis, identifying how language choices reflect perspectives and shape meaning, and how they in turn are shaped by context and intention.

Learners at this level understand the relationship between language, culture and identity. They explore the reciprocal nature of intercultural communication: how moving between

different languages and cultural systems impacts on the learner's ways of thinking and behaving, and how successful communication requires flexibility, awareness and openness to alternative ways. They develop the capacity to 'decentre' from normative ways of thinking and communicating, to consider their own cultural ways through the eyes of others, and to communicate in interculturally appropriate ways.

Years 7 to 10 (Level 2) Content descriptions and elaborations

Communicating

Socialising and taking action

3.1 Analyse the relationship between kinship, Law and lore. [Key concepts: relationship, kinship, family terms]

- discussing kinship as it applies to adulthood

3.2 Discuss own roles in ceremonies and the importance of ceremony to the community. [Key concepts: ceremony, social and cultural events, community events]

- understanding own and others' roles in ceremonies
- describing what preparations are needed in the community prior to ceremonies, for example, assembling the appropriate personnel, providing food and shelter for visitors to the community, arranging for necessary equipment for ceremonies

3.3 Discuss the relationships between Law, story, ceremony, people, community and Country, and how people demonstrate connection to areas of land and sea and their rights to those areas. [Key concept: relationship to Country, Place, land, sea]

- identifying stories connected with particular places, the Dreaming associated with those places, and the role that senior community members exercise in connection with those places

3.4 Use appropriate ways of talking in different social situations, between social groups or in talking to people from different areas and Countries. [Key concept: ways of talking — spatially and socially determined]

- describing how this is done in different areas, for example, discussing how their mother's family use different ways of talking, avoidance language, name/word taboos, ways of talking to people with whom they are in specific kinship or social relationships

Obtaining and using information

3.5 Understand and reflect on environmental Country knowledge in relation to self and others. [Key concept: Country — land, sea, Place]

- exchanging information about plants and animals with peers on Country
- providing instructions to peers on procedures for building artefacts
- devising written instructions and creating own written account of the process

- investigating implications of local environmental practices and government policies, and considering alternatives

3.6 Understand and reflect on knowledge and knowledge holders in relation to self and others. [Key concept: knowledge]

- reflecting on differences in the distribution of knowledge within the local community and the practices of other communities and cultural group
- understanding that only certain people have the right to display their knowledge in these different settings

3.7 Obtain information on the arts from diverse sources in order to understand the role of arts and ceremony in the community. [Key concepts: arts, ceremony]

- gathering information about the arts from a range of sources (including media, internet and local community) to understand arts and ceremony in local, regional and national contexts
- exploring additional meanings related to arts and public ceremonial events and sharing information with peers
- preparing written accounts of the range of arts and ceremonies and reflecting on their similarities and differences

3.8 Competently use communications media and reflect on (relative) importance, role within community and wider context. [Key concept: communications media]

- routinely using media such as phones and internet communications software to communicate, and understanding the appropriate language styles for each medium
- creating texts such as blogs and other websites to convey information about class projects or shared events

3.9 Use appropriate time system (community or 'western') for particular contexts, and discuss differences and reasons. [Key concepts: time, routine]

- participating in excursions onto Country to observe and discuss seasonal changes in plants and keep a record of these findings
- devising a school timetable which reflects both 'western' and community time, taking into account community constraints such as sorry business
- drawing on comparable texts in the region to produce texts that engage with a wide range of timeframes, including Dreamtime stories, contact history, life history, and texts describing future events in the community
- producing seasonal calendars of the environment from an Aboriginal or Torres Strait Islander perspective and comparing these with a 'western' seasonal calendar

3.10 Create own accounts of the past and reflect on others'. [Key concept: past]

- writing stories about the past, including biographical accounts of family, self and others

Responding to and expressing real and imaginative experience

3.11 Reflect on and express opinions about the content and production of creative texts. [Key concept: journey — hunting, tracking, navigating, road trips]

- going on a class excursion, producing recounts of the experience and reflecting on the range of creative texts about the trip produced by peers
- considering similarities and differences between stories of journeys created at a local level compared to stories of journeys from outside, for example, stories experienced via television, radio, internet or print

3.12 Create stories expressing moral principles. [Key concepts: power, Law, morality]

- identifying moral principles in a range of stories
- considering similarities and differences in the expression of moral principles in stories created at a local level compared to stories of journeys from outside, for example, stories experienced via television, radio, internet or print

Moving between/translating

3.13 Reflect on and explain the full range of polite language, etiquette and protocol across community situations, and compare these with other regional languages or English. [Key concept: rules for living and ways of talking]

- analysing correct forms in own language and other regional languages, for example, greetings, leave-takings, requests for goods and services
- exploring texts that employ appropriate polite language and noticing which strategies have greater effect, for example, letters, community announcements, official notices, responses to government documents

3.14 Reflect on and explain differences between own and other languages. [Key concept: linguistic landscape]

- describing some ways in which own language differs from other languages
- analysing written samples of own and other languages and assessing similarities and differences

3.15 Explore knowledge of ways in which representational differences (words, icons and symbols) can be identified between own and other languages. [Key concept: representation]

- comparing and discussing symbols from local, regional and national iconographies
- participating in excursions onto Country to examine and discuss the symbolic landscape, for example, Dreaming stories associated with Place, land, sea

3.16 Reflect on and explain instances of non-equivalence between own and other languages. [Key concepts: equivalence, difference]

- making comparisons between words in own and other languages, noticing similarities and differences
- creating translations of written documents (for example, government announcements, noticing instances of non-equivalence between own and other languages and the reasons for this

Expressing and performing identity

3.17 Reflect on and discuss the role of memory in personal and community identity. [Key concept: memory]

- eliciting life histories from family, friends and community members, reflecting on similarities and differences in life histories from the region and nation
- Writing their own journals in a range of media, including blogs or other social media, about family, home and environment

3.18 Reflect on and describe own role as part of the community. [Key concept: self]

- creating texts describing own role in the community, and comparing with peers' texts, discussing similarities and differences
- comparing a range of accounts of news about self, family and community

3.19 Explain own connections to various groupings. [Key concept: connection — language, family, community, country, nation]

- analysing texts (oral and written) that represent the various groups, and reflecting on own membership within those groups

3.20 Explain choices in expressing identity in social interactions. [Key concept: judgment — ability to discern, make social decisions, insightfulness]

- reflecting own and others' sense of identity in a local context and comparing this with the representation of identity at a regional or national level

Reflecting on intercultural language use

3.21 Explain differences between own use of language and responses from those of others. [Key concept: communication — participants, context, purpose, negotiation, impact]

- discussing differences between own use of language and that of Non-Indigenous people
- comparing the use of different genres and styles

3.22 Reflect on and explain the appropriate use of language in a range of social contexts. [Key concept: comfort or discomfort]

- comparing and discussing use of language by self and others and its effect in a family environment — comfort

- comparing and discussing use of language by self and others in an unfamiliar environment — discomfort
- creating texts which demonstrate comfort or discomfort with others and discuss, for example, an invitation to a community event, a letter of apology to a classmate

Understanding

Systems of language

3.23 Analyse ways in which sounds are used to express meaning. [Key concepts: sound, meaning]

- exploring ways in which sounds are used to express meaning by considering a range of iconic (for example, onomatopoeic) and other words
- analysing reduplicated forms of words
- describing changes in the sounds of words borrowed from English

3.24 Analyse systematic structures of language and language use. [Key concept: grammar]

- analysing meaningful elements (morphemes) within words, for example, affixation in verbs to indicate categories such as tense, aspect and mood, and describing their sequence

3.25 Express ideas, feelings and opinions in writing. [Key concept: writing]

- creating written texts in a range of genres, becoming aware of conventions such as punctuation, sentence structure, paragraphing, and sequencing of content

3.26 Explain how signs and gestures can be used to communicate meaning. [Key concepts: signing, gesture]

- analysing the use of signs in own community

3.27 Analyse use of textual conventions. [Key concept: textual conventions, including genre]

- discussing formulaic opening and closing of stories and other conventions as found specifically in Indigenous Australian texts, including narrative and informational genres, and oral texts
- analysing how textual conventions can be deployed creatively in a range of genres, for example, narratives or instructional texts

Variability in language use

3.28 Analyse ways in which language use varies according to the nature of relationship and context. [Key concepts: register, variation]

- analysing the use of language appropriate to the relationship and context, for example, address terms, skin, kin

- creating texts for different social purposes (for example, a personal account of a journey with family, or a description of a sporting event and the interactions between players and audience)

3.29 Analyse ways in which values are reflected in vocabulary range and grammatical constructions. [Key concept: ideology]

- analysing ways in which values are reflected in vocabulary range and grammatical constructions, for example, church services, sporting events, talking with friends

3.30 Analyse the constraints that guide forms of address and social interactions. [Key concepts: constraints and possibilities, saving face, respect and silence, single or multiple terms for concepts in some languages, gender distinctions]

- analysing discomfort resulting from inappropriate forms of address or social interaction, for example, responding to a question when an older person has the right to speak

3.31 Analyse the use of language as a tool for negotiating the social environment. [Key concept: negotiation]

- analysing plans for community initiatives, considering the people to be involved and persuaded and planning how best to make the approach, for example, by letter or face to face

3.32 Analyse the role of geographical, situational and virtual space in language use. [Key concept: place]

- analysing the use of directions in recounts of dramatic events, for example, in television programs or films
- comparing own community's use of spatial language with that of Non-Indigenous people

Language awareness

3.33 Describe some of the processes involved in language change over time and that language variation reflects this history and about work to support the maintenance and revitalisation of Australian languages. [Key concepts: dynamic systems, ecology — maintenance, decline and revitalisation of Australian languages]

- analysing examples of target language from different periods in time, identifying words used by older generations but not by the young
- analysing the use of language relating to new technologies

3.34 Analyse and evaluate how certain words and languages have greater prominence and power than others. [Key concept: language as power]

- analysing how certain words and expressions influence people or events, for example, government regulations on communities, use of language to gain access to places of special significance

- analysing why certain languages have greater prominence and power than others, for example, the place of English in the world, regional *lingue franche*

3.35 Analyse and discuss the diversity of regional languages and dialectal variations in Australian languages. [Key concept: regional language variations, including dialects]

- analysing examples of other languages and dialects from the local region and more widely through the use of audiovisual and audio aids such as film and recordings, and directly from speakers of other languages

3.36 Engage with the borrowing of words and expressions from other languages and analyse language relatedness. [Key concepts: borrowing, relatedness]

- reflecting on the range of words borrowed from other languages for new concepts (most often nouns and often from English)
- analysing relationships between own language and languages of the region, for example, noticing similarities between particular vocabulary sets such as words for body parts

Role of language and culture

3.37 Compare attitudes, values and beliefs expressed through own language with those reflected in other languages. [Key concepts: attitudes, values, beliefs]

- analysing examples of key cultural concept in own language, for example, Dreaming, Country, Law

3.38 Analyse and reflect on cultural differences in meaning-making. [Key concepts: sameness, difference]

- analysing ways in which language is used differently in own community

3.39 Analyse and reflect on behaviours and practices in language use. [Key concepts: behaviours, practices]

- analysing practices in certain scenarios, for example, suppression of the name of the recently deceased

Role of language building

3.40 Engage in the processes to build and extend languages to meet new needs, including restoration or reconstruction of forms which are no longer in use. [Key concept: linguistic techniques]

- analysing new words and expressions that have entered the target language and considering gaps that are yet to be filled

3.41 Engage with protocols for language building and compare other language building efforts with their own. [Key concept: language revitalisation]

- reflecting on processes involved in language building, drawing where appropriate on language building efforts from elsewhere

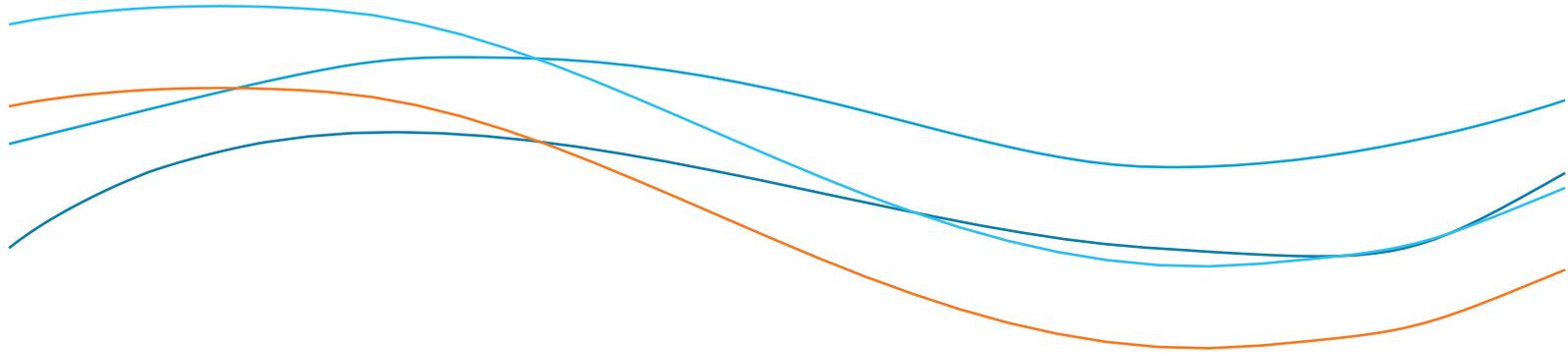
Years 7 to 10 (Level 2) Achievement standard

By the end of Level 2, students comprehend and convey meaning in familiar and some unfamiliar situations and exchanges using the target language (this could mean rehearsed and unrehearsed, unfamiliar but guided and scaffolded experiences). Students comprehend familiar and some unfamiliar oral and written target language and demonstrate this understanding by expressing and identifying essential information according to the language learner pathway. They convey meaning using the target language according to the language learner pathway. When composing more complex texts in the target language, students use language organisational forms and functions, grammar and vocabulary, combined with process skills and structures.

Students recognise and demonstrate understanding of Aboriginal and Torres Strait Islander relationships with places, the natural environment and parts of the world shown through language, in a range of text types, conventions and other communication forms. They recognise and demonstrate understanding of how Aboriginal languages and Torres Strait Islander languages and community resources are kept and maintained through community use in a range of situations and, when recorded, in a range of text types.

Students know and understand characteristics of Aboriginal languages and Torres Strait Islander languages as communication forms embedded within cultural and community contexts. They know and understand the facts, concepts and perspectives of local and regional Aboriginal languages and Torres Strait Islander languages within the historical context.

Students know and understand the characteristics and conventions of language structure. They use a variety of text types (verbal and non-verbal) and can identify roles and responsibilities within the community.



Australian Curriculum: Languages
Draft Framework for Aboriginal Languages and
Torres Strait Islander Languages
First Language Learner Pathway
F-10 Scope and Sequence



May 2013

<http://consultation.australiancurriculum.edu.au>

Communicating

| Foundation to Year 2 | Years 3 to 6 | Years 7 to 10 |
|---|--|---|
| Socialising and taking action | | |
| <p>Identify and discuss kin and basic relationship terms and use them appropriately in class with peers and the teacher.</p> <p>[Key concepts: relationship, kinship, family terms]</p> | <p>Discuss kinship relationships and associated behaviours and stories.</p> <p>[Key concepts: relationship, kinship, family]</p> | <p>Analyse the relationship between kinship, Law and lore.</p> <p>[Key concepts: relationship, kinship, family terms]</p> |
| <p>Name and discuss key ceremonies and social and cultural activities, the time of year at which they occur and associated activities in the community.</p> <p>[Key concepts: ceremony, social and cultural events, community events]</p> | <p>Discuss the links between ceremonies, people, stories and Dreaming tracks.</p> <p>[Key concepts: ceremony, social and cultural events, community events]</p> | <p>Discuss own roles in ceremonies and the importance of ceremony to the community.</p> <p>[Key concepts: ceremony, social and cultural events, community events]</p> |
| <p>Recount stories from local Dreaming tracks.</p> <p>[Key concepts: relationship to Country, Place, land, sea]</p> | <p>Identify own Dreaming, its location and significance, the principal actors, characters and entities, and the social importance of connections to Dreamings.</p> <p>[Key concept: relationship to Country, Place, land, sea]</p> | <p>Discuss the relationships between Law, story, ceremony, people, community and Country, and how people demonstrate connection to areas of land and sea and their rights to those areas.</p> <p>[Key concept: relationship to Country, Place, land, sea]</p> |
| <p>Use appropriate ways of talking in different social situations, for example, interactions within social groups or with people from different areas/Countries.</p> <p>Key concept: ways of talking — spatially and socially determined]</p> | <p>Describe appropriate ways for self and others to talk in different social situations.</p> <p>[Key concept: ways of talking — spatially and socially determined]</p> | <p>Use appropriate ways of talking in different social situations, between social groups or in talking to people from different areas and Countries.</p> <p>[Key concept: ways of talking — spatially and socially determined]</p> |
| Obtaining and using information | | |
| <p>Name a range of plants, animals and locations and be aware of the connections between people and land.</p> <p>[Key concept: Country — land, sea, Place]</p> | <p>Describe totemic geography and classify plants, animals and Country in relation to social groupings.</p> <p>[Key concept: Country — land, sea, Place]</p> | <p>Understand and reflect on environmental Country knowledge in relation to self and others.</p> <p>[Key concept: Country — land, sea, Place]</p> |

| Foundation to Year 2 | Years 3 to 6 | Years 7 to 10 |
|--|--|--|
| Use appropriate language to seek and obtain information. [Key concept: knowledge] | Identify knowledge holders and the distribution of knowledge across age and gender. [Key concept: knowledge] | Understand and reflect on knowledge and knowledge holders in relation to self and others. [Key concept: knowledge] |
| Identify and participate in a range of arts and public ceremonies. [Key concepts: arts, ceremony] | Participate in a range of arts and public ceremonies. [Key concepts: arts, ceremony] | Obtain information on the arts from diverse sources in order to understand the role of arts and ceremony in the community. [Key concepts: arts, ceremony] |
| Use the main forms of communications media used within the community. [Key concept: communications media] | Independently use the main forms of communications media of the community. [Key concept: communications media] | Competently use communications media and reflect on (relative) importance, role within community and wider context. [Key concept: communications media] |
| Use terms for times of day and year, seasons and routines. [Key concepts: time, routine] | Use full range of terms for times of day and year, seasons and routines. [Key concepts: time, routine] | Use appropriate time system (community or 'western') for particular contexts, and discuss differences and reasons. [Key concepts: time, routine] |
| Recount events from the past. [Key concept: past] | Explore and create own accounts of the past. [Key concept: past] | Create own accounts of the past and reflect on others'. [Key concept: past] |
| Responding to and expressing imaginative experience | | |
| Recount journeys. [Key concept: journey — hunting, tracking, navigating, road trips] | Explore and create own accounts of journeys. [Key concept: journey — hunting, tracking, navigating, road trips] | Reflect on and express opinions about the content and production of creative texts. [Key concept: journey — hunting, tracking, navigating, road trips] |
| Discuss rules for living expressed in stories. [Key concepts: power, Law, morality] | Identify messages in stories relating to power, Law and morality. [Key concepts: power, Law, morality] | Create stories expressing moral principles. [Key concepts: power, Law, morality] |

| Foundation to Year 2 | Years 3 to 6 | Years 7 to 10 |
|--|--|---|
| Moving between/translating | | |
| <p>Explore similarities and differences across polite usages in own and other languages.</p> <p>[Key concept: rules for living and ways of talking]</p> | <p>Use appropriate polite language, etiquette and protocol across the full range of community situations they encounter and compare these with English or other regional languages.</p> <p>[Key concept: rules for living and ways of talking]</p> | <p>Reflect on and explain the full range of polite language, etiquette and protocol across community situations, and compare these with other regional languages or English.</p> <p>[Key concept: rules for living and ways of talking]</p> |
| <p>Recognise differences between languages.</p> <p>[Key concept: linguistic landscape]</p> | <p>Recognise and exemplify differences between own and other languages.</p> <p>[Key concept: linguistic landscape]</p> | <p>Reflect on and explain differences between own and other languages.</p> <p>[Key concept: linguistic landscape]</p> |
| <p>Identifying features of representation (words, icons and symbols) in their own language and comparing them with those of other languages</p> <p>[Key concept: representation]</p> | <p>Identify representational differences (in words, icons and symbols) between own and other languages.</p> <p>[Key concept: representation]</p> | <p>Explore knowledge of ways in which representational differences (words, icons and symbols) can be identified between own and other languages.</p> <p>[Key concept: representation]</p> |
| <p>Experiment with translating sentences and phrases from own language into other languages and vice versa, noticing when it is not possible to translate word for word'.</p> <p>[Key concepts: equivalence, difference]</p> | <p>Identify and discuss examples of lack of word-for-word equivalence between own and other languages.</p> <p>[Key concepts: equivalence, difference]</p> | <p>Reflect on and explain instances of non-equivalence between own and other languages.</p> <p>[Key concepts: equivalence, difference]</p> |
| Expressing and performing identity | | |
| <p>Discuss aspects of personal history.</p> <p>[Key concept: memory]</p> | <p>Recount and discuss aspects of personal and community history.</p> <p>[Key concept: memory]</p> | <p>Reflect on and discuss the role of memory in personal and community identity.</p> <p>[Key concept: memory]</p> |

| Foundation to Year 2 | Years 3 to 6 | Years 7 to 10 |
|---|---|---|
| Represent self to others. [Key concept: self] | Describe differences and similarities between self and others. [Key concept: self] | Reflect on and describe own role as part of the community. [Key concept: self] |
| Identify own membership in various groupings. [Key concept: connection — language, family, community, Country, nation] | Express connections to various groupings. [Key concept: connection — language, family, community, country, nation] | Explain own connections to various groupings. [Key concept: connection — language, family, community, country, nation] |
| Experiment with the need to make choices in expressing identity in social interactions. [Key concept: judgment — ability to discern, make social decisions, insightfulness] | Make choices in expressing identity in social interactions. [Key concept: judgment — ability to discern, make social decisions, insightfulness] | Explain choices in expressing identity in social interactions. [Key concept: judgment — ability to discern, make social decisions, insightfulness] |
| Reflecting on intercultural language use | | |
| Recognise that there are differences between own use of language and responses and those of others. [Key concept: communication — participants, context, purpose, negotiation, impact] | Use different language genres and styles to interact appropriately with others. [Key concept: communication — participants, context, purpose, negotiation, impact] | Explain differences between own use of language and responses from those of others. [Key concept: communication — participants, context, purpose, negotiation, impact] |
| Describe the effect of own use of language in social interactions. [Key concept: comfort or discomfort] | Use language appropriately in a wide range of social contexts. [Key concept: comfort or discomfort] | Reflect on and explain the appropriate use of language in a range of social contexts. [Key concept: comfort or discomfort] |

Understanding

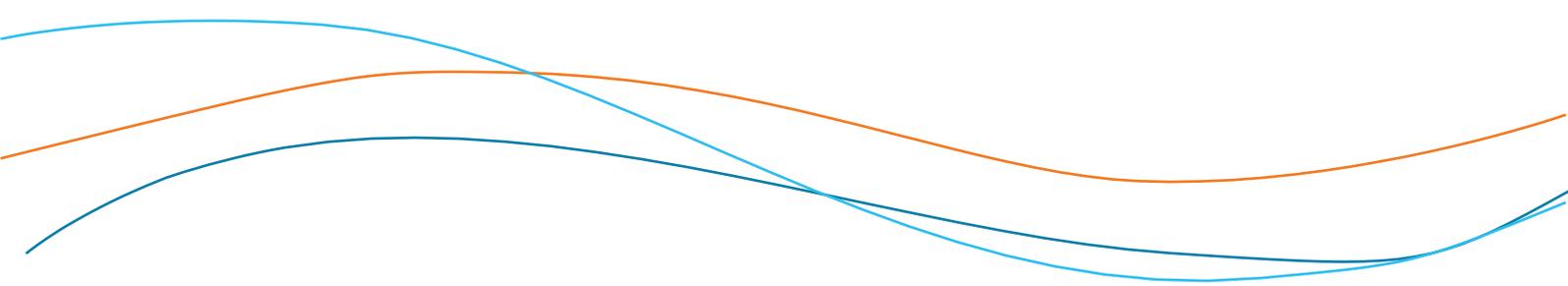
| Foundation to Year 2 | Years 3 to 6 | Years 7 to 10 |
|---|--|---|
| Systems of language | | |
| Notice that sounds are used in the form of words to express meaning. [Key concepts: sound, meaning] | Explore ways in which sounds are used to express meaning. [Key concepts: sound, meaning] | Analyse ways in which sounds are used to express meaning. [Key concepts: sound, meaning] |
| Understand the systematic nature of language and language use. [Key concept: grammar] | Explore systematic structures within language and language use. [Key concept: grammar] | Analyse systematic structures of language and language use. [Key concept: grammar] |
| Understand that writing is used to represent words. [Key concept: writing] | Consistently use the writing system. [Key concept: writing] | Express ideas, feelings and opinions in writing. [Key concept: writing] |
| Understand that signs and gestures can be used to signal meaning. [Key concepts: signing, gesture] | Explore ways in which signs and gestures can be used to communicate meaning. [Key concepts: signing, gesture] | Explain how signs and gestures can be used to communicate meaning. [Key concepts: signing, gesture] |
| Use some textual conventions. [Key concept: textual conventions, including genre] | Understand and use textual conventions. [Key concept: textual conventions, including genre] | Analyse use of textual conventions. [Key concept: textual conventions, including genre] |
| Variability in language use | | |
| Understand that language use varies according to the nature of relationship and context. [Key concepts: register, variation] | Explore ways in which language use varies according to the nature of relationship and context. [Key concepts: register and variation] | Analyse ways in which language use varies according to the nature of relationship and context. [Key concepts: register, variation] |
| Notice that values are reflected in choice of vocabulary and grammatical constructions. [Key concept: ideology] | Explore ways in which values are reflected in vocabulary range and grammatical constructions. [Key concept: ideology] | Analyse ways in which values are reflected in vocabulary range and grammatical constructions. [Key concept: ideology] |

| Foundation to Year 2 | Years 3 to 6 | Years 7 to 10 |
|---|--|---|
| <p>Recognise the constraints that guide forms of address and social interactions.</p> <p>[Key concepts: constraints and possibilities, saving face, respect and silence, single or multiple terms for concepts in some languages, gender distinctions]</p> | <p>Explore the constraints that guide forms of address and social interactions.</p> <p>[Key concepts: constraints and possibilities, saving face, respect and silence, single or multiple terms for concepts in some languages, gender distinctions]</p> | <p>Analyse the constraints that guide forms of address and social interactions.</p> <p>[Key concepts: constraints and possibilities, saving face, respect and silence, single or multiple terms for concepts in some languages, gender distinctions]</p> |
| <p>Experiment with language as a tool for negotiating the social environment.</p> <p>[Key concept: negotiation]</p> | <p>Explore the use of language as a tool for negotiating the social environment.</p> <p>[Key concept: negotiation]</p> | <p>Analyse the use of language as a tool for negotiating the social environment.</p> <p>[Key concept: negotiation]</p> |
| <p>Understand the role of geographical, situational and virtual space in language use.</p> <p>[Key concept: place]</p> | <p>Explore the role of geographical, situational and virtual space in language use.</p> <p>[Key concept: place]</p> | <p>Analyse the role of geographical, situational and virtual space in language use.</p> <p>[Key concept: place]</p> |
| Language awareness | | |
| <p>Recognise that languages change over time and that new languages develop in contact situations.</p> <p>[Key concepts: dynamic systems, ecology — maintenance, decline and revitalisation of Aboriginal languages and Torres Strait Islander languages]</p> | <p>Talk about how own language has changed over time, describing some of the factors involved in language change and the need to develop the language to meet new communicative needs.</p> <p>[Key concepts: dynamic systems, ecology — maintenance, decline and revitalisation of Australian languages]</p> | <p>Describe some of the processes involved in language change over time and that language variation reflects this history and about work to support the maintenance and revitalisation of Australian languages.</p> <p>[Key concepts: dynamic systems, ecology — maintenance, decline and revitalisation of Australian languages]</p> |
| <p>Understand that language has the power to influence people or events.</p> <p>[Key concept: power]</p> | <p>Explore how certain words and expressions have the power to influence people or events.</p> <p>[Key concept: power]</p> | <p>Analyse and evaluate how certain words and languages have greater prominence and power than others.</p> <p>[Key concept: language as power]</p> |

| Foundation to Year 2 | Years 3 to 6 | Years 7 to 10 |
|--|---|---|
| <p>Identify the local languages and dialects and notice how they fit into the broader regional and national language diversity.</p> <p>[Key concept: regional language variations, including dialects]</p> | <p>Name local languages and dialects and identify where they are spoken; explore differences and similarities between local languages and dialects and be aware of languages and dialects in the wider Australian community.</p> <p>[Key concept: regional language variations, including dialects]</p> | <p>Analyse and discuss the diversity of regional languages and dialectal variations in Australian languages.</p> <p>[Key concept: regional language variations, including dialects]</p> |
| <p>Understand that words and expressions can be borrowed from other languages, and that certain languages and dialects are related.</p> <p>[Key concepts: borrowing, relatedness]</p> | <p>Describe the processes involved in the borrowing of words and expressions from other languages, and identify how certain languages and dialects are related.</p> <p>[Key concepts: borrowing, relatedness]</p> | <p>Engage with the borrowing of words and expressions from other languages and analyse language relatedness.</p> <p>[Key concepts: borrowing, relatedness]</p> |
| Role of language and culture | | |
| <p>Understand that cultural attitudes, values and beliefs are expressed through language.</p> <p>[Key concepts: attitudes, values, beliefs]</p> | <p>Explore cultural attitudes, values and beliefs expressed through language.</p> <p>[Key concepts: attitudes, values, beliefs]</p> | <p>Compare attitudes, values and beliefs expressed through own language with those reflected in other languages.</p> <p>[Key concepts: attitudes, values, beliefs]</p> |
| <p>Experiment with similarities and differences in language use within their own language and languages in the community and individual characteristics in language use.</p> <p>[Key concepts: sameness, difference]</p> | <p>Use language(s) and dialects appropriate to a range of social contexts so as to respond appropriately to others, and use a variety of language styles in own communication.</p> <p>[Key concepts: sameness, difference]</p> | <p>Analyse and reflect on cultural differences in meaning-making.</p> <p>[Key concepts: sameness, difference]</p> |
| <p>Experiment with behaviours and practices in language use.</p> <p>[Key concepts: behaviours, practices]</p> | <p>Use behaviours and practices specific to particular social situations.</p> <p>[Key concepts: behaviours, practices]</p> | <p>Analyse and reflect on behaviours and practices in language use.</p> <p>[Key concepts: behaviours, practices]</p> |

| Foundation to Year 2 | Years 3 to 6 | Years 7 to 10 |
|--|---|---|
| Role of language building | | |
| Notice that languages can be developed by their speakers and learners. [Key concept: linguistic techniques] | Engage in the processes to build and extend languages to meet new needs, including restoration or reconstruction of forms which are no longer in use. [Key concept: linguistic techniques] | Engage in the processes to build and extend languages to meet new needs, including restoration or reconstruction of forms which are no longer in use. [Key concept: linguistic techniques] |
| Use protocols for language building and learn about other language building efforts elsewhere. [Key concept: language revitalisation] | Explore protocols for language building and examine other language building efforts elsewhere. [Key concept: language revitalisation] | Engage with protocols for language building and compare other language building efforts with their own. [Key concept: language revitalisation] |

Australian Curriculum: Languages
Foundation to Year 10
Draft Framework for Aboriginal Languages and
Torres Strait Islander Languages
Language Revival Learner Pathway



May 2013

<http://consultation.australiancurriculum.edu.au>

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Foundation to Year 2 (Level 1)

Foundation to Year 2 (Level 1) Band description

Children enter the early years of schooling with established spoken language skills in one or more languages, with varying degrees of literacy experience, and with a lived sense of belonging to worlds in which language plays a key role. Cognitive and social development at this stage is exploratory and egocentric. The curriculum builds on children's interests, sense of enjoyment and curiosity, with an emphasis on active learning and confidence building.

Children will also be developing written literacy in one or more other language at the same time as they are developing written literacy in the target language through the school language program. Learning in these different languages differs significantly but each supports and enriches the other.

Across Foundation to Year 2, learning occurs largely through interaction with peers and the teacher, with some access to wider school and community members for additional enrichment of the learning experience. In learning an Australian language, community visits and interaction with Elders of the community are critically important to the proper understanding of Australian languages as lived experiences involving people on their Countries (land and sea), socialising and learning as Aboriginal and Torres Strait Islander peoples have always done. Excursions onto Country to explore the environment with Elders and other community members are essential to the learning of students at all stages, but particularly in this early establishment phase when understanding of the role of language as a lived experience is so important.

The target language is used in classroom interactions, routines and familiar activities, supported by the use of concrete materials and resources, gestures and body language. Play, imaginative activities, games, music, movement and familiar routines provide essential scaffolding and relevant context for language development.

Rich language input characterises the first stages of learning. Initial focus is on listening to the sounds, shapes and patterns of the target language through activities such as chants, songs, clapping and action games. Children develop a sense of syllable patterns and stress by clapping out the sounds. The use of repetition and recycling in instruction helps children to identify high-frequency words and simple phrases and to recognise the purpose and intention of simple texts. Team teaching involving members of the target language community is an important element in the development of deep understanding of the relationship between Country, Place, land, sea and people.

Learners identify and use target language non-verbal communication strategies and experiment with one- or two-word responses, and simple formulaic expressions in response to prompts and cues. As they progress to using the target language for functions such as greeting, asking and answering questions, responding to directions, singing songs, and taking turns in games and simple shared tasks, they begin to notice that language can behave differently in different situations and that speakers of the target language communicate in some ways that are different to their own. Creative play provides opportunities for exploring these differences and for using the target language for purposeful

interaction (for example, retelling Dreaming stories by rote; talking about Country, Place, land and sea; interacting with family and friends).

The transition from spoken to written language is scaffolded via shared exploration of simple texts and language features. Children progress from supported comprehension and use of a small number of high-frequency and personally significant sight words to more elaborated simple texts which take account of context, purpose and audience. They use written, grammatical, cultural and contextual cues to comprehend texts and communicative interactions. Writing skills progress from labelling pictures and copying high-frequency words to co-constructing simple texts using familiar vocabulary, language features and structures. As children learn to adjust language to suit different purposes and situations they begin to recognise the important role of culture in shaping language use.

Learning is supported via the provision of experiences which are challenging but achievable with appropriate scaffolding and support. This involves modelling, monitoring and moderating by the teacher; provision of multiple and varied sources of input; opportunities for revisiting, recycling and reviewing; and continuous cueing, feedback, response and encouragement.

Children talk about differences and similarities they notice between the target language and their first language(s) and culture(s), and about how they feel when they hear or use the target language, and how they view different languages and the people who speak them. This introduction to the reflective dimension of intercultural language learning begins to develop in children the ability to 'decentre', to consider different perspectives and ways of being, and to become aware of themselves as communicators in particular cultural communities and contexts.

Foundation to Year 2 (Level 1) Content descriptions and elaborations

Communicating

Socialising and taking action

1.1 Use basic kinship, relationship and family terms and appropriate forms of address. [Key concepts: relationship, kinship, family terms]

- using appropriate kinship and relationship terms within the class and with the teacher, for example, in play, games and activities

1.2 Name key ceremonies and social and cultural activities. [Key concepts: ceremony, social and cultural events, community events]

- discussing the activities, the time of year at which they occur, and associated events in the community
- naming and describing key ceremonies and events, for example, age — rites of passage, group gatherings, knowing about and caring for Country
- participating in storytelling about culture and ceremony, for example, Dreaming stories

1.3 Name key locations on Country. [Key concept: relationship to Country, Place, land, sea]

- visiting key local sites to hear retellings by Elders
- describing individual and community connection to Country through, for example, Dreaming tracks and stories

1.4 Use appropriate kinship and social address terms according to different social situations. [Key concept: ways of talking — spatially and socially determined]

- role-playing different social situations, for example, talking with friends, visiting family in rest homes

Obtaining and using information

1.5 Name a range of plants, animals and locations. [Key concept: Country — land, sea, Place]

- visiting Country with Elders
- discussing the connections between people and land

1.6 Ask questions using appropriate language. [Key concept: knowledge]

- preparing questions for visiting Elders

1.7 Identify a range of arts and public ceremonies. [Key concepts: arts, ceremony]

- participating in arts and public ceremonial events

1.8 Use the main forms of communications media used within the community. [Key concept: communications media]

- using media such as phones and internet communications software to communicate

1.9 Use key terms for times of day and year, seasons and routines. [Key concepts: time, routine]

- using terms related to times of the school day
- using seasonal language

1.10 Recount events from the past. [Key concept: past]

- recounting stories about their family and community

Responding to and expressing real and imaginative experience

1.11 Recount journeys. [Key concept: journey — hunting, tracking, navigating, road trips]

- going on an excursion and recounting the story of the trip using placenames and other vocabulary

1.12 Discuss rules for living expressed in stories. [Key concepts: power, Law, morality]

- listening to stories and discussing their meaning

Moving between/translating

1.13 Explore similarities and differences across polite usages in target language and English. [Key concept: rules for living and ways of talking]

- comparing the use in a meal situation of such terms as 'please' and 'thank you' in English with their use in the target language

1.14 Recognise differences between languages. [Key concept: linguistic landscape]

- listing some ways in which the target language differs from English

1.15 Experiment with representation (words, icons and symbols) and differences between target language and English. [Key concept: representation]

- making signs and designing symbols

1.16 Experiment with translating simple sentences and phrases from target language into English and vice versa, noticing words that have no equivalent in the other language' [Key concepts: equivalence, difference]

- making comparisons between words in target language and English, noticing similarities and differences

Expressing and performing identity

1.17 List significant people, places and pets. [Key concept: memory]

- discussing with peers aspects of family, friends and community using vocabulary from the target language
- drawing a picture of family, home and environment and creating labels

1.18 Represent self to others. [Key concept: self]

- drawing pictures of self and labelling body parts
- taking photos of class and labelling class members

1.19 Identify own membership of various groupings. [Key concept: connection — language, family, community, Country, nation]

- creating images that represent various groups and own membership within them

1.20 Understand the need to make choices in expressing identity in social interactions. [Key concept: judgment — ability to discern, make social decisions, insightfulness]

- role-playing behaviour in different social interactions

Reflecting on intercultural language use

1.21 Recognise that there are differences between own use of language and responses from others. [Key concept: communication — participants, context, purpose, negotiation, impact]

- comparing the use of target language across a variety of settings

1.22 Use target language with regard to its effect in social interactions. [Key concepts: comfort, discomfort]

- learning words and expressions to convey a range of emotions, for example, surprise, disapproval, approval, sympathy and sorrow

Understanding

Systems of language

1.23 Notice that sounds are used in the form of words to express meaning. [Key concepts: sound, meaning]

- listening to combinations of sounds in the target language, recognising that some combinations are meaningful words and others are not, for example, *ngana*, *ngina*, *nguna*
- producing combinations of sounds in the target language with accuracy
- learning basic terms to describe sounds and meaning

1.24 Understand the systematic nature of language and language use. [Key concept: grammar]

- listening to and producing combinations of words and/or morphemes in the target language, recognising that some combinations are meaningful and others are not
- learning basic terms to describe words and meaning

1.25 Notice that writing can be used to represent words. [Key concept: writing]

- copying writing modelled by the teacher
- introducing target language alphabet and first written words

1.26 Understand that signs and gestures can be used to communicate meaning. [Key concepts: signing, gesture]

- role-playing the use of signs in the target language community

1.27 Use some textual conventions. [Key concept: textual conventions, including genre]

- using formulaic opening and closing of stories and other conventions as found specifically in Indigenous Australian texts, including narrative and informational genres and oral texts, for example, the formulaic opening and closing of speeches of Welcome to Country and Acknowledgment of Country

Variability in language use

1.28 Understand that language use varies according to the nature of relationship and context. [Key concepts: register, variation]

- role-playing the use of language appropriate to specific relationships and contexts, for example, address terms, kinship

1.29 Notice that cultural values are reflected in choice of vocabulary and grammatical constructions. [Key concept: ideology]

- role-playing the way they speak to a good friend or close relative, and then the way they speak to their teacher or someone from outside their community, and comparing own language use

1.30 Recognise the constraints that guide forms of address and social interactions. [Key concepts: constraints and possibilities, saving face, respect and silence, single or multiple terms for concepts in some languages, gender distinctions]

- discussing discomfort resulting from using inappropriate forms of address or social interaction, for example, not calling someone who is senior to you ‘aunty’ or ‘uncle’

1.31 Experiment with language as a tool for negotiating the social environment. [Key concept: negotiation]

- role-playing making plans, for example, making arrangements for a friend to come to their house after school

1.32 Understand the role of geographical, situational and virtual space in language use. [Key concept: place]

- role-playing giving and following directions
- creating maps

Language awareness

1.33 Recognise that languages change over time and that new languages develop in contact situations. [Key concepts: dynamic systems, ecology — maintenance, decline and revitalisation of Australian languages]

- listening to examples of target language from different periods in time
- developing awareness of the current language situation in the target language community

1.34 Understand that language has the power to influence people or events. [Key concept: power]

- role-playing how authority figures in the community can influence people or events

1.35 Identify the local languages and dialects and notice how they fit into the broader regional and national language diversity. [Key concept: regional language variations, including dialects]

- listening to examples of other varieties local languages and dialects from the local region and more widely through the use of audiovisual and audio aids such as film and recordings, and directly from speakers of other languages

1.36 Understand that words and expressions can be borrowed from other languages and that certain languages and dialects are related. [Key concepts: borrowing, relatedness]

- discussing words that have been borrowed from other languages to describe new concepts
- discussing words and expressions in certain languages and dialects, noting similarities and differences

Role of language and culture

1.37 Understand that cultural attitudes, values and beliefs are expressed through the target language. [Key concepts: attitudes, values, beliefs]

- role-playing use of respectful language

1.38 Experiment with similarities and differences in language use within their own language and languages in the community and individual characteristics in language use. [Key concepts: sameness, difference]

- describing ways in which language is used differently in their community
- describing individual characteristics in language use

1.39 Experiment with behaviours and practices in language use. [Key concepts: behaviours, practices]

- describing practices in certain scenarios, for example, calling someone senior to you 'aunty' or 'uncle'

Role of language building

1.40 Notice that languages can be developed by their speakers and learners. [Key concept: linguistic techniques]

- discussing new words that have entered the target language

1.41 Use protocols for language building and learn about language building efforts. [Key concept: language revitalisation]

- discussing processes involved in language building
- becoming aware of revitalisation efforts for other languages
- beginning to explore and use protocols for language building

Years 3 to 6 (Level 1)

Years 3 to 6 (Level 1) Band description

At this stage children are developing cognitive and social capabilities which allow for increased control of their own learning. They are able to conceptualise and reason, and have better memory and focus. This is a stage of social experimentation, with children referencing themselves against their peers. They are more independent and less egocentric, enjoying both competitive and cooperative activities. They benefit from varied, activity-based learning

which builds on their interests and capabilities and makes connections with other areas of learning.

The contexts in which learners interact in learning and using the target language are primarily local: the classroom, school, home and community, with some access to wider communities of speakers of the target language and resources through virtual and digital technology. The development of oral proficiency at this stage continues to rely on rich language input in different modes and from different sources. Children engage in a lot of listening and responding by actions, building active listening and comprehending skills, using contextual and grammatical cues as well as sound and non-verbal cues. Language is authentic with some modification, involving familiar vocabulary and simple structures. In the LR pathway, language is also engineered, built and re-created for classroom use. The balance between listening and speaking gradually shifts as children are supported to use the language themselves in familiar contexts and situations: exchanging simple ideas and information, negotiating predictable activities and interactions, and participating in shared tasks, performance and play. They continue to build vocabulary which can be adapted for different purposes, and to control simple grammatical forms with some accuracy to communicate in familiar contexts.

Children develop written literacy skills and textual knowledge through supported interaction with a range of spoken, written, visual and multimodal texts. Imaginative and interactive texts such as picture books, stories, puppet play, songs and games engage the expressive and cultural dimensions of language. Procedural, informational and descriptive texts, such as negotiated classroom rules, planned activities, and family and class profiles, show how language is used to 'get things done'. A balance between language *knowledge* and language *use* is established by integrating focused attention to grammar, vocabulary building, pronunciation, and non-verbal and cultural dimensions of language use with communicative and purposeful task activity.

In this pathway, students learn to develop the language they are learning in order to meet new needs in communication. They learn language building skills, such as developing new vocabulary in the target language using a range of processes, in order to talk about aspects of their lives and the world around them that would not have been originally envisaged in the target language; for example, students might develop new vocabulary for talking about ICT equipment, such as computers, electronic tablets and mobile phones, and the functions performed by that equipment.

This stage of learning involves extensive support. Form-focused activities build children's grammatical knowledge and develop accuracy and control in spoken and written use of the target language; opportunities to apply this knowledge in meaningful task activity build communicative skills, confidence and fluency. Tasks are carefully scaffolded: teachers provide models and examples; introduce language, concepts and resources needed to manage and complete the task; make time for experimentation, drafting and redrafting; and provide support for self-monitoring and reflection. Discussion in English supports learning and develops children's conceptual frame for talking about language and culture systems and reflecting on the experience of moving between languages and cultures.

Learning the target language contributes to the process of making sense of the children's worlds which characterises this stage of development. As they learn about the target

language and culture, they make comparisons with their own language(s) and culture(s) and consider their own ways of communicating. This will lead to exploring concepts of identity and difference and to thinking about cultural and linguistic diversity, and about what it means to speak more than one language in the contemporary world.

In the upper primary years, language and literacy development has a greater emphasis in our education systems because it is assumed children have a greater capacity to develop their language and literacy skills at this age. Learners communicate more confidently, are more self-directed and make connections more readily between themselves and wider contexts. Response to experience is more analytical and critical, allowing for a reflective dimension to language learning and to referencing a different cultural framework. Capabilities in their first language are more developed than their proficiency in the target language at this stage, and the curriculum ensures that tasks and activities are appropriate for learners' cognitive and social levels as well as their target language proficiency level.

In the upper primary years, learners use the target language with peers and the teacher for a widening range of purposes: exchanging information, expressing ideas and feelings, performing, and responding to resources and experiences offered in the target language. They are able to work more independently, but enjoy working collaboratively as well as competing with each other. Learners' communicative capabilities are developing in terms of fluency, accuracy and complexity. Their pronunciation, intonation and phrasing are more confident, they control and access wider vocabulary resources, and use a growing range of non-verbal strategies to support communication. Shared tasks develop social, cognitive and language skills and provide a context for purposeful language experience and experimentation. Focused attention to language structures and systems, literacy skills development and exploration of cultural elements of communication are conducted at least in part in the target language. Learners use ICT to support their learning in increasingly independent and intentional ways, such as exchanging resources and information with peers and with young people of the same age in target language-speaking communities, accessing music and media resources, maintaining blogs and other web pages, and participating in social networks.

Spoken language development at this level includes active listening to a range of varied input from different sources and building more elaborated conversational and interactional skills. This involves initiating and sustaining conversations, turn-taking, 'reading' language for cultural and contextual meaning, building on others' contributions, making appropriate responses and adjustments, and engaging in debate and discussion. Individual and group oral presentation and performance skills are developed through researching and organising information; structuring, rehearsing and resourcing the content of presentations; and selecting appropriate language to engage particular audiences.

Written literacy development involves increasingly independent interaction with a wider range of texts. Learners draw on more established grammatical and lexical resources to compose and comprehend more complex language. They use a range of cues and decoding strategies to assist comprehension and to make connections between ideas, contexts and language within and between texts. They write more accurately and fluently for a wider range of purposes and audiences. With support they build increasing cohesion and complexity into their target language production in terms of both content and expression.

While learners work more independently at this level, ongoing support is incorporated into task activity, and systematic feedback and review support the interactive process of learning.

As they use the target language to interact in different situations and to engage with different resources, learners develop a stronger understanding of how language and culture influence each other. They learn to recognise how language features and expressions reflect cultural values and experiences (for example, language variation relating to gender, generation, or cultural context), and how grammatical forms or vocabulary choices can affect the ‘meaning’ that is made (for example, using specific varieties of the target language in relevant contexts, such as song language and mother-in-law language; Elders and communities may also work with classes to teach male and female students separately about gender-differentiated language). This leads to considering their own ways of communicating and using language, and to thinking about personal and community identities, stereotypes and perspectives. Learners begin to experience and reflect on the challenges involved in moving between languages and different ways of making meaning.

Years 3 to 6 (Level 1) Content descriptions and elaborations

Communicating

Socialising and taking action

2.1 Discuss kinship relationships and associated behaviours and stories. [Key concepts: relationship, kinship, family terms]

- interacting with peers to explore social relationships within the class and the wider community, using kinship terminology, for example, through short excursions, visiting community members, and play, games, sport and other activities

2.2 Name and discuss the links between ceremonies, people, stories and Dreaming tracks. [Key concepts: ceremony, social and cultural events, community events]

- naming and describing ceremonies, their significance and the people involved, for example, age — rites of passage, group gatherings, knowing about and caring for Country

2.3 Identify local Dreaming stories, their location and significance, the principal actors, characters and entities, and the social importance of connections to Dreamings. [Key concept: relationship to Country, Place, land, sea]

- using cultural practices such as painting, dance and song to share and retell local Dreaming stories
- visiting key local sites to hear retellings by Elders
- obtaining permission to enter an area or gaining information about the area

2.4 Describe appropriate ways for self and others to talk in different social situations. [Key concept: ways of talking — spatially and socially determined]

- role-playing how different groups will communicate across a variety of social situations and modes

- using name/word taboos, and appropriate ways of talking to people who are in specific kinship or social relationships

Obtaining and using information

2.5 Explore plants, animals and Country in relation to social groupings. [Key concept: Country — land, sea, Place]

- exchanging information about plants and animals with Elders on Country
- exchanging information about obtaining and preparing food on a bush tucker excursion
- following instructions from Elders and sharing with classmates the procedures for collecting and preparing bush tucker
- learning to make a *coolamon* with initial instruction from an expert maker and then using role-play to replicate the instruction to others
- following teacher's written instructions and creating own written account of the process

2.6 Identify knowledge holders and the distribution of knowledge across age and gender. [Key concept: knowledge]

- listening to an Elder talking about their particular Dreaming and relationship to Country

2.7 Participate in a range of arts and public ceremonies. [Key concepts: arts, ceremony]

- creating arts and contributing to arts and public ceremonial events
- discussing and sharing information with peers about arts and public ceremonial events

2.8 Independently use the main forms of communications media of the community. [Key concept: communications media]

- routinely using media such as phones and internet communications software to communicate, and understanding the appropriate language styles for each medium

2.9 Use full range of terms for times of day and year, seasons and routines. [Key concepts: time, routine]

- using seasonal language
- recognising the difference between community time and 'western' time
- producing calendars and timelines depicting the community year and comparing with the western calendar and time systems
- producing texts that engage with a wide range of timeframes, including Dreamtime stories, contact history, life history, and texts describing future events in the community

2.10 Explore and create own accounts of the past. [Key concept: past]

- writing stories about the past, including biographical accounts of family and self

Responding to and expressing real and imaginative experience

2.11 Explore and create own accounts of journeys. [Key concept: journey — hunting, tracking, navigating, road trips]

- going on an excursion and recounting the story of the trip
- creating story texts in a variety of genres to tell stories of journey

2.12 Identify the message in stories relating to power, Law and morality. [Key concepts: power, Law, morality]

- listening to stories and discussing their meaning
- summarising the meaning of stories

Moving between/translating

2.13 Use appropriate polite language, etiquette and protocol across community situations they will encounter and compare these with English languages situations. [Key concept: rules for living and ways of talking]

- role-playing encounters that demonstrate correct forms in target language and English, for example, greetings, leave-takings, making plans
- using texts in ways that employ appropriate polite language, for example, letters, community announcements, official notices

2.14 Recognise and exemplify differences between target language and English. [Key concept: linguistic landscape]

- discussing some ways in which the target language differs from English
- examining written samples of target language and English and assessing similarities and differences

2.15 Identify representational differences (words, icons and symbols) between target language and English. [Key concept: representation]

- discussing symbols and iconographies used in local cultural practices
- creating images that reflect these iconographies, for example, a painting
- comparing historical texts in the target language with recently produced texts and noticing differences, for example, a particular word written with several different spellings

2.16 Identify and discuss examples of lack of word-for-word equivalence between target language and English. [Key concepts: equivalence, difference]

- making comparisons between words in target language and English, noticing similarities and differences

Expressing and performing identity

2.17 Recount and discuss aspects of personal and community history. [Key concept: memory]

- discussing with class aspects of family, friends, community, region and nation
- constructing narratives about family, home and environment

2.18 Describe differences between self and others. [Key concept: self]

- writing text about self in relation to others
- relating events about self, family and community

2.19 Express connections to various groupings. [Key concept: connection — language, family, community, Country, nation]

- creating texts (oral and written) that describe the various groups and own membership within them

2.20 Make choices in expressing identity in social interactions. [Key concept: judgment — ability to discern, make social decisions, insightfulness]

- discussing identity of self and others in a local context and comparing this with the representation of identity at a regional or national level

Reflecting on intercultural language use

2.21 Use a variety of language genres and styles to interact appropriately with others. [Key concept: communication — participants, context, purpose, negotiation, impact]

- role-playing use of language with peers and considering their responses
- creating texts which demonstrate different genres and styles

2.22 Use language appropriately in a wide range of social contexts. [Key concept: comfort or discomfort]

- role-playing use of language by self and others and its effect in a family environment — comfort
- role-playing use of language by self and others in an unfamiliar environment — discomfort
- creating texts which demonstrate comfort or discomfort with others, for example, an invitation to a community event, a letter of apology to a classmate

Understanding

Systems of language

2.23 Explore ways in which sounds are used to express meaning. [Key concepts: sound, meaning]

- exploring reduplicated forms of simple words

- exploring the effect on meaning of reversing the order of syllables in simple words (oral and written)

2.24 Explore systematic structures within language and language use. [Key concept: grammar]

- recognising meaningful elements (morphemes) within words, for example, affixation in verbs to indicate categories such as tense, aspect and mood

2.25 Consistently use the target language writing system. [Key concept: writing]

- writing texts for different purposes

2.26 Explore the ways in which signs and gestures are used in the target language community to communicate meaning. [Key concepts: signing, gesture]

- discussing the use of signs in the target language community
- creating images that include signs and gestures

2.27 Use textual conventions. [Key concept: textual conventions, including genre]

- using formulaic opening and closing of stories and other conventions as found specifically in Indigenous Australian texts, such as narrative and informational genres and oral texts
- using textual conventions creatively in a range of genres, for example, narrative or instructional texts

Variability in language use

2.28 Explore ways in which language use varies according to the nature of relationship and context. [Key concepts: register, variation]

- role-playing the use of language appropriate to the relationship and context, for example, address terms, kinship
- creating texts for different social purposes, for example, a personal account of a journey with family, a description of a sporting event and the interactions between players and audience

2.29 Explore ways in which values are reflected in vocabulary range and grammatical constructions. [Key concept: ideology]

- discussing ways in which values are reflected in vocabulary range and grammatical constructions, for example, talking with Elders, church services, sporting events, talking with friends

2.30 Explore the constraints that guide forms of address and social interactions. [Key concepts: constraints and possibilities, saving face, respect and silence, single or multiple terms for concepts in some languages, gender distinctions]

- discussing discomfort resulting from inappropriate forms of address or social interaction, for example, responding to a question when an older person has the right to speak

2.31 Explore the use of language as a tool for negotiating the social environment. [Key concept: negotiation]

- discussing plans for community initiatives, considering the people to be involved and persuaded and planning how to make the approach, for example, by letter or face to face

2.32 Explore the role of geographical, situational and virtual space in language use. [Key concept: place]

- giving directions in recounts of dramatic events
- guiding others through an obstacle course
- using language to describe a journey

Language awareness

2.33 Discuss how the target language has changed over time, describing some of the factors involved in language change and the need to develop the target language to meet new communicative needs. [Key concepts: dynamic systems, ecology — maintenance, decline and revitalisation of Australian languages]

- researching examples of target language from different periods, identifying words used by older generation
- using language relating to new technologies, for example, smartphone, internet
- identifying areas for new words (language building)

2.34 Explore how certain words and expressions have the power to influence people or events. [Key concept: power of language]

- describing how certain words and expressions influence people or events, for example, government regulations on communities, use of language to gain access to places of special significance
- discussing how certain languages have greater prominence and power than others, for example, the place of English in the world, regional *lingue franche*

2.35 Name local languages and dialects and identify where they are spoken; explore differences and similarities between local languages and dialects and be aware of languages and dialects in the wider Australian community. [Key concept: regional language variations, including dialects]

- using audiovisual and audio aids such as film and recordings, as well as speakers of other languages, to research languages of the wider region, and reporting information to the class

2.36 Describe the processes involved in the borrowing of words and expressions from other languages, and identify how certain languages and dialects are related. [Key concepts: borrowing, relatedness]

- using the processes for borrowing of words and expressions between languages

- exploring how certain languages and dialects are related, for example, descent from a common ancestor

Role of language and culture

2.37 Explore cultural attitudes, values and beliefs expressed through language. [Key concepts: attitudes, values, beliefs]

- identifying examples of key cultural concepts, for example, Dreaming, Country, Law

2.38 Use a variety of language styles in own communication. [Key concepts: sameness, difference]

- compiling examples of ways in which language is used differently in their community, for example, formal/informal, songs, Welcome to Country
- discussing individual characteristics in language use

2.39 Use language specific to particular behaviours and practices. [Key concepts: behaviours, practices]

- using address terms for senior community members, for example, Elder, aunty, uncle

Role of language building

2.40 Explore processes to build and extend languages for new needs. [Key concept: linguistic techniques]

- discussing how the target language has been rebuilt and ways to continue the process
- identifying gaps in the language that are yet to be filled
- creating new words and expressions to enhance the target language

2.41 Explore protocols for language building and examine other language revival efforts. [Key concept: language revitalisation]

- discussing protocols used in language building, drawing where appropriate on language building efforts from elsewhere

Foundation to Year 6 (Level 1) Achievement standard

By the end of Level 1, students comprehend and convey meaning in familiar situations and exchanges using the target language. Students comprehend familiar oral and written target language and demonstrate this understanding by identifying essential information. Students convey meaning using familiar words, phrases, text types and modes using the target language according to the language learner pathway. When composing simple texts in the target language, students use language organisational forms and functions, grammar and vocabulary combined with process skills and structures.

Students understand how language features and patterns can be used for emphasis. They demonstrate how specific details can be used to support a point of view, and explain how

their choices of language features and images are used. Students create texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity, and make and explain editorial choices.

Students recognise and demonstrate understanding of Aboriginal and Torres Strait Islander connections with the world and how these are expressed through language and other communication forms. They demonstrate understanding of how Aboriginal languages and Torres Strait Islander languages are learnt and the ways in which language has historically been kept and maintained in communities.

Students know and understand the characteristics of language as a communication form as well as the historical background of the target language, including facts, concepts and perspectives of other Aboriginal languages and Torres Strait Islander languages. They understand fundamental characteristics of language organisation and structure and the function of language within Aboriginal and Torres Strait Islander communities.

Students understand how the use of text structures can achieve particular effects, and analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. They compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to and participate in discussions, clarifying content and challenging others' ideas.

Years 7 to 10 (Level 2)

Years 7 to 10 (Level 2) Band description

The transition to secondary schooling involves social and academic demands which coincide with a period of maturational and physical change. Learners may be adjusting to a new school culture, with sharper division between curriculum areas. There is a need for continuity through change in relation to target language learning. Learners at this level may find themselves in classes involving a range of previous experience. A multilevel and differentiated approach to teaching and task design responds to this diversity of prior experience.

The target language is used for classroom interactions and transactions, creating and maintaining classroom relationships, explaining and practising language forms, and developing cultural understanding. Additional opportunities for interaction in the target language are provided by purposeful and integrated use of ICT. Learners work collaboratively and independently, exploring different modes and genres of communication with particular reference to their current social, cultural and communicative interests. They pool language knowledge and resources to plan, problem-solve, monitor and reflect. They use modelled and rehearsed language in familiar and unfamiliar contexts and increasingly generate original and personal language. They make cross-curricular connections and explore intercultural perspectives and experience.

Learners read, view and interact with a widening range of texts for a variety of purposes, for example, informational, transactional, communicative, imaginative and expressive. They use different processing strategies and language knowledge, increasingly drawing on understanding of text conventions and patterns. Incorporating a wide variety of visual (paintings, sculptures, costumes) and 'performed' texts (dance, song, theatre) is intrinsic to learning an Australian language, so students build on their skills developed in the visual and performing arts curriculum to develop their language use. They make connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language and how language choices determine how people, issues and circumstances are represented. They compose and present more complex and varied texts, for example, media and hypermedia texts, shared stories, poetry, songs/raps, blogs, texts in public art, and journal entries. They plan, draft and present imaginative, informative and persuasive texts; design interactive events and collaborative tasks; and participate in discussions and games. They use vocabulary and grammar with increasing accuracy, drafting and editing to improve structure and clarify meaning.

Particular support is required at this stage of target language learning to manage the transition to secondary schooling and encourage continued engagement. Opportunities to review and consolidate prior learning are balanced against provision of engaging and relevant new experiences and more challenging tasks. Students are supported to develop increasing autonomy as language learners and users, and to self-monitor and adjust language in response to their experience in diverse contexts.

Learners at this level work with a wider range of text types and communication modes, and are developing stronger vocabulary and expressive resources. This enables more direct and authentic experience of cultural expression and intercultural communication. Opportunities to express ideas and feelings, exchange opinions, negotiate relationships and manage shared activities increasingly involve 'cultural' as well as 'linguistic' choices, personal and social elements as well as grammatical ones. At this stage, learners can move from the *what* considerations to the *why* and *how* questions: from noticing that language and communication are culturally shaped to thinking about the values, experiences and perspectives which lie underpin these cultural differences, and to how they impact on their experience as learners moving between linguistic and cultural systems.

This stage of learning coincides with social, physical and cognitive changes associated with adolescence. Motivation and engagement with target language experience are influenced by peer-group dynamics, personal interests and issues related to self-concept. For students at this age the unequal relationship between their social maturity and communicative capability in their first language and their target language proficiency is challenging; but a more established sense of themselves as language learners, and awareness of the relevance of proficiency in an additional language which is intrinsically part of Australia and which can give them a greater depth of understanding of this country, its peoples, cultures and histories, can support focus and motivation.

Learners' knowledge of the target language is more explicit, allowing for greater control and application. Increased cognitive maturity enables them to work more deductively with language and culture systems, to apply more intentional learning strategies and to reflect productively on their learning.

ICT resources continue to build knowledge of the spoken language through access to audio, audiovisual and text documents that are records of the target language before it went to sleep. This is a period of language exploration and vocabulary expansion, and of experimentation with different modes of communication, for example, digital and hypermedia, collaborative performance and group discussions.

With their increased knowledge of how language works, learners are able to develop their understanding of linguistic techniques and the processes of language engineering. They are then able to engage more actively with communities in building the target language and increasing its communicative repertoire to restore and reconstruct what might have been lost from the language, and to expand the domains in which the language can be used in the future through creation of new lexical items and, where necessary, new grammatical capacity. One of the most obvious ways in which to restore the vocabulary of a language is to identify placenames in the target language and to work with local authorities to reinstate those namings.

Greater control of language structures and systems increases confidence and interest in communicating in a wider range of contexts. Learners use the target language to communicate and interact, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a wider range of texts and experiences. They use the target language more fluently, with a greater degree of self-correction and repair, and reference the accuracy of their language use against a stronger frame of grammatical and systems knowledge. They demonstrate understanding of language variation and change, and of how intercultural experience, technology, media and globalisation influence language use and forms of communication. After up to ten years of learning the target language there is the potential to talk about the target language in that language. This might involve using its own productive processes to create the language in which to talk about the target language.

Textual knowledge and capability are strengthened through maintaining a balance between activities which focus on language forms and structures and communicative tasks and performance. Task characteristics and conditions at this level are more complex and challenging, involving collaborative as well as independent language planning and performance, and development and strategic use of language and cultural resources. Elements of tasks involve interpreting, creating, evaluating and performing. Genres such as media resources, fiction and nonfiction texts, performances and research projects allow for exploration of themes of personal and contemporary relevance, for example, global and environmental issues, identity and relationship issues, and questions of diversity and inclusivity. Learners investigate texts through more critical analysis, identifying how language choices reflect perspectives and shape meaning, and how they in turn are shaped by context and intention.

Learners at this level understand the relationship between language, culture and identity. They explore in more depth and detail the processes involved in learning and using a different language, recognising them as cognitive, cultural and personal as well as linguistic. They identify how meaning-making and representation in a different language involve interpretation and personal response as well as literal translation and factual reporting. They explore the reciprocal nature of intercultural communication: how moving between different languages and cultural systems impacts on the learner's ways of thinking and behaving, and

how successful communication requires flexibility, awareness and openness to alternative ways. They develop the capacity to 'decentre' from normative ways of thinking and communicating, to consider their own cultural ways through the eyes of others, and to communicate in interculturally appropriate ways.

Years 7 to 10 (Level 2) Content descriptions and elaborations

Communicating

Socialising and taking action

3.1 Understand, analyse and use kinship language in an adult social domain. [Key concepts: relationship, kinship, family terms]

- interacting with peers using kinship language to explore social relationships within the class and the wider community, and extending existing kinship terminology, for example, through short excursions, visiting community members, activities

3.2 Describe and discuss roles in ceremonies, and talk about the importance of the ceremony and cultural events to the community. [Key concepts: ceremony, social and cultural events, community events]

- describing and discussing ceremonies, their significance and the people involved, for example, age — rites of passage, group gatherings, knowing about and caring for Country

3.3 Understand, describe and discuss the relationship between Law, story, ceremony, people/community and Country by interacting with peers and the teacher. [Key concept: relationship to Country, Place, land, sea]

- using cultural practices such as painting, dance and song to share and recount local Dreaming stories
- visiting key local sites to hear retellings by Elders
- obtaining permission to enter an area or researching information about the area
- discussing how people express their rights to land and sea and how this important social process operates

3.4 Use appropriate ways of talking in different social situations, between social groups or in talking to people from different areas and Countries, for example, ways of talking to people who are in specific kinship or social relationships. [Key concept: ways of talking — spatially and socially determined]

- discussing how different groups will communicate across a variety of different social situations and modes
- talking to people from different areas about appropriate ways of talking in different areas

Obtaining and using information

3.5 Understand, describe and discuss environmental and Country knowledge in relation to self and others. [Key concept: Country — land, sea, Place]

- exchanging information about plants and animals with Elders on Country
- exchanging information about obtaining and preparing food on a bush tucker excursion
- recording and presenting instructions to share with peers the procedure for collecting and preparing bush tucker
- writing and illustrating a cookbook related to bush tucker

3.6 Identify and discuss knowledge and knowledge holders in relation to self and others. [Key concept: knowledge]

- talking to an Elder about their knowledge of and relationship to Country, and about where they acquired that knowledge and whom it can be passed on to

3.7 Obtain information on the arts from diverse sources; understand the role of arts and ceremony in the target language community. [Key concepts: arts, ceremony]

- planning a public ceremonial event
- creating a multimedia program for the event, for example on a website
- creating a multimedia report of the event

3.8 Discuss the importance, role within community and wider context of communications media. [Key concept: communications media]

- using communications media to share local knowledge with the region and other schools within Australia
- creating a social media discussion forum and developing a protocol for use of the target language in this medium

3.9 Use community or 'western' time system as appropriate to particular contexts, discuss this use and express complex understanding of time, seasons and routines. [Key concepts: time, routine]

- discussing the difference between community time and 'western' time
- creating own calendar of events for community celebrations and activities and comparing with the western calendar and time systems
- discussing texts that engage with a wide range of timeframes, including Dreamtime stories, contact history, life history, and texts describing future events in the community

3.10 Compare own accounts of the past with those of others. [Key concept: past]

- reading, writing and discussing stories about the past and biographical accounts of family and self

Responding to and expressing real and imaginative experience

3.11 Discuss and express opinions about the content and production of creative texts, including multimodal texts. [Key concept: journey — hunting, tracking, navigating, road trips]

- going on an excursion, creating an imaginative story based on the trip and discussing with peers
- creating texts in a variety of genres to tell stories of journeys, and discussing with peers

3.12 Create stories expressing moral principles. [Key concepts: power, Law, morality]

- identifying moral principles of relevance to their community and creating stories based on those principles
- comparing structures of moral stories across a variety of cultures

Moving between/translating

3.13 Discuss and explain examples of inappropriate use of language. [Key concept: rules for living and ways of talking]

- modelling encounters that demonstrate correct forms in target language and English, for example, greetings, leave-takings, making plans
- discussing texts that employ appropriate polite language, for example, letters, community announcements, official notices

3.14 Discuss and exemplify differences between target language and English. [Key concept: linguistic landscape]

- examining written samples of target language and English and assessing similarities and differences
- creating texts which exemplify differences between target language and English

3.15 Identify representational differences (words, icons and symbols) between target and other languages. [Key concept: representation]

- discussing symbols and iconographies used in local cultural practices
- creating images that reflect these iconographies, for example, mapping
- comparing historical texts in the target language with recently produced texts, for example, a particular word written with several different spellings

3.16 Experiment with translating simple texts between languages, and discuss which words and expressions translate easily and which do not have an equivalent in the other language, and possible reasons for this. [Key concepts: equivalence, difference]

- making comparisons between words in target language and English, noticing similarities and differences and discussing the reasons for these

Expressing and performing identity

3.17 Discuss and explain the role of memory in personal and community identity. [Key concept: memory]

- explaining connections between self and others

3.18 Reflect on and describe self as part of community. [Key concept: self]

- creating texts about self in relation to others and discussing with peers
- creating and giving presentations about community and national events in relation to self

3.19 Explain own connections to various groupings. [Key concept: connection — language, family, community, Country, nation]

- writing a family history and constructing a family tree
- using a range of media to create maps displaying the relationship between various groupings and self

3.20 Explain choices in expressing identity in social interactions. [Key concept: judgment — ability to discern, make social decisions, insightfulness]

- discussing nature and purpose of inclusion and exclusion in social interactions

Reflecting on intercultural language use

3.21 Understand differences between own use of language and responses from others. [Key concept: communication — participants, context, purpose, negotiation, impact]

- modelling use of language with peers and considering their responses
- creating texts which demonstrate different genres and styles and discussing with peers
- using different modes of communication to influence others

3.22 Identify and explain the appropriate use of language in a wide range of social contexts. [Key concept: comfort, discomfort]

- modelling use of language by self and others and its effect in a family environment — comfort
- modelling use of language by self and others in an unfamiliar environment — discomfort
- creating texts which demonstrate comfort or discomfort with others (for example, an invitation to a community event, a letter of apology to a classmate, texting a friend) and discussing with peers

Understanding

Systems of language

3.23 Analyse ways in which sounds are used to express meaning. [Key concepts: sound, meaning]

- exploring reduplicated forms of words
- exploring the impact on meaning of reversing the order of syllables in words (oral and written)
- identifying phonemes in the target language
- exploring historical documents of the target language and their interpretation in terms of sound structure, for example, phonotactics

3.24 Analyse systematic structures of language and language use. [Key concept: grammar]

- describing and explaining meaningful elements (morphemes) within words, for example, affixation in verbs to indicate categories such as tense, aspect and mood

3.25 Use writing to express language use. [Key concept: writing]

- writing about language use
- writing texts for different purposes

3.26 Explain how signs and gestures can be used to communicate meaning. [Key concepts: signing, gesture]

- describing and analysing the use of signs in their community
- creating multimedia repertoires of signs and gestures

3.27 Analyse use of textual conventions. [Key concept: textual conventions, including genre]

- describing and explaining formulaic opening and closing of stories and other conventions as found specifically in Indigenous Australian texts, including narrative and informational genres and oral texts
- describing and explaining textual conventions in a range of genres, for example, narrative and instructional

Variability in language use

3.28 Analyse ways in which language use varies according to the nature of relationship and context. [Key concepts: register, variation]

- modelling the use of language appropriate to particular relationships and contexts, for example, address terms, kinship
- discussing texts for different social purposes, for example, a personal account of a journey with family, a description of a sporting event and the interactions between players and audience

3.29 Analyse ways in which values are reflected in vocabulary range and grammatical constructions. [Key concept: ideology]

- explaining ways in which values are reflected in vocabulary range and grammatical constructions, for example, church services, sporting events, talking with friends

3.30 Analyse the constraints that guide forms of address and social interactions. [Key concepts: constraints and possibilities, saving face, respect and silence, single or multiple terms for concepts in some languages, gender distinctions]

- discussing and explaining discomfort resulting from inappropriate forms of address or social interaction, for example, responding to a question when an older person has the right to speak

3.31 Analyse the use of language as a tool for negotiating the social environment. [Key concept: negotiation]

- creating texts that use a variety of language strategies to present a proposal

3.32 Analyse the role of geographical, situational and virtual space in language use. [Key concept: place]

- creating a plan for a school excursion and developing support materials, for example, maps, narrative, social media

Language awareness

3.33 Explain how the target language has changed over time, describing some of the factors involved in language change and the need to develop the target language to meet new communicative needs. [Key concepts: dynamic systems, ecology — maintenance, decline and revitalisation of Australian languages]

- describing some of the processes in language change over time and how language variation in space reflects this history
- describing some important changes happening now in the ecology of Australian languages, in particular, the decline of the languages as languages of everyday communication
- discussing work being done to address the decline and support the maintenance and revitalisation of Australian languages
- analysing ‘borrowing’ and ‘meshing’ and the application of these in language revival

3.34 Describe and explain how certain words and expressions have the power to influence people or events. [Key concept: power]

- explaining how certain words and expressions influence people or events, for example, government regulations on communities, use of language to gain access to places of special significance

- discussing and analysing how certain languages have come to have greater prominence and power than others, for example, the place of English in the world, regional lingue franche

3.35 Analyse and discuss the diversity of regional language and dialectal variations in Australian languages. [Key concept: regional language variations, including dialects]

- discussing and describing differences and similarities across local languages and dialects
- discussing the roles of languages and dialects in the wider Australian community

3.36 Analyse the processes involved in the borrowing of words and expressions from other languages. [Key concepts: borrowing, relatedness]

- discussing the processes for borrowing of words and expressions from other languages
- exploring the evidence for relatedness between languages and dialects, for example, descent from a common ancestor discussing how certain languages and dialects are related

Role of language and culture

3.37 Compare cultural attitudes, values and beliefs expressed through the target language with those expressed in other languages. [Key concepts: attitudes, values, beliefs]

- describing and discussing examples of the expression of key cultural concepts, for example, Dreaming, Country, Law

3.38 Analyse and discuss cultural differences in meaning-making. [Key concepts: sameness, difference]

- describing and discussing ways in which language is used differently in their community, for example, formal/informal, songs, Welcome to Country
- describing and discussing individual characteristics in language use

3.39 Analyse, evaluate and discuss behaviours and practices in language use. [Key concepts: behaviours, practices]

- describing and discussing address terms for community members, for example, Elder, aunty, uncle, cousin, brother, sister
- researching and comparing behaviours and practices in language use in other communities

Role of language building

3.40 Engage in processes to build and extend languages to meet new needs. [Key concept: linguistic techniques]

- describing and discussing how the target language has been rebuilt and ways to continue the processes

- identifying processes for filling gaps, and creating new words and expressions to enhance the target language
- identifying forms which are no longer in use and working on them for restoration or reconstruction

3.41 Engage with protocols for language building and compare other language revival efforts with their own. [Key concept: language revitalisation]

- engaging with community to develop a set of protocols for language building

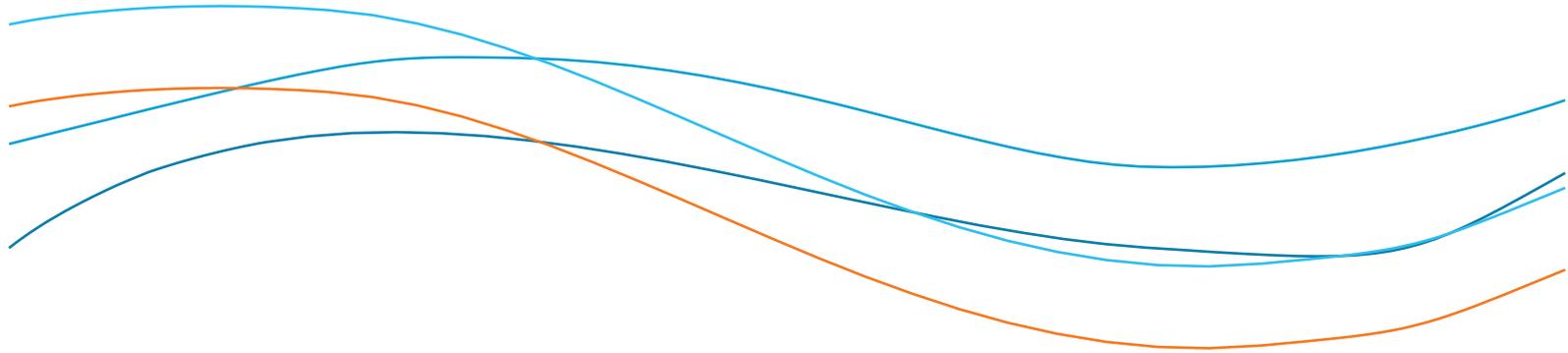
Years 7 to 10 (Level 2) Achievement standard

By the end of Level 2, students comprehend and convey meaning in familiar and some unfamiliar situations and exchanges using the target language (this could mean rehearsed and unrehearsed, and unfamiliar but guided and scaffolded experiences). Students comprehend familiar and some unfamiliar oral and written target language and demonstrate this understanding by expressing and identifying essential information according to the language learner pathway. They convey meaning using the target language according to the language learner pathway. When composing more complex texts in the target language, students use language organisational forms and functions, grammar and vocabulary combined with process skills and structures.

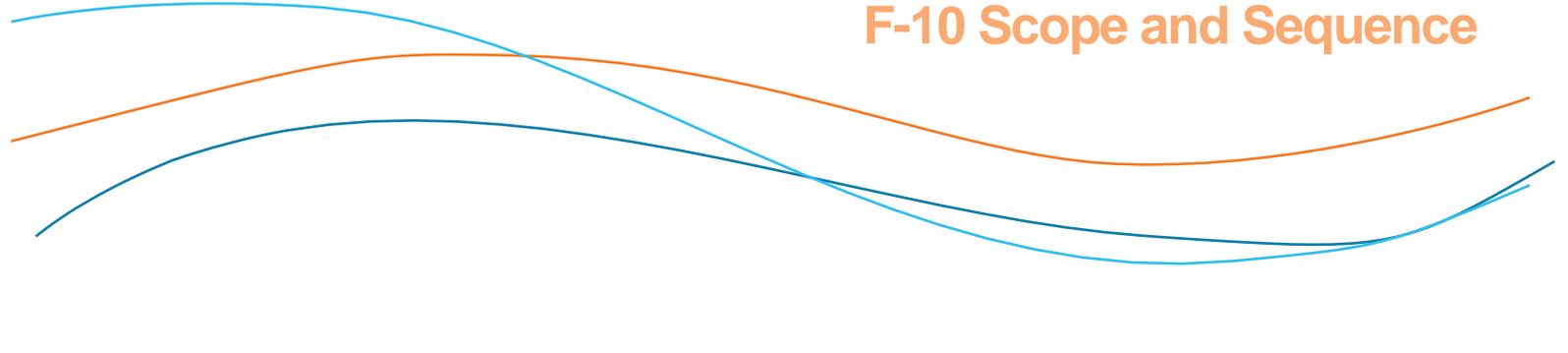
Students recognise and demonstrate understanding of Aboriginal and Torres Strait Islander relationships with places, the natural environment and parts of the world shown through language, in a range of text types, conventions and other communication forms. Students demonstrate understanding of how Aboriginal languages and Torres Strait Islander languages and community resources are kept and maintained through community use in a range of situations and, when recorded, in a range of text types.

Students know and understand characteristics of Aboriginal languages and Torres Strait Islander languages as communication forms embedded within cultural and community contexts. They know and understand the facts, concepts and perspectives of local and regional Aboriginal languages and Torres Strait Islander languages within the historical context.

Students know and understand the characteristics and conventions of language structure. They use a variety of text types (verbal and non-verbal) and can identify roles and responsibilities within the community.



Australian Curriculum: Languages
Draft Framework for Aboriginal Languages and
Torres Strait Islander Languages
Language Revival Learner Pathway
F-10 Scope and Sequence



May 2013

<http://consultation.australiancurriculum.edu.au>

Communicating

| Foundation to Year 2 | Years 3 to 6 | Years 7 to 10 |
|--|---|---|
| Socialising and taking action | | |
| Use basic kinship, relationship and family terms and appropriate forms of address. [Key concepts: relationship, kinship, family terms] | Discuss kinship relationships and associated behaviours and stories. [Key concepts: relationship, kinship, family terms] | Understand, analyse and use kinship language in an adult social domain. [Key concepts: relationship, kinship, family terms] |
| Name key ceremonies and social and cultural activities. [Key concepts: ceremony, social and cultural events, community events] | Name and discuss the links between ceremonies, people, stories and Dreaming tracks. [Key concepts: ceremony, social and cultural events, community events] | Describe and discuss roles in ceremonies, and talk about the importance of the ceremony and cultural events to the community. [Key concepts: ceremony, social and cultural events, community events] |
| Name key locations on Country. [Key concept: relationship to Country, Place, land, sea] | Identify local Dreaming stories, their location and significance, the principal actors, characters and entities, and the social importance of connections to Dreamings. [Key concept: relationship to Country, Place, land, sea] | Understand, describe and discuss the relationship between Law, story, ceremony, people/community and Country by interacting with peers and the teacher. [Key concept: relationship to Country, Place, land, sea] |
| Use appropriate kinship and social address terms according to different social situations. [Key concept: ways of talking — spatially and socially determined] | Describe appropriate ways for self and others to talk in different social situations. [Key concept: ways of talking — spatially and socially determined] | Use appropriate ways of talking in different social situations, between social groups or in talking to people from different areas and Countries, for example, ways of talking to people who are in specific kinship or social relationships. [Key concept: ways of talking — spatially and socially determined] |
| Obtaining and using information | | |
| Name a range of plants, animals and locations. [Key concept: Country — land, sea, Place] | Explore plants, animals and Country in relation to social groupings. [Key concept: Country — land, sea, Place] | Understand, describe and discuss environmental and Country knowledge in relation to self and others. [Key concept: Country — land, sea, Place] |

| Foundation to Year 2 | Years 3 to 6 | Years 7 to 10 |
|--|--|--|
| Ask questions using appropriate language. [Key concept: knowledge] | Identify knowledge holders and the distribution of knowledge across age and gender. [Key concept: knowledge] | Identify and discuss knowledge and knowledge holders in relation to self and others. [Key concept: knowledge] |
| Identify a range of arts and public ceremonies. [Key concepts: arts, ceremony] | Participate in a range of arts and public ceremonies. [Key concepts: arts, ceremony] | Obtain information on the arts from diverse sources; understand the role of arts and ceremony in the target language community. [Key concepts: arts, ceremony] |
| Use the main forms of communications media used within the community. [Key concept: communications media] | Independently use the main forms of communications media of the community. [Key concept: communications media] | Discuss the importance, role within community and wider context of communications media. [Key concept: communications media] |
| Use key terms for times of day and year, seasons and routines. [Key concepts: time, routine] | Use full range of terms for times of day and year, seasons and routines. [Key concepts: time, routine] | Use community or 'western' time system as appropriate to particular contexts, discuss this use and express complex understanding of time, seasons and routines. [Key concepts: time, routine] |
| Recount events from the past. [Key concept: past] | Explore and create own accounts of the past. [Key concept: past] | Compare own accounts of the past with those of others. [Key concept: past] |
| Responding to and expressing imaginative experience | | |
| Recount journeys. [Key concept: journey — hunting, tracking, navigating, road trips] | Explore and create own accounts of journeys. [Key concept: journey — hunting, tracking, navigating, road trips] | Discuss and express opinions about the content and production of creative texts, including multimodal texts. [Key concept: journey — hunting, tracking, navigating, road trips] |
| Discuss rules for living expressed in stories. [Key concepts: power, Law, morality] | Identify the message in stories relating to power, Law and morality. [Key concepts: power, Law, morality] | Create stories expressing moral principles. [Key concepts: power, Law, morality] |

| Foundation to Year 2 | Years 3 to 6 | Years 7 to 10 |
|---|---|---|
| Moving between/translating | | |
| Explore similarities and differences across polite usages in target language and English. [Key concept: rules for living and ways of talking] | Use appropriate polite language, etiquette and protocol across community situations they will encounter and compare these with English languages situations. [Key concept: rules for living and ways of talking] | Discuss and explain examples of inappropriate use of language. [Key concept: rules for living and ways of talking] |
| Recognise differences between languages. [Key concept: linguistic landscape] | Recognise and exemplify differences between target language and English. [Key concept: linguistic landscape] | Discuss and exemplify differences between target language and English. [Key concept: linguistic landscape] |
| Experiment with representation (words, icons and symbols) and differences between target language and English. [Key concept: representation] | Identify representational differences (words, icons and symbols) between target language and English. [Key concept: representation] | Identify representational differences (words, icons and symbols) between target and other languages. [Key concept: representation] |
| Experiment with translating simple sentences and phrases from target language into English and vice versa, noticing words that have no equivalent in the other language' [Key concepts: equivalence, difference] | Identify and discuss examples of lack of word-for-word equivalence between target language and English. [Key concepts: equivalence, difference) | Experiment with translating simple texts between languages, and discuss which words and expressions translate easily and which do not have an equivalent in the other language, and possible reasons for this. [Key concepts: equivalence, difference] |
| Expressing and performing identity | | |
| List significant people, places and pets. [Key concept: memory] | Recount and discuss aspects of personal and community history. [Key concept: memory] | Discuss and explain the role of memory in personal and community identity. [Key concept: memory] |
| Represent self to others. [Key concept: self] | Describe differences between self and others. [Key concept: self] | Reflect on and describe self as part of community. [Key concept: self] |
| Identify own membership of various groupings. [Key concept: connection — language, family, community, Country, nation] | Express connections to various groupings. [Key concept: connection — language, family, community, Country, nation] | Explain own connections to various groupings. [Key concept: connection — language, family, community, Country, nation] |

| Foundation to Year 2 | Years 3 to 6 | Years 7 to 10 |
|--|---|--|
| <p>Understand the need to make choices in expressing identity in social interactions.</p> <p>[Key concept: judgment — ability to discern, make social decisions, insightfulness]</p> | <p>Make choices in expressing identity in social interactions.</p> <p>[Key concept: judgment — ability to discern, make social decisions, insightfulness]</p> | <p>Explain choices in expressing identity in social interactions.</p> <p>[Key concept: judgment — ability to discern, make social decisions, insightfulness]</p> |
| <p>Reflecting on intercultural language use</p> | | |
| <p>Recognise that there are differences between own use of language and responses from others.</p> <p>[Key concept: communication — participants, context, purpose, negotiation, impact]</p> | <p>Use a variety of language genres and styles to interact appropriately with others.</p> <p>[Key concept: communication — participants, context, purpose, negotiation, impact]</p> | <p>Understand differences between own use of language and responses from others.</p> <p>[Key concept: communication — participants, context, purpose, negotiation, impact]</p> |
| <p>Use target language with regard to its effect in social interactions.</p> <p>[Key concepts: comfort, discomfort]</p> | <p>Use language appropriately in a wide range of social contexts.</p> <p>[Key concept: comfort or discomfort]</p> | <p>Identify and explain the appropriate use of language in a wide range of social contexts.</p> <p>[Key concept: comfort, discomfort]</p> |

Understanding

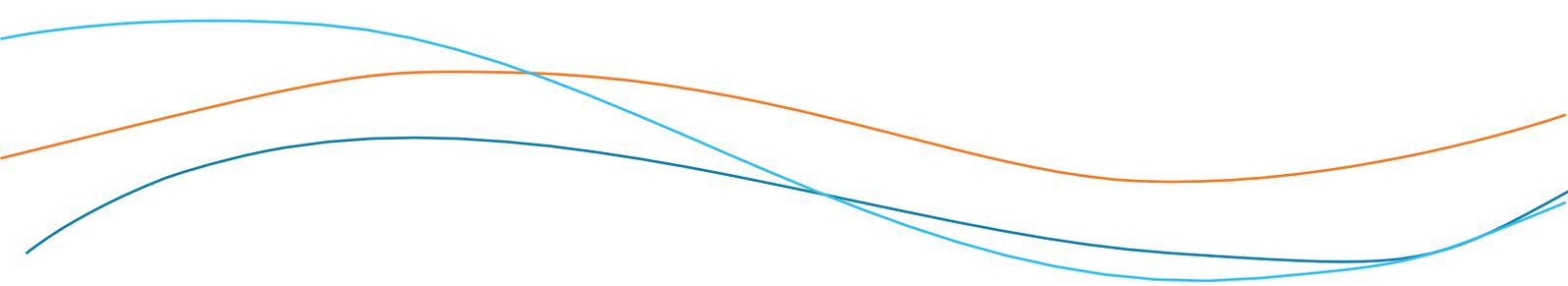
| Foundation to Year 2 | Years 3 to 6 | Years 7 to 10 |
|---|--|---|
| Systems of language | | |
| Notice that sounds are used in the form of words to express meaning. [Key concepts: sound, meaning] | Explore ways in which sounds are used to express meaning. [Key concepts: sound, meaning] | Analyse ways in which sounds are used to express meaning. [Key concepts: sound, meaning] |
| Understand the systematic nature of language and language use. [Key concept: grammar] | Explore systematic structures within language and language use. [Key concept: grammar] | Analyse systematic structures of language and language use. [Key concept: grammar] |
| Notice that writing can be used to represent words. [Key concept: writing] | Consistently use the target language writing system. [Key concept: writing] | Use writing to express language use. [Key concept: writing] |
| Understand that signs and gestures can be used to communicate meaning. [Key concepts: signing, gesture] | Explore the ways in which signs and gestures are used in the target language community to communicate meaning. [Key concepts: signing, gesture] | Explain how signs and gestures can be used to communicate meaning. [Key concepts: signing, gesture] |
| Use some textual conventions. [Key concept: textual conventions, including genre] | Use textual conventions. [Key concept: textual conventions, including genre] | Analyse use of textual conventions. [Key concept: textual conventions, including genre] |
| Variability in language use | | |
| Understand that language use varies according to the nature of relationship and context. [Key concepts: register, variation] | Explore ways in which language use varies according to the nature of relationship and context. [Key concepts: register, variation] | Analyse ways in which language use varies according to the nature of relationship and context. [Key concepts: register, variation] |
| Notice that cultural values are reflected in choice of vocabulary and grammatical constructions. [Key concept: ideology] | Explore ways in which values are reflected in vocabulary range and grammatical constructions. [Key concept: ideology] | Analyse ways in which values are reflected in vocabulary range and grammatical constructions. [Key concept: ideology] |

| Foundation to Year 2 | Years 3 to 6 | Years 7 to 10 |
|--|---|---|
| <p>Recognise the constraints that guide forms of address and social interactions.</p> <p>[Key concepts: constraints and possibilities, saving face, respect and silence, single or multiple terms for concepts in some languages, gender distinctions]</p> | <p>Explore the constraints that guide forms of address and social interactions.</p> <p>[Key concepts: constraints and possibilities, saving face, respect and silence, single or multiple terms for concepts in some languages, gender distinctions]</p> | <p>Analyse the constraints that guide forms of address and social interactions.</p> <p>[Key concepts: constraints and possibilities, saving face, respect and silence, single or multiple terms for concepts in some languages, gender distinctions]</p> |
| <p>Experiment with language as a tool for negotiating the social environment.</p> <p>[Key concept: negotiation]</p> | <p>Explore the use of language as a tool for negotiating the social environment.</p> <p>[Key concept: negotiation]</p> | <p>Analyse the use of language as a tool for negotiating the social environment.</p> <p>[Key concept: negotiation]</p> |
| <p>Understand the role of geographical, situational and virtual space in language use.</p> <p>[Key concept: place]</p> | <p>Explore the role of geographical, situational and virtual space in language use.</p> <p>[Key concept: place]</p> | <p>Analyse the role of geographical, situational and virtual space in language use.</p> <p>[Key concept: place]</p> |
| Language awareness | | |
| <p>Recognise that languages change over time and that new languages develop in contact situations.</p> <p>[Key concepts: dynamic systems, ecology — maintenance, decline and revitalisation of Australian languages]</p> | <p>Discuss how the target language has changed over time, describing some of the factors involved in language change and the need to develop the target language to meet new communicative needs.</p> <p>[Key concepts: dynamic systems, ecology — maintenance, decline and revitalisation of Australian languages]</p> | <p>Explain how the target language has changed over time, describing some of the factors involved in language change and the need to develop the target language to meet new communicative needs.</p> <p>[Key concepts: dynamic systems, ecology — maintenance, decline and revitalisation of Australian languages]</p> |
| <p>Understand that language has the power to influence people or events.</p> <p>[Key concept: power]</p> | <p>Explore how certain words and expressions have the power to influence people or events.</p> <p>[Key concept: power of language]</p> | <p>Describe and explain how certain words and expressions have the power to influence people or events.</p> <p>[Key concept: power]</p> |

| Foundation to Year 2 | Years 3 to 6 | Years 7 to 10 |
|--|---|--|
| <p>Identify the local languages and dialects and notice how they fit into the broader regional and national language diversity.</p> <p>[Key concept: regional language variations, including dialects]</p> | <p>Name local languages and dialects and identify where they are spoken; explore differences and similarities between local languages and dialects and be aware of languages and dialects in the wider Australian community.</p> <p>[Key concept: regional language variations, including dialects]</p> | <p>Analyse and discuss the diversity of regional language and dialectal variations in Australian languages.</p> <p>[Key concept: regional language variations, including dialects]</p> |
| <p>Understand that words and expressions can be borrowed from other languages and that certain languages and dialects are related.</p> <p>[Key concepts: borrowing, relatedness]</p> | <p>Describe the processes involved in the borrowing of words and expressions from other languages, and identify how certain languages and dialects are related.</p> <p>[Key concepts: borrowing, relatedness]</p> | <p>Analyse the processes involved in the borrowing of words and expressions from other languages.</p> <p>[Key concepts: borrowing, relatedness]</p> |
| Role of language and culture | | |
| <p>Understand that cultural attitudes, values and beliefs are expressed through the target language.</p> <p>[Key concepts: attitudes, values, beliefs]</p> | <p>Explore cultural attitudes, values and beliefs expressed through language.</p> <p>[Key concepts: attitudes, values, beliefs]</p> | <p>Compare cultural attitudes, values and beliefs expressed through the target language with those expressed in other languages.</p> <p>[Key concepts: attitudes, values, beliefs]</p> |
| <p>Experiment with similarities and differences in language use within their own language and languages in the community and individual characteristics in language use.</p> <p>[Key concepts: sameness, difference]</p> | <p>Use a variety of language styles in own communication.</p> <p>[Key concepts: sameness, difference]</p> | <p>Analyse and discuss cultural differences in meaning-making.</p> <p>[Key concepts: sameness, difference]</p> |
| <p>Experiment with behaviours and practices in language use.</p> <p>[Key concepts: behaviours, practices]</p> | <p>Use language specific to particular behaviours and practices.</p> <p>[Key concepts: behaviours, practices]</p> | <p>Analyse, evaluate and discuss behaviours and practices in language use.</p> <p>[Key concepts: behaviours, practices]</p> |
| The role of language building | | |
| <p>Notice that languages can be developed by their speakers and learners.</p> <p>[Key concept: linguistic techniques]</p> | <p>Explore processes to build and extend languages for new needs.</p> <p>[Key concept: linguistic techniques]</p> | <p>Engage in processes to build and extend languages to meet new needs.</p> <p>[Key concept: linguistic techniques]</p> |

| Foundation to Year 2 | Years 3 to 6 | Years 7 to 10 |
|--|---|--|
| Use protocols for language building and learn about language building efforts. [Key concept: language revitalisation] | Explore protocols for language building and examine other language revival efforts. [Key concept: language revitalisation] | Engage with protocols for language building and compare other language revival efforts with their own. [Key concept: language revitalisation] |

Australian Curriculum: Languages
Foundation to Year 10
Draft Framework for Aboriginal Languages and
Torres Strait Islander Languages
Second Language Learner Pathway



May 2013

<http://consultation.australiancurriculum.edu.au>

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Foundation to Year 2 (Level 1)

Foundation to Year 2 (Level 1) Band description

Children enter the early years of schooling with established spoken language skills in one or more languages, with varying degrees of literacy experience, and with a lived sense of belonging to worlds in which language plays a key role. Cognitive and social development at this stage is exploratory and egocentric. The curriculum builds on children's interests, sense of enjoyment and curiosity, with an emphasis on active learning and confidence building.

Children will also be developing written literacy in one or more other languages at the same time as they are developing written literacy in the target language through the school language program. Learning in these different languages differs significantly, but each supports and enriches the other.

Across Foundation to Year 2, child learning occurs largely through interaction with peers and the teacher, with some access to wider school and community members for additional enrichment of the learning experience. In learning an Australian language, community visits and interaction with Elders of the community are critically important to the proper understanding of Australian languages as lived experiences involving people on their Countries (land and sea), socialising and learning as Aboriginal and Torres Strait Islander peoples have always done. Excursions onto Country to explore the environment with Elders and other community members are essential to the learning of students at all stages, but particularly in this early establishment phase when understanding of the role of language as a lived experience is so important.

It is possible to develop rich language learning experiences through excursions to meet with Elders and communities for whom the target language is their language of Country and community. It is envisaged that learners will also have access to hearing the language spoken right through via these community visits.

Across Foundation to Year 2 the target language is used in classroom interactions, routines and familiar activities, supported by the use of concrete materials and resources, gestures and body language. Play, imaginative activities, games, music, movement and familiar routines provide essential scaffolding and relevant context for language development.

Rich language input characterises the first stages of learning. Initial focus is on listening to the sounds, shapes and patterns of the target language through activities such as chants, songs, clapping and action games. In learning an Australian language, children can develop a sense of syllable patterns and stress by clapping out the sounds. The use of repetition and recycling in instruction helps children to identify high-frequency words and simple phrases and to recognise the purpose and intention of simple texts. Team teaching involving members of the target language community is an important element in the development of deep understanding of the relationship between Country, Place, land, sea and people.

Learners identify and use target language non-verbal communication strategies and experiment with one- or two-word responses, and simple formulaic expressions in response to prompts and cues. As they progress to using the target language for functions such as

greeting, asking and answering questions, responding to directions, singing songs, and taking turns in games and simple shared tasks, they begin to notice that language can behave differently in different situations and that speakers of the target language communicate in some ways which are different to their own. Creative play provides opportunities for exploring these differences and for using the target language for purposeful interaction, for example, retelling Dreaming stories by rote, talking about Country/sea/place, and interacting with family and friends.

The transition from spoken to written language is scaffolded via shared exploration of simple texts and language features. Children progress from supported comprehension and use of a small number of high-frequency and personally significant sight words to more elaborated simple texts which take account of context, purpose and audience. They use written, grammatical, cultural and contextual cues to comprehend texts and communicative interactions. Writing skills of students, progress from labelling images and copying high-frequency words to co-constructing simple texts using familiar vocabulary, language features and structures. As children learn to adjust language to suit different purposes and situations they begin to learn the important role of culture in shaping language use.

Learning is supported via the provision of experiences which are challenging but achievable with appropriate scaffolding and support. This involves modelling, monitoring and moderating by the teacher; provision of multiple and varied sources of input; opportunities for revisiting, recycling and reviewing; and continuous cueing, feedback, response and encouragement.

Children talk about differences and similarities they notice between the target language and their first language(s) and culture(s), and about how they feel when they hear or use the target language, and how they view different languages and the people who speak them. This introduction to the reflective dimension of intercultural language learning begins to develop in children the ability to 'decentre', to consider different perspectives and ways of being; and to become aware of themselves as communicators in particular cultural communities and contexts.

Foundation to Year 2 (Level 1) Content descriptions and elaborations

Communicating

Socialising and taking action

1.1 Use kinship and basic relationship terms appropriately in class and with teachers. [Key concepts: relationship, kinship, family terms]

- using the appropriate kinship and relationship terms with peers and the teacher, for example, in play, games, activities and excursions

1.2 Name key ceremonies and social and cultural activities, the time of year at which they occur, and associated activities in the community. [Key concepts: ceremony, social and cultural events, community events]

- naming and describing key ceremonies, for example, age — rites of passage, group gatherings, increase, knowing about and caring for Country, Coming of the Light (Torres Straits)

1.3 Name Dreaming tracks and share basic information about them, including the importance to the community that people have strong connections to different areas. [Key concept: relationship to Country, Place, land, sea]

- using painting, dance and song to share and recount local Dreaming stories
- visiting key local sites to hear retellings by Elders
- describing individual and community connection to Country, for example, Dreaming tracks and stories

1.4 Use kinship and social address terms appropriately according to different social situations. [Key concept: ways of talking — spatially and socially determined]

- role-playing use of avoidance language, name/word taboos and ways of talking to people with whom they are in specific kinship or social relationships

Obtaining and using information

1.5 Name a range of plants, animals and locations from the Country of the target language and be aware of the connections between people and land. [Key concept: Country — land, sea, place]

- using a variety of multimedia sources to gain experience of the Country of the target language

1.6 Use appropriate language to seek information. [Key concept: knowledge]

- applying name taboos, for example, *Kumantjayi* ('no name'; name taboo on recently deceased)
- using multimedia resources to interact with the target language community

1.7 Identify a range of arts and public ceremonies. [Key concepts: arts, ceremony]

- participating in arts and public ceremonial events

1.8 Use the main forms of communications media used within the community. [Key concept: communications media]

- using media such as phones and internet communications software to communicate

1.9 Use key terms for times of day and year, seasons and routines. [Key concepts: time, routine]

- using terms for the school day
- using seasonal language

1.10 Recount events from the past. [Key concept: past]

- recounting stories about their family and community

Responding to and expressing real and imaginative experience

1.11 Recount journeys. [Key concept: journey — hunting, tracking, navigating, road trips]

- going on an excursion and recounting the story of the trip, using placenames and other vocabulary

1.12 Discuss rules for living expressed in stories. [Key concepts: power, Law, morality]

- listening to stories and discussing their meaning, using key terminology and vocabulary

Moving between/translating

1.13 Explore similarities and differences across polite usages in target language and English. [Key concept: rules for living and ways of talking]

- comparing the use of such terms as 'please' and 'thank you' in a meal situation with their use in the target language

1.14 Recognise differences between languages. [Key concept: linguistic landscape]

- listing some ways in which the target language differs from English

1.15 Experiment with representation (words, icons and symbols) and differences between target language and English. [Key concept: representation]

- making signs and designing symbols
- using symbols from the target language iconographies to create images

1.16 Experiment with translating simple sentences and phrases from target language into English and vice versa, noticing words that have no equivalent in the other. [Key concepts: equivalence, difference]

- making comparisons between words in the target language and English, noticing similarities and differences

Expressing and performing identity

1.17 Discuss aspects of personal history. [Key concept: memory]

- discussing with peers aspects of family, friends and community
- drawing a picture of family, home and environment and creating labels

1.18 Represent self to others. [Key concept: self]

- drawing pictures of self and labelling body parts
- taking photos of class and labelling class members

1.19 List and discuss own membership in various groupings. [Key concept: connection — language, family, community, Country, nation]

- creating images that represent various groups and own membership within them

1.20 Understand the need to make choices in expressing identity in social interactions. [Key concept: judgment — ability to discern, make social decisions, insightfulness]

- role-playing behaviour in different social interactions

Reflecting on intercultural language use

1.21 Recognise that there are differences between own use of language and responses and those of others. [Key concept: communication — participants, context, purpose, negotiation, impact]

- role-playing use of target language with peers and considering their responses

1.22 Use target language with regard to its effect in social interactions. [Key concept: comfort or discomfort]

- modelling the expression of sympathy and sorrow (discomfort)

Understanding

Systems of language

1.23 Notice that sounds are used in the form of words to express meaning. [Key concepts: sound, meaning]

- listening to and producing combinations of sounds in the target language, recognising that some combinations are meaningful words and others are not, for example, *gana, gina, guna*
- producing combinations of sounds in the target language with accuracy
- learning basic words to describe sound and meaning

1.24 Understand the systematic nature of language and language use. [Key concept: grammar]

- listening to and producing combinations of words in the target language, recognising that some combinations are meaningful phrases and others are not
- learning basic words to describe words and meaning

1.25 Notice that writing can be used to represent words. [Key concept: writing]

- copying writing modelled by the teacher
- being introduced to alphabet and first words

1.26 Understand that signs and gestures can be used to communicate meaning. [Key concept: signing, gesture]

- role-playing the use of signs and gestures that are used in the target language

1.27 Use some textual conventions. [Key concept: textual conventions, including genre]

- using formulaic opening and closing of stories and other conventions as found specifically in Indigenous Australian texts, including narrative and informational genres and oral texts

Variability in language use

1.28 Understand that language use varies according to the nature of relationship and context. [Key concept: register, variation]

- role-playing the use of language appropriate to the relationship and context, for example, address terms, kinship

1.29 Notice that values are reflected in choice of vocabulary and grammatical constructions. [Key concept: ideology]

- role-playing the way they speak to a good friend or close relative in comparison to the way they speak to the teacher or someone from outside their community

1.30 Recognise the constraints that guide forms of address and social interactions. [Key concepts: constraints and possibilities, saving face, respect and silence, single or multiple terms for concepts in some languages, gender distinctions]

- discussing discomfort resulting from inappropriate forms of address or social interaction

1.31 Experiment with language as a tool for negotiating the social environment. [Key concept: negotiation]

- role-playing requests for goods and services, for example, in a shop or at school

1.32 Understand the role of geographical, situational and virtual space in language use. [Key concept: place]

- role-playing giving directions
- creating maps

Language awareness

1.33 Recognise that languages change over time and that new languages develop in contact situations. [Key concepts: dynamic systems, ecology — maintenance, decline and revitalisation of Australian languages]

- listening to examples of target language from different periods in time
- discussing the current language situation in the target language community, particularly in relation to generational differences

1.34 Understand that language has the power to influence people or events. [Key concept: power]

- role-playing how authority figures in the target language community can influence people or events

1.35 Identify the local languages and dialects and notice how they fit into the broader regional and national language diversity. [Key concept: regional language variations, including dialects]

- listening to examples of other varieties from the region of the target language and more widely through the use of audio-visual and audio aids such as film and recordings, and directly from speakers of other languages

1.36 Understand that words and expressions can be borrowed from other languages, and that certain languages and dialects are related. [Key concepts: borrowing, relatedness]

- discussing words that have been borrowed from other languages to describe new concepts

Role of language and culture

1.37 Understand that cultural attitudes, values and beliefs are expressed through language. [Key concepts: attitudes, values, beliefs]

- role-playing use of respectful language

1.38 Experiment with similarities and differences in language use within the target language and languages in the community and individual characteristics in language use. [Key concepts: sameness, difference]

- describing ways in which language is used differently in their own and the target language community
- describing individual characteristics in language use

1.39 Experiment with behaviours and practices in language use. [Key concepts: behaviours, practices]

- describing practices in certain scenarios, for example, suppression of the name of the recently deceased

Role of language building

1.40 Notice that languages can be developed by their speakers and learners. [Key concept: linguistic techniques]

- discussing new words that have entered the target language

1.41 Learn about language building efforts. [Key concept: language revitalisation]

- discussing processes involved in language building
- being to explore protocols for language building

Years 3 to 6 (Level 1)

Years 3 to 6 (Level 1) Band description

At this stage, children are developing cognitive and social capabilities which allow for increased control of their own learning. They are able to conceptualise and reason, and have better memory and focus. This is a stage of social experimentation, with children referencing themselves against their peers. They are more independent and less egocentric, enjoying both competitive and cooperative activities. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

The contexts in which learners interact in learning and using the target language are primarily local: the classroom, school, home and community, with some access to wider communities of speakers of the target language and resources through virtual and digital technology. The development of oral proficiency at this stage continues to rely on rich language input in different modes and from different sources. Children engage in a lot of listening and responding through actions, building active listening and comprehending skills, using contextual and grammatical cues as well as sound and non-verbal cues. Language is authentic with some modification, involving familiar vocabulary and simple structures. The balance between listening and speaking gradually shifts as children are supported to use the language themselves in familiar contexts and situations: exchanging simple ideas and information, negotiating predictable activities and interactions, and participating in shared tasks, performance and play. They continue to build vocabulary which can be adapted for different purposes, and to control simple grammatical forms with some accuracy to communicate in familiar contexts.

Children develop written literacy skills and textual knowledge through supported interaction with a range of spoken, written, visual and multimodal texts. Imaginative and interactive texts such as picture books, stories, puppet play, songs and games engage the expressive and cultural dimensions of language. Procedural, informational and descriptive texts, such as negotiated classroom rules, planned activities, and family and class profiles, show how language is used to 'get things done'. A balance between language *knowledge* and language *use* is established by integrating focused attention to grammar, vocabulary building, pronunciation, and non-verbal and cultural dimensions of language use with communicative and purposeful task activity.

As appropriate, students also learn about new developments in the target language, for example, new vocabulary for introduced cultural items and new genres arising from the influence of media and engagement with the wider Australian context. They learn about such developments in a range of languages at a local, regional and national level that are in varying stages of language revival.

This stage of learning involves extensive support. Form-focused activities build children's grammatical knowledge and develop accuracy and control in spoken and written use of the target language; opportunities to apply this knowledge in meaningful task activity build communicative skills, confidence and fluency. Tasks are carefully scaffolded: teachers provide models and examples; introduce language, concepts and resources needed to manage and complete the task; make time for experimentation, drafting and redrafting; and

provide support for self-monitoring and reflection. Discussion in English supports learning and develops children's conceptual frame for talking about language and culture systems and reflecting on the experience of moving between languages and cultures.

Learning the target language contributes to the process of making sense of the children's worlds which characterises this stage of development. As they learn about the target language and culture, they make comparisons with their own language(s) and culture(s) and consider their own ways of communicating. This will lead to exploring concepts of identity and difference and to thinking about cultural and linguistic diversity, and about what it means to speak more than one language in the contemporary world.

Learners communicate more confidently, are more self-directed and make connections more readily between themselves and wider contexts. Response to experience is more analytical and critical, allowing for a reflective dimension to language learning and to referencing a different cultural framework. Their capabilities in their first language are more developed than their proficiency in the target language at this stage, and the curriculum ensures that tasks and activities are appropriate for learners' cognitive and social levels as well as their target language proficiency level.

Learners use the target language with each other and the teacher for a widening range of purposes: exchanging information, expressing ideas and feelings, performing, and responding to resources and experiences offered in the target language. They are able to work more independently, but enjoy working collaboratively as well as competing with each other. Learners' communicative capabilities are developing in terms of fluency, accuracy and complexity. Their pronunciation, intonation and phrasing are more confident, and they control and access wider vocabulary resources and use a growing range of non-verbal strategies to support communication. Shared tasks develop social, cognitive and language skills and provide a context for purposeful language experience and experimentation. Focused attention to language structures and systems, literacy skills development and exploration of cultural elements of communication are conducted at least in part in the target language. Learners use ICT to support their learning in increasingly independent and intentional ways, such as exchanging resources and information with peers and with young people of the same age in target language-speaking communities, accessing music and media resources, maintaining blogs and other web pages, and participating in social networks.

Spoken language development at this level includes active listening to a range of varied input from different sources and building more elaborated conversational and interactional skills. This involves initiating and sustaining conversations, turn-taking, 'reading' language for cultural and contextual meaning, building on others' contributions, making appropriate responses and adjustments, and engaging in debate and discussion. Individual and group oral presentation and performance skills are developed through researching and organising information; structuring, rehearsing and resourcing the content of presentations; and selecting appropriate language to engage particular audiences.

Written literacy development involves increasingly independent interaction with a wider range of texts. Learners draw on more established grammatical and lexical resources to compose and comprehend more complex language. They use a range of cues and decoding strategies to assist comprehension and to make connections between ideas, contexts and

language within and between texts. They write more accurately and fluently for a wider range of purposes and audiences. With support they build increasing cohesion and complexity into their target language production in terms of both content and expression. While learners work more independently at this level, ongoing support is incorporated into task activity, and systematic feedback and review support the interactive process of learning.

As they use the target language to interact in different situations and to engage with different resources, learners develop a stronger understanding of how language and culture influence each other. They learn to recognise how language features and expressions reflect cultural values and experiences (for example, language variation relating to gender, generation, or cultural context), and how grammatical forms or vocabulary choices can affect the ‘meaning’ that is made (for example, using specific varieties of the target language in relevant contexts, such as song language or mother-in-law language; Elders and communities may work with classes to teach male and female students separately about gender-differentiated language). This leads to considering their own ways of communicating and using language, and to thinking about personal and community identities, stereotypes and perspectives. Learners begin to experience and reflect on the challenges involved in moving between languages and different ways of making meaning.

Years 3 to 6 (Level 1) Content descriptions and elaborations

Communicating

Socialising and taking action

2.1 Discuss kinship relationships and associated behaviours and stories. [Key concepts: relationship, kinship, family terms]

- interacting with peers to explore social relationships within the class and the wider community, for example, through excursions to target language community, and play, games, sport and other activities

2.2 Identify and discuss the links between ceremonies, people, stories and Dreaming tracks. [Key concepts: ceremony, social and cultural events, community events]

- naming and describing ceremonies, their significance and the people involved, for example, , age — rites of passage, group gatherings, increase, knowing about and caring for Country, *Coming of the Light* (Torres Straits)

2.3 Identify Dreamings of target language community, their locations and significance, the principal actors, characters and entities, and the social importance of connections to Dreamings. [Key concept: relationship to Country, Place, land, sea]

- using target language cultural practices (for example, sand sculpture, painting, dance and song) to share and recount Dreaming stories
- visiting key sites to hear retellings by Elders, or viewing these stories in multimedia productions
- obtaining permission to enter an area or researching information about the area, for example, writing to the target language community about an excursion

2.4 Describe appropriate ways for self and others to talk in different social situations. [Key concept: ways of talking — spatially and socially determined]

- role-playing how different groups will communicate across a variety of different social situations and modes
- using avoidance language, name/word taboos, and appropriate ways of talking to people with whom they are in specific kinship or social relationships

Obtaining and using information

2.5 Classify plants, animals and Country in relation to social groupings. [Key concept: Country — land, sea, place]

- gathering information about plants and animals
- obtaining information about making artefacts and using this information to obtain and prepare food on a bush tucker excursion
- following instructions from Elders and sharing with peers the procedure for building an artefact, for example, a canoe or boomerang
- learning to make a *coolamon* with initial instruction from an expert maker and then using role-play to replicate the instruction, creating own written account of the process

2.6 Become aware of knowledge holders and the distribution of knowledge across age and gender in the target language community. [Key concept: knowledge]

- applying name taboos, for example, *Kumantjayi* ('no name'; name taboo on recently deceased)
- listening to an Elder talking about their particular Dreaming and relationship to Country

2.7 Participate in a range of arts and public ceremonies. [Key concepts: arts, ceremony]

- creating arts and contributing to public ceremonial events
- discussing and sharing information with peers about arts and public ceremonial events

2.8 Independently use the main forms of communications media of the community. [Key concept: communications media]

- routinely using media such as phones and internet communications software and understanding the appropriate language styles for each medium

2.9 Use full range of terms for times of day and year, seasons and routines. [Key concepts: time, routine]

- using seasonal language
- recognising the difference between community time and 'western' time
- producing calendars and timelines depicting the community year and comparing these with the western calendar and time systems

- producing texts that engage with a wide range of timeframes, including Dreamtime stories, contact history, life history, and texts describing future events in the community

2.10 Explore and create own accounts of the past. [Key concept: past]

- writing stories about the past, and biographical accounts of family and self

Responding to and expressing real and imaginative experience

2.11 Explore and create own accounts of journeys. [Key concept: journey — hunting, tracking, navigating, road trips]

- going on an excursion and recounting the story of the trip
- creating story texts in a variety of genres to tell stories of journeys

2.12 Identify the message in stories relating to power, Law and morality. [Key concepts: power, Law, morality]

- listening to stories and discussing their meaning
- summarising the meanings of stories

Moving between/translating

2.13 Use the full range of polite language, etiquette and protocols in the target language and compare these with English or other regional languages. [Key concept: rules for living and ways of talking]

- role-playing encounters that demonstrate correct forms in target language and English, for example, greetings, leave-takings, requests for goods and services
- using texts in ways that employ appropriate polite language, for example, letters, community announcements, official notices

2.14 Recognise and exemplify differences between target language and English. [Key concept: linguistic landscape]

- discussing some ways in which the target language differs from English
- examining written samples of target language and English and assessing similarities and differences

2.15 Identify representational differences (words, icons and symbols) between target language and English. [Key concept: representation]

- discussing symbols and iconographies used in target language cultural practices
- creating images that reflect these iconographies, for example, sand sculpture, painting

2.16 Identify and discuss examples of lack of word-for-word equivalence between target language and English. [Key concepts: equivalence and difference]

- making comparisons between words in target language and English, noticing similarities and differences

Expressing and performing identity

2.17 Recount and discuss aspects of personal and community history. [Key concept: memory]

- discussing with class aspects of family, friends, community, region and nation
- writing texts about family, home and environment

2.18 Describe differences between self and others. [Key concept: self]

- writing texts about self in relation to others
- relating events about self, family and community

2.19 Express connections to various groupings. [Key concept: connection — language, family, community, Country, nation]

- creating texts (oral and written) that represent the various groups and own membership within them

2.20 Make choices in expressing identity in social interactions. [Key concept: judgment — ability to discern, make social decisions, insightfulness]

- discussing identity of self and others in a local context and comparing this with the representation of identity at a regional or national level

Reflecting on intercultural language use

2.21 Use different language genres and styles to interact appropriately with others. [Key concept: communication — participants, context, purpose, negotiation, impact]

- role-playing use of language with peers and considering their responses
- creating texts which demonstrate different genres and styles

2.22 Use language appropriately in a wide range of social contexts. [Key concept: comfort or discomfort]

- role-playing use of language by self and others and its effect in a family environment — comfort
- role-playing use of language by self and others in an unfamiliar environment — discomfort
- creating texts which demonstrate comfort or discomfort with others, for example, an invitation to a community event, a letter of apology to a classmate

Understanding

Systems of language

2.23 Explore ways in which sounds are used to express meaning. [Key concepts: sound, meaning]

- role-playing the language of a very young child versus more adult language (for example, in Warlpiri, *ampiya* versus *yampiya*) to recognise the effect of sound changes
- exploring reduplicated forms of simple words
- exploring the effect on meaning of reversing the order of syllables in simple words (oral and written)

2.24 Explore systematic structures within language and language use. [Key concept: grammar]

- recognising meaningful elements (morphemes) within words, for example, affixation in verbs to indicate categories such as tense, aspect and mood

2.25 Consistently use the writing system of the target language. [Key concept: writing]

- writing texts for different purposes

2.26 Explore ways in which signs and gestures can be used to communicate meaning. [Key concepts: signing, gesture]

- discussing the use of signs in own community and in the target language community
- creating images that include signs and gestures

2.27 Use textual conventions. [Key concept: textual conventions, including genre]

- using formulaic opening and closing of stories and other conventions as found specifically in Indigenous Australian texts, including narrative and informational genres, and oral texts
- using textual conventions creatively in a range of genres, for example, narrative, instructional

Variability in language use

2.28 Explore ways in which language use varies according to the nature of relationship and context. [Key concepts: register, variation]

- role-playing use of language appropriate to the relationship and context, for example, address terms, skin, kin
- creating texts for different social purposes, for example, a personal account of a journey with family, a description of a sporting event and the interactions between players and audience

2.29 Explore ways in which values are reflected in vocabulary range and grammatical constructions. [Key concept: ideology]

- discussing ways in which values are reflected in vocabulary range and grammatical constructions, for example, church services, sporting events, talking with friends

2.30 Explore the constraints that guide forms of address and social interactions. [Key concepts: constraints and possibilities, saving face, respect and silence, single or multiple terms for concepts in some languages, gender distinctions]

- discussing discomfort resulting from inappropriate forms of address or social interaction, for example, responding to a question when an older person has the right to speak

2.31 Explore the use of varieties of language as a tool for negotiating the social environment. [Key concept: negotiation]

- discussing plans for community initiatives, considering the people to be involved and persuaded and planning how to make the approach, for example, by letter or face to face

2.32 Explore the role of geographical, situational and virtual space in language use. [Key concept: place]

- using language to describe a journey
- giving directions in recounts of dramatic events
- guiding others through an obstacle course

Language awareness

2.33 Talk about how the target language has changed over time, describing some of the factors involved in language change and the need to develop languages to meet new communicative needs. [Key concepts: dynamic systems, ecology — maintenance, decline and revitalisation of Australian languages]

- discussing examples of target language from different periods in time, recognising words used by older generation but not by the young
- discussing the use of language relating to new technologies

2.34 Explore how certain words and expressions have the power to influence people or events. [Key concept: power]

- discussing how certain words and expressions influence people or events, for example, government regulations on communities, use of language to gain access to places of special significance
- discussing how certain languages have greater prominence and power than others, for example, the place of English in the world, regional *lingue franche*

2.35 Name local languages and dialects and identify where they are spoken; explore differences and similarities between local languages and dialects and be aware of languages and dialects in the wider Australian community. [Key concept: regional language variations, including dialects]

- discussing examples of other languages and dialects from the local region and more widely through the use of audio-visual and audio aids such as film and recordings, and directly from speakers of other languages
- becoming aware of languages and dialects in the wider Australian community

2.36 Describe the processes involved in the borrowing of words and expressions from other languages, and identify how certain languages and dialects are related. [Key concepts: borrowing, relatedness]

- exploring the range of words borrowed from other languages for new concepts (most often nouns and often from English)
- discussing relationships between target language and languages of the region, for example, noticing similarities between particular vocabulary sets such as words for body parts

Role of language and culture

2.37 Explore cultural attitudes, values and beliefs expressed through the target language. [Key concepts: attitudes, values, beliefs]

- discussing examples of key cultural concepts, for example, Dreaming, Country, Law

2.38 Use language(s) and dialects appropriate to a range of social contexts so as to respond appropriately to others, and use a variety of language styles in own communication. [Key concepts: sameness, difference]

- discussing ways in which language is used differently in own community and in the target language community
- discussing individual characteristics in language use

2.39 Use language specific to particular behaviours and practices. [Key concepts: behaviours, practices]

- discussing practices in certain scenarios, for example, suppression of the name of the recently deceased

Role of language building

2.40 Explore processes to build and extend languages for new needs. [Key concept: linguistic techniques]

- discussing new words and expressions that have entered the target language and considering gaps that are yet to be filled

2.41 Explore protocols for language building and examine other language building efforts elsewhere. [Key concept: language revitalisation]

- using processes involved in language building, drawing where appropriate on language building efforts from elsewhere

Foundation to Year 6 (Level 1) Achievement standard

By the end of Level 1, students comprehend and convey meaning in familiar situations and exchanges using the target language. Students comprehend familiar oral and written target language and demonstrate this understanding by identifying essential information. They convey meaning using familiar words, phrases, text types and modes using the target language according to the language learner pathway. When composing simple texts in the target language, students use language organisational forms and functions, grammar and vocabulary combined with process skills and structures.

Students understand how language features and patterns can be used for emphasis. They demonstrate how specific details can be used to support a point of view. Students create texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity, and make and explain editorial choices.

Students recognise and demonstrate understanding of Aboriginal and Torres Strait Islander connections with the world and how these are expressed through language and other communication forms. Students demonstrate understanding of how Aboriginal languages and Torres Strait Islander languages are learnt, and the ways in which language has historically been kept and maintained in communities.

Students know and understand the characteristics of language as a communication form as well as the historical background of the target language, including facts, concepts and perspectives of Aboriginal languages and Torres Strait Islander languages. They understand fundamental characteristics of language organisation and structure and the function of language within Aboriginal and Torres Strait Islander communities.

Students understand how the use of text structures can achieve particular effects, and analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. They compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their responses to it. They listen to and participate in discussions, clarifying content and challenging others' ideas.

Years 7 to 10 (Level 2)

Years 7 to 10 (Level 2) Band description

The transition to secondary schooling involves social and academic demands which coincide with a period of maturational and physical change. Learners may be adjusting to a new school culture, with clearer division between curriculum areas. There is a need for continuity through change in relation to target language learning. Learners at this level may find themselves in classes involving a range of previous experience. A multilevel and differentiated approach to teaching and task design responds to this diversity of prior experience.

The target language is used for classroom interactions and transactions, creating and maintaining classroom relationships, explaining and practising language forms, and developing cultural understanding. Additional opportunities for interaction in the target language are provided by purposeful and integrated use of ICT. Learners work collaboratively and independently, exploring different modes and genres of communication with particular reference to their current social, cultural and communicative interests. They pool language knowledge and resources to plan, problem-solve, monitor and reflect. They use modelled and rehearsed language in familiar and unfamiliar contexts and increasingly generate original and personal language. They make cross-curricular connections and explore intercultural perspectives and experience.

Learners read, view and interact with a growing range of texts for a variety of purposes, for example, informational, transactional, communicative, imaginative and expressive. They use different processing strategies and language knowledge, increasingly drawing on understanding of text conventions and patterns. Incorporating a wide variety of visual (paintings, sculptures, costumes) and 'performed' texts (dance, song, theatre) is intrinsic to learning an Australian language, so students build on their skills developed in the visual and performing arts curriculum to develop their language use. They make connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language and how language choices determine how people, issues and circumstances are represented. They compose and present more complex and varied texts, for example, media and hypermedia texts, shared stories, poetry, songs/raps, blogs, advertisements, reports and journal entries. They plan, draft and present imaginative, informative and persuasive texts; design interactive events and collaborative tasks; and participate in discussions and games. They use vocabulary and grammar with increasing accuracy, drafting and editing to improve structure and clarify meaning.

Particular support is required at this stage of target language learning to manage the transition to secondary schooling and encourage continued engagement. Opportunities to review and consolidate prior learning are balanced against provision of engaging and relevant new experiences and more challenging tasks. Students are supported to develop increasing autonomy as language learners and users, and to self-monitor and adjust language in response to their experience in diverse contexts.

Learners at this level work with a wider range of text types and communication modes, and are developing stronger vocabulary and expressive resources. This enables more direct and authentic experience of cultural expression and intercultural communication. Opportunities to

express ideas and feelings, exchange opinions, negotiate relationships and manage shared activities increasingly involve 'cultural' as well as 'linguistic' choices, personal and social elements as well as grammatical ones. At this stage, learners can move from the *what* considerations to the *why* and *how* questions: from noticing that language and communication are culturally shaped to thinking about the values, experiences and perspectives which underpin these cultural differences, and to how they impact on their experience as learners moving between linguistic and cultural systems.

This stage of learning coincides with social, physical and cognitive changes associated with adolescence. Motivation and engagement with target language experience are influenced by peer-group dynamics, personal interests and issues related to self-concept. The unequal relationship between their social maturity and communicative capability in their first language and their target language proficiency is challenging; but a more established sense of themselves as language learners, and awareness of the relevance of proficiency in an additional language which is intrinsically part of Australia and which can give them a greater depth of understanding of this country, its peoples, cultures and histories, can support focus and motivation.

Learners' knowledge of the target language is more explicit, allowing for greater control and application. Increased cognitive maturity enables them to work more deductively with language and culture systems, to apply more intentional learning strategies and to reflect productively on their learning.

Learners interact with peers, teachers and other target language speakers in immediate and local contexts, and with wider target language-speaking communities and cultural resources via virtual and online environments. This is a period of language exploration and vocabulary expansion, and of experimentation with different modes of communication, for example, digital and hypermedia, collaborative performance and group discussions.

At this level, with their increased knowledge of how language works, L2 pathway learners are able to develop their understanding of linguistic techniques and the processes of language engineering. They are then able to engage more actively with communities in building the target language and increasing its communicative repertoire to restore and reconstruct what might have been lost from the language, and to expand the domains in which the language can be used in the future through creation of new lexical items and, where necessary, new grammatical capacity. One of the most obvious ways in which to restore the vocabulary of a language is to identify placenames in the target language and to work with local authorities to reinstate those namings.

Greater control of language structures and systems increases confidence and interest in communicating in a wider range of contexts. Learners use the target language to communicate and interact, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a wider range of texts and experiences. They use the target language more fluently, with a greater degree of self-correction and repair, and reference the accuracy of their language use against a stronger frame of grammatical and systems knowledge. They demonstrate understanding of language variation and change, and of how intercultural experience, technology, media and globalisation influence language use and forms of

communication. After maybe ten years of learning the target language there is the potential to talk about the target language in that language.

Textual knowledge and capability are strengthened through maintaining a balance between activities which focus on language forms and structures and communicative tasks and performance. Task characteristics and conditions at this level are more complex and challenging, involving collaborative as well as independent language planning and performance, and development and strategic use of language and cultural resources. Elements of tasks involve interpreting, creating, evaluating and performing. Genres such as media resources, fiction and nonfiction texts, performances and research projects allow for exploration of themes of personal and contemporary relevance, for example, global and environmental issues, identity and relationship issues, and questions of diversity and inclusivity. Learners investigate texts through more critical analysis, identifying how language choices reflect perspectives and shape meaning, and how these in turn are shaped by context and intention.

Learners at this level understand the relationship between language, culture and identity. They explore in more depth and detail the processes involved in learning and using a different language, recognising them as cognitive, cultural and personal as well as linguistic. They identify how meaning-making and representation in a different language involve interpretation and personal response as well as literal translation and factual reporting. They explore the reciprocal nature of intercultural communication: how moving between different languages and cultural systems impacts on the learner's ways of thinking and behaving, and how successful communication requires flexibility, awareness and openness to alternative ways. They develop the capacity to 'decentre' from normative ways of thinking and communicating, to consider their own cultural ways through the eyes of others, and to communicate in interculturally appropriate ways.

Years 7 to 10 (Level 2) Content descriptions and elaborations

Communicating

Socialising and taking action

3.1 Understand, analyse and use kinship language in an adult social domain. [Key concept: relationship, kinship, family terms]

- discussing kinship as it applies to adulthood

3.2 Discuss roles in public ceremonies and importance of ceremony to the community. [Key concepts: ceremony, social and cultural events, community events]

- discussing and enacting roles in ceremonies, for example, main participant, organiser, onlooker
- describing what preparations are needed in the community prior to ceremonies, for example, assembling the appropriate personnel, providing food and shelter for visitors to the community, arranging necessary equipment for ceremonies

3.3 Understand, describe and discuss the relationship between Law, story, ceremony, people, community and Country, and how people demonstrate connection to areas of land and sea and their rights to those areas. [Key concept: relationship to Country, Place, land, sea]

- identifying stories connected with particular places, the Dreaming associated with those places, and the role senior community members exercise in connection with those places

3.4 Use appropriate ways of talking in different social situations, between social groups or in talking to people from different areas and Countries. [Key concept: ways of talking — spatially and socially determined]

- describing how this is done in different areas

Obtaining and using information

3.5 Understand, describe and discuss environmental and Country knowledge in relation to self and others. [Key concept: Country — land, sea, Place]

- exchanging with peers information about plants and animals
- providing instructions to peers on procedures for building artefacts
- recording written instructions and creating own written account of the process

3.6 Understand and discuss knowledge and knowledge holders in relation to self and others. [Key concept: knowledge]

- reflecting on differences in the distribution of knowledge within target language community and the practices of 'and the practices of other communities and cultural groups'
- understanding that only certain people have the right to display their knowledge in these different settings

3.7 Obtain information on the arts from diverse sources and understand the role of arts and ceremony in the community. [Key concepts: arts, ceremony]

- gathering information about the arts from a range of sources (including media, internet and target language community) in order to understand arts and ceremony in local, regional and national contexts
- exploring additional meanings related to arts and public ceremonial events and sharing information with peers
- creating written accounts of the range of arts and ceremonies and reflecting on their similarities and differences

3.8 Competently use communications media and reflect on (relative) importance, role within community and wider context. [Key concept: communications media]

- routinely using media such as phones and internet communications software and understanding the appropriate language styles for each medium

- creating blogs and other websites to convey information about class projects and events
- creating a social media discussion forum and developing protocols for use of the target language across these media

3.9 Use appropriate time system (community or 'western') for particular contexts, and discuss differences and reasons. [Key concepts: time, routine]

- devising a school timetable which reflects both 'western' and community time, taking into account community constraints such as sorry business
- drawing on comparable texts in the region to produce texts that engage with a wide range of timeframes, including Dreamtime stories, contact history, life history, and texts describing future events in the community
- producing seasonal calendars of the environment from an Aboriginal or Torres Strait Islander perspective and comparing these with a western seasonal calendar

3.10 Create own accounts of the past and reflect on others' stories'. [Key concept: past]

- writing stories about the past, including biographical accounts of family, self and others

Responding to and expressing real and imaginative experience

3.11 Discuss and express opinions about the content and production of creative texts. [Key concept: journey — hunting, tracking, navigating, road trips]

- going on an excursion and reflecting on the range of creative texts about the trip produced by peers
- considering similarities and differences between stories of journeys created at a local level compared to stories of journeys from outside, for example, television, radio, internet, print

3.12 Create stories expressing moral principles. [Key concepts: power, Law, morality]

- identifying moral principles in a range of stories
- comparing structures of moral stories across a variety of cultures

Moving between/translating

3.13 Reflect on and explain the full range of polite language, etiquette and protocol across community situations, and compare these with other regional languages or English. [Key concept: rules for living and ways of talking]

- analysing correct forms in target language and English, for example, greetings, leave-takings, requests for goods and services
- exploring texts that employ appropriate polite language and noticing which strategies have greater effect, for example, letters, community announcements, official notices, responses to government documents

3.14 Reflect on and explain differences between own and other languages. [Key concept: linguistic landscape]

- explaining some ways in which the target language differs from other languages
- analysing written samples of the target and other languages and assessing similarities and differences

3.15 Explore knowledge of ways in which representational differences (words, icons and symbols) can be identified between target language and other languages. [Key concept: representation]

- comparing and discussing symbols from local, regional and national iconographies
- participating in excursions onto Country to examine and discuss the symbolic landscape, for example, Dreaming stories associated with Place, land, sea

3.16 Reflect on and explain instances of non-equivalence between target and other languages. [Key concepts: equivalence, difference]

- making comparisons between words in target and other languages, noticing similarities and differences
- creating translations of written documents (for example, government announcements), noticing instances of non-equivalence between target and other languages

Expressing and performing identity

3.17 Reflect on and discuss role of memory in personal and community identity. [Key concept: memory]

- eliciting life histories from family, friends and community members, reflecting on similarities and differences in life histories from the region and nation
- writing their own journals in a range of media, including blogs or other social media, about family, home and environment

3.18 Reflect on and describe own role as part of community. [Key concept: self]

- comparing with peers texts about self and discussing similarities and differences
- comparing a range of accounts of events about self, family and community

3.19 Explain own connections to various groupings. [Key concept: connection — language, family, community, Country, nation]

- analysing texts (oral and written) that represent the various groups and own membership within them

3.20 Explain choices in expressing identity in social interactions. [Key concept: judgment — ability to discern, make social decisions, insightfulness]

- reflecting on identity of self and others in a local context and comparing this with the representation of identity at a regional or national level

Reflecting on intercultural language use

3.21 Explain differences between own use of language and responses from those of others. [Key concept: communication — participants, context, purpose, negotiation, impact]

- comparing the use of different genres and styles

3.22 Reflect on and explain the appropriate use of language in a range of social contexts. [Key concept: comfort or discomfort]

- comparing and discussing use of language by self and others and its effect in a family environment — comfort
- comparing and discussing use of language by self and others in an unfamiliar environment — discomfort
- creating and discussing texts which demonstrate comfort or discomfort with others, for example, an invitation to a community event, a letter of apology to a classmate

Understanding

Systems of language

3.23 Analyse ways in which sounds are used to express meaning. [Key concepts: sound, meaning]

- exploring ways in which sounds are used to express meaning by considering a range of iconic (for example, onomatopoeic) and arbitrary words
- analysing reduplicated forms of words
- describing changes in the sounds of words borrowed from English

3.24 Analyse systematic structures of language and language use. [Key concept: grammar]

- analysing meaningful elements (morphemes) within words (for example, affixation in verbs to indicate categories such as tense, aspect and mood), and describing their sequence

3.25 Express ideas, feelings and opinions in writing. [Key concept: writing]

- creating written texts in a range of genres, applying knowledge of conventions such as punctuation, sentence structure, paragraphing, and sequencing of content

3.26 Explain how signs and gestures can be used to communicate meaning. [Key concepts: signing, gesture]

- analysing the use of signs in the target language community
- creating images that include signs and gestures and discussing their import

3.27 Analyse use of textual conventions. [Key concept: textual conventions, including genre]

- discussing formulaic opening and closing of stories and other conventions as found specifically in Indigenous Australian texts, including narrative and informational genres, and oral texts
- analysing how textual conventions can be deployed creatively in a range of genres, for example, narrative or instructional texts

Variability in language use

3.28 Analyse ways in which language use varies according to the nature of relationship and context. [Key concepts: register, variation]

- analysing the use of language appropriate to the relationship and context, for example, address terms, skin, kinship
- creating texts for different social purposes (for example, a personal account of a journey with family, a description of a sporting event and the interactions between players and audience) and discussing their import

3.29 Analyse ways in which values are reflected in vocabulary range and grammatical constructions. [Key concept: ideology]

- analysing ways in which values are reflected in vocabulary range and grammatical constructions, for example, church services, sporting events, talking with friends

3.30 Analyse the constraints that guide forms of address and social interactions. [Key concepts: constraints and possibilities, saving face, respect and silence, single or multiple terms for concepts in some languages, gender distinctions]

- analysing discomfort resulting from inappropriate forms of address or social interaction, for example, responding to a question when an older person has the right to speak

3.31 Analyse the use of varieties of language as a tool for negotiating the social environment. [Key concept: negotiation]

- analysing plans for community initiatives, considering the people to be involved and persuaded and planning how to make the approach, for example, by letter or face to face

3.32 Analyse the role of geographical, situational and virtual space in language use. [Key concept: place]

- analysing the use of directions in recounts of dramatic events, for example, television programs or film
- comparing the use of spatial language in different social contexts

Language awareness

3.33 Describe some of the processes involved in language change over time and understand that language variation reflects this history and learn about work to support the maintenance and revitalisation of Australian languages. [Key concepts: dynamic systems, ecology — maintenance, decline and revitalisation of Australian languages]

- analysing examples of target language from different periods in time, identifying words used by older generation but not by the young
- analysing the use of language in new technologies

3.34 Analyse and evaluate how certain words and languages have greater prominence and power than others. [Key concept: power]

- analysing how certain words and expressions influence people or events, for example, government regulations on communities, use of language to gain access to places of special significance
- analysing why certain languages have greater prominence and power than others, for example, the place of English in the world, regional *lingue franche*

3.35 Analyse and discuss the diversity of regional languages and dialectal variations in Australian languages. [Key concept: regional language variations, including dialects]

- discussing and describing differences and similarities between local languages and dialects
- discussing the roles of languages and dialects in the wider Australian community

3.36 Engage with the borrowing of words and expressions from other languages and analyse language relatedness. [Key concepts: borrowing, relatedness]

- reflecting on the range of words borrowed from other languages for new concepts (most often nouns and often from English)
- analysing relationships between target language and languages of the region, for example, noticing similarities between particular vocabulary sets such as words for body parts

Role of language and culture

3.37 Compare cultural attitudes, values and beliefs expressed through the target language with those reflected in other languages. [Key concepts: attitudes, values, beliefs]

- analysing examples of key cultural concepts, for example, Dreaming, Country, Law

3.38 Analyse and reflect on cultural differences in meaning-making. [Key concepts: sameness, difference]

- analysing ways in which language is used differently in their community

3.39 Analyse and reflect on behaviours and practices in language use. [Key concepts: behaviours, practices]

- analysing practices in certain scenarios, for example, suppression of the name of the recently deceased

Role of language building

3.40 Engage in processes to build and extend languages to meet new needs, including restoration or reconstruction of forms which are no longer in use. [Key concept: linguistic techniques]

- analysing new words and expressions that have entered the target language and considering gaps that are yet to be filled

3.41 Engage with protocols for language building and compare other language building efforts with their own. [Key concept: language revitalisation]

- reflecting on processes involved in language building, drawing where appropriate on language building efforts from elsewhere

Years 7 to 10 (Level 2) Achievement standard

By the end of Level 2, students comprehend and convey meaning in familiar and some unfamiliar situations and exchanges using the target language and (this could mean rehearsed and unrehearsed, unfamiliar but guided and scaffolded experiences). Students comprehend familiar and some unfamiliar oral and written target language and demonstrate this understanding by expressing and identifying essential information according to the language learner pathway. They convey meaning using the target language according to the language learner pathway. When composing more complex texts in the target language, students use language organisational forms and functions, grammar and vocabulary combined with process skills and structures.

Students recognise and demonstrate understanding of Aboriginal and Torres Strait Islander relationships with places, the natural environment and parts of the world shown through language, in a range of text types, conventions and other communication forms. They recognise and demonstrate understanding of how Aboriginal languages and Torres Strait Islander languages and community resources are kept and maintained through community use in a range of situations and, when recorded, in a range of text types.

Students know and understand characteristics of Aboriginal languages and Torres Strait Islander languages as communication forms embedded within cultural and community contexts. They know and understand the facts, concepts and perspectives of local and regional Aboriginal languages and Torres Strait Islander languages within the historical context.

Students know and understand the characteristics and conventions of language structure. They use a variety of text types (verbal and non-verbal) and can identify roles and responsibilities within the community.

Australian Curriculum: Languages
Draft Framework for Aboriginal Languages and
Torres Strait Islander Languages
Second Language Learner Pathway
F-10 Scope and Sequence



May 2013

<http://consultation.australiancurriculum.edu.au>

Communicating

| Foundation to Year 2 | Years 3 to 6 | Years 7 to 10 |
|---|---|---|
| Socialising and taking action | | |
| <p>Use kinship and basic relationship terms appropriately in class and with teachers.</p> <p>[Key concepts: relationship, kinship, family terms]</p> | <p>Discuss kinship relationships and associated behaviours and stories.</p> <p>[Key concepts: relationship, kinship, family terms]</p> | <p>Understand, analyse and use kinship language in an adult social domain.</p> <p>[Key concept: relationship, kinship, family terms]</p> |
| <p>Name key ceremonies and social and cultural activities, the time of year at which they occur, and associated activities in the community.</p> <p>[Key concepts: ceremony, social and cultural events, community events]</p> | <p>Identify and discuss the links between ceremonies, people, stories and Dreaming tracks.</p> <p>[Key concepts: ceremony, social and cultural events, community events]</p> | <p>Discuss roles in public ceremonies and importance of ceremony to the community.</p> <p>[Key concepts: ceremony, social and cultural events, community events]</p> |
| <p>Name Dreaming tracks and share basic information about them, including the importance to the community that people have strong connections to different areas.</p> <p>[Key concept: relationship to Country, Place, land, sea]</p> | <p>Identify Dreamings of target language community, their locations and significance, the principal actors, characters and entities, and the social importance of connections to Dreamings.</p> <p>[Key concept: relationship to Country, Place, land, sea]</p> | <p>Understand, describe and discuss the relationship between Law, story, ceremony, people, community and Country, and how people demonstrate connection to areas of land and sea and their rights to those areas.</p> <p>[Key concept: relationship to Country, Place, land, sea]</p> |
| <p>Use kinship and social address terms appropriately according to different social situations.</p> <p>[Key concept: ways of talking — spatially and socially determined]</p> | <p>Describe appropriate ways for self and others to talk in different social situations.</p> <p>[Key concept: ways of talking — spatially and socially determined]</p> | <p>Use appropriate ways of talking in different social situations, between social groups or in talking to people from different areas and Countries.</p> <p>[Key concept: ways of talking — spatially and socially determined]</p> |
| Obtaining and using information | | |
| <p>Name a range of plants, animals and locations from the Country of the target language and be aware of the connections between people and land.</p> <p>[Key concept: Country — land, sea, place]</p> | <p>Classify plants, animals and Country in relation to social groupings.</p> <p>[Key concept: Country — land, sea, place]</p> | <p>Understand, describe and discuss environmental and Country knowledge in relation to self and others.</p> <p>[Key concept: Country — land, sea, Place]</p> |

| Foundation to Year 2 | Years 3 to 6 | Years 7 to 10 |
|---|---|--|
| Use appropriate language to seek information. [Key concept: knowledge] | Become aware of knowledge holders and the distribution of knowledge across age and gender in the target language community. [Key concept: knowledge] | Understand and discuss knowledge and knowledge holders in relation to self and others. [Key concept: knowledge] |
| Identify a range of arts and public ceremonies. [Key concepts: arts, ceremony] | Participate in a range of arts and public ceremonies. [Key concepts: arts, ceremony] | Obtain information on the arts from diverse sources and understand the role of arts and ceremony in the community. [Key concepts: arts, ceremony] |
| Use the main forms of communications media used within the community. [Key concept: communications media] | Independently use the main forms of communications media of the community. [Key concept: communications media] | Competently use communications media and reflect on (relative) importance, role within community and wider context. [Key concept: communications media] |
| Use key terms for times of day and year, seasons and routines. [Key concepts: time, routine] | Use full range of terms for times of day and year, seasons and routines. [Key concepts: time, routine] | Use appropriate time system (community or 'western') for particular contexts, and discuss differences and reasons. [Key concepts: time, routine] |
| Recount events from the past. [Key concept: past] | Explore and create own accounts of the past. [Key concept: past] | Create own accounts of the past and reflect on others' stories'. [Key concept: past] |
| Responding to and expressing imaginative experience | | |
| Recount journeys [Key concept: journey – hunting, tracking, navigating, road trips] | Explore and create own accounts of journeys. [Key concept: journey — hunting, tracking, navigating, road trips] | Discuss and express opinions about the content and production of creative texts. [Key concept: journey — hunting, tracking, navigating, road trips] |

| Foundation to Year 2 | Years 3 to 6 | Years 7 to 10 |
|--|--|--|
| <p>Discuss rules for living expressed in stories. [Key concepts: power, Law, morality]</p> | <p>Identify the message in stories relating to power, Law and morality. [Key concepts: power, Law, morality]</p> | <p>Create stories expressing moral principles. [Key concepts: power, Law, morality]</p> |
| Moving between/translating | | |
| <p>Explore similarities and differences across polite usages in target language and English. [Key concept: rules for living and ways of talking]</p> | <p>Use the full range of polite language, etiquette and protocols in the target language and compare these with English or other regional languages. [Key concept: rules for living and ways of talking]</p> | <p>Reflect on and explain the full range of polite language, etiquette and protocol across community situations, and compare these with other regional languages or English. [Key concept: rules for living and ways of talking]</p> |
| <p>Recognise differences between languages. [Key concept: linguistic landscape]</p> | <p>Recognise and exemplify differences between target language and English. [Key concept: linguistic landscape]</p> | <p>Reflect on and explain differences between own and other languages. [Key concept: linguistic landscape]</p> |
| <p>Experiment with representation (words, icons and symbols) and differences between target language and English. [Key concept: representation]</p> | <p>Identify representational differences (words, icons and symbols) between target language and English. [Key concept: representation]</p> | <p>Explore knowledge of ways in which representational differences (words, icons and symbols) can be identified between target language and other languages. [Key concept: representation]</p> |
| <p>Experiment with translating simple sentences and phrases from target language into English and vice versa, noticing words that have no equivalent in the other. [Key concepts: equivalence, difference]</p> | <p>Identify and discuss examples of lack of word-for-word equivalence between target language and English. [Key concepts: equivalence and difference]</p> | <p>Reflect on and explain instances of non-equivalence between target and other languages. [Key concepts: equivalence, difference]</p> |
| Expressing and performing identity | | |
| <p>Discuss aspects of personal history. [Key concept: memory]</p> | <p>Recount and discuss aspects of personal and community history. [Key concept: memory]</p> | <p>Reflect on and discuss role of memory in personal and community identity. [Key concept: memory]</p> |

| Foundation to Year 2 | Years 3 to 6 | Years 7 to 10 |
|---|---|---|
| Represent self to others. [Key concept: self] | Describe differences between self and others. [Key concept: self] | Reflect on and describe own role as part of community. [Key concept: self] |
| List and discuss own membership in various groupings. [Key concept: connection — language, family, community, Country, nation] | Express connections to various groupings. [Key concept: connection — language, family, community, Country, nation] | Explain own connections to various groupings. [Key concept: connection — language, family, community, Country, nation] |
| Understand the need to make choices in expressing identity in social interactions. [Key concept: judgment — ability to discern, make social decisions, insightfulness] | Make choices in expressing identity in social interactions. [Key concept: judgment — ability to discern, make social decisions, insightfulness] | Explain choices in expressing identity in social interactions. [Key concept: judgment — ability to discern, make social decisions, insightfulness] |
| Reflecting on intercultural language use | | |
| Recognise that there are differences between own use of language and responses and those of others. [Key concept: communication — participants, context, purpose, negotiation, impact] | Use different language genres and styles to interact appropriately with others. [Key concept: communication — participants, context, purpose, negotiation, impact] | Explain differences between own use of language and responses from those of others. [Key concept: communication — participants, context, purpose, negotiation, impact] |
| Use target language with regard to its effect in social interactions. [Key concept: comfort or discomfort] | Use language appropriately in a wide range of social contexts. [Key concept: comfort or discomfort] | Reflect on and explain the appropriate use of language in a range of social contexts. [Key concept: comfort or discomfort] |

Understanding

| Foundation to Year 2 | Years 3 to 6 | Years 7 to 10 |
|--|---|---|
| Systems of language | | |
| Notice that sounds are used in the form of words to express meaning. [Key concepts: sound, meaning] | Explore ways in which sounds are used to express meaning. [Key concepts: sound, meaning] | Analyse ways in which sounds are used to express meaning. [Key concepts: sound, meaning] |
| Understand the systematic nature of language and language use. [Key concept: grammar] | Explore systematic structures within language and language use. [Key concept: grammar] | Analyse systematic structures of language and language use. [Key concept: grammar] |
| Notice that writing can be used to represent words. [Key concept: writing] | Consistently use the writing system of the target language. [Key concept: writing] | Express ideas, feelings and opinions in writing. [Key concept: writing] |
| Understand that signs and gestures can be used to communicate meaning. [Key concept: signing, gesture] | Explore ways in which signs and gestures can be used to communicate meaning. [Key concepts: signing, gesture] | Explain how signs and gestures can be used to communicate meaning. [Key concepts: signing, gesture] |
| Use some textual conventions. [Key concept: textual conventions, including genre] | Use textual conventions. [Key concept: textual conventions, including genre] | Analyse use of textual conventions. [Key concept: textual conventions, including genre] |
| Variability in language use | | |
| Understand that language use varies according to the nature of relationship and context. [Key concept: register, variation] | Explore ways in which language use varies according to the nature of relationship and context. [Key concepts: register, variation] | Analyse ways in which language use varies according to the nature of relationship and context. [Key concepts: register, variation] |
| Notice that values are reflected in choice of vocabulary and grammatical constructions. [Key concept: ideology] | Explore ways in which values are reflected in vocabulary range and grammatical constructions. [Key concept: ideology] | Analyse ways in which values are reflected in vocabulary range and grammatical constructions. [Key concept: ideology] |

| Foundation to Year 2 | Years 3 to 6 | Years 7 to 10 |
|--|--|--|
| <p>Recognise the constraints that guide forms of address and social interactions.</p> <p>[Key concepts: constraints and possibilities, saving face, respect and silence, single or multiple terms for concepts in some languages, gender distinctions]</p> | <p>Explore the constraints that guide forms of address and social interactions.</p> <p>[Key concepts: constraints and possibilities, saving face, respect and silence, single or multiple terms for concepts in some languages, gender distinctions]</p> | <p>Analyse the constraints that guide forms of address and social interactions.</p> <p>[Key concepts: constraints and possibilities, saving face, respect and silence, single or multiple terms for concepts in some languages, gender distinctions]</p> |
| <p>Experiment with language as a tool for negotiating the social environment.</p> <p>[Key concept: negotiation]</p> | <p>Explore the use of varieties of language as a tool for negotiating the social environment.</p> <p>[Key concept: negotiation]</p> | <p>Analyse the use of varieties of language as a tool for negotiating the social environment.</p> <p>[Key concept: negotiation]</p> |
| <p>Understand the role of geographical, situational and virtual space in language use.</p> <p>[Key concept: place]</p> | <p>Explore the role of geographical, situational and virtual space in language use.</p> <p>[Key concept: place]</p> | <p>Analyse the role of geographical, situational and virtual space in language use.</p> <p>[Key concept: place]</p> |
| Language awareness | | |
| <p>Recognise that languages change over time and that new languages develop in contact situations.</p> <p>[Key concepts: dynamic systems, ecology — maintenance, decline and revitalisation of Australian languages]</p> | <p>Talk about how the target language has changed over time, describing some of the factors involved in language change and the need to develop languages to meet new communicative needs.</p> <p>[Key concepts: dynamic systems, ecology — maintenance, decline and revitalisation of Australian languages]</p> | <p>Describe some of the processes involved in language change over time and understand that language variation reflects this history and learn about work to support the maintenance and revitalisation of Australian languages.</p> <p>[Key concepts: dynamic systems, ecology — maintenance, decline and revitalisation of Australian languages]</p> |
| <p>Understand that language has the power to influence people or events. [Key concept: power]</p> | <p>Explore how certain words and expressions have the power to influence people or events. [Key concept: power]</p> | <p>Analyse and evaluate how certain words and languages have greater prominence and power than others.</p> <p>[Key concept: power]</p> |

| Foundation to Year 2 | Years 3 to 6 | Years 7 to 10 |
|---|---|---|
| <p>Identify the local languages and dialects and notice how they fit into the broader regional and national language diversity.</p> <p>[Key concept: regional language variations, including dialects]</p> | <p>Name local languages and dialects and identify where they are spoken; explore differences and similarities between local languages and dialects and be aware of languages and dialects in the wider Australian community.</p> <p>[Key concept: regional language variations, including dialects]</p> | <p>Analyse and discuss the diversity of regional languages and dialectal variations in Australian languages.</p> <p>[Key concept: regional language variations, including dialects]</p> |
| <p>Understand that words and expressions can be borrowed from other languages, and that certain languages and dialects are related.</p> <p>[Key concepts: borrowing, relatedness]</p> | <p>Describe the processes involved in the borrowing of words and expressions from other languages, and identify how certain languages and dialects are related.</p> <p>[Key concepts: borrowing, relatedness]</p> | <p>Engage with the borrowing of words and expressions from other languages and analyse language relatedness.</p> <p>[Key concepts: borrowing, relatedness]</p> |
| Role of language and culture | | |
| <p>Understand that cultural attitudes, values and beliefs are expressed through language.</p> <p>[Key concepts: attitudes, values, beliefs]</p> | <p>Explore cultural attitudes, values and beliefs expressed through the target language.</p> <p>[Key concepts: attitudes, values, beliefs]</p> | <p>Compare cultural attitudes, values and beliefs expressed through the target language with those reflected in other languages.</p> <p>[Key concepts: attitudes, values, beliefs]</p> |
| <p>Experiment with similarities and differences in language use within the target language and languages in the community and individual characteristics in language use.</p> <p>[Key concepts: sameness, difference]</p> | <p>Use language(s) and dialects appropriate to a range of social contexts so as to respond appropriately to others, and use a variety of language styles in own communication.</p> <p>[Key concepts: sameness, difference]</p> | <p>Analyse and reflect on cultural differences in meaning-making. [Key concepts: sameness, difference]</p> |
| <p>Experiment with behaviours and practices in language use.</p> <p>Key concepts: behaviours, practices]</p> | <p>Use language specific to particular behaviours and practices.</p> <p>[Key concepts: behaviours, practices]</p> | <p>Analyse and reflect on behaviours and practices in language use.</p> <p>[Key concepts: behaviours, practices]</p> |

| Foundation to Year 2 | Years 3 to 6 | Years 7 to 10 |
|--|--|---|
| Role of language building | | |
| Notice that languages can be developed by their speakers and learners. [Key concept: linguistic techniques] | Explore processes to build and extend languages for new needs. [Key concept: linguistic techniques] | Engage in processes to build and extend languages to meet new needs, including restoration or reconstruction of forms which are no longer in use. [Key concept: linguistic techniques] |
| Learn about language building efforts. [Key concept: language revitalisation] | Explore protocols for language building and examine other language building efforts elsewhere. [Key concept: language revitalisation] | Engage with protocols for language building and compare other language building efforts with their own. [Key concept: language revitalisation] |