

Framework for Aboriginal Languages and Torres Strait Islander Languages – First Language Learner Pathway (L1) – Sequence of achievement

The achievement standards for the Framework for Aboriginal Languages and Torres Strait Islander Languages First Language Learner Pathway are generalised in order to cater for the range of languages that may be learnt as an L1 in the school context. The achievement standards will need to be adapted for use for specific Aboriginal and Torres Strait Islander languages.

Achievement Standard	Foundation to Year 2	Years 3 to 6
	<p>By the end of Year 2, students interact with the teaching team, Elders, community members and each other to share information about family, friends, community activities and events. They use appropriate ways of talking, including terms of respect, forms of address and sign language. They participate in routine classroom exchanges and collaborative activities, such as pair, group and class discussions, asking and responding to questions and taking turns. They make relevant suggestions during class writing activities when the teacher is acting as a scribe. They identify key information about Country/Place under the guidance of Elders and community members and demonstrate this understanding by describing habitats, plants, animals and seasonal changes, by classifying plants, animals and natural objects into categories, and by naming and describing key social and cultural events. They respond to texts such as stories, songlines, dance and visual art through singing, dancing, drawing, action and movement, demonstrating understanding by identifying and describing characters, sequencing events, and retelling parts of the story. Students use familiar words and expressions to create and present shared stories, songs and performances, drawing on their own experiences and knowledge and providing details about characters or events. They make short presentations consisting of a few connected sentences on familiar and learned topics. They read aloud short shared texts with familiar vocabulary, high-frequency sight words and supportive images. They use knowledge of sounds and letters, high-frequency words, sentence boundary punctuation and directionality to help them make meaning when reading. Students use family terms and skin names for immediate family members as appropriate and demonstrate appropriate ways of interacting and behaving according to kinship structures and social groupings. They demonstrate understanding of connections between Country/Place and individuals and groups by identifying and naming features of Country/Place that belong to their own family and kinship groups. They identify their own links/cultural affiliations, for example, to stories, totems, dances and designs.</p> <p>Students link most sounds of the language to written symbols and conventions. They use knowledge of sound–symbol relationships to read and recognise high-frequency words and use simple metalanguage to describe basic elements of language forms and structures. They recognise that messages in Aboriginal and Torres Strait Islander languages can be communicated in a number of ways, such as Elders' story-telling or through song, dance, visual design and signing. Students know that different words and language forms are used to address and communicate with people according to relationship and situation. They recognise that there are many different languages spoken in their class, community and region. They describe how the language has been passed down from one generation to the next, and recognise that language use reflects where and how they live and what is important to them.</p>	<p>By the end of Year 6, students use spoken and written language to share and compare experiences, personal perspectives and points of view on topics related to their immediate environment and personal, cultural and social worlds. They use appropriate ways of talking when interacting in different social situations and with different social groups, and apply principles and protocols of cultural safety when engaging with cultural property. Students participate in class discussion, asking questions to clarify content and to offer opinions and ideas and taking into account other perspectives. They locate, classify and compare information from a range of sources relating to Country/Place, community, culture, environment and past and present ways of living. They interact with Country/Place under the guidance of Elders and older family members, making and recording observations in different formats, reading signs, classifying natural objects according to Indigenous cultural categories and mapping key topographical features. They respond to stories, songs, dances and artistic expression by describing how events, characters and settings are depicted through sound, image and performance, by interpreting messages conveyed through these forms and by sharing opinions, responses and reactions. They understand that ownership of songs, stories, dances and designs is determined by traditional kinship and other social groupings, as well as by place, History and story. Students create, with the support of models, a variety of spoken, written and multimodal texts for different purposes and audiences. They use descriptive and expressive language to write narratives and expressive and imaginative texts, and to recount experiences. They use specialised language to present information on specific topics, for example by presenting research-based factual reports. They use procedural language, for example to explain how to prepare and cook food, how to make tools, decorate artefacts or play a game. They apply their grammatical and vocabulary knowledge and their understanding of spelling and punctuation conventions in a range of sentence and text types. They translate familiar texts, identifying and explaining culture-specific concepts and expressions. They create bilingual/multilingual texts for the school community on a range of topics. They explain the family basis of the kin and skin systems and their role in determining social behaviour. They elaborate their own positions and identities within these systems, explaining their roles and responsibilities with respect to caring for family, land/sea/water. They explain links between ceremonies, people, stories and ancestral areas of Country/Place. They identify places which have special significance to particular sub-groups in the community and which represent special bonds between people, place and story.</p> <p>Students know that the language has its own rules for pronunciation, spelling and grammar and they apply this knowledge to predict the sound, spelling and meaning of new words and to create their own texts. They read aloud with developing fluency and intonation. Students use metalanguage to explain language features and elements, using appropriate grammatical terms and making comparisons with English and other known languages. They explain how language use is adjusted to suit different contexts, situations and relationships, for example, registers of deference and respect, avoidance language, speaking to the side, indirect references, generational differences and the use of silence. They provide examples of how languages change over time by identifying words borrowed from English and other languages, including words that are similar to or borrowed from neighbouring Indigenous languages. Students understand that Aboriginal and Torres Strait Islander languages are in various states of maintenance, development and revival and can explain some historical reasons for this. They recognise the importance of maintaining and strengthening Aboriginal and Torres Strait Islander languages for their community and for the broader Australian community and describe ways that language and culture have been maintained and strengthened in their community. They reflect on their own ways of communicating, discussing how these might be interpreted by others.</p>

Achievement Standard	Years 7 to 10
	<p>By the end of Year 10, students use written and spoken language to communicate with the teaching team, peers, Elders, community members and others in a range of settings and for a range of purposes. They use language to access and discuss information on a broad range of social, environmental, educational, cultural and community issues. They summarise and justify points of view, and respond appropriately to the opinions and perspectives of others using reflective language. They use strategies to initiate, sustain and extend discussion by inviting opinions, elaborating responses, clarifying and justifying statements with supporting evidence. When interacting in different social situations and with different social groups, students use appropriate ways of talking, for example, using appropriate speech styles with respected kin or authority figures and in situations involving seniority and status, and more informal styles with friends and close family members. They use respectful language to negotiate, problem-solve and to manage different opinions and perspectives and to reach shared decisions in collaborative tasks. Students investigate, analyse and evaluate information from a range of sources and perspectives on topics and issues related to their Country/Place and community; they present their findings using different modes of presentation to suit different audiences and contexts. They employ effective presentation strategies, including degrees of directness and length of utterance appropriate to the situation, and an appropriate restatement in accordance with spoken norms or developing written styles. They summarise main ideas and include varying amounts of supporting detail. They apply appropriate cultural norms and protocols when learning, using, recording and researching Aboriginal languages and Torres Strait Islander languages, and when engaging with cultural property. Students respond to stories, songs, dances and forms of artistic expression by describing main ideas, key themes and sequences of events and explaining how these relate to land and water, sky and weather, plants and animals, and social and ecological relationships. Students create a range of informative, persuasive, and procedural texts, as well as texts based on real and imagined experiences, in written, spoken and multimodal forms, such as reviews, reports, stories songs, conversations, brochures, blogs, and procedures for traditional activities. They use appropriate vocabulary and grammatical forms to link and sequence ideas to form meaningful texts, for example, serialisation, connectives, embedding; and apply typological conventions such as headings, paragraphs, fonts, formatting. Students apply culturally appropriate protocols and ethical behaviour to create, transcribe, translate and interpret texts, providing alternative expressions when equivalence is not possible and explaining elements such as language choice and variation due to dialect or register. They analyse and compare translations and interpretations of texts, explaining factors that may have influenced the translation/interpretation. They understand their role as contemporary documenters and users of the language, for example, by interviewing Elders and transcribing stories and placing them in safe-keeping places. Students explain how the kinship system maintains and regulates social relationships, and provide examples of how connections between Law, Lore, story, ceremony, visual design, people, and Country/Place are reflected in individual and community behaviour. They describe how individuals and groups affirm connections to areas of land and water and to individual places. They explain the rights and obligations associated with these connections and how these contribute to individual and social identity and a patterning of community roles. Students identify the relationship between language, culture and identity, describing how personal and community identity are expressed through cultural expression and language use. They reflect on their own ways of communicating, discussing how these might be interpreted by others.</p> <p>Students use metalanguage to describe isolated speech sounds and the phonology of languages as a whole, and to analyse a range of grammatical structures in the language. They edit their own work and use appropriate conventions to cite others and to reference external information. They explain variations in language use that reflect social and cultural contexts, purposes and relationships, different registers of use (for example, mother-in-law language), intergenerational differences, and constraints that guide social interactions, such as word avoidance and substitution. They provide examples of how languages and cultures change continuously due to contact with one another and in response to new needs and ideas, popular culture, media and new technologies. Students make comparisons between the ecologies of Aboriginal and Torres Strait Islander languages and indigenous languages in other countries, in areas such as language policy, language rights, language loss, advocacy and reform, language revival and multilingualism. Students identify factors that serve to maintain and strengthen language use such as intergenerational collaboration and transmission, programs and initiatives in school and community, and explain associated challenges. They demonstrate their role as contemporary documenters of the language, for example, by interviewing Elders and transcribing stories, reminiscences, advice, ways of doing things, rules for living, and by placing documents in safe keeping places.</p>