

Framework for Aboriginal Languages and Torres Strait Islander Languages – Second Language Learner Pathway (L2) – Sequence of achievement

The achievement standards for the Framework for Aboriginal Languages and Torres Strait Islander Languages Second Language Learner Pathway are generalised in order to cater for the range of languages that may be learnt as an L2 in the school context. The achievement standards will need to be adapted 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, visiting Elders and community members to talk about themselves, family, friends and immediate environment using familiar language supported by gestures. When interacting with Elders and community speakers, they use appropriate forms of address and terms of respect. They use movement, gestures and rehearsed language to participate in guided group activities, such as adapting and performing action songs. They interact in familiar classroom routines by responding to requests, following instructions and using routine classroom language, for example, to request classroom objects. Students listen to, read, view and comprehend texts that are short, clearly structured and supported by visuals and paralinguistic elements, for example, tone of voice, facial expression, gesture and repetition and recycling of structures and vocabulary. They demonstrate their understanding of the target language region, for example, by making simple statements and giving descriptions of animals, food and artefacts, labelling and sorting these into categories, or by pointing to key topographical features on a map or at pictures of food sources, plants and animals in response to questions. They respond to texts such as stories, songs, dance and visual art through singing, miming, play-acting, drawing, action and movement. They demonstrate understanding by naming key characters, significant places, landscapes or topographical features and by identifying key messages. Students use familiar words, patterns and support materials to create and present shared stories, songs and performances. They translate and explain in English the meaning of target language words, simple phrases and gestures used in everyday contexts and situations. They create simple bilingual texts for the classroom environment, such as captions, labels and wall charts. They identify markers of their own identity, such as family, school/class and language/s, and compare these to the importance of language, place and family in the formation of identity in Aboriginal and Torres Strait Islander communities. Students identify similarities and differences in the ways they interact when communicating in English and the target language.</p> <p>Students distinguish between the sounds of the target language and English and link sounds to written symbols and conventions. They use simple metalanguage to describe elemental structures of the target language, such as word order and word types. They identify how 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 and visual design. Students identify kinship terms used for immediate family members and recognise that Aboriginal and Torres Strait Islander peoples have their own personal relationships with place, natural species and phenomena. They identify which stories belong to which natural features, including animals and natural species. They know that different forms of address and kinship terms are used and depend on relationship and context. They identify some words in the language that have been borrowed from other languages. They identify regions, places and communities where the target language is spoken and recognise that there are many different languages spoken in their class, their local community and in Australia. They recognise that language speakers are the most important primary source of language knowledge and that language use reflects where and how people live and what is important to them.</p>	<p>By the end of Year 6, students share information about aspects of their personal worlds, such as their family and friends, interests, everyday routines and experiences, using familiar language and modelled sentence patterns. They interact appropriately with Elders and community speakers, and apply principles and protocols of cultural safety when engaging with cultural material such as artefacts, works of art, texts and performances. When interacting in the classroom, they ask and respond to questions, request help, repetition or clarification, and respond to requests and instructions. Students locate key points of information and messages in a range of spoken, written, visual and multi-modal sources associated with the target language region, community and culture. They demonstrate their understanding of the language region, community and culture, for example, by labelling, organising and classifying natural objects, plants and animals from the environment, identifying and describing key features and landforms, seasonal characteristics, and aspects of traditional and contemporary ways of life. Students view, read and listen to stories, songs, dances and artistic traditions, and demonstrate understanding, for example, by describing characters and events, creating timelines, explaining iconographies and identifying key messages, comparing these to messages conveyed by stories in their own cultures. They recognise that ownership of songs, stories, dances and designs is determined by kinship and other social groupings. They know that song and story carry Indigenous knowledge in the context of Country/Place and family. Students use simple and formulaic language, with the support of structured models, to create short informative and imaginative connected texts in various modes and formats. They translate a range of community texts, such as signs, notices, health charts, posters, relying on key words, and they identify and describe culture-specific concepts and expressions. They create bilingual texts for the classroom and school community that explain target language words and related cultural ideas. They identify markers of identity across cultures and recognise the importance of language, Country/Place and culture to the identity and future aspirations of Aboriginal and Torres Strait Islander peoples. Students reflect on their own cultural identity in light of their experience of learning the language, explaining how their ideas and ways of communicating are influenced by their own cultural backgrounds.</p> <p>Students know that the target language has its own pronunciation, spelling and grammar, and they apply this knowledge to predict the sound, spelling and meaning of new words and expressions. They use metalanguage for language explanation, for making comparisons with English forms, and for reflecting on the experience of learning the target language and culture. They identify the distinct purpose, language features and conventions of texts such as stories, paintings, songs and dances. Students demonstrate understanding of core elements of the kinship system and its role in social behaviour, by identifying and explaining kin terms, recognising that everyone belongs to certain types of sub-groups and recognising that interactions are patterned by these structures. Students know that language use must be adjusted to suit different contexts, situations and relationships. They provide examples of how languages change over time by identifying words and phrases borrowed from English and other languages, including words that are similar to or borrowed from neighbouring Indigenous languages. Students recognise that Aboriginal and Torres Strait Islander languages are in various states of maintenance, development and revival and can give some historical reasons for this. They identify connections between identity and cultural values and beliefs, and explain the importance of maintaining and strengthening Aboriginal and Torres Strait Islander languages for the particular community involved and for the broader Australian community. They make connections with their own experience when talking about languages and cultures.</p>

Achievement Standard	Years 7 to 10
	<p>By the end of Year 10, students use the target language to initiate, sustain and extend interactions and to express feelings and opinions. They share interests, experiences and aspirations and exchange information about teenage life. They use spontaneous language to participate in activities that involve taking action, collaborating, planning, organising and negotiating. They use culturally appropriate norms, skills and protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities. When interacting in the classroom, they make requests, make suggestions and seek clarification. They locate, analyse and summarise factual information from a range of sources on topics and issues related to the target language region. They demonstrate understanding of the target language region, community, culture, way of life and History by presenting information on social and environmental issues, past and present community initiatives, projects and lifestyles. Students listen to, view and share personal responses to a range of texts such as stories, songs, visual and creative arts, films and procedural texts. They demonstrate understanding by identifying and explaining main ideas, key themes, sequences of events, and by comparing the role and representation of animals, people and landscapes. They link and sequence ideas and use expressive language, gestures, artistic and iconographic elements and conventions to create spoken, written and multimodal texts that involve real or imagined contexts and characters. They apply culturally appropriate and ethical behaviour to translate and interpret a range of texts from the target language to English and vice versa, and explain culture-specific concepts, practices and expressions. They create bilingual texts to inform the wider community about aspects of the target language region and culture. Students share experiences and ways of expressing identity, and they reflect on how the target language links the local, regional and national identity of its speakers with the land. They describe how they feel and behave when interacting with target language speakers and resources, and they reflect on how their reactions may reflect their own languages, cultures and perspectives.</p> <p>Students know the sounds, stress, intonation patterns, writing systems and grammatical elements of the target language and apply this knowledge to construct extended spoken, written and multimodal texts. They use metalanguage to explain sound, writing and grammatical systems, including inflectional and derivational processes. They analyse the form and structure of a range of spoken, written and visual texts and explain their function, form and relationship to social processes, such as declaring identity, acknowledging ancestors and traditional belief systems, and passing on knowledge and information. Students demonstrate their understanding of kinship as a system by explaining its importance in maintaining and regulating social relationships in Aboriginal and Torres Strait Islander communities and links with Country/Place. They explain how and why language use is adjusted to suit different social and cultural contexts, purposes and relationships. They explain the dynamic nature of language and cultures, and identify factors that influence change, such as contact with other languages or response to new ideas and 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 and rights, language loss, advocacy and reform, and language revival. They identify the role of language in passing on knowledge, and explain how communities' worldviews and ways of thinking and behaving shape how language is used. They identify factors that serve to maintain and strengthen language use, such as intergenerational collaboration and transmission, programs and initiatives, and explain challenges associated with such practices and initiatives.</p>