

# **Aboriginal Languages**

## **Stage 6 Content Endorsed Course Syllabus**

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## Contents

<b>1.</b>	<b>The Higher School Certificate program of study .....</b>	<b>4</b>
<b>2.</b>	<b>Diversity of learners .....</b>	<b>5</b>
	Introduction .....	5
	Students with special education needs .....	5
	Gifted and talented students .....	6
	Students learning English as an additional language or dialect (EAL/D) .....	6
<b>3.</b>	<b>Introduction to Aboriginal Languages in the Stage 6 curriculum .....</b>	<b>8</b>
	3.1 Principles and protocols .....	8
	3.2 Community consultation .....	9
<b>4.</b>	<b>Rationale.....</b>	<b>10</b>
<b>5.</b>	<b>The place of the Aboriginal Languages Stage 6 Content Endorsed Course (CEC) Syllabus in the K–12 curriculum .....</b>	<b>11</b>
<b>6.</b>	<b>Aim .....</b>	<b>12</b>
<b>7.</b>	<b>Objectives.....</b>	<b>13</b>
	7.1 Knowledge, understanding and skills .....	13
	7.2 Values and attitudes .....	13
<b>8.</b>	<b>Outcomes .....</b>	<b>14</b>
<b>9.</b>	<b>Course structure .....</b>	<b>15</b>
<b>10.</b>	<b>Organisation of the content .....</b>	<b>15</b>
<b>11.</b>	<b>Learning across the curriculum .....</b>	<b>17</b>
<b>12.</b>	<b>Content .....</b>	<b>22</b>
	Core Module A: Language of Country .....	22
	Elective Module 1: Reclamation, Revival and Maintenance of Aboriginal Languages in Australia .....	25
	Elective Module 2: Family and Kinship Connections .....	27
	Elective Module 3: Country, Waterways and Sky .....	29
	Elective Module 4: Stories and Storytelling.....	32
	Elective Module 5: Language and Performance: Song and Dance.....	34
	Elective Module 6: Speeches and Speechmaking .....	36
	Elective Module 7: Protocols and Language.....	38
	Elective Module 8: Comparative Aboriginal Languages Study within Australia.....	40
	Elective Module 9: International Experiences in Indigenous Language Maintenance and Revival.....	42
	Elective Module 10: Aboriginal Languages and Information and Communication Technology (ICT) .....	45
	Elective Module 11: School-developed module .....	48
	Core Module B: Building Local Aboriginal Language Capacity .....	50
<b>13.</b>	<b>Foundation skills (VET).....</b>	<b>53</b>
<b>14.</b>	<b>Assessment and reporting.....</b>	<b>53</b>
	Assessment .....	53
	Reporting .....	53
	Assessment components and weightings .....	54
<b>15.</b>	<b>Glossary .....</b>	<b>55</b>

## **1. The Higher School Certificate program of study**

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education
- foster the intellectual, social and moral development of students, in particular developing their:
  - knowledge, skills, understanding and attitudes in the fields of study they choose
  - capacity to manage their own learning
  - desire to continue learning in formal or informal settings after school
  - capacity to work together with others
  - respect for the cultural diversity of Australian society
- provide a flexible structure within which students can prepare for:
  - further education and training
  - employment
  - full and active participation as citizens
- provide formal assessment and certification of students' achievements
- provide a context within which schools also have the opportunity to foster the students' physical and spiritual development.

## 2. Diversity of learners

### Introduction

The Board of Studies, Teaching and Educational Standards NSW (BOSTES) acknowledges the diversity of learners through its *Statement of Equity Principles*. All BOSTES syllabuses are developed with respect to these principles, the two broad goals of the *Melbourne Declaration on Educational Goals for Young Australians* (2008):

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens

and the *Disability Standards for Education* (2005) under the *Disability Discrimination Act 1992*, which gives students with a disability the right to education and training on the same basis as students without a disability.

The *Aboriginal Languages Stage 6 Content Endorsed Course (CEC) Syllabus* is inclusive of the needs of all students. The rationale, aim, objectives, outcomes, course structure and content have been designed to accommodate teaching approaches that support student diversity as detailed under the sections 'Students with special education needs', 'Gifted and talented students' and 'Students learning English as an additional language or dialect (EAL/D)'.

### Students with special education needs

All students with special education needs are entitled to participate in and progress through the curriculum. Some students may require additional support or [adjustments](#) to teaching, learning and assessment activities. Adjustments are measures or actions taken relating to teaching, learning and [assessment](#) that enable a student to access syllabus outcomes and content and demonstrate achievement of outcomes.

Decisions regarding adjustments should be made in the context of [collaborative curriculum planning](#) with the student, parent/carer and other significant individuals to ensure that syllabus outcomes and content reflect the learning needs and priorities of individual students. Further information can be found in [Supporting students with special education needs](#) and in *Aboriginal Languages Stage 6 CEC Syllabus Support Material*.

The *Aboriginal Languages Stage 6 CEC Syllabus* is designed with a flexible structure to support the diverse needs of students, allowing for:

- variation in the number of indicative hours for each elective module
- choice of elective modules to be determined by the community and school in conjunction with the students
- internal assessment only
- flexibility for teachers to design assessment tasks that provide students the opportunity to demonstrate what they know and can do in relation to syllabus outcomes.

This may include adjustments to school-based assessment tasks, including examinations, as reflected under the 'Disability provisions' section of the Assessment Certification Examination (ACE) website:

- Principals have the authority to decide on, and to implement, disability provisions for school-based assessment tasks including examinations (ACE 10001).
- Schools are responsible for any decisions made at school level to offer provisions to students with a disability in course work, assessment tasks and in-school tests (ACE 10003).

### **Gifted and talented students**

Gifted students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities will help to meet the needs of gifted students.

Generally, gifted students demonstrate the capacity to:

- learn at faster rates
- find and solve problems
- make connections and manipulate abstract ideas.

There are different kinds and levels of giftedness. Gifted and talented students may also possess learning disabilities that should be addressed when planning appropriate teaching, learning and assessment activities.

Curriculum strategies for gifted and talented students may include:

- differentiation: modifying the pace, level and content of teaching, learning and assessment activities
- acceleration: promoting a student to a level of study beyond their age group
- curriculum compacting: assessing a student's current level of learning and addressing aspects of the curriculum that have not yet been mastered.

School decisions about curriculum options as well as appropriate teaching, learning and assessment strategies are generally collaborative and involve teachers, parents and students with reference to documents and advice available from BOSTES and the education sectors.

### **Students learning English as an additional language or dialect (EAL/D)**

Many students in Australian schools are learning English as an additional language or dialect (EAL/D). EAL/D students are those whose first language is a language or dialect other than Standard Australian English and who require additional support to help them develop English language proficiency.

EAL/D students come from diverse backgrounds and may include:

- overseas and Australian-born students whose first language is a language other than English
- students whose first language is an Aboriginal or Torres Strait Islander language

- Aboriginal and Torres Strait Islander students whose first language is [Aboriginal English](#), including creoles and related varieties.

EAL/D students enter Australian schools at different ages and stages of schooling and at different stages of Standard Australian English language learning. They have diverse talents and capabilities and a range of prior learning experiences and levels of literacy in their first language and in English. EAL/D students represent a significant and growing percentage of learners in NSW schools. For some, school is the only place where they use Standard Australian English.

EAL/D students are simultaneously learning a new language and the knowledge, understanding and skills of the *Aboriginal Languages Stage 6 CEC Syllabus* through that new language. They require additional time and support, informed teaching that explicitly addresses their language needs, and assessments that take into account their developing language proficiency.

Decisions regarding adjustments should be made in the context of collaborative curriculum planning with the student, parent/carer and other significant individuals to ensure that syllabus outcomes and content reflect the learning needs and priorities of individual students. EAL/D students may benefit from collaborative planning to determine the curriculum options, as well as teaching, learning and assessment strategies, most suited to their needs and abilities.

### 3. Introduction to Aboriginal Languages in the Stage 6 curriculum

#### 3.1 Principles and protocols

The successful introduction and ongoing implementation of the *Aboriginal Languages Stage 6 CEC Syllabus* is underpinned by a firm understanding of key principles and protocols associated with Aboriginal languages and cultures. NSW schools introducing the *Aboriginal Languages Stage 6 CEC Syllabus* will ensure success and sustainability by working in partnership with their local Aboriginal community. Unlike other syllabuses in New South Wales, the successful delivery of the *Aboriginal Languages K–10 Syllabus* and the *Aboriginal Languages Stage 6 CEC Syllabus* will be dependent on expertise and guidance from local Aboriginal knowledge holders and keepers, custodians and stakeholders to support classroom teachers.

The local Aboriginal community of the school is an important partner and should be the first contact regarding the introduction of Aboriginal Languages into school-based teaching and learning programs. They are in the best position to provide advice on local protocols. To support implementation of a successful and sustainable Aboriginal language program, the local Aboriginal community will be able to make recommendations regarding language speakers, tutors, resources and historical contexts.

The protocols for on-Country and off-Country learning of Aboriginal languages are fundamental to the ongoing maintenance of Aboriginal social and cultural practices in New South Wales. In the modules that invite comparison between the target language and another NSW Aboriginal language or an Aboriginal language from elsewhere in Australia, the knowledge holders and keepers, custodians, traditional owners and stakeholders of that comparative language will need to be consulted and will need to support their language being studied off-Country. The support of the local Aboriginal community will also be needed.

Principles of cultural safety are founded on respectful behaviours and integrity. Some consistent principles associated with the teaching of Aboriginal languages and cultures include:

- respect for and protection of the knowledge and cultural expressions of Aboriginal peoples
- the rights of Aboriginal peoples to self-determination
- responsibility for ongoing consultation with Aboriginal knowledge holders and keepers, custodians and stakeholders
- reciprocity between education providers and communities
- commitment to long-term improvement and partnership
- engagement with stakeholders focusing on cultural safety
- recognition of Indigenous cultural and intellectual property (ICIP)

Protocols may differ between local Aboriginal communities but they could share some commonalities. The following are some commonly observed broad protocols within Aboriginal communities:

- respect for Elders in decision-making processes



- respect for the roles of men and the roles of women
- collective custodianship by traditional owners and keepers of Country and cultural knowledge
- arrival at decisions by consensus
- awareness of on-Country and off-Country obligations
- the right to observe cultural responsibilities and obligations, eg to care for Country and to pass on cultural knowledge.

### **3.2 Community consultation**

BOSTES, through the *Aboriginal Languages Stage 6 CEC Syllabus*, supports the aspirations of Aboriginal communities to revitalise their languages and cultures. This syllabus acknowledges the need for appropriate ongoing consultation on the development and implementation of teaching and learning programs in schools. This approach accords with the Board's guide, [\*Working with Aboriginal Communities: A Guide to Community Consultation and Protocols\*](#) (2008). [Further information about consultation and protocols](#) is available.

School representatives can contact the NSW Aboriginal Education Consultative Group Inc (AECG) directly for initial advice about community consultation. [Local and regional AECG contact details](#) are listed on the AECG website. Advice can also be sought from Aboriginal education consultants within education systems. Local Aboriginal Land Councils, language centres, language circles or Aboriginal language and culture nests associated with particular languages should also be consulted.

## 4. Rationale

Aboriginal languages are the first languages of New South Wales. Aboriginal Elders and communities are the custodians and caretakers of these languages and of the cultures and Country to which they are connected. The *Aboriginal Languages Stage 6 CEC Syllabus* seeks to help students to develop productive language skills in an Aboriginal language and to gain knowledge and understanding that will contribute to the maintenance and revival of local Aboriginal languages in their communities.

It is estimated that there are approximately 35 Aboriginal languages in New South Wales and more than 100 dialects within these languages. Historically, the maintenance of Aboriginal languages in Australia was adversely affected by colonisation, the implementation of government policies and practices, and the consequences of the social and cultural dislocations that can be traced back to the policies. The maintenance and revival of Aboriginal languages remains an ongoing priority in New South Wales and nationally. The *Aboriginal Languages Stage 6 CEC Syllabus* is also underpinned by a range of international Indigenous peoples' and other rights frameworks such as the United Nations [Declaration on the Rights of Indigenous Peoples](#).

The *Aboriginal Languages Stage 6 CEC Syllabus* plays an important role in providing 'Aboriginal students and their families with a continuous pathway for learning [an Aboriginal language] from pre-school to Year 12' ([Aboriginal Affairs, 2013](#)). The delivery of this syllabus could lead to an increased use of Aboriginal languages in the home and community as well as provide a foundation for further vocational and/or higher education pathways.

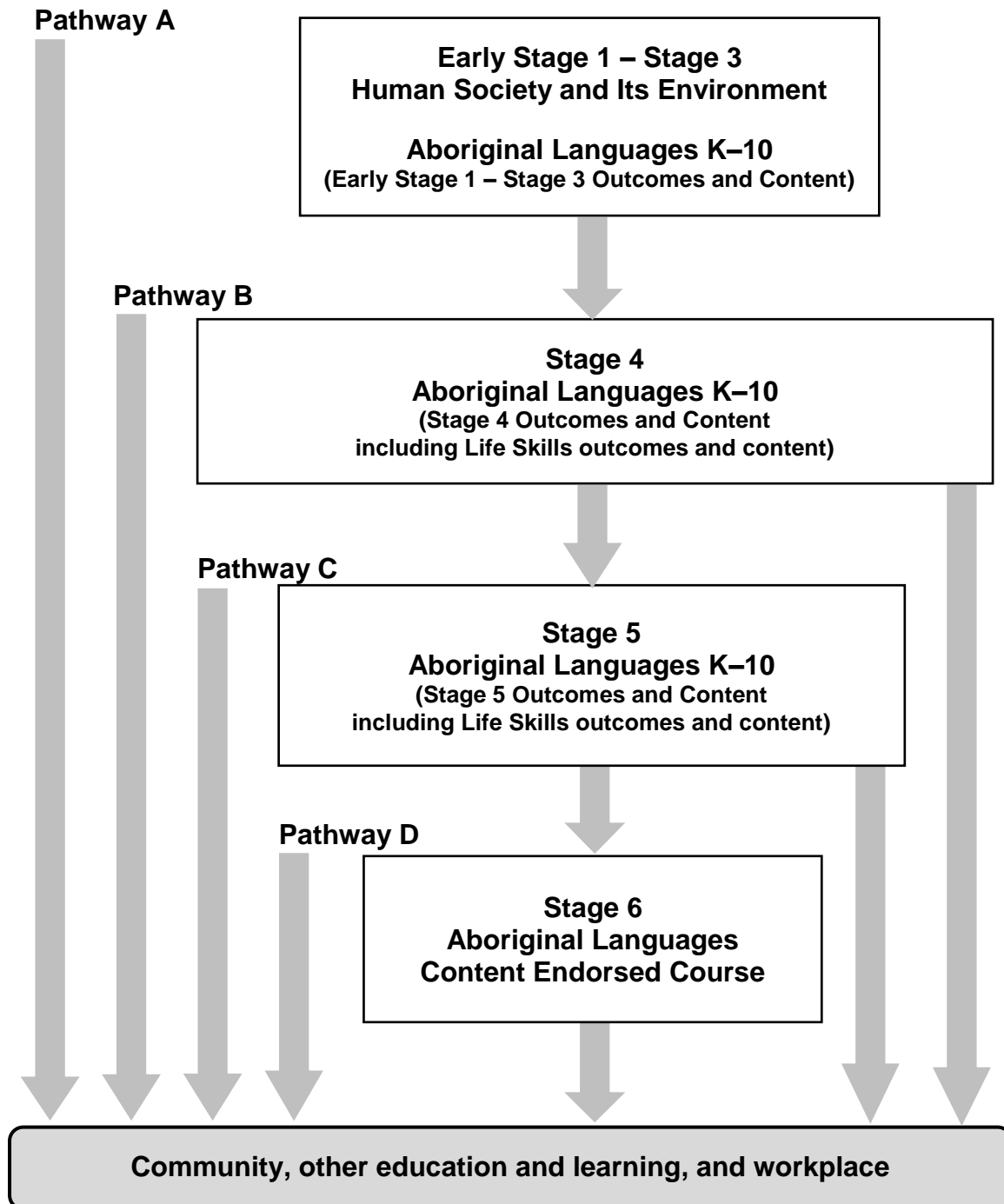
The Aboriginal Languages course will empower Aboriginal students to maintain a strong sense of identity and self-esteem; to learn more about their community's place in New South Wales, Australia and globally; and to develop innovative resources for the revitalisation of their languages and cultures. Aboriginal peoples in New South Wales have a right to learn their own languages, and education systems have a vital role in facilitating this. This course will extend support to enable Aboriginal youth to be prepared as future custodians and caretakers of their languages.

The study of Aboriginal Languages also ensures intellectual enrichment and improved literacy skills for Aboriginal and non-Aboriginal students. Research suggests that exposure to learning additional languages increases metalinguistic awareness and improves general cognitive development.

The *Aboriginal Languages Stage 6 CEC Syllabus* encourages all students to develop a strong sense of identity and belonging through a deep appreciation of language, culture, identity and Country.

## 5. The place of the Aboriginal Languages Stage 6 Content Endorsed Course (CEC) Syllabus in the K–12 curriculum

The pathways for learning in Aboriginal Languages are provided in the following diagram:



## **6. Aim**

The aim of the *Aboriginal Languages Stage 6 CEC Syllabus* is to develop in each student the skills to actively engage in communication using the target Aboriginal language; to understand the relationships between Aboriginal languages, Country, and culture; and to have knowledge of a range of approaches to the maintenance and revival of Aboriginal languages.

## **7. Objectives**

### **7.1 Knowledge, understanding and skills**

#### **7.1.1 Using language**

Students develop the knowledge, understanding and skills necessary for effective communication in Aboriginal languages, and for application of these languages in the world today. They also develop the ability to access and appreciate the variety of language texts.

#### **7.1.2 Making linguistic connections**

Students explore the nature of languages as systems by making comparisons between Aboriginal languages and between Aboriginal languages, English and other languages. This leads to an appreciation of the appropriate use of linguistic structures and vocabulary.

#### **7.1.3 Moving between cultures**

Students build on their knowledge of Aboriginal cultures (continuing and ancestral) and the relationships between those cultures. In developing a greater awareness of this cultural and linguistic heritage and its protection, they gain an appreciation of the interdependence of land, language and culture.

#### **7.1.4 Building revival capacity**

Students develop the knowledge, understanding and skills necessary for the maintenance, protection and revival of Aboriginal languages, including familiarity with language building techniques and language maintenance strategies. They also have the opportunity to investigate approaches to the maintenance, protection and revival of Aboriginal languages other than their own and in international Indigenous language contexts.

### **7.2 Values and attitudes**

Students:

- appreciate the value of Aboriginal languages, their maintenance and revival as a vital means of sustaining Aboriginal cultural identity and protecting cultural heritage
- demonstrate commitment to learning and using Aboriginal languages
- engage in reciprocity by supporting or contributing to language maintenance and revival initiatives in the local Aboriginal community.

## 8. Outcomes

Objectives	Outcomes
<p><b>Using language</b></p> <p>Listening and responding</p> <p>Reading and responding</p> <p>Speaking</p> <p>Writing</p>	<p>A student:</p> <p><b>6.UL.1</b> understands and interprets information and ideas in spoken texts, responds appropriately and exchanges information in an Aboriginal language(s)</p> <p><b>6.UL.2</b> understands and interprets information and ideas in written texts and presents appropriate responses in a range of text types</p> <p><b>6.UL.3</b> manipulates linguistic structures to express ideas in the target language for effective communication</p> <p><b>6.UL.4</b> uses an Aboriginal language(s) with accurate grammar and experiments with linguistic structures and features</p>
<p><b>Making linguistic connections</b></p>	<p><b>6.MLC.1</b> develops the capacity to solve linguistic problems in an Aboriginal language(s) and English, and to refine the production of original texts in an Aboriginal language(s)</p> <p><b>6.MLC.2</b> demonstrates the ability to use a range of language resources to support the study and/or production of a range of texts</p>
<p><b>Moving between cultures</b></p>	<p><b>6.MBC.1</b> evaluates and demonstrates the importance of being able to move between cultures</p> <p><b>6.MBC.2</b> applies knowledge of the cultures of Aboriginal communities to the production of texts</p>
<p><b>Building revival capacity</b></p>	<p><b>6.BRC.1</b> investigates strategies and demonstrates the capacity to build and extend language</p> <p><b>6.BRC.2</b> applies knowledge of cultural protocols for the purpose of language building and extending</p> <p><b>6.BRC.3</b> investigates contemporary, international Indigenous language maintenance and revival initiatives.</p>

## 9. Course structure

A range of courses may be offered as follows:

Course	Units	Indicative hours	Core	Elective
1 year (Preliminary or HSC)	1	60	30 hours	30 hours
1 year (Preliminary or HSC)	2	120	30 hours	90 hours
2 year (Preliminary then HSC)	1	120	30 hours	90 hours
2 year (Preliminary then HSC)	2	240	60 hours	180 hours

## 10. Organisation of the content

The *Aboriginal Languages Stage 6 CEC Syllabus* comprises a 30-hour Core Module A and 11 elective modules. An additional 30-hour Core Module B is provided for courses of 240 hours duration only.

After completing Core Module A, schools are able to select from the 11 elective modules to develop programs that respond to student and community needs and interests. Core Module B will be completed within a 240-hour program, directly after 120 hours of study.

Schools, in partnership with their local Aboriginal community, may develop one or two school-developed modules provided that, in total, they do not exceed 25 percent of course time. The module(s) should meet identified student and/or local needs and may be developed in association with groups such as Aboriginal language centres or community organisations.

The *Aboriginal Languages Stage 6 CEC Syllabus* is organised in the following way:

<p style="text-align: center;"><b>Core Module A</b> (30 indicative hours)</p> <p style="text-align: center;"><b>Language of Country</b></p> <p>Core Module A is mandatory for all students and should be completed prior to the elective modules.</p>
<p style="text-align: center;"><b>Elective Modules</b> (15–30 indicative hours each)</p> <ol style="list-style-type: none"><li>1. Reclamation, Revival and Maintenance of Aboriginal Languages in Australia</li><li>2. Family and Kinship Connections</li><li>3. Country, Waterways and Sky</li><li>4. Stories and Storytelling</li><li>5. Language and Performance: Song and Dance</li><li>6. Speeches and Speechmaking</li><li>7. Protocols and Language</li><li>8. Comparative Aboriginal Languages Study within Australia</li><li>9. International Experiences in Indigenous Languages Maintenance and Revival</li><li>10. Aboriginal Languages and Information and Communication Technology (ICT)</li><li>11. School-developed module (one or two of these modules may be undertaken, provided they do not exceed 25 percent of course time)</li></ol>
<p style="text-align: center;"><b>Core Module B</b> (30 indicative hours)</p> <p style="text-align: center;"><b>Building Local Aboriginal Language Capacity</b></p> <p>Core Module B will be completed within a 240-hour program, directly after 120 hours of study.</p>



## 11. Learning across the curriculum

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, helps students to achieve the broad learning outcomes defined in the *Statement of Equity Principles* and the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008).

Knowledge, understanding, skills, values and attitudes derived from the Learning across the curriculum areas are included in this syllabus.

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures 🇺🇸
- Asia and Australia's engagement with Asia 🇦🇺
- Sustainability 🌱

General capabilities encompass the knowledge, skills, attitudes and behaviours to help students to live and work successfully in the 21st century.

The general capabilities are:

- Critical and creative thinking 🧠
- Ethical understanding ⚖️
- Information and communication technology capability 💻
- Intercultural understanding 🌐
- Literacy 📖
- Numeracy 📊
- Personal and social capability 👤

BOSTES syllabuses include other areas identified as important learning for all students:

- Civics and citizenship 🇺🇸
- Difference and diversity 🌍
- Work and enterprise ⭐

Learning across the curriculum content is incorporated, and identified by icons, in the content of the *Aboriginal Languages Stage 6 CEC Syllabus* in the following ways:

### **Aboriginal and Torres Strait Islander histories and cultures** 🖐️

The Aboriginal and Torres Strait Islander histories and cultures cross-curriculum area encompasses the concepts of Country and place, people, culture and identity. In their study of Aboriginal Languages, students have the opportunity to engage with texts that give them experience of the beliefs and value systems of Aboriginal and Torres Strait Islander peoples. Students develop knowledge and understanding of Aboriginal and Torres Strait Islander history and culture in Australia. In their study of Aboriginal Languages, students explore a range of experiences and achievements of Aboriginal peoples in historical and social contexts, as well as the links between cultural expression, language and spirituality.

### **Asia and Australia's engagement with Asia** 🌐

The study of Aboriginal Languages provides learning opportunities for students to explore and appreciate the rich tradition of texts from and about the people and countries of Asia, including texts written by Asian authors. Students develop an understanding of the many languages and diverse Asian cultures and how they have influenced Australian culture. Through their study, students develop an appreciation of the role Australia has played in Asia and the ongoing relationship Australia has developed with the countries that make up the Asian region.

### **Sustainability** 🌱

The study of Aboriginal Languages provides students with the skill required to investigate and understand issues of environmental and social sustainability, to communicate information about sustainability, and to advocate action to improve sustainability.

If people now and into the future are to be treated fairly, action to improve sustainability needs to be informed by a world view of people, places and communities. Literature and literacy are key elements in the development of each student's world view. More sustainable patterns of living are largely shaped by people's behaviours. The study of Aboriginal Languages provides an important means of influencing behaviours, facilitating interaction and expressing viewpoints through the creation of texts for a range of purposes, audiences and contexts, including multimodal texts and the use of visual language.

### **Critical and creative thinking** ⚙️

Students develop critical and creative thinking by seeking new pathways or solutions when they evaluate knowledge, ideas and possibilities. The study of Aboriginal Languages provides students with opportunities to think in ways that are critical and creative. They use information, ideas and arguments to respond to and compose texts, evaluate their work and the work of others, and plan for future learning. These skills are integral to activities that require reason, logic, imagination and innovation. In learning to think broadly and deeply, students use reason and imagination to direct their thinking for different purposes.

## Ethical understanding

The study of Aboriginal Languages provides students with opportunities to strengthen their capacity for ethical understanding and commitment to ethical behaviour, including the protection of Indigenous cultural and intellectual property (ICIP), for occasions when they face uncertainty and conflicting claims in a range of contexts.

Opportunities arise for students to engage with situations or circumstances from the real or virtual worlds or the imaginative worlds of texts that involve ethical or moral issues, dilemmas or decisions as they respond to and compose texts. Ethical issues are integral to many of the texts that students encounter in Aboriginal Languages.

## Information and communication technology capability

The study of Aboriginal Languages enables students to develop and apply knowledge, understanding and skills in ICT in their composing, responding and presenting, and as part of the imaginative and critical thinking they undertake in Aboriginal Languages.

Students have the opportunity to become competent, discriminating and creative users of ICT. They learn to use ICT effectively and appropriately when investigating, creating and communicating ideas and information. Students learn about the ethics of information communication through technology.

## Intercultural understanding

Students develop intercultural understanding as they learn to understand their own identity in relation to others from different cultures and backgrounds.

The study of Aboriginal Languages offers rich opportunities for intercultural understanding and exchange. Students experience a range of literature from different cultures, including the inscriptional and oral narrative traditions of Aboriginal peoples, as well as contemporary texts from diverse sources.

## Literacy

Literacy is the ability to use a repertoire of knowledge and skills to communicate and comprehend effectively in a wide variety of contexts, modes and media. Literacy knowledge and skills provide students with the foundations for current and future learning and for participation in the workplace and wider society. The knowledge and skills also provide opportunities for personal enrichment through social interaction, further education, training and skilled employment as well as a range of cultural pursuits including engagement with literature and the arts. Literacy knowledge and skills also enable students to better understand and negotiate the world in which they live and to contribute to a democratic society through becoming ethical and informed citizens.

Being 'literate' is more than the acquisition of technical skills; it includes the ability to identify, understand, interpret, create and communicate purposefully using written, visual and digital forms of expression and communication for various purposes in different contexts. The Aboriginal Languages learning area has a particular role in developing literacy because of its inherent focus on language and meaning. However, all curriculum areas have a responsibility for the general literacy requirements of students as they construct meaning for themselves and others.

The established functions of speaking and listening, reading and writing, and viewing and representing remain central to being literate together with literacy demands related to a range of visual and multimodal texts, as well as those that have evolved from the growth of digital technologies. Students today need the knowledge and skills required for judicious use of these technologies and to question, challenge and evaluate the role of these technologies and the wider implications of their use for contemporary society.

### **Numeracy**

The study of Aboriginal Languages provides opportunities for students to develop their skills in numeracy by identifying and using numerical, measurement, spatial, graphical and statistical concepts and skills. Students strengthen their understanding of how issues and points of view that are based on data are represented in texts, by developing their skills in identifying, analysing and synthesising numerical information as they respond to the reliability of sources and methodology.

### **Personal and social capability**

Students develop personal and social capability as they learn to understand and manage themselves, their relationships, lives, work and learning more effectively. There are many opportunities for students to develop personal and social capability in Aboriginal Languages. The study of Aboriginal Languages helps them to identify and express their own opinions, beliefs and responses and to interact confidently and appropriately in a range of social contexts. It also provides students with opportunities to reflect on their own and others' learning and to assess and adapt their individual and collaborative skills for learning with increasing independence and effectiveness.

### **Civics and citizenship**

Civics and citizenship content involves knowledge and understanding of how our Australian society operates. In their study of Aboriginal Languages, students demonstrate their active participation in civic issues by considering how these issues are represented in the public arena, by the socially responsible construction and use of media, and by the representation of Australian images and significant Australians.

### **Difference and diversity †**

Students experience and value difference and diversity in their everyday lives. Age, beliefs, gender, language and race are some of the factors that comprise difference and diversity. The study of Aboriginal Languages provides students with opportunities to deal with difference and diversity in a positive and informed manner, showing awareness, understanding and acceptance. It helps them to develop and express their sense of self, to connect with other people and communities, and to understand the features of a fair and just society that values diversity. Through the study of texts from a range of perspectives, countries and times, the knowledge of Aboriginal Languages develops students' understanding of others and builds empathy for individual differences.

### **Work and enterprise ★**

The study of Aboriginal Languages provides opportunities for students to develop knowledge, understanding and skills required in the workplace and to develop values and attitudes about work. It also develops many of the key skills required for effective participation in work environments, including literacy, working in groups and skills in acquiring, processing, assessing and communicating information orally and in a variety of written forms. Through the study of Aboriginal Languages, students also develop an understanding of the ways in which language is used for particular audiences, purposes and contexts. Additionally, the study of texts with workplace contexts expands students' understanding of the world of work. The communication skills developed provide a platform for students to undertake future vocational education and training.

## 12. Content

### Core Module A: Language of Country

#### Indicative hours: 30

This module is mandatory for all students and should be completed prior to the elective modules.

#### Description

This module provides opportunities for students to develop skills in communicating in the target language. It focuses on developing listening and speaking skills in the target language to enable students to interact with others. Students have an opportunity to construct texts as they develop their reading and writing skills. They investigate the target language as a system, comparing it with other Aboriginal languages, Aboriginal English and Standard Australian English. Techniques of language building are reviewed.

This module emphasises the interrelationship between Aboriginal languages and the cultures to which they belong. The significance of community consultation is reinforced and students are introduced to a range of approaches to working with the local community. Issues of language ownership, including intellectual property (IP), are examined.

#### Outcomes

A student:

- understands and interprets information and ideas in spoken texts, responds appropriately and exchanges information in an Aboriginal language **6.UL.1**
- understands and interprets information and ideas in written texts and presents appropriate responses in a range of text types **6.UL.2**
- manipulates linguistic structures to express ideas in the target language for effective communication **6.UL.3**
- uses an Aboriginal language with accurate grammar and experiments with linguistic structures and features **6.UL.4**
- develops the capacity to solve linguistic problems in an Aboriginal language and English, and to refine the production of original texts in an Aboriginal language **6.MLC.1**
- demonstrates the ability to use a range of language resources to support the study and/or production of a range of texts **6.MLC.2**
- applies knowledge of the cultures of Aboriginal communities to the production of texts **6.MBC.2**
- investigates strategies and demonstrates the capacity to build and extend language **6.BRC.1**
- applies knowledge of cultural protocols for the purpose of language building and extending **6.BRC.2**

## Content

Students:

- consider the importance of community consultation:
  - review and compare a range of protocol documents 🌐 ⚖️ 🇺🇸
  - explore ideas of IP 🌐 🖐️
  - identify stakeholders from a range of sectors 🌐 🇺🇸 🛠️ 🖐️
  - investigate the impact of information and communication technology (ICT) on the definition of community 🌐 🖥️ 🖐️
  - create a brief proposal for consultation on Aboriginal languages 🌐 🌐
- analyse the ways in which sounds are used to express meaning in the target language:
  - recognise a range of sounds including long and short vowels and rhotics 🌐
  - respond to speaker modelling of sounds 🌐
  - reproduce sounds effectively 🌐
  - explain how sounds are used to express meaning 🌐
  - develop understanding of a sound system to read, pronounce and write words 🌐
- present ideas orally in the target language:
  - listen for meaning 🌐
  - express ideas and feelings 🌐 🧑🧑
  - convey information appropriate to context, purpose and audience 🌐
  - interact by responding to and asking questions and sharing information 🌐
  - structure information and ideas coherently 🌐
  - use appropriate language features to enhance communication, eg tone, intonation 🌐
  - use kinship and social address terms appropriately according to different social situations 🌐 🌐
- recognise information in texts in the target language:
  - use contextual and other clues to infer meaning from texts 🌐
  - explore the way text content is presented and how ideas and information are sequenced 🌐
  - analyse ways in which words, phrases and sentences are constructed and how words are modified for grammatical effect 🌐 📖
  - access available resources to help comprehension of texts, eg dictionaries, word lists 📖

- present ideas in writing in the target language:
  - use textual conventions, eg punctuation 🛠️🎓
  - express ideas and feelings in writing 🛠️🎓
  - experiment with translating texts between languages, and discuss which words and expressions translate easily and which do not have an equivalent meaning in the other language, and possible reasons for this 🙌🛠️
  - adapt models of texts to different contexts and situations 🛠️
  - construct original texts for a target audience 🛠️🎓
  - access available resources to help composition of texts, eg dictionaries, word lists 🎓
  - edit for meaning by refining ideas, re-ordering sentences and adding or substituting words for impact
  - use a range of software to create, edit, and publish texts appropriately and creatively 🎓💻🛠️
- contrast the target language, other Aboriginal languages, Aboriginal English and Standard Australian English:
  - investigate and compare concepts of ‘place’ and ‘time’ in the target language, other Aboriginal languages, Aboriginal English and Standard Australian English 🙌🛠️🛠️
  - explain differences between heritage language(s), first language(s), second language(s) and revival language contexts
  - reproduce key terms for times of day, year and seasons 🙌🛠️🛠️
  - infer meaning from words borrowed from Standard Australian English.



## Elective Module 1: Reclamation, Revival and Maintenance of Aboriginal Languages in Australia

Indicative hours: 15–30

### Description

This module equips students with skills to contribute to the maintenance of sustainable, high-quality language reclamation, revival and maintenance programs through identifying particular sociolinguistic needs of Aboriginal communities.

The module develops students' understanding of the general causes of language dispossession and loss within Australian Aboriginal communities, and the various efforts to reclaim, learn and use their languages. Students develop skills in analysing general and specific needs of the community, as they variously seek to address this language loss.

### Outcomes

A student:

- demonstrates the ability to use a range of language resources to support the study and/or production of a range of texts **6.MLC.2**
- evaluates and demonstrates the importance of being able to move between cultures **6.MBC.1**
- applies knowledge of the cultures of Aboriginal communities to the production of texts **6.MBC.2**
- investigates strategies and demonstrates the capacity to build and extend language **6.BRC.1**
- applies knowledge of cultural protocols for the purpose of language building and extending **6.BRC.2**

### Content

Students:

- investigate the impact of colonial policies and practices on Aboriginal languages:
  - research the range and diversity of languages in New South Wales 🖐️
  - review and identify the reasons for and impacts of language loss in Aboriginal communities 🖐️ ⚖️ ⚙️
  - identify and map the number and location of local languages and dialects in the local and regional area 🖐️
  - investigate, using a range of available research materials, and identify the current status of local languages 🎓 ⚙️
  - identify the potential impact of language reclamation projects on community wellbeing 🖐️ ⚖️ ⚙️
- develop a range of strategies to support initial stages of local community language reclamation through creating a community-based action plan:

- investigate the development of a language protocol to inform productive community engagement in language reclamation 🖐️
- undertake a community-based survey to ascertain aspirations for the reclamation of local languages ⚙️
- review the range of language program outcomes and upon what they may be dependent ⚙️
- determine factors that impact on the capacity for languages to be reclaimed ⚙️
- investigate the role of linguistics in supporting language reclamation
- evaluate various responses by communities or organisations to the agency of linguists ⚖️ 🎓
- review the diversity of representations by community for describing language health, eg unsleeping language, re-voicing, bringing back, yarning up
- develop a strategic plan to contextualise the status of the target language as well as resources and community aspirations for language reclamation 🎓 ⚙️
- investigate a range of language reclamation efforts across Australia:
  - examine a range of different types of language reclamation programs in Australia 🖐️
  - discuss the links between historical experiences of European settlement and program requirements ⚙️
  - identify links between language program types and language health ⚙️
- explore the uses of Aboriginal languages in contemporary settings:
  - recognise the evolution of Aboriginal languages, Aboriginal English and creoles
  - investigate how Aboriginal languages are used as a communicator of connection to Country and continuation of culture in native title and cultural heritage matters 🎓
  - recognise the impact of Standard Australian English as the 'official language' on the perception of Aboriginal languages ⚖️ ⚙️ .

## **Elective Module 2: Family and Kinship Connections**

**Indicative hours: 15–30**

### **Description**

This module focuses on the use of the target language to identify and understand kinship and its function in maintaining connections in and between Aboriginal families. Through active speaking, students articulate and represent a range of family structures. They develop skills to be able to, with Elders' permission, introduce themselves and their family members to an audience. Through understanding the interwoven family structures, students communicate, in the language associated with family roles and responsibilities, using kinship terminology. They explore the target language as a means of explaining sustainable social systems in Aboriginal societies.

Students investigate the role of the family and family members within the community and identify the importance of any given role within the family kinship system.

### **Outcomes**

A student:

- understands and interprets information and ideas in spoken texts, responds appropriately and exchanges information in an Aboriginal language **6.UL.1**
- understands and interprets information and ideas in written texts and presents appropriate responses in a range of text types **6.UL.2**
- manipulates linguistic structures to express ideas in the target language for effective communication **6.UL.3**
- uses an Aboriginal language with accurate grammar and experiments with linguistic structures and features **6.UL.4**
- develops the capacity to solve linguistic problems in an Aboriginal language and English, and to refine the production of original texts in an Aboriginal language **6.MLC.1**
- demonstrates the ability to use a range of language resources to support the study and/or production of a range of texts **6.MLC.2**
- evaluates and demonstrates the importance of being able to move between cultures **6.MBC.1**
- applies knowledge of the cultures of Aboriginal communities to the production of texts **6.MBC.2**
- investigates strategies and demonstrates the capacity to build and extend language **6.BRC.1**
- applies knowledge of cultural protocols for the purpose of language building and extending **6.BRC.2**

## Content

Students:

- analyse relationships and connections within the broad concept of kinship in Aboriginal culture:
  - recognise the significance of the use of the target language for the maintenance and restoration of knowledge of Aboriginal family structures and connection 🗝️👋
  - explore the use of traditional and contemporary kinship structures, using the target language, to identify the significant concepts of Aboriginal kinship 🗝️
- engage in productive language use to communicate knowledge of family and kinship relationships, roles and responsibilities:
  - communicate using terms for family and kinship members and describe relationships with others 👤👤
  - understand that visual communications, such as body-paint marking, can identify family members and provide information about their roles and responsibilities 👤👋
  - investigate other specialist or identified roles within Aboriginal communities 👤👤
  - contrast language terms used for different ages 👋🎓🗝️
- investigate totems and their role in Aboriginal kinship systems:
  - review protocol concepts
  - develop knowledge of the totems associated with Country and the target language 👋
  - explore ideas of public and private information
  - recognise knowledge of totems associated with individuals and families 👋
  - explore some of the roles of Elders and other knowledge holders in the determination of totems 👤👋
  - explain the responsibilities that are associated with totems 👋
- explore the target language to identify and describe totems:
  - describe and explain the characteristics of animals, birds, land and sky symbols to expand knowledge of totems 👋
  - construct simple original texts in the target language about totems associated with Country 👋🎓.

## **Elective Module 3: Country, Waterways and Sky**

**Indicative hours: 15–30**

### **Description**

This module develops students' skills in describing Country, waterways and sky in the target language. Students develop proficiency in speaking and writing in the target language to enable them to construct original texts. They develop knowledge and understanding of the significance and deep interconnectedness of Country and Aboriginal languages through stories of places, special sites, place names and on-Country learning.

This module also provides opportunities for students to investigate how the target language is used in the community and potentially for future employment, eg eco-tourism and bush walks, focusing on Country, bush tucker and sustainability.

### **Outcomes**

A student:










- understands and interprets information and ideas in spoken texts, responds appropriately and exchanges information in an Aboriginal language **6.UL.1**
- understands and interprets information and ideas in written texts and presents appropriate responses in a range of text types **6.UL.2**
- manipulates linguistic structures to express ideas in the target language for effective communication **6.UL.3**
- uses an Aboriginal language with accurate grammar and experiments with linguistic structures and features **6.UL.4**
- develops the capacity to solve linguistic problems in an Aboriginal language and English, and to refine the production of original texts in an Aboriginal language **6.MLC.1**
- demonstrates the ability to use a range of language resources to support the study and/or production of a range of texts **6.MLC.2**
- evaluates and demonstrates the importance of being able to move between cultures **6.MBC.1**
- applies knowledge of the cultures of Aboriginal communities to the production of texts **6.MBC.2**
- investigates strategies and demonstrates the capacity to build and extend language **6.BRC.1**
- applies knowledge of cultural protocols for the purpose of language building and extending **6.BRC.2**

## Content

Students:

- express ideas about Country, water and sky orally in the target language:
  - reflect on the interdependence of Country, water, sky, culture, language and a sense of identity 🖐️🌿🌐
  - apply increasing knowledge of vocabulary, text structures and language features to express ideas 🖐️⚙️
  - convey information appropriate to context, purpose and audience ⚙️🎓
  - interact by responding to and asking questions and sharing information ⚙️👥
- present ideas about Country, water and sky in writing in the target language:
  - experiment with translating simple texts between languages, and discuss which words and expressions translate easily and which do not have an equivalent meaning in the other language, and possible reasons for this ⚙️🌐⚠️
  - structure information and ideas coherently to construct original texts about Country, water and sky ⚙️🎓
  - experiment with language forms and features to compose texts for pleasure and enjoyment ⚙️🎓
  - compose texts in different modes and media ⚙️💻🎓
  - edit for meaning by refining ideas, re-ordering sentences and adding or substituting words for impact ⚙️🎓
  - consider and apply a range of strategies to improve their texts, including editing by re-reading and peer editing, checking accuracy of paragraphing, grammar, spelling and punctuation ⚙️🎓
  - use a range of software to create, edit, and publish texts appropriately and creatively 🎓💻⚙️
- identify differences between the target language, other Aboriginal languages, Aboriginal English and Standard Australian English:
  - investigate and compare concepts of location and place 🖐️⚙️🌐⚠️
  - identify how these concepts affect the target language grammar ⚙️🌐
  - construct texts demonstrating the use of accurate grammar ⚙️🎓⚠️
- investigate post-school options for the use of the target language:
  - review community protocols ⚙️🎓
  - investigate environmental and Country knowledge relating to self and others 🖐️🌿🌐
  - research in detail how the target language can be used in eco-tourism and conducting bush walks 🌿💻🌐📊★
  - research traditional conservation and sustainability practices 🌿
  - investigate the basic uses of bush tucker and bush medicines 🖐️🌿

*Aboriginal Languages Stage 6 Content Endorsed Course Syllabus*

- use a range of effective strategies for organising information and ideas  
- participate in collaborative processes for using the target language in eco-tourism, eg working with the community       .

## Elective Module 4: Stories and Storytelling

Indicative hours: 15–30

### Description

Stories and storytelling are fundamental to the passing down of Aboriginal languages and knowledge. This module develops students' skills in comprehension and communication through reading, viewing and, with permission, listening to traditional and contemporary stories in the target language.

This module also provides opportunities for students to communicate their own contemporary stories in the target language through storytelling and for students, with permission, to retell traditional stories. Individual and group oral, written and visual presentation skills are developed through organising information and selecting appropriate language to engage particular audiences.




### Outcomes

A student:

- understands and interprets information and ideas in spoken texts, responds appropriately and exchanges information in an Aboriginal language **6.UL.1**
- understands and interprets information and ideas in written texts and presents appropriate responses in a range of text types **6.UL.2**
- manipulates linguistic structures to express ideas in the target language for effective communication **6.UL.3**
- uses an Aboriginal language with accurate grammar and experiments with linguistic structures and features **6.UL.4**
- develops the capacity to solve linguistic problems in an Aboriginal language and English, and to refine the production of original texts in an Aboriginal language **6.MLC.1**
- demonstrates the ability to use a range of language resources to support the study and/or production of a range of texts **6.MLC.2**
- applies knowledge of the cultures of Aboriginal communities to the production of texts **6.MBC.2**
- investigates strategies and demonstrates the capacity to build and extend language **6.BRC.1**
- applies knowledge of cultural protocols for the purpose of language building and extending **6.BRC.2**

### Content

Students:

- analyse information in texts:
  - review available resources of traditional and modern stories in the target language and in English   



- apply increasing knowledge of vocabulary, text structures and language features to understand the contents of texts ⚙️🎓
- construct their own stories through the production of original texts in the target language:
  - apply increasing knowledge of vocabulary, text structures and language features to the content of texts ⚙️🎓
  - experiment with creating texts and discuss which words and expressions render easily and which do not ⚙️🎓🚫
  - experiment with language forms and features to compose texts that tell a story ⚙️
  - structure information and ideas coherently to express ideas and feelings ⚙️👥
  - compose texts in different modes and media ⚙️💻🎓
  - use a range of software to create, edit, and publish texts appropriately and creatively ⚙️🎓💻
- represent ideas about culture in stories:
  - apply knowledge of cultural protocols to storytelling 🖐️
  - reflect on the interdependence of culture, language and storytelling 🖐️🌐
  - compare cultural attitudes, values and beliefs expressed through the target language with those reflected in other languages 🖐️⚖️🌐🚫
  - investigate cultural differences in the making of meaning 🖐️⚙️🌐🚫
  - analyse and reflect on behaviours and practices in storytelling ⚙️
  - identify moral principles relevant to the students' community and create stories based on those principles 🖐️⚖️
- analyse and demonstrate knowledge of language forms and features:
  - edit for meaning by refining ideas, re-ordering sentences and adding or substituting words for impact ⚙️🎓
  - consider and apply a range of strategies to improve their texts, including editing by re-reading and peer editing, checking accuracy of paragraphing, grammar, spelling and punctuation ⚙️🎓
- organise ideas through storytelling performance:
  - use a range of strategies to maintain communication ⚙️👥
  - describe, narrate and reflect on real or imaginary experiences in the past, present or future ⚙️👥🗣️
  - convey information appropriate to context, purpose and audience ⚙️👥
  - use voice effects, eg tone, volume, pitch, pauses and change of pace, for specific effects ⚙️👥
  - use body language to communicate meaning 🖐️👥.

## Elective Module 5: Language and Performance: Song and Dance

Indicative hours: 15–30

### Description

This module develops students' skills in communicating in the target language through performances in song and dance.

Students explore local Aboriginal cultural knowledge and apply their knowledge of cultural protocols and IP in order to appropriately perform original, contemporary texts in the target language. They have opportunities to explore ways in which traditional and contemporary cultural meaning is conveyed through song and dance, and how language and movement are used to express cultural values and to represent people and cultures in texts.

### Outcomes

A student:

- understands and interprets information and ideas in spoken texts, responds appropriately and exchanges information in an Aboriginal language **6.UL.1**
- understands and interprets information and ideas in written texts and presents appropriate responses in a range of text types **6.UL.2**
- manipulates linguistic structures to express ideas in the target language for effective communication **6.UL.3**
- uses an Aboriginal language with accurate grammar and experiments with linguistic structures and features **6.UL.4**
- develops the capacity to solve linguistic problems in an Aboriginal language and English, and to refine the production of original texts in an Aboriginal language **6.MLC.1**
- demonstrates the ability to use a range of language resources to support the study and/or production of a range of texts **6.MLC.2**
- applies knowledge of the cultures of Aboriginal communities to the production of texts **6.MBC.2**
- investigates strategies and demonstrates the capacity to build and extend language **6.BRC.1**
- applies knowledge of cultural protocols for the purpose of language building and extending **6.BRC.2**

### Content

Students:

- explore ideas about culture through song and dance:
  - reflect on the interdependence of land, culture, language and a sense of identity 🖐️🌐👉🔗
  - apply knowledge of cultural protocols and IP 🖐️

- compare cultural attitudes, values and beliefs expressed through the target language with those reflected in other languages 🖐️ ⚖️ 🌐 🗣️ 🚫
- contrast cultural differences in the making of meaning 🖐️ ⚖️ 🌐 🚫
- analyse and reflect on behaviours and practices in language use ⚙️
- apply listening and other communication strategies in group discussions and negotiations 🗣️
- exchange information, choreography, opinion and experience in the target language:
  - select and explain appropriate vocabulary for choreography ⚙️ 🗣️
  - demonstrate understanding of gestures and movement 🗣️
  - respond to instructions ⚙️ 🗣️
- gather information in texts in the target language:
  - access available resources on song in the community
  - access available resources on dance in the community
  - apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts 🎓 ⚙️
- construct original texts in the target language:
  - experiment with translating simple texts between languages, and discuss which words and expressions translate easily and which do not have an equivalent meaning in the other language, and possible reasons for this 🎓 🚫 ⚙️
  - apply knowledge of language structures to create original texts to express ideas and feelings 🎓 🗣️ ⚙️
  - experiment with language forms and features to construct original texts in the target language 🎓 ⚙️
  - use collaborative processes to create a performance in the target language, exploring the use of text, sound, music, dance and images 🖥️ 🗣️ ⚙️
  - use a range of software to create, edit, and publish texts appropriately and creatively 🖥️ 🎓 ⚙️
- recognise and apply knowledge of language forms and features:
  - edit for meaning by refining ideas, re-ordering sentences and adding or substituting words for impact 🎓 ⚙️
  - consider and apply a range of strategies to improve their texts, including editing by re-reading and peer editing, checking accuracy of paragraphing, grammar, spelling and punctuation 🎓 ⚙️ .

## Elective Module 6: Speeches and Speechmaking

Indicative hours: 15–30

### Description

This module develops students' comprehension skills in the target language through the analysis of a range of speeches. Students then write their own speeches in the target language.

The module also provides students with opportunities to present speeches, either live or by a recording, at different events and for diverse audiences and purposes. Students develop individual oral and visual presentation skills.

### Outcomes

A student:

- understands and interprets information and ideas in spoken texts, responds appropriately and exchanges information in an Aboriginal language **6.UL.1**
- understands and interprets information and ideas in written texts and presents appropriate responses in a range of text types **6.UL.2**
- manipulates linguistic structures to express ideas in the target language for effective communication **6.UL.3**
- uses an Aboriginal language with accurate grammar and experiments with linguistic structures and features **6.UL.4**
- develops the capacity to solve linguistic problems in an Aboriginal language and English, and to refine the production of original texts in an Aboriginal language **6.MLC.1**
- demonstrates the ability to use a range of language resources to support the study and/or production of a range of texts **6.MLC.2**
- applies knowledge of the cultures of Aboriginal communities to the production of texts **6.MBC.2**
- investigates strategies and demonstrates the capacity to build and extend language **6.BRC.1**
- applies knowledge of cultural protocols for the purpose of language building and extending **6.BRC.2**

### Content

Students:

- recognise and interpret information in texts in the target language:
  - access available resources on speeches in the target language and in English 🇺🇸
  - apply increasing knowledge of vocabulary, text structures and language features to understand the contents of texts 🎓 ⚙️

- investigate and understand how the contexts of texts affect vocabulary, text structures and language features 🎓 ⚙️
- express ideas about culture in speeches in the target language:
  - reflect on the interdependence of culture, language and speechmaking 🗋️ ⚙️
  - compare cultural attitudes, values and beliefs expressed through the target language with those reflected in other languages 🗋️ ⚖️ 🇺🇸 ⚙️
  - apply knowledge of cultural protocols to the production and presentation of speeches 🗋️
  - analyse and reflect on cultural differences in the making of meaning 🗋️ ⚙️
  - analyse and reflect on behaviours and practices in speechmaking ⚙️
  - identify moral principles relevant to their community and create stories based on those principles ⚖️ 🗋️
- construct original texts in the target language:
  - apply increasing knowledge of vocabulary, text structures and language features to the content of texts 🎓 ⚙️
  - experiment with constructing texts, and discuss which words and expressions render easily and which do not 🎓 ⚙️
  - experiment with language forms and features to compose texts that tell a story 🎓 ⚙️
  - structure information and ideas coherently 🎓 ⚙️
  - express ideas and feelings 🎓 👤 ⚙️
  - compose texts in different modes and media 🖥️ 🎓 ⚙️
  - use a range of software to create, edit, and publish texts appropriately and creatively 🖥️ 🎓 ⚙️
- recognise and apply knowledge of language forms and features:
  - edit for meaning by refining ideas, re-ordering sentences and adding or substituting words for impact 🎓 ⚙️
  - consider and apply a range of strategies to improve their texts, including editing by re-reading and peer editing, checking accuracy of paragraphing, grammar, spelling and punctuation 🖥️ 🎓 ⚙️
- express ideas through making speeches in the target language:
  - use a range of strategies to maintain communication 👤 ⚙️
  - describe, narrate and reflect on real or imaginary experiences in the past, present or future 👤 🇺🇸 ⚙️
  - convey information appropriate to context, purpose and audience 👤 🇺🇸 ⚙️
  - use voice effects, eg tone, volume, pitch, pauses and change of pace, for specific effects 👤 ⚙️
  - use body language to communicate information 👤 ⚙️.

## **Elective Module 7: Protocols and Language**

**Indicative hours: 15–30**

### **Description**

This module develops students' awareness of the integral role of community involvement and consultation in the maintenance and revival of Aboriginal languages. It develops students' skills in analysis, planning and communication for effective community consultation. The module enhances students' knowledge of cultural and IP ownership and its application in a range of contexts.

The role of the Elders, who are custodians of the target language, and of the language communities in language revival is reinforced. The module emphasises that it is parents and caregivers who are the first teachers of language and who are responsible for interpretations being transmitted to any future teaching of the language.

### **Outcomes**

A student:

- understands and interprets information and ideas in spoken texts, responds appropriately and exchanges information in an Aboriginal language **6.UL.1**
- understands and interprets information and ideas in written texts and presents appropriate responses in a range of text types **6.UL.2**
- manipulates linguistic structures to express ideas in the target language for effective communication **6.UL.3**
- uses an Aboriginal language with accurate grammar and experiments with linguistic structures and features **6.UL.4**
- develops the capacity to solve linguistic problems in an Aboriginal language and English, and to refine the production of original texts in an Aboriginal language **6.MLC.1**
- demonstrates the ability to use a range of language resources to support the study and/or production of a range of texts **6.MLC.2**
- evaluates and demonstrates the importance of being able to move between cultures **6.MBC.1**
- applies knowledge of the cultures of Aboriginal communities to the production of texts **6.MBC.2**
- investigates strategies and demonstrates the capacity to build and extend language **6.BRC.1**
- applies knowledge of cultural protocols for the purpose of language building and extending **6.BRC.2**

## Content

Students:

- investigate the processes of community consultation with Elders, families and language communities regarding the use of Aboriginal languages:
  - recognise and appreciate the diversity of communities and stakeholder interests in Aboriginal languages 🗳️
  - explain some protocols of on-Country or off-Country language use ⚖️🌐🗳️
  - investigate practical aspects of community consultation for effective engagement
  - explain the difference between a 'Welcome to Country' and an 'Acknowledgement of Country'
  - develop communication skills associated with consultation processes and events 👤🌐
  - explore traditional and contemporary community terms associated with naming Aboriginal language, eg lingo, mother tongue ⚖️🌱👤
  - investigate the role of the community in language building as a strategy for extending vocabulary ⚙️🎓
- develop skills of collaboration to contribute to language maintenance and development:
  - review knowledge of protocols and IP associated with language ownership ⚖️🗳️
  - explain strategies for the protection of Aboriginal languages and cultural property 🗳️⚖️🗳️🗳️
  - identify appropriate methods for seeking permission to speak and teach the target language 🌐🗳️
  - explore the significance of IP used in a range of technologically diverse contexts 🖥️⚖️🌐
- explain the roles of Elders, families and language communities in the maintenance and revival of the target language:
  - describe the custodial role of Elders in language and cultural maintenance 🗳️👤
  - identify the historical contribution to Aboriginal language maintenance and revival made by local families 🗳️👤
  - describe what constitutes a language community 👤🗳️
  - explain the function and contribution of Aboriginal language communities within New South Wales 🗳️🌐👤.

## **Elective Module 8: Comparative Aboriginal Languages Study within Australia**

**Indicative hours: 15–30**

### **Description**

This module provides opportunities for students to develop an understanding of the linguistic and sociocultural commonalities and dissimilarities across several Australian Aboriginal languages.

Through a comparative study, students develop skills, extend their knowledge and apply this knowledge to an analysis of another Aboriginal language. Students also investigate how Aboriginal languages help their understanding of their cultural identity.

Students develop general linguistic knowledge of the complexity of and variation between Aboriginal languages. They also investigate the similarities and differences between some Pama–Nyungan languages including the fact that there can be groups of closely related languages. Students understand some of the differences between Standard Australian English and Australian Aboriginal languages.

### **Outcomes**

A student:

- understands and interprets information and ideas in spoken texts, responds appropriately and exchanges information in Aboriginal languages **6UL.1**
- understands and interprets information and ideas in written texts and presents appropriate responses in a range of text types **6UL.2**
- demonstrates the ability to use a range of language resources to support the study and/or production of a range of texts **6.MLC.2**
- evaluates and demonstrates the importance of being able to move between cultures **6.MBC.1**
- applies knowledge of the cultures of Aboriginal communities to the production of texts **6.MBC.2**
- investigates strategies and demonstrates the capacity to build and extend language **6.BRC.1**
- applies knowledge of cultural protocols for the purpose of language building and extending **6.BRC.2**
- investigates contemporary, international Indigenous language maintenance and revival initiatives **6.BRC.3**



## Content

Students:

- investigate locational and physical features of Aboriginal languages and explain how these have affected the survival of the language:
  - develop knowledge about the target language and comparative language by researching the post-occupation histories of the communities within the languages' nation; in particular, the impacts on connection to Country 🖐️
  - present and explain research findings about the distribution and location of the target and comparative languages, and neighbouring languages 🖐️
  - reflect on the status of each language, including their linguistic ecology, eg health, use, reclamation status, acknowledgement/recognition status 🖐️
- investigate some linguistic features of the target and comparative language, with a view to appreciating similarities and differences in sound systems, words, structure and form:
  - research some features of these languages and comment on the degree of linguistic similarities and differences 🌐 ✎️
  - compare the sound systems found in the languages and some differences between these and Standard Australian English ✎️
  - investigate lexical features, including the use of suffixes and a comparison of the pronouns of languages ✎️
  - investigate grammatical features such as verb structure and word order
  - express ideas in written texts, using the target and comparative language
  - experiment with composing several imagined texts that demonstrate the linguistic similarities and differences between these languages ✎️
  - experiment with composing and using spoken texts that demonstrate intercultural communication in familiar situations, eg greetings, and asking and responding to simple questions 🌐 👤
  - research the influences of Standard Australian English on both languages, with particular reference to their impact on the meaning of words and grammatical features such as word order and pronunciation of these Aboriginal languages ✎️
  - investigate issues of linguistic influence and explain how this influences the reclamation of Aboriginal languages ✎️
- investigate cultural contexts of Aboriginal languages:
  - reflect on key cultural connections and how these situate each language 🌐 🖐️
  - discuss more generally the relationship between language and community concept of Country and Aboriginal identity 🖐️
  - identify and discuss evidence from within the target language and/or comparative language and how this connection to Country is represented within the language(s) 🌐 🖐️.

## Elective Module 9: International Experiences in Indigenous Language Maintenance and Revival

Indicative hours: 15–30

### Description

This module develops students' knowledge of endangered languages around the world and the efforts that language communities are making to revive their use. Students study the history and causes of language endangerment, and the different strategies of language teaching and learning that have been developed for language revival. They learn how languages change when they are being revitalised after loss.

Students develop skills in web research and in reading and understanding literature on language revitalisation around the world. They learn how youth in other countries relate to their heritage language in different and creative ways and how dedicated individuals provide leadership in revitalisation of their heritage tongue. Students also learn how they can use the context of language loss and revitalisation around the world to enrich their understanding of their own life experiences and to project possible future relationships with their own heritage languages.

### Outcomes

A student:

- evaluates and demonstrates the importance of being able to move between cultures **6.MBC.1**
- investigates strategies and demonstrates the capacity to build and extend language **6.BRC.1**
- investigates contemporary, international Indigenous language maintenance and revival initiatives **6.BRC.3**

### Content

Students:

- demonstrate knowledge of the nature, history and status of linguistic diversity, and identify factors leading to language endangerment in other countries, both historical and present-day:
  - learn about some of the measures that are used to determine the level of health or endangerment of languages 🌐 ⚙️
  - investigate language families and language maps of other regions of the world 🌐 a
  - investigate measures that are used to determine the level of health or endangerment of languages, including the Graded Intergenerational Disruption Scale (GIDS), the Expanded Graded Intergenerational Disruption Scale (EGIDS), UNESCO's Language Vitality and Endangerment scale, and the Ethnologue ⚙️ a
  - investigate historical events leading to decline of languages, especially in New Zealand, North America and Europe 🌐 📖

- discuss present-day factors around the world that still obstruct the use of endangered languages 🌐 🗂️ 📖
- demonstrate knowledge of the major programs, methods and strategies that Indigenous and minority communities around the world are using to maintain or revitalise their languages:
  - read and discuss assigned reading on endangered languages and language revitalisation 📖
  - contrast strategies that need to be considered for languages in different conditions, eg languages in areas of great versus low diversity, languages with large versus small populations, languages with many versus few or no native speakers 🌐 🗂️
  - research widely used revitalisation programs and language teaching and learning methods, eg language nests, immersion schools, the Master-Apprentice Language Learning program, the ‘Where are your keys’ method, Dr Stephen Greymorning’s ‘Accelerated Second Language Acquisition’ method, and learning from documentation 🗂️ 🌐 🗂️
  - investigate new literacy and writing systems that have emerged in language revitalisation 📖
  - become comfortable with terminology used in the literature 📖
  - browse and do research on some of the websites relevant to language revitalisation 🗂️ 🌐 📖
  - choose particular language revitalisation programs or particular communities working to revitalise their languages, to study and report on 🌐 📖
- understand the ways that linguistics and linguistic documentation can be helpful to language maintenance and revitalisation:
  - understand the notion of ‘sleeping languages’ 🗂️
  - develop understanding of ways in which people whose languages have no speakers can learn their language from documentation 🗂️
  - read about programs that focus on accessing and using documentation for language learning 🌐
  - examine limitations of linguistic approaches to language revitalisation 📖
- read and discuss past and current language policies and political conflicts about languages around the world:
  - read and discuss assigned references on language policy in other nations and international organisations (eg United Nations, European Union) as well as Indigenous/minority communities 🌐 🗂️ 📖
  - investigate political conflicts around language that affect the health of endangered languages, eg the USA ‘Official language’ movement, ‘No child left behind’ and ‘Core curriculum’ 🌐 🗂️
  - develop internet skills to research current language policies of nations and international organisations 🗂️ 🌐 🗂️ 📖

- use the context of language loss and revitalisation around the world to enrich understanding of their own life experiences and to project possible future relationships with their heritage languages:
  - research how individuals around the world have made a difference to the survival of their languages 📖 🌐 🗣️
  - discover how youth in other countries are relating to their languages 🌐 🗣️
  - discuss options individuals have for promoting one's heritage tongue, eg learning it, using it in public, using it with one's family, developing a language club, creating songs and poetry, teaching it to others 🙋.

## **Elective Module 10: Aboriginal Languages and Information and Communication Technology (ICT)**

**Indicative hours: 30**

### **Description**

This module develops students' skills in and knowledge of information and communication technology (ICT) to enable them to participate in the recording, preservation, delivery and exchange of the target language for a range of purposes and audiences. The ICT elective module provides opportunities for students to plan, produce and store digital resources for the target language and contribute to the sustainability of the target language.

This module develops students' knowledge of and skills in managing IP matters associated with recording cultural and linguistic materials. The role of consultation and community endorsement in the development of Aboriginal languages and cultural resources is examined.

### **Outcomes**











A student:

- understands and interprets information and ideas in spoken texts, responds appropriately and exchanges information in an Aboriginal language **6.UL.1**
- understands and interprets information and ideas in written texts and presents appropriate responses in a range of text types **6.UL.2**
- manipulates linguistic structures to express ideas in the target language for effective communication **6.UL.3**
- uses an Aboriginal language with accurate grammar and experiments with linguistic structures and features **6.UL.4**
- develops the capacity to solve linguistic problems in an Aboriginal language and English, and to refine the production of original texts in an Aboriginal language **6.MLC.1**
- demonstrates the ability to use a range of language resources to support the study and/or production of a range of texts **6.MLC.2**
- applies knowledge of the cultures of Aboriginal communities to the production of texts **6.MBC.2**
- investigates strategies and demonstrates the capacity to build and extend language **6.BRC.1**
- applies knowledge of cultural protocols for the purpose of language building and extending **6.BRC.2**

## Content

Students:

- demonstrate understanding of community consultation processes for the endorsement and production of ICT resources in the target language:
  - demonstrate capacity to modify communication to effectively engage with language communities and a range of stakeholders 🖐️ ⚙️
  - demonstrate knowledge of their target language community including key figures and their roles 🖐️
  - develop project planning skills for the purpose of consultation on language resources ⚙️
- discuss the Indigenous cultural and intellectual property (ICIP) issues associated with developing language resources:
  - demonstrate knowledge of and skills in ICIP associated with the protection of Aboriginal languages and cultural heritage 🖐️ 💻
  - understand concepts of ‘ownership’ of ICIP and the range of responsibilities involved in resource production 🖐️
  - investigate the adaptation and evolution of languages to match ICT needs, ie new words for technology, abbreviations and hybridisation in social media 💻
  - develop language resources for speakers and learners of the target language for the benefit of practice and sharing data 💻 🎓
- investigate the role and use of ICT in increasing the accessibility of information of the target language for a range of audiences including the language community:
  - investigate the capacity of interactive environments for teaching the target language 💻
  - demonstrate the use of features of interactive environments in order to teach the target language 💻
  - use ICT for the production of texts and visual prompts that can be accessed by a range of audiences 💻
- apply and deliver the target language to a range of audiences through ICT:
  - understand the process of developing archival records to deliver audio-recorded lessons of spoken text for the purpose of future learning and teaching 💻
  - research a range of digital tools for Aboriginal language use 💻
  - develop and produce stimulating contemporary Aboriginal language revival materials 💻 🎓
  - use ICT to promote the use of the target language, eg social media 💻

- create and develop ICT resources to integrate virtual interactive mapping of the target language:
  - analyse and record linguistic structures using spoken language  
  - use technology to produce recordings of letter sounds, words and visual images for learning purposes of the target language 
  - understand the explicit grammatical linguistic structures and the formation of sentences to communicate the target language  
- design and use computer programs to support the use of the target language:
  - use the target language to investigate appropriate text and visual features for developing language and cultural resources and information using ICT  
  - present target language data and program design to an audience using ICT 
  - design interactive activities using ICT for differentiated learning abilities  .

## **Elective Module 11: School-developed module**

**Indicative hours: 15–30**

### **Description**

Schools, in partnership with their local Aboriginal community, may develop one or two school-developed modules provided that, in total, they do not exceed 25 percent of course time. The module(s) should meet identified student and/or local needs and may be developed in association with groups such as Aboriginal language centres or community organisations.

The modules should be based on and identify particular course outcomes and structured in a similar way to the other modules in the syllabus. Care should be taken to ensure that the content is not duplicated in other Stage 6 courses.

### **Outcomes**

A student:

- understands and interprets information and ideas in spoken texts, responds appropriately and exchanges information in an Aboriginal language **6.UL.1**
- understands and interprets information and ideas in written texts and presents appropriate responses in a range of text types **6.UL.2**
- manipulates linguistic structures to express ideas in the target language for effective communication **6.UL.3**
- uses an Aboriginal language with accurate grammar and experiments with linguistic structures and features **6.UL.4**
- develops the capacity to solve linguistic problems in an Aboriginal language and English, and to refine the production of original texts in an Aboriginal language **6.MLC.1**
- demonstrates the ability to use a range of language resources to support the study and/or production of a range of texts **6.MLC.2**
- evaluates and demonstrates the importance of being able to move between cultures **6.MBC.1**
- applies knowledge of the cultures of Aboriginal communities to the production of texts **6.MBC.2**
- investigates strategies and demonstrates the capacity to build and extend language **6.BRC.1**
- applies knowledge of cultural protocols for the purpose of language building and extending **6.BRC.2**



### Examples of modules that may be developed by schools

- Local media and Aboriginal languages
- Aboriginal languages and theatre
- Tourism and the target language
- Linguistics and the target language
- Aboriginal languages and legal contexts
- Using an Aboriginal language in my home

### Sample content

Students:

- demonstrate knowledge of the key issues addressed in the module:
  - develop an e-portfolio, including personal recordings and text, using the target language and include evaluative statements as evidence of research and learning 🗃️ ⚙️ 🖱️ 💻
  - describe and explain the protocols that were followed to investigate the key issues 🖱️ ⚖️
  - present findings at a community meeting or at a gathering with community members present 🖱️ ⚖️
- propose further target language maintenance and revival opportunities associated with key issues in the module:
  - incorporate findings from their inquiry in a report 🖱️ 💻
  - evaluate the representations of the target language in public collections, eg the State Library of NSW and the Australian Institute of Aboriginal and Torres Strait Islander Studies, and private collections, eg local museums 🖱️ 💻
  - develop a rationale to be included in a funding application to support a new project that builds on their previous research 💻 🎓.

## Core Module B: Building Local Aboriginal Language Capacity

### Indicative hours: 30

This module will be completed within a 240-hour program, directly after 120 hours of study.

### Description

This module builds on students' skills in communicating in the target language as they develop a range of strategies to support their speaking. The module provides opportunities for students to develop their writing skills to produce complex original texts in the target language. Students investigate the target language as a sophisticated system of communication, comparing it with English and other Aboriginal languages.

Students consult with community and stakeholders as they investigate and engage in techniques of language building as a strategy for extending language.

### Outcomes

A student:

- understands and interprets information and ideas in spoken texts, responds appropriately and exchanges information in an Aboriginal language **6.UL.1**
- understands and interprets information and ideas in written texts and presents appropriate responses in a range of text types **6.UL.2**
- manipulates linguistic structures to express ideas in the target language for effective communication **6.UL.3**
- uses an Aboriginal language with accurate grammar and experiments with linguistic structures and features **6.UL.4**
- develops the capacity to solve linguistic problems in an Aboriginal language and English, and to refine the production of original texts in an Aboriginal language **6.MLC.1**
- demonstrates the ability to use a range of language resources to support the study and/or production of a range of texts **6.MLC.2**
- applies knowledge of the cultures of Aboriginal communities to the production of texts **6.MBC.2**
- investigates strategies and demonstrates the capacity to build and extend language **6.BRC.1**
- applies knowledge of cultural protocols for the purpose of language building and extending **6.BRC.2**

### Content

Students:

- present ideas for speaking, to communicate in the target language:
  - listen for meaning ❄️
  - express ideas and feelings ❄️ 👤

- use an increasing range of strategies to maintain communication ⚙️
- convey complex information appropriate to context, purpose and audience ⚙️
- initiate and maintain interaction by responding to and asking questions and sharing information ⚙️
- structure information and ideas coherently ⚙️
- use appropriate language features to enhance communication, eg tone, intonation, interjections ⚙️
- use increasingly sophisticated and culturally appropriate kinship terms 🙌
- use signs/body language 🙌 ⚙️
- recognise information in texts in the target language:
  - use contextual and other clues to infer meaning from increasingly complex texts ⚙️
  - access available resources to help comprehension of increasingly complex texts, eg dictionaries, word lists 🖥️ 📖
- construct original texts in the target language:
  - use textual conventions, eg punctuation ⚙️ 🎓
  - express complex ideas and feelings in writing ⚙️ 🎓
  - translate texts between languages, and explore which words and expressions translate easily and which do not have an equivalent in the other language, and possible reasons for this 🙌 ⚙️ 🎓
  - adapt increasingly complex models of texts to different contexts and situations ⚙️ 🎓
  - access available resources to assist in composing original texts, eg dictionaries, word lists 🖥️ 📖
- experiment with the effect of syntax on meaning in the target language:
  - investigate the way text content is presented and how ideas and information are sequenced ⚙️ 🎓
  - experiment with the ways in which words, phrases and sentences are constructed, eg how words are modified for grammatical effect ⚙️
  - select and incorporate particular vocabulary and structures to achieve specific communication goals ⚙️ 🎓
- compare and contrast the target language and Standard Australian English:
  - investigate increasingly complex concepts of ‘place’ and ‘time’ in the target language 🙌 ⚙️ 🎓
  - select and incorporate key terms and concepts in speaking and writing ⚙️ 🎓

- create their own stories through the production of texts in the target language:
  - apply increasing knowledge of vocabulary, text structures and language features to the content of texts 🌀🎓
  - experiment with language forms and features to compose increasingly complex texts that tell a story 🌀🎓
  - structure information and ideas coherently 🌀
  - express increasingly complex ideas and feelings 🌀👥
  - compose texts in different modes and media 🌀💻
  - use a range of software to create, edit, and publish texts appropriately and creatively 💻🎓🌀
- assess and interpret the target language forms and features:
  - edit for meaning by refining ideas, re-ordering sentences and adding or substituting words for impact 🌀💻🎓
  - consider and apply a range of strategies to improve their texts, including editing by re-reading and peer editing, checking accuracy of paragraphing, grammar, spelling and punctuation 🌀
- examine the Indigenous cultural and intellectual property (ICIP) issues associated with developing and extending the target language:
  - identify target language stakeholders and the importance of consultation 🤝⚖️
  - understand concepts of ‘ownership’ of ICIP and the range of responsibilities involved in language building 🤝⚖️
  - explain the ethical issues associated with Aboriginal languages and language building 🤝⚖️
  - investigate the adaptation and evolution of languages to match the needs of modern society, ie new words for technology, time, education 🌀
  - consider and apply a range of strategies to extend the target language 🌀.

### 13. Foundation skills (VET)

Foundation skills (VET) encompass both the core skills of reading, writing, oral communication, numeracy and learning as described in the [Australian Core Skills Framework](#) (ACSF), as well as the non-technical skills, knowledge and understanding that underpin successful participation in work as described in the [Core Skills for Work Developmental Framework](#) (CSfW) often referred to as employability skills and include problem-solving, collaboration and self-management.

Developers of national training packages must ensure that foundation skills are explicit and recognisable within the training package. Language, literacy, numeracy and employment skills are essential to performance.

### 14. Assessment and reporting

The information in this section of the syllabus relates to the requirements of BOSTES for assessing and reporting student achievement in the Aboriginal Languages Stage 6 CEC for the Higher School Certificate (HSC).

#### Assessment

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes that include:

- assisting student learning
- evaluating and improving teaching and learning
- providing evidence of satisfactory achievement and completion of the Preliminary course
- providing evidence of satisfactory completion of and results for the HSC course.

#### Reporting

Schools are responsible for providing a grade to each student who completes a Stage 6 course, to represent that student's achievement. The grade is reported on the student's Record of School Achievement (RoSA) or HSC Record of Achievement. Further information about [awarding grades](#) is available.

## Assessment components and weightings

There is no external examination of students in the Aboriginal Languages Stage 6 CEC. The allocation of weighting to particular tasks is the responsibility of individual schools, but the percentage allocated to each assessment component must be maintained.

The assessment component consists of:

- knowledge and understanding outcomes and course content
- skills outcomes and course content.

<b>Component</b>	<b>Weighting (%)</b>
Knowledge and understanding	30
Skills	70

Strategies and instruments used for assessment may include the following:

- folio of evidence of learning (spoken and/or written)
- response to stimulus material
- production of original texts
- analysis of texts
- enquiry-based assignments and projects: investigation of an Aboriginal language topic.

## 15. Glossary

<b>Aboriginal English</b>	the first, or home language, of many Aboriginal communities. It differs from other varieties of English in systematic ways including sounds, grammar, words and their meanings, and language use. In subtle ways Aboriginal English is a powerful vehicle for the expression of Aboriginal identity. However, it is not appropriate for Aboriginal English to be taught in a languages program in schools as it is a dialect of English, not a language other than English
<b>Aboriginal person/people(s)</b>	the first peoples of Australia except those of the Torres Strait Islands. See <i>Indigenous</i>
<b>aesthetic</b>	having an appreciation of beauty
<b>allophone</b>	one or more variants of a single phoneme
<b>choreography</b>	the art and craft of planning and arranging dance movements into a meaningful whole
<b>collaborative learning</b>	an interactive approach to teamwork that enables students to combine their individual skills and resources to generate creative solutions to mutually defined problems
<b>colonisation</b>	a process by which a different system of government is established by one nation over another group of peoples. It involves the colonial power asserting and enforcing its sovereignty or right to govern according to its own laws rather than by laws of the colonised
<b>community(ies)</b>	community is about interrelatedness and is central to shared conceptions of belonging. Aboriginal peoples may belong to more than one community. Important elements of community are identification with Country or location, family ties and shared experience
<b>consultation</b>	the involvement of representatives from the relevant community(ies) in the planning, appropriate implementation and assessment of the syllabus. To pursue the idea of teaching an Aboriginal language, a wide range of local Aboriginal organisations should be approached in person. To ensure that all owners and custodians are reached, the consultation process should be ongoing and will take time
<b>context</b>	the range of personal, social, historical, cultural and workplace conditions in which a text is responded to and composed
<b>conventions</b>	accepted practices or features that help define textual forms and meaning

<b>copyright</b>	the legal protection provided to the creators of original works and makers of sound recordings and films, preventing unauthorised copying or exploitation by others
<b>Country</b>	an area that is traditionally owned and looked after by an Aboriginal language group or community or certain people within that group. The term may indicate more than simply a geographical area; it is also a concept that can encompass the spiritual meanings and feelings of attachment associated with that area
<b>creole</b>	a language that has developed from a combination of different languages and has become the predominant or popular language of a place
<b>cross-cultural</b>	the influence of diverse cultures on one another
<b>cultural heritage</b>	the continuity, from one generation to another, of a group's culture, values and attitudes, including knowledge, language, the arts, rituals, performances, sites and objects. This does not preclude the possibility of change over time
<b>culture</b>	the social practices of a particular people or group, including shared language, beliefs, values, knowledge, customs and lifestyle
<b>custodians</b>	in Aboriginal communities, an individual charged with maintaining and passing on particular elements of cultural significance, eg language, stories, songs, rituals and imagery. See <i>owners</i>
<b>digraph</b>	a pair of letters representing a single speech sound, eg <i>ng</i>
<b>ecology</b>	a term used to describe the view that languages can be studied as living entities that are interrelated and that relate to their environments
<b>Elders</b>	the custodians of knowledge and lore. They are chosen and accepted by their own communities as people who have the permission to disclose cultural knowledge and beliefs. Recognised Elders are highly respected people within Aboriginal communities. Proper consultation with local Aboriginal communities will often direct schools to recognised Elders
<b>ellipsis</b>	a mark or marks in a text that indicate an omission or suppression of letters or words
<b>first language(s)</b>	the first language(s) that a person learns to speak
<b>fricative</b>	a consonant that is formed by constricting the flow of air somewhere in the vocal apparatus so that a friction sound is produced. A fricative is also known as a spirant



<b>genre</b>	a category of text that can be recognised by specific aspects of its subject matter, form and language
<b>heritage language</b>	the language that someone learns at home as a child where it is a minority language in society, but because of growing up with a dominant language, the speaker is more competent and feels more comfortable communicating in the latter
<b>identity</b>	belief in, and acceptance of, who you are as determined by your culture; an awareness of being an individual and a member of a group(s)
<b>Indigenous</b>	internationally recognised term for the first people of a land. In NSW the term Aboriginal person/people(s) is preferred. See <i>Aboriginal person/people(s)</i>
<b>Indigenous cultural and intellectual property (ICIP)</b>	includes objects, sites, cultural knowledge, cultural expression and the arts, that have been transmitted or continue to be transmitted through generations as belonging to a particular Indigenous group or Indigenous people as a whole or their territory. See <i>intellectual property (IP)</i>
<b>intellectual property (IP)</b>	non-material assets such as forms of cultural expression that belong to a particular individual or community. IP rights refer to the rights that the law grants to individuals for the protection of creative, intellectual, scientific and industrial activity, such as inventions. Such rights are for the protection of economic interest in novel, inventive and/or creative effort. See Indigenous <i>cultural and intellectual property (ICIP)</i>
<b>intonation</b>	the pattern or melody of pitch changes in connected speech, especially the pitch pattern of a sentence
<b>kinship</b>	a key aspect of Aboriginal cultures and values. It includes the importance of all relationships and of being related to and belonging to the land
<b>koine</b>	a language that has arisen as a result of contact between dialects or closely related languages. It can function as a regional <i>lingua franca</i>
<b>land</b>	a specific area, including its physical, linguistic and spiritual features, to which a nation or community belongs. It is a profound spiritual basis of Aboriginal heritage. See <i>Country, place</i>
<b>language awareness</b>	a type of language program that develops an understanding of the forms of a language rather than the capacity to use it to communicate. For Aboriginal languages, this program typically occurs in locations where historical language loss is extreme and few tangible records have survived
<b>language forms/features</b>	the symbolic patterns and conventions that shape meaning in texts. These vary according to the particular mode or medium of production of each text

<b>language group</b>	an Aboriginal community identified with a common language, both verbal and nonverbal, and with a particular territory. Used in preference to the term 'tribe'. See <i>nation</i>
<b>language modes</b>	listening, speaking, reading, writing, viewing and representing. These modes are often integrated and interdependent activities used in responding to and composing texts. It is important to realise that any combination of the modes may be involved in responding to or composing print, sound, visual or multimedia texts. The refinement of the skills of any one of the modes develops skills in the others. Students need to build on their skills in all language modes
<b>language program(s)</b>	used in Australia to describe a range of approaches to the maintenance and revival of Aboriginal languages, eg first language maintenance program(s), second language learning program(s), language revival program(s) and language awareness program(s). Within language revival program(s), terms such as 'language revitalisation', 'language renewal' and 'language reclamation' are also used. This is different from a teaching and learning program
<b>language revitalisation</b>	the range of strategies for increasing knowledge and use of a language that is no longer spoken fluently across all generations. Also referred to as <i>language revival</i>
<b>lexical features</b>	the words or the vocabulary of a language as distinguished from its grammar and construction
<b>lingua franca</b>	a language or dialect used within a linguistically diverse context to make regular communication possible
<b>linguistics</b>	the systematic study of language
<b>medium</b>	the physical form in which the text exists or through which the text is conveyed
<b>metalanguage</b>	the language used to describe and discuss language, eg noun, verb, preposition, paragraph
<b>mnemonic</b>	a technique that helps memorisation, eg a rhyme or formula
<b>module</b>	a component of a course in the syllabus
<b>morpheme</b>	the smallest meaningful unit in the grammar of a language, eg the word 'bees' has two morphemes; 'bee' to indicate the insect and 's' to indicate the plural form of the word
<b>mother tongue</b>	a first language, also native language
<b>multimedia</b>	the combined use of media such as text, graphics, music and voice for communication purposes, eg in CD-ROMs, DVDs, videos, computer games

<b>nation</b>	group of people having a common descent, language and history. It is a preferable term to 'tribe'. <i>Nation</i> is an all-encompassing term referring to the common and shared sense of identity of a group of people. There may be some linguistic variation within a language nation. See <i>language group</i>
<b>off-Country</b>	taking place away from Aboriginal land or Country of origin
<b>on-Country</b>	taking place on Aboriginal land or Country of origin
<b>orthography</b>	written representation of language
<b>owners</b>	each Aboriginal language is recognised as belonging to a particular geographical area and thus to the people who can claim a connection to that area. Aboriginal community members acquire ownership of their language(s) at birth. Language proficiency is not essential for ownership. See <i>custodians</i>
<b>Pama–Nyungan languages</b>	the Pama–Nyungan languages are the most widespread family of first languages of Australia that consist of approximately 300 languages. The term is derived from the Pama languages of the north-east and the Nyungan languages of the south-west
<b>paradigm</b>	organising principles and underlying beliefs that form the basis of a set of shared concepts
<b>paralanguage</b>	the systems of sounds and body language we use to express ourselves and to communicate with others, either in addition to words or instead of words, eg using hands while talking, facial expressions, tone of voice
<b>perspective</b>	a way of regarding situations, facts and texts, and evaluating their relative significance
<b>phoneme</b>	the smallest unit in the sound system of a language
<b>phonology</b>	the study of the sound system of a language, especially regarding speech sounds such as phonemes
<b>pidgin</b>	a simplified language that develops as a means of communication for speakers who do not have a common language
<b>place</b>	a specific area including its physical, linguistic and spiritual features
<b>popular culture</b>	cultural experiences widely enjoyed by members of various groups within the community
<b>principles</b>	guiding requirements and obligations of right conduct

<b>protocols</b>	appropriate ways of behaving, communicating and showing respect for diversity of history and culture. This involves appreciation of the knowledge, standing and status of people within the local Aboriginal community and the school community. Protocols inevitably vary between communities, and between people within a community. In establishing a partnership between schools and Aboriginal communities, it is especially important that protocols are acknowledged and respected
<b>reclamation</b>	a type of language program in which engagement with the target language is largely through records that document the practices of speakers of previous generations
<b>reconciliation</b>	a capitalised 'Reconciliation' is used to refer specifically to the Commonwealth Government initiative to promote reconciliation between Aboriginal and Torres Strait Islander peoples and the wider community, and to address Aboriginal and Torres Strait Islander disadvantage. More generally, it is an ongoing process globally between Indigenous and non-Indigenous people working together with a view to reconciling the dispossession and ongoing inequalities suffered by Indigenous people and communities
<b>recover</b>	to restore and 'bring back' language and cultural knowledge
<b>register</b>	the use of language in a text appropriate for its purpose, audience and context. A register suited to one kind of text may be inappropriate to another, eg bureaucratic prose, sports commentary
<b>renewal</b>	a type of language program in which the target language is known and used by a community in part rather than in its entirety or 'right through'
<b>re-practise</b>	to practise the 'mother culture' in the community
<b>respect</b>	a term used commonly in NSW Aboriginal communities to refer to the way an individual treats others. Showing respect occurs in many ways such as waiting to speak, listening and demonstrating understanding, not asking too many direct questions, ensuring that people are not made to feel uncomfortable or uneasy, and generally showing regard for others' ideas, beliefs and culture
<b>revitalisation</b>	a type of language program in which the goal is to encourage younger speakers to use the target language as fluently as older speakers
<b>revival</b>	a type of language program that has usually developed in a context of post-colonial language loss. This is an overarching term that includes 'revitalisation', 'renewal' and 'reclamation'
<b>revoice</b>	to use the 'mother tongue'

<b>rhotics</b>	pronouncing the letters r ,rr, rl when they occur after a vowel or at the end of a syllable
<b>scaffold</b>	a framework to support the production of original text
<b>second language(s)</b>	language(s) other than the first language(s) that a person learns to speak. See <i>first language(s)</i>
<b>sign language(s)</b>	manually coded language(s) that, for Aboriginal people(s), are a counterpart of oral languages and are usually associated with particular cultural protocols, eg relationships, ceremony
<b>stakeholder</b>	a person, group or organisation that has interest or concern. See <i>custodians</i> and <i>consultation</i>
<b>symbols</b>	written representations of a language such as letters, characters, marks, accents; identifiable aspects of culture such as flags, artefacts, costumes, landmarks
<b>syntax</b>	sentence structure
<b>target language</b>	the Aboriginal language in which it is intended that a student will gain proficiency
<b>text</b>	the actual wording of anything written, printed or spoken
<b>texts</b>	communication of meaning produced in any medium that incorporates language, including sound, print, film, electronic and multimedia representations. Texts include written, spoken, nonverbal or visual communication of meaning. They may be extended unified works or a series of related topics
<b>Torres Strait Islander person/people(s)</b>	the Indigenous people of the Torres Strait region
<b>youth culture</b>	the shared beliefs, values, knowledge, creative activities, customs and lifestyle of groups of young people within societies