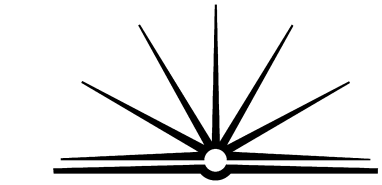


Aboriginal Languages K–10

Syllabus

June 2003

Acknowledgements
The quote on page 9 is from Jeanie Bell, 2002, 'Linguistic Continuity in Colonised Country', in *Language in Native Title*, John Henderson & David Nash (eds), Aboriginal Studies Press AIATSIS, 2002, and appears courtesy of the authors and publisher, AIATSIS, Canberra, ACT.

© 2003 Copyright Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales.

This document contains Material prepared by the Board of Studies NSW for and on behalf of the State of New South Wales. The Material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form or transmitted to any other person or stored electronically in any form without the prior written permission of the Board of Studies NSW, except as permitted by the *Copyright Act 1968*. School students in NSW and teachers in schools in NSW may copy reasonable portions of the Material for the purposes of bona fide research or study.

When you access the Material you agree:
- to use the Material for information purposes only
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of the Board of Studies NSW
- to acknowledge that the Material is provided by the Board of Studies NSW
- not to make any charge for providing the Material or any part of the Material to another person or in any way make commercial use of the Material without the prior written consent of the Board of Studies NSW and payment of the appropriate copyright fee
- to include this copyright notice in any copy made
- not to modify the Material or any part of the Material without the express prior written permission of the Board of Studies NSW.

The Material may contain third party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

The Board of Studies has made all reasonable attempts to locate owners of third party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer, ph (02) 9367 8289, fax (02) 9279 1482.

Published by
Board of Studies NSW
GPO Box 5300
Sydney NSW 2001
Australia

Tel: (02) 9367 8111
Fax: (02) 9367 8484
Internet: www.boardofstudies.nsw.edu.au

June 2003

ISBN 1 7409 9292 X

2003322

Contents

1 Introduction 5
1.1 Background 5
1.2 The K–10 Curriculum 6
1.3 Students with Special Education Needs 7
2 Rationale 9
3 The Place of the Aboriginal Languages K–10 Syllabus in the Languages K–12 Curriculum 11
4 Aim 14
5 Objectives 15
6 Outcomes 16
7 Content 20
7.1 Organisation of Content 20
7.2 Content for Stage 1 (including Early Stage 1) 27
7.3 Content for Stage 2 31
7.4 Content for Stage 3 36
7.5 Content for Stage 4 40
7.6 Content for Stage 5 44
7.7 Content for Stage 5 Extension 48
7.8 Grammar 52
8 Life Skills Outcomes and Content 53
8.1 Outcomes 53
8.2 Content 54
9 Continuum of Learning in Aboriginal Languages K–10 61
9.1 Stage Statements 61
10 Assessment 65
10.1 Standards 65
10.2 Assessment for Learning 65
10.3 Reporting 67
10.4 Choosing Assessment Strategies 68
11 Glossary 71

1 Introduction

1.1 Background

The *Aboriginal Languages K–10 Syllabus* has been developed as part of the State Government's commitment to the review and development of the Years 7–10 curriculum for NSW schools. All syllabuses are being reviewed within the context of the Board's *K–10 Curriculum Framework*, using the Board's syllabus development process.

The primary focus of the *K–10 Curriculum Framework* is to ensure that the curriculum is coherent, challenging and allows for developmental continuity. The framework provides a purpose statement, broad learning outcomes and principles to guide learning for all students attending schools in NSW. Syllabuses developed in accordance with the framework will challenge all students to meet high, but realistic, expectations as they move through their schooling. The syllabuses will clearly articulate standards that show what students are expected to know and be able to do at each stage from Kindergarten to Year 10. This provides the context for assessment for learning and meaningful reporting of student achievement.

Another imperative in the development of the *Aboriginal Languages K–10 Syllabus* has been the statewide Aboriginal languages policy. The NSW Government has acknowledged the responsibility it has to assist Aboriginal communities in revitalising their languages. In taking this step, the government noted that languages are integral to the sense of identity of all Aboriginal people and that meaningful reconciliation must address those issues to do with the maintenance of language and culture.

Community consultation
The Board of Studies intends, through this syllabus, to support the aspirations of Aboriginal communities in the revitalisation of their languages. Issues of Aboriginal language ownership and community input are crucial to the appropriate delivery of Aboriginal language programs. As acknowledged in the Board's *NSW Aboriginal Languages Interim Framework K–10* (2001), consultative processes between classroom teachers, Aboriginal language teachers, the program management committee and the Aboriginal communities are essential. This syllabus acknowledges the necessity for appropriate consultation at all stages of the program development and implementation. This approach accords with the Board's guide, *Working with Aboriginal Communities* (2001). Further information about consultation can also be found in the NSW Government policy on Aboriginal languages and supported in school system policy statements.

The process of community consultation has been fundamental to the development of this syllabus. For some communities it will not be feasible to mount a course in the local language that will meet language proficiency outcomes in the short term. Such communities will need to explore a range of options. Some schools, with community approval, may choose to focus on students developing proficiency in a non-local Aboriginal language. However, this may well be a transitional stage. The knowledge, understanding and skills that students develop about language revitalisation will become transferable to local languages as students undertake the courses.

Indigenous cultural maintenance and revival

The study of Aboriginal languages in NSW, and in Australia more broadly, links with the recent very significant global impetus for indigenous cultural maintenance and revival. In early 2002, the Office of the Board of Studies NSW commissioned a paper which reviewed some of the key international literature on the teaching of indigenous languages in revitalisation contexts and related it to the potential for similar programs in NSW. This paper notes that linguists are warning of the potential demise of many of the world's languages:

> In 1992 … Ken Hale and a number of others with long-term interests in language revitalisation … produced a major paper addressing the crisis in the state of the world's languages … [and] concluded that the overwhelming majority of the world's languages may be on the path to extinction. This can be regarded as a wake up call for practitioners of linguistics in that around 90% of the world's languages are likely to be gone by the end of the 21st century … (Walsh, M, 2002, *Teaching NSW Indigenous Languages: Lessons from Elsewhere*, Board of Studies NSW, Sydney.)

In order to arrest this decline in world languages it is necessary, among other strategies, for language-owning communities to have supportive educational contexts to assist in the process of reviving their languages.

Aboriginal languages are fundamental to strengthening the identity of Aboriginal people and their connections to country. Recognition of the interdependence of language, identity and land underpins the syllabus. The syllabus recognises that these are the original languages of NSW and are not available as the languages of communities anywhere else in the world.

1.2 The K–10 Curriculum

This syllabus has been developed within the parameters set by the Board of Studies NSW in its *K–10 Curriculum Framework.* This framework ensures that K–10 syllabuses and curriculum requirements are designed to provide educational opportunities that:

- engage and challenge all students to maximise their individual talents and capabilities for lifelong learning
- enable all students to develop positive self-concepts and their capacity to establish and maintain safe, healthy and rewarding lives
- prepare all students for effective and responsible participation in their society, taking account of moral, ethical and spiritual considerations
- encourage and enable all students to enjoy learning, and to be self-motivated, reflective, competent learners who will be able to take part in further study, work or training
- promote a fair and just society that values diversity
- promote continuity and coherence of learning, and facilitate the transition between primary and secondary schooling.

The framework also provides a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes essential for all students to succeed in and beyond their schooling. These broad learning outcomes indicate that students will:

- understand, develop and communicate ideas and information
- access, analyse, evaluate and use information from a variety of sources
- work collaboratively to achieve individual and collective goals
- possess the knowledge and skills necessary to maintain a safe and healthy lifestyle
- understand and appreciate the physical, biological and technological world and make responsible and informed decisions in relation to their world

- understand and appreciate social, cultural, geographical and historical contexts, and participate as active and informed citizens
- express themselves through creative activity and engage with the artistic, cultural and intellectual work of others
- understand and apply a variety of analytical and creative techniques to solve problems
- understand, interpret and apply concepts related to numerical and spatial patterns, structures and relationships
- be productive, creative and confident in the use of technology and understand the impact of technology on society
- understand the work environment and be equipped with the knowledge, understanding and skills to evaluate potential career options and pathways
- develop a system of personal values based on their understanding of moral, ethical and spiritual matters.

The ways in which learning in the *Aboriginal Languages K–10 Syllabus* contributes to the curriculum and to the student's achievement of the broad learning outcomes are outlined in the syllabus rationale.

In accordance with the *K–10 Curriculum Framework*, the *Aboriginal Languages K–10 Syllabus* takes into account the diverse needs of all students. It identifies essential knowledge, understanding, skills, values and attitudes. It enunciates clear standards of what students are expected to know and be able to do in K–10. It provides structures and processes by which teachers can provide continuity of study for all students, particularly to ensure successful transition through Years 5 to 8 and from Years 10 to 11.

The syllabus also assists students to maximise their achievement in Aboriginal Languages through the acquisition of additional knowledge, understanding, skills, values and attitudes. It contains advice to assist teachers to program learning for those students who have gone beyond achieving the outcomes through their study of the essential content.

1.3 Students with Special Education Needs

In the K–6 curriculum, students with special education needs are provided for in the following ways:

- through the inclusion of outcomes and content in syllabuses which provide for the full range of students
- through the development of additional advice and programming support for teachers to assist students to access the outcomes of the syllabus
- through the development of specific support documents for students with special education needs
- through teachers and parents planning together to ensure that syllabus outcomes and content reflect the learning needs and priorities of students.

Students with special education needs build on their achievements in K–6 as they progress through their secondary study and undertake courses to meet the requirements for the Record of School Achievement.

It is necessary to continue focusing on the needs, interests and abilities of each student when planning a program for secondary schooling. The program will comprise the most appropriate combination of courses, outcomes and content available.

Life Skills

For most students with special education needs, the outcomes and content in sections 6 and 7 of this syllabus will be appropriate but for a small percentage of these students, particularly those with an intellectual disability, it may be determined that these outcomes and content are not appropriate. For these students the Life Skills outcomes and content in section 8 and the Life Skills assessment advice below can provide the basis for developing a relevant and meaningful program.

Access to Life Skills outcomes and content in Years 7–10

A decision to allow a student to access the Aboriginal Languages Years 7–10 Life Skills outcomes and content should include parents/carers and be based on careful consideration of the student's competencies and learning needs.

The decision should establish that the outcomes and content in sections 6 and 7 of the *Aboriginal Languages K–10 Syllabus* are not appropriate to meet the needs of the student. Consideration should be given to whether modifications to programs and to teaching, including adjustments to learning activities and assessment, would enable the student to access the syllabus outcomes and content.

As part of the decision to allow a student to access the Aboriginal Languages Years 7–10 Life Skills outcomes and content, it is important to identify relevant settings, strategies and resource requirements that will assist the student in the learning process. Clear time frames and strategies for monitoring progress, relevant to the age of the student, need to be identified and collaborative plans should be made for future needs.

It is not necessary to seek the permission of the Office of the Board of Studies for students to undertake the Aboriginal Languages Years 7–10 Life Skills outcomes and content, nor is it necessary to submit planning documentation.

Life Skills assessment

Each student undertaking a Aboriginal Languages Years 7–10 Life Skills course will have specified outcomes and content to be studied. The syllabus content listed for each outcome forms the basis of learning opportunities for students.

Assessment should provide opportunities for students to demonstrate achievement in relation to the outcomes and to generalise their knowledge, understanding and skills across a range of situations or environments including the school and the wider community.

Students may demonstrate achievement in relation to Aboriginal Languages Years 7–10 Life Skills outcomes independently or with support. The type of support will vary according to the particular needs of the student and the requirements of the activity. Examples of support may include:

- the provision of extra time
- physical and/or verbal assistance from others
- the provision of technological aids.

2 Rationale

> 'Because of the devastating effects of colonisation on blackfellas in this country – through disease, murder and other forms of attempted genocide over the past 200 years – our language and culture has taken on a different shape and form. … [T]his undoubtedly affects the transmission and retention of our language and culture. While it has not survived intact, but in varying states and degrees of healthiness, it has survived. Many of us are working with what remains in determined efforts to rebuild ourselves and our families and communities back to a point where we are no longer just victims of a system that set out to destroy us as a race.'
> (Jeanie Bell, 2002, 'Linguistic Continuity in Colonised Country', in *Language in Native Title*, John Henderson & David Nash (eds), Aboriginal Studies Press AIATSIS, Canberra, pp 46–47. Jeanie Bell is an Aboriginal educator and linguist.)

All people have a right to learn their own language, particularly in their own country. Aboriginal people in NSW have a right to learn their own languages, and education systems have a vital role in facilitating this. In many cases the learning process will involve revitalising these languages. The capacity to learn and use these unique Australian languages can help all students develop a strong sense of identity and self-esteem.

New South Wales has a diverse and rich fund of languages of which Indigenous languages are an important part. There are approximately 70 Aboriginal languages acknowledged by Aboriginal people in NSW. The use of these languages in Aboriginal communities has been adversely affected by the application of government policies and practices and the consequences of social dislocation in many Aboriginal communities from the earliest colonial period.

Aboriginal languages are unique in that they are not spoken anywhere else in the world and consequently must be supported within Australia; if Aboriginal students are to have opportunities to revitalise and maintain the languages of their communities, they must be given the opportunity to learn their languages at school. For Aboriginal students the study of this syllabus will enable them to strengthen the cultural dimensions of their Aboriginal identity, to learn more about their community's place in Indigenous Australia and to proceed towards developing new resources for the revitalisation of their languages and cultures.

Knowledge of these unique Aboriginal languages can contribute to the identity of all students in NSW. The study of Aboriginal languages encourages students to make the association between language, identity and land. It encourages an understanding of the strong linguistic similarities between the Aboriginal languages of NSW. These very important links make it possible for students to learn about the Aboriginal languages of NSW generally. They can then better understand the specific nature of these local languages, even in localities where very little information survives to assist language learning.

Studying Aboriginal languages ensures that their complexity and diversity are understood. The satisfaction of engaging with the study of Aboriginal languages and of developing communication skills in the language will contribute to all students' intellectual enrichment.

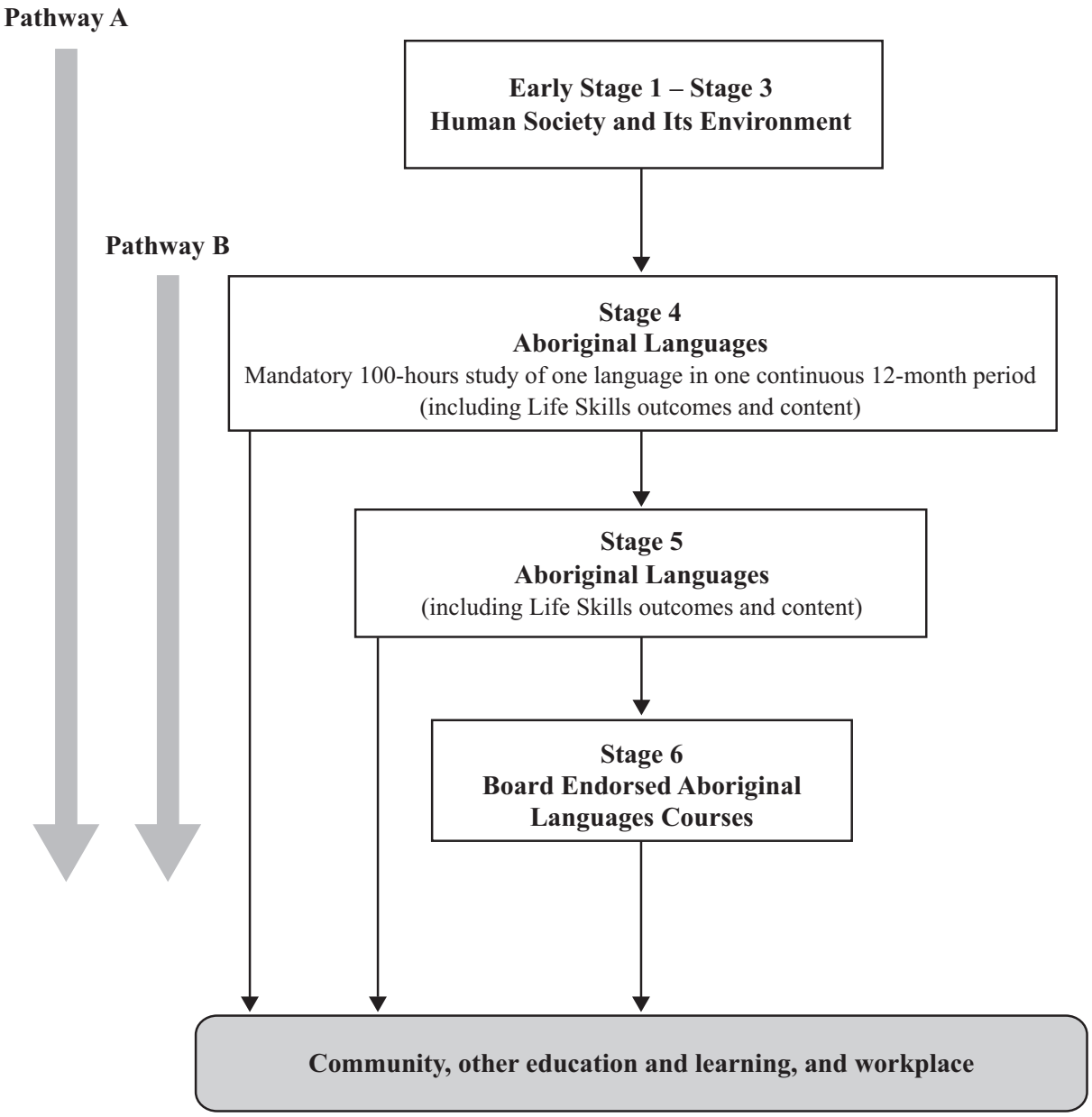
Contemporary research and practice have established a clear link between the learning of languages and improved literacy skills for both background speakers and second language learners. Even limited experience of the learning of languages is shown to increase metalinguistic awareness and enhance general cognitive development.

The process of teaching and learning languages focuses on linguistic systems and patterns. The need to move between linguistic systems assists students to develop enhanced mental dexterity.

The study of Aboriginal languages will also help in the process of revitalising those languages. Students will engage with Aboriginal communities and their linguistic resources to achieve this. The process will include the creation of new resources for these languages as well as comparing and contrasting features of Aboriginal languages across NSW.

Providing all students with access to learning about Aboriginal languages also assists in the processes of reconciliation by increasing cross-cultural understanding between Indigenous and non-Indigenous Australians. For all students the Aboriginal Languages syllabus will provide insights into the relationship between language and culture. They will focus on languages as systems and develop communication skills drawing on linguistic resources that are uniquely Australian.

3 The Place of the Aboriginal Languages K–10 Syllabus in the Languages K–12 Curriculum



Pathways

At each stage languages teachers are often required to cater for a diverse range of learners within one class or age group. The identification of these learning pathways does not mean the provision of separate courses but is a broad acknowledgement of the many entry and exit points and language backgrounds that characterise language education in NSW schools. These pathways provide a basis on which schools and teachers can design educational programs that reflect their particular circumstances.

An analysis of contemporary research and practice relevant to the teaching and learning of languages shows that the most effective delivery of language courses is characterised by continuous, sequenced, high quality instruction. The diversity of the range of learners and the need for pathways are as relevant to the study of Aboriginal languages as they are to the study of other languages. The syllabus encourages systems, schools and teachers to consider the following factors in the implementing process:

- the relationship between primary and secondary schools
- availability of appropriate teachers and resources (including Aboriginal language tutors and language speakers)
- philosophical and practical support for languages within the whole school curriculum
- consultation and ongoing relationships with the wider community
- applications of contemporary pedagogical approaches
- identification of examples of best practice.

Most Aboriginal students and some non-Aboriginal students will bring some knowledge of the Aboriginal language(s) of their area. This knowledge might include vocabulary for some common concepts, a number of phrases and an understanding of cultural patterns of interaction.

Parameters of the pathways

Two pathways are identified for students in K–10. Students in both pathways must achieve some or all of the Stage 4 outcomes to meet the mandatory Record of School Achievement requirements in the Languages key learning area.

The pathways are based on the assumptions that:

- students will benefit most from access to courses that are continuous, sequenced and of the highest quality
- stages of learning are not necessarily connected to the age of students. The cumulative nature of language learning makes it essential for students to have achieved the outcomes described for earlier stages, before progressing to the next stage
- multiple entry points cater for the learning needs of students as second language learners, as well as background speakers with varying degrees of ability in each of the macro skill areas, ie listening, speaking, reading, writing.

Pathway A

Pathway A reflects the learning that will take place for students who begin the study of a language in K–6 and continue that language through to Stages 4–5. The pathway is a developmental sequence of learning that takes place as knowledge, skills and understanding in other areas in the K–10 curriculum are developed.

Students in this pathway bring knowledge and understanding of, and skills in, the language to their secondary studies that differentiate them from students who commence the study of the language in Pathway B. Sustained experience of the language gives them an understanding of the nature of the language and how to learn it with increasing independence.

Pathway B

Pathway B reflects the learning that will take place for students who have established many of the general learning strategies that are needed to ensure progress in the compulsory years of schooling. This pathway may be regarded as a more compact version of Pathway A and presumes 200–300 hours of study in the language in Years 7–10. Schools and teachers should ensure that programming for students at this level takes account of any prior experience, including the study of languages other than the one being studied in this pathway. The outcomes described for Stages 1–3 should be regarded as the basis for the development of knowledge, understanding and skills in Aboriginal languages in subsequent stages. The professional judgement of teachers is crucial in determining the learning opportunities that should be provided in order to enable students to achieve outcomes described for later stages.

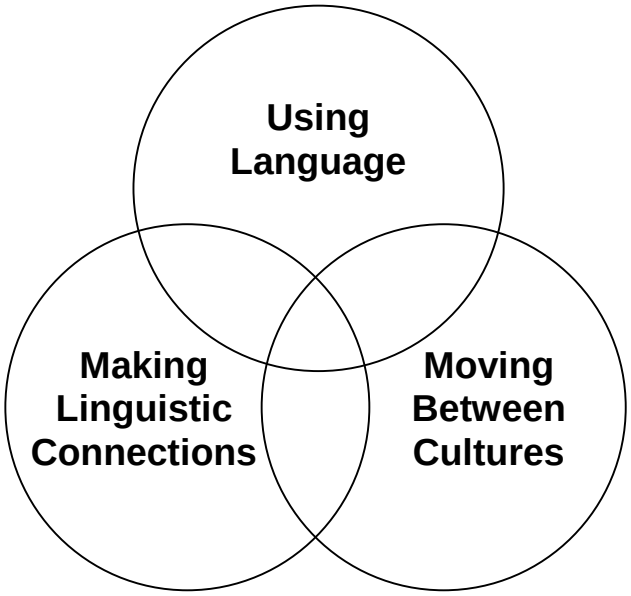
Pathway B is an opportunity to build language programs that encourage students to develop an interest in learning languages, and that extend and refine the level of their knowledge and the skills of listening, reading, speaking and writing in Aboriginal languages.

4 Aim

For all students the aim of the *Aboriginal Languages K–10 Syllabus* is to enable them to develop communication skills, to focus on languages as systems and to understand the relationship between language, culture and land, leading to lifelong personal, educational and vocational benefits.

For Aboriginal students the aim also includes increasing self-esteem through an enhanced understanding of their linguistic heritage and an ability to communicate in (an) ancestral language(s); assisting them to obtain skills in language revitalisation that can be used to enhance long-term cultural revival in their local Aboriginal community; and increasing the links between schools, student learning and community language revival in their local Aboriginal community.

5 Objectives



Each objective describes the active commitment students will make to the acquisition of knowledge and understanding of, and skills in Aboriginal languages and the culture of Aboriginal communities. The effective delivery of the syllabus will emphasise the equal significance and interdependence of all objectives. However, depending on the stage of learning, one or other of the objectives may be emphasised at any given time.

Objective – Using Language
Students will develop the knowledge, understanding and skills necessary for effective communication in Aboriginal languages, applications of these languages in the world today and the ability to access and appreciate the variety of language texts.

Objective – Making Linguistic Connections
Students will explore the nature of languages as systems by making comparisons among Aboriginal languages and between Aboriginal languages, English and other languages leading to an appreciation of the appropriate use of linguistic structures and vocabulary.

Objective – Moving Between Cultures
Students will 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 they will gain an appreciation of the interdependence of land, language and culture.

6 Outcomes

Stage 1 (including Early Stage 1)

The outcomes described for Stage 1 should be regarded as setting the basis for the development of knowledge, understanding and skills in Aboriginal languages in subsequent stages.

Objectives	Outcomes	
Using Language		A student:
Listening and Responding	**1.UL.1**	recognises and responds to words, phrases and simple sentences in Aboriginal languages
Reading and Responding	**1.UL.2**	identifies and responds to features of written Aboriginal languages
Speaking	**1.UL.3**	uses known words in Aboriginal languages to interact in everyday activities
Writing	**1.UL.4**	demonstrates developing writing skills by recognising and copying Aboriginal languages
Making Linguistic Connections	**1.MLC.1**	recognises the diversity of language systems
	1.MLC.2	explores ways in which meaning is conveyed in Aboriginal languages
Moving Between Cultures	**1.MBC.1**	demonstrates awareness of cultural diversity
	1.MBC.2	identifies cultural practices in Aboriginal communities and relates these to personal experiences.

Stage 2

The outcomes described for Stage 2 should be regarded as the basis for the development of knowledge, understanding and skills in subsequent stages. The outcomes for Stage 1 should be incorporated into the teaching and learning programs for students commencing their language study in Stage 2.

Objectives	Outcomes	
Using Language		A student:
Listening and Responding	**2.UL.1**	recognises and responds to texts in Aboriginal languages in familiar contexts
Reading and Responding	**2.UL.2**	identifies and responds to key words, phrases and simple sentences in context in written Aboriginal languages
Speaking	**2.UL.3**	uses familiar language to share information in Aboriginal languages
Writing	**2.UL.4**	uses models to write text to convey personal information and ideas in Aboriginal languages
Making Linguistic Connections	**2.MLC.1**	explores relationships between languages
	2.MLC.2	identifies ways in which meaning is conveyed by the sounds and symbols of Aboriginal languages
Moving Between Cultures	**2.MBC.1**	recognises the link between culture and a sense of identity
	2.MBC.2	recognises connections between Aboriginal culture, language, land and a sense of identity.

Stage 3

The outcomes described for Stage 3 should be regarded as the basis for the further development of knowledge, understanding and skills in subsequent stages. The outcomes for Stages 1–2 should be incorporated into the teaching and learning programs for students commencing their language study in Stage 3.

Objectives	Outcomes	
Using Language		A student:
Listening and Responding	**3.UL.1**	organises and responds to key ideas from spoken texts in familiar contexts
Reading and Responding	**3.UL.2**	organises and responds to key ideas from written texts in familiar contexts
Speaking	**3.UL.3**	interacts with others by sharing key points of information in Aboriginal languages
Writing	**3.UL.4**	writes texts to present key points of information in Aboriginal languages
Making Linguistic Connections	**3.MLC.1**	recognises the importance of context in language use
	3.MLC.2	identifies patterns and features of Aboriginal languages by making comparisons across languages
Moving Between Cultures	**3.MBC.1**	demonstrates awareness of cross-cultural influences on language and culture
	3.MBC.2	demonstrates understanding of significant cultural values and practices in Aboriginal communities.

Stage 4

The outcomes described for Stage 4 should be regarded as the basis for the development of knowledge, understanding and skills in subsequent stages. The outcomes for Stages 1–3 should be incorporated into the teaching and learning programs for students commencing their language study in Stage 4.

Objectives	Outcomes	
Using Language		A student:
Listening and Responding	**4.UL.1**	demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately
Reading and Responding	**4.UL.2**	demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately
Speaking	**4.UL.3**	establishes and maintains communication in familiar situations
Writing	**4.UL.4**	experiments with linguistic patterns and structures in Aboriginal languages to convey information and to express own ideas effectively
Making Linguistic Connections	**4.MLC.1**	demonstrates understanding of the importance of correct and appropriate use of language in diverse contexts
	4.MLC.2	explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of Aboriginal languages
Moving Between Cultures	**4.MBC.1**	demonstrates understanding of the interdependence of language and culture
	4.MBC.2	demonstrates knowledge of the cultures of Aboriginal communities.

Stage 5

The outcomes described for Stage 5 should be regarded as the basis for further development of knowledge, understanding and skills in Aboriginal languages in Stage 6 Board Endorsed Courses and/or other opportunities for learning Aboriginal languages in post-compulsory education (eg in the community and in the workplace). The outcomes for Stages 1–4 should be incorporated into the teaching and learning programs for students commencing their language study in Stage 5.

Objectives	**Outcomes**	
Using Language		A student:
Listening and Responding	**5.UL.1**	selects, summarises and evaluates information and ideas in spoken texts and responds appropriately
Reading and Responding	**5.UL.2**	selects, summarises and evaluates information and ideas in written texts and responds appropriately
Speaking	**5.UL.3**	uses Aboriginal languages with some flexibility by incorporating new structures and features to express own ideas
Writing	**5.UL.4**	applies basic rules of grammar and manipulates learnt linguistic structures and features of Aboriginal languages
Making Linguistic Connections	**5.MLC.1**	demonstrates understanding of the nature of languages as systems by describing and comparing linguistic features across languages
	5.MLC.2	develops the ability to use their linguistic resources to support the study and production of texts in Aboriginal languages
Moving Between Cultures	**5.MBC.1**	explores the interdependence of language and culture as manifested in a range of texts and contexts
	5.MBC.2	identifies and explains representations of the culture of Aboriginal communities.

Life Skills

For some students with special education needs, particularly those students with an intellectual disability, it may be determined that the Stage 4 and Stage 5 outcomes are not appropriate. For these students, Life Skills outcomes and content can provide the basis for the development of a relevant and meaningful program – see section 8.

Stage 5 Extension

The outcomes described for Stage 5 Extension are for students who are able to achieve beyond the Stage 5 outcomes.

Objectives	Outcomes	
Using Language		A student:
Listening and Responding	**5.UL.5**	selects, summarises and evaluates information and ideas in spoken texts and presents a point of view in a range of text types
Reading and Responding	**5.UL.6**	selects, summarises and evaluates information and ideas in written texts, responds appropriately and exchanges information in Aboriginal languages
Speaking	**5.UL.7**	uses Aboriginal languages with flexibility by incorporating new structures and features for effective communication
Writing	**5.UL.8**	uses Aboriginal languages with accurate grammar and experiments with linguistic structures and features
Making Linguistic Connections	**5.MLC.3**	engages in discussion to solve linguistic problems in Aboriginal languages and English and to refine the production of original texts in Aboriginal languages
	5.MLC.4	develops the capacity to use a range of language resources to support the study and/or production of a range of texts
Moving Between Cultures	**5.MBC.3**	evaluates and demonstrates the importance of being able to move between cultures
	5.MBC.4	critically analyses expressions and representations of Aboriginal culture in a range of texts.

7 Content

7.1 Organisation of Content

Knowledge and resources: implications for syllabus implementation
Before colonisation there were as many as 70 distinct languages in what is now New South Wales. The current knowledge of these languages varies enormously. There is considerable difference in the degree to which the material is currently in an accessible format. In some languages, including Bundjalung, Wiradjuri, Gumbaynggirr, Paakantji, Wangaaybuwan and Gamilaraay/Yuwaalaraay, extensive grammars and dictionaries or wordlists have been produced as well as some teaching materials such as books and CDs. In other instances there are tapes or other material in archives, but little work has been done on the language. In all cases it is likely that more can be found out from the original material with further research.

The language of a local Aboriginal community might have a limited knowledge base or few resources. The community might therefore decide to defer the introduction of their own language until there are sufficient knowledge and resources to achieve the syllabus outcomes.

Where communities are unable to mount a course immediately in the local language that will meet the syllabus outcomes in the short term, they will have to explore a range of options. Some schools, with community approval, might adopt a language from elsewhere as the means by which students will gain language proficiency. Eventually this community may develop sufficient resources to change over to their own local language.

Whichever option is initially adopted, it is essential that appropriate community consultations are undertaken concerning which Aboriginal language(s) might be used at a particular school. A school must be guided by its local Aboriginal community in making decisions about incorporating specific language content. Where a language from elsewhere is adopted, the owners and custodians of that language must also be appropriately consulted.

Throughout the syllabus the term ‘Aboriginal languages’ has been used in preference to ‘Aboriginal language’ in order to allow the greatest flexibility in the development of language programs and to avoid implying that there is only one Aboriginal language in NSW. However, the use of the term ‘Aboriginal languages’ in the syllabus outcomes and content for ‘Using Language’ should not be read as implying that students are expected to gain proficiency in more than one language.

Further, the use of the term ‘Aboriginal languages’ is particularly relevant to the outcomes and content for ‘Making Linguistic Connections’. In these parts of the syllabus teachers will be able to address the linguistic similarities and differences across Aboriginal languages and this knowledge will assist in the process of language revival.

The *Aboriginal Languages K–10 Syllabus* provides for a continuum of learning from Kindergarten to Year 10.

Content K–6
The study of languages in K–6 is a component of the K–6 Human Society and Its Environment (HSIE) key learning area (KLA) and consists of a core element and an optional element. The core element is embedded in the cultures outcomes in the K–6 HSIE syllabus and focuses on learning *about* languages and learning about the world *through* languages.

The optional element focuses on *learning to use a language to communicate*. The study of languages in K–6 can be used not only to complement, but also to achieve some of the specific K–6 HSIE objectives and outcomes.

The content of the optional elements of the study of Aboriginal Languages in K–6 is described in the *learn about* and *learn to* statements in sections 7.2, 7.3 and 7.4.

Essential content in Stage 4 and Stage 5

The content is expressed in the form of *learn about* and *learn to* statements connected to the course outcomes listed in section 6. These statements form the basis for planning programs of study and units of work that will enable students to maximise their learning in Aboriginal Languages and demonstrate the outcomes. Programming that integrates the essential content across a variety of outcomes within different units of work will enable teachers to cover the scope of the content within the indicative hours.

The essential content consists of a mandatory 100-hours study of one language over one continuous 12-month period between Years 7 and 10, but preferably in Years 7–8. The mandatory course, consisting of Stage 4 outcomes and content (see section 7.5), is a requirement for the award of the Record of School Achievement.

Aboriginal Languages may also be studied as an elective course for the Record of School Achievement. The essential content of the Stage 5 Aboriginal Languages elective course has been designed to be addressed by a typical student within an indicative time of 200 hours. The Record of School Achievement will report on student achievement judged against Stage 5 outcomes and content (see section 7.6).

The syllabus outcomes can be demonstrated through a range of contexts, themes and topics determined by classroom teachers to take account of the needs, resources and facilities of schools and their communities.

Additional content

The acquisition of languages is a cumulative process. At each stage of learning, students develop greater breadth and depth of knowledge, understanding, skills, values and attitudes. Students may be encouraged to progress beyond the essential content described in section 7.6 in order to broaden and deepen their knowledge, understanding and skills and to extend their interest in the Aboriginal languages.

Additional content may be provided by teachers to cater for the individual learning needs of students. It may also be provided by schools that offer a course of Aboriginal Languages in excess of the mandatory 100 hours in Stage 4. Additional content may be addressed by providing students with:

- access to a wider range of themes, topics, vocabulary and grammatical structures
- increased opportunities to develop more advanced communication skills
- a deeper knowledge and understanding of languages as systems
- enhanced insights into the relationship between language and culture.

Additional content is neither essential nor a prerequisite for further study.

Extension outcomes and content

Extension outcomes and content (see section 7.7) provide further opportunities for very able students to progress beyond the Stage 5 content. Stage 5 Extension is intended to cater for the individual learning needs of exceptional speakers with a high level of literacy in an

Aboriginal language. Extension outcomes and content are designed to broaden and deepen students' knowledge, understanding and skills and to extend their interest in the language.

Life Skills

Life Skills outcomes and content are in section 8.

Cross-curriculum content

Cross-curriculum content assists students to achieve the broad learning outcomes defined in the Board of Studies *K–10 Curriculum Framework*. It is incorporated in the content of the *Aboriginal Languages K–10 Syllabus* in the following ways:

Information and Communication Technologies (ICT)

The learning of languages is enriched through access to a variety of multimedia resources. When students can access diverse authentic contexts with ease and speed, the boundaries of the classroom are extended.

In K–6, ICT skills to be learnt and developed are:

- using text, sound and images to enhance the development of speaking and writing skills in Aboriginal Languages
- using word-processing skills to produce texts
- using software packages to cater for individual learning needs.

In the 100-hours mandatory study of a language, ICT skills to be learnt and developed are:

- collecting and interpreting electronic information
- demonstrating knowledge of ethics in regard to the use of technology to communicate information.

In the elective course, ICT skills to be learnt and developed are:

- communicating via the internet with other Aboriginal language learners and speakers to develop reading and writing skills in Aboriginal languages
- accessing up-to-date information about Aboriginal communities to enhance classroom learning
- using samples of language performance gathered from a range of computer-based sources as models for learning and authentic communication situations in Aboriginal languages
- making associations between text, sound and images to support understanding of Aboriginal languages.

Work, Employment and Enterprise

Young people need to be prepared for living and learning in a world that is becoming more technologically focused and internationally competitive. Through their study of Aboriginal languages, young people develop skills that equip them for participation in a range of work settings in an increasingly globalised world and workforce. Learning Aboriginal languages broadens the employment opportunities for young people and enables them to become more effective and valuable members of the workforce.

In K–6, the skill to be learnt and developed is:

- working in teams to communicate effectively with others.

In the 100-hours mandatory study, skills to be learnt and developed are:

- recognising and identifying the contributions of Aboriginal communities to the world of work
- applying knowledge of Aboriginal languages and culture to work opportunities.

In the elective course, the skill to be learnt and developed is:
- applying knowledge of Aboriginal languages and culture to work opportunities.

Civics and Citizenship

Through the study of Aboriginal languages, students gain skills, knowledge and understanding that will equip them to participate in the global community. They learn about what it means to have a sense of identity within Australian society.

In K–6, skills to be learnt and developed are:
- recognising the importance of symbols to create a sense of identity
- identifying changes that occur in language and customs through cross-cultural contact.

In the 100-hours mandatory study, skills to be learnt and developed are:
- understanding the importance of tradition to a sense of cultural identity
- identifying and reflecting on representations of culture.

In the elective course, skills to be learnt and developed are:
- respecting the customs and practices of various communities
- recognising appropriate intercultural behaviour in diverse settings.

Difference and Diversity

Through the study of Aboriginal languages, students develop awareness, understanding and acceptance of difference and diversity in their personal lives, and within the local and global communities. Students learn about the different viewpoints, customs and traditions in Aboriginal communities, as well as characteristics that are common to all people. The study of Aboriginal languages fosters the ideals of respect for others and of appreciation and acceptance of diverse points of view, beliefs, attitudes and values.

In K–6, skills to be learnt and developed are:
- identifying similarities and appreciating differences in daily life in diverse communities
- exploring the significance of particular cultural values and practices.

In the 100-hours mandatory study, skills to be learnt and developed are:
- recognising the importance of culture and cultural awareness
- recognising how culturally appropriate behaviour and language are used in diverse contexts.

In the elective course, skills to be learnt and developed are:
- discussing and comparing the values and beliefs of diverse cultures
- developing appreciation of attitudes and practices that differ from their own.

Environment

Throughout the world the relationships between language, land and identity are varied and complex, especially for indigenous communities. In Australia, traditions recount the creation of the land and explain, among other things, topographical features and language distribution. Students consider and develop knowledge of the relationships between language, culture, identity and the ways Aboriginal people relate to the land.

In K–6, skills to be learnt and developed are:
- identifying local places of cultural significance
- identifying similarities and differences in land and language ownership in diverse communities
- exploring the significance of particular cultural values and practices, including connection to land.

In the 100-hours mandatory study, the skill to be learnt and developed is:
- recognising the link between language, culture, land and a sense of identity.

In the elective course, the skill to be learnt and developed is:
- reflecting on the link between language, culture, land and a sense of identity.

Gender

Through the study of Aboriginal languages, the role of gender is considered. Students learn about the roles and contributions of women and men in Aboriginal communities and how these roles change across times and locations.

In K–6, the skill to be learnt and developed is:
- comparing aspects of traditional and contemporary lifestyles including gender roles.

In the 100-hours mandatory study of Aboriginal languages, skills to be learnt and developed are:
- identifying generalisations about women and men in Aboriginal communities
- identifying and explaining features of traditional and contemporary lifestyles in relation to gender including the roles and contributions of women and men.

In the elective course, the skill to be learnt and developed is:
- explaining cultural references regarding the roles of women and men in texts and non-verbal communication.

Key Competencies

Key competencies are embedded in Aboriginal Languages K–10, to enhance students' learning and the continuing development of the effective cognitive skills necessary for further education, work and everyday life. The key competencies reflect core processes of learning Aboriginal languages and are explicit in the objectives, outcomes and content of the syllabus in the following ways:
- ***collecting, analysing and organising information*** through identifying the purpose in spoken and written texts and distinguishing between main ideas and supporting detail
- ***communicating ideas and information*** through developing the listening, reading, speaking and writing skills necessary for communication
- ***planning and organising activities*** through experimenting with linguistic patterns and structures to convey information and express ideas
- ***working with others and in teams*** through student interaction for the acquisition of knowledge, understanding, skills, values and attitudes
- ***solving problems*** through analysing texts to comprehend meaning from context
- ***using technology*** through collecting and interpreting electronic information.

Literacy

Contemporary research has demonstrated explicit links between language learning and improved literacy skills. The study of Aboriginal languages provides students with another perspective on how languages work as systems, thereby enhancing literacy and language skills in English as well as in Aboriginal languages. For background speakers of Aboriginal

languages, the skills that students develop through learning these languages also support and enhance the development of literacy in English.

In K–6, skills to be learnt and developed are:
- recognising features of spoken and written language
- comparing and identifying connections between languages, such as word order and sentence construction
- understanding different ways of setting out text when writing for a specific purpose.

In the 100-hours mandatory study, skills to be learnt and developed are:
- using metalanguage to describe structures and features of language
- exploring grammatical systems to appreciate how languages work
- recognising that grammatical concepts serve particular functions and represent part of the system of language
- identifying specific patterns and rules such as word construction, word order, tenses
- using information and communication technologies such as word processing to support the production of original text.

In the elective course, skills to be learnt and developed are:
- describing and explaining appropriate linguistic features and structures needed for a specific purpose and context such as to recount, describe, instruct, persuade, inform or entertain
- evaluating the accuracy and appropriateness of structure when constructing and editing text.

Multiculturalism

Through the study of Aboriginal languages students will be encouraged to reflect on their own cultural heritage and its contribution to the culturally diverse population of Australian society. Students will consider ways in which people can maintain their own cultural identity while participating in a broader multicultural society.

In K–6, skills to be learnt and developed are:
- engaging directly in cultural activities at school and within the local community
- recognising ways in which people express their culture such as through music, dance, costume and celebrations
- reflecting on influences in local cultures such as restaurants, religions and festivals
- participating in activities associated with Aboriginal customs and practices.

In the 100-hours mandatory study, skills to be learnt and developed are:
- identifying cultural values and practices in observing social interaction among members of the community
- recognising that language and behaviour reflect important aspects of culture.

In the elective course, the skill to be learnt and developed is:
- identifying and analysing ways in which culture is reflected in language use.

Numeracy

In their study of Aboriginal languages students draw on their knowledge of particular contexts and circumstances in deciding when to use numerical concepts. Students of Aboriginal languages use their numeracy skills to communicate in everyday situations.

In K–6, the skill to be learnt and developed is:

- record, organise and present information in different formats (eg charts, graphs, picture sequences).

In the 100-hours mandatory study, the skill to be learnt and developed is:

- applying logical thinking to the development of ideas.

In the elective course, skills to be learnt and developed are:

- access websites to transfer and manipulate data to produce a specific text
- using analytical methods to make judgements about the relevance of detail in texts.

7.2 Content for Stage 1 (including Early Stage 1)

Using Language

Listening and Responding

Outcome 1.UL.1: A student recognises and responds to words, phrases and simple sentences in Aboriginal languages.	
Students learn about:	**Students learn to:**
• the importance of listening and observing	• listen actively to aid comprehension
• the variety of contexts in which familiar words can be identified	• identify and respond to key words and phrases in context, eg songs, rhymes, dance, actions and games
• identification and classification of information	• associate language with known actions, objects or ideas, eg *this is a kangaroo*
• the purpose of text in familiar situations	• identify the purpose of short spoken texts, such as greetings, requests, statements, eg *hello, look out, good*
• appropriate ways to respond using language and gesture	• respond to greetings, questions, commands in verbal and nonverbal ways in familiar social interactions such as games, role-plays, classroom instructions, eg *sit down ey!*
• the importance of listening attentively to pronunciation and intonation.	• discriminate between sounds and relate them to specific meanings.

Reading and Responding

Outcome 1.UL.2: A student identifies and responds to features of written Aboriginal languages.	
Students learn about:	**Students learn to:**
• the relationship between printed text and corresponding sounds and meanings	• recognise symbols, words and phrases of the language in print, eg as labels, captions and in charts
• different ways of showing comprehension	• demonstrate comprehension, eg by answering questions, matching words to pictures, actions, bingo
• identification or prediction of the meanings of key words and phrases.	• contribute to shared reading to develop comprehension skills, eg Big Books.

Speaking

Outcome 1.UL.3:	A student uses known words in Aboriginal languages to interact in everyday activities.
Students learn about:	**Students learn to:**
• the importance of correct pronunciation, intonation and stress for effective communication	• develop pronunciation and intonation skills by singing and reciting, and repeating words and phrases in context
• appropriate forms of verbal and nonverbal behaviour in social interaction	• participate in social exchanges with teacher and peers, eg greetings, introducing self and others
• working in teams to communicate effectively with others.	• use the language in classroom activities, eg songs, games, role-plays.

Writing

Outcome 1.UL.4:	A student demonstrates developing writing skills by recognising and copying Aboriginal languages.
Students learn about:	**Students learn to:**
• symbol formation when writing words and phrases	• reproduce symbols, words and phrases by tracing, copying and colouring in
• ways of organising and presenting information in context	• develop writing skills in context, eg matching words and pictures, labelling objects, completing speech bubbles, writing key words in a greeting card
• features and functions of media used to access and produce text.	• produce texts, eg greeting cards, posters, using a range of media.

Making Linguistic Connections

Outcome 1.MLC.1: A student recognises the diversity of language systems.	
Students learn about:	**Students learn to:**
• the variety of languages that are used in the community	• be aware of the various sounds and symbols of languages in the community
• familiar concepts that are expressed across languages and cultures	• recognise the diverse ways in which familiar concepts are expressed, eg greetings
• meanings which can be conveyed through non-linguistic forms.	• recognise the sounds and meanings of signs and symbols in everyday life, eg number, male/female, no eating or drinking, no entry, currency.

Outcome 1.MLC.2: A student explores ways in which meaning is conveyed in Aboriginal languages.	
Students learn about:	**Students learn to:**
• elements of the spoken language	• recognise and reproduce sounds in Aboriginal languages
• key features of nonverbal communication	• use nonverbal communication such as gestures and facial expressions in role-play and mime, eg lip pointing, varieties of handshakes
• symbols and features of the written language.	• recognise symbols and features of the written language as representations of sound, eg digraphs - *ng*, *rr*, *dh*.

Moving Between Cultures

Outcome 1.MBC.1: A student demonstrates awareness of cultural diversity**.**	
Students learn about:	**Students learn to:**
• cultural characteristics of the local community	• identify local places of cultural significance, eg shops, restaurants, places of worship
• characteristics that all people share as well as some of the differences	• recognise ways in which people express their culture, eg music, dance, food, games, celebrations
• visible representations of cultural identity	• recognise symbols of identity, eg flags, maps, geographical locations, traditional dress, landmarks
• exploring cultural diversity using a range of media.	• gather information about diverse cultures, using media, eg posters, puppets, realia.

Outcome 1.MBC.2: A student identifies cultural practices in Aboriginal communities and relates these to personal experiences.	
Students learn about:	**Students learn to:**
• significant aspects of the culture in social interaction	• recognise specific customs and traditions in social interaction, eg greetings, gestures, shaking hands
• symbols and practices that reflect places and events of importance to Aboriginal communities	• explore cultural symbols and practices, eg through games, stories, songs, craft and realia
• similarities and differences between local communities' lifestyles and those of other Aboriginal and/or non-Aboriginal communities.	• compare aspects of lifestyles, including food, family, gender roles.

7.3 Content for Stage 2

Using Language

Listening and Responding

Outcome 2.UL.1: A student recognises and responds to texts in Aboriginal languages in familiar contexts**.**	
Students learn about:	**Students learn to:**
• the importance of listening for key words to assist understanding	• listen for meaning
• ways of showing comprehension and maintaining interaction	• listen actively, using verbal and nonverbal language to show comprehension and maintain interaction
• the association between spoken and written language	• listen to short spoken texts while following the written form
• the different purposes of familiar spoken language, eg confirming, requesting, stating	• identify stages in brief, casual conversations, eg greetings ⇨ interactions ⇨ farewells (where recorded or developed)
• how paralanguage assists meaning, eg tone, pitch, volume, gestures, facial expressions	• use paralanguage, eg teacher cues and visual stimuli, to support understanding
• features of pronunciation and intonation, and syllable and word formation in speech	• listen to and repeat words and phrases with attention to pronunciation and intended meaning
• intonation in statements, questions and exclamations.	• respond to questions, instructions and requests.

Reading and Responding

Outcome 2.UL.2:	A student identifies and responds to key words, phrases and simple sentences in context in written Aboriginal languages.
Students learn about:	**Students learn to:**
• sources of support to enhance comprehension	• use teacher cues, visual stimuli, word lists and charts to support and enhance comprehension
• the features of particular texts	• recognise the forms and conventions of language in text, eg in stories, cards and messages
• the role of prior knowledge when attempting to read a text	• locate key words and phrases within a text
• the relationship between the spoken word and written symbol including differentiating between symbols when determining the sound and meaning of a word	• use their knowledge of symbols to read and understand words
• methods of recording and displaying information.	• respond to text in a variety of ways, eg match words with pictures, reconstruct a text, sequence words/sentences.

Speaking

Outcome 2.UL.3:	A student uses familiar language to share information in Aboriginal languages.
Students learn about:	**Students learn to:**
• the importance of correct sound articulation for effective communication	• imitate and reproduce correct pronunciation, intonation and stress
• accessing sources of support for the production of spoken texts	• produce their own spoken texts using scaffolds, eg model sentences, cue cards
• elements of active conversation, eg ways of seeking attention, interrupting, initiating and concluding, expressing comprehension and non-comprehension (where recorded or developed).	• engage in conversations to ask and respond to questions, make and respond to requests, give and respond to instructions.

Writing

Outcome 2.UL.4:	A student uses models to write text to convey personal information and ideas in Aboriginal languages.
Students learn about:	**Students learn to:**
• key features of an accepted writing system	• practise writing symbols using models
• features and conventions of written text	• use scaffolds to experiment with language and produce their own texts, such as model texts and sample sentence patterns
• the use of supports to assist the communication of ideas	• refer to dictionaries, word lists, glossaries and charts to access symbols or vocabulary to enhance communication of ideas
• the construction of text in order to convey meaning	• organise and present information, eg by selecting from options to label pictures and complete sentences
• the use of information and communication technologies for communicative purposes.	• use word-processing skills to produce texts and engage the interest of the reader, eg greeting cards, invitations, posters.

Making Linguistic Connections

Outcome 2.MLC.1: A student explores relationships between languages.	
Students learn about:	**Students learn to:**
• the influence of languages on each other	• identify words drawn from other languages, eg café, kindergarten, pizza, galah, waratah, koala, coolibah, kookaburra, wombat
• the existence of rules in language use	• identify and compare connections between languages, eg word order, grammar
• common features of social interaction across languages	• recognise ways to communicate, some of which are culture-specific, eg greetings, farewells (where recorded or developed)
• similarities and differences between language writing systems.	• identify similarities and differences in orthography between languages, eg non-alphabetic systems, specific letter forms.

Outcome 2.MLC.2: A student identifies ways in which meaning is conveyed by the sounds and symbols of Aboriginal languages.	
Students learn about:	**Students learn to:**
• features of spoken language which convey meaning	• identify features of the spoken language, eg pronunciation, intonation, stress
• the influence of word order or stress on how meaning is conveyed	• demonstrate understanding of the conventions of speech, eg how exclamations, commands, questions and statements are expressed
• the meanings conveyed by formulaic words and phrases	• recognise formulaic expressions, eg *Look out! Poor fella!*
• the construction of sounds and meanings in the written language.	• explore the specific written forms used to convey meaning.

Moving Between Cultures

Outcome 2.MBC.1: A student recognises the link between culture and a sense of identity.	
Students learn about:	**Students learn to:**
• features of lifestyles and belief systems in diverse communities	• identify similarities and appreciate differences in daily life in diverse communities
• the importance of symbols to create a sense of identity	• relate visible expressions of identity to specific cultures, eg flags, maps, traditional dress, landmarks
• the importance of participation in cultural activities to maintaining a sense of cultural identity	• engage directly in cultural activities, eg at school, within the local community
• respect for others when talking about culture and lifestyle.	• contribute to class discussions about cultural values and practices across cultures.

Outcome 2.MBC.2: A student recognises connections between Aboriginal culture, language, land and a sense of identity.	
Students learn about:	**Students learn to:**
• culture-specific conventions of the language in social interaction	• use formulaic expressions appropriate to the occasion, eg greeting and response to greeting
• features of register, formality and politeness in language use	• observe the influence of cultural values on language use such as formal/informal modes of address
• the links between culture, language, land and a sense of identity.	• identify links between culture, language, land and a sense of identity.

7.4 Content for Stage 3

Using Language

Listening and Responding

Outcome 3.UL.1: A student organises and responds to key ideas from spoken texts in familiar contexts.	
Students learn about:	**Students learn to:**
• identifying purpose, context and key ideas in a text	• understand purpose and context, eg by identifying key words and textual clues, roles and relationships of participants
• ways to analyse the structure of text	• use textual features to support understanding, eg identifying key topic areas or questions and the sequence of ideas
• redundancy and the need to focus on key words when listening to text	• develop strategies to manage unfamiliar language in spoken text, eg identifying context, purpose, audience and focus on familiar language elements
• ways to organise information when planning a response to a text	• record, organise and present information in different formats, eg charts, graphs, picture sequences
• responding in familiar situations.	• respond appropriately in familiar situations, eg confirming, requesting repetition, seeking clarification (where recorded or developed).

Reading and Responding

Outcome 3.UL.2: A student organises and responds to key ideas from written texts in familiar contexts.	
Students learn about:	**Students learn to:**
• identifying the purpose, context and main ideas of a text	• search for and select relevant information in order to respond to questions
• the construction of certain texts	• recognise the purpose of a text from the way it is structured, eg song, story, speech, letter, email
• ways to use contextual clues and prior knowledge to predict the meaning of new words	• deduce the meaning of unfamiliar words from context
• resources that can be used to enhance comprehension	• access available resources to assist in comprehending a text, eg word lists, glossaries, dictionaries, compound words
• ways to organise information in planning a response to a text.	• record, organise and present information in different formats, eg charts, graphs, picture sequences.

Speaking

Outcome 3.UL.3:	A student interacts with others by sharing key points of information in Aboriginal languages.
Students learn about:	**Students learn to:**
• the process of planning, drafting and presenting ideas in spoken text	• use available resources to support production of an original text, eg cue cards, notes, photos, multimedia
• appropriate ways to initiate, maintain and close a conversation (where recorded or developed)	• use modelled language and formulaic expressions to initiate and maintain communication, eg asking and answering questions using link words and phrases
• the construction of particular texts	• present or request information in ways appropriate to the purpose, eg announcement, narrative, informal conversation, interview, use of titles such as *Uncle, Aunty*
• the importance of stress patterns and rhythm in conveying meaning.	• use appropriate intonation, pronunciation, stress and rhythm when speaking.

Writing

Outcome 3.UL.4:	A student writes texts to present key points of information in Aboriginal languages.
Students learn about:	**Students learn to:**
• the impact of purpose, context and audience on constructing text	• apply specific rules of grammar and access appropriate vocabulary to construct written texts, eg pronoun forms
• principles of text organisation and structure in constructing own text, eg sentences, headings	• convey information in a sequence of sentences, each containing one or two main points
• referring to models to express own ideas	• use available resources to support the construction of new texts, eg dictionaries, word lists, sentence models
• the use of information and communication technologies for communicative purposes.	• use information and communication technologies to support production of original texts, eg word processing, digital images.

Making Linguistic Connections

Outcome 3.MLC.1: A student recognises the importance of context in language use.	
Students learn about:	**Students learn to:**
• the importance of textual conventions for appropriate communication	• identify the features of familiar texts, eg advertisements, posters, letters
• the importance of understanding context for inferring meaning	• decipher the meaning of words and phrases using contextual knowledge
• the use of slang, idiom and formality.	• recognise how language in use is affected by context, eg schoolyard and classroom language.

Outcome 3.MLC.2: A student identifies patterns and features of Aboriginal languages by making comparisons across languages.	
Students learn about:	**Students learn to:**
• the interpretation of the meaning of words and phrases in context	• avoid literal translations in some contexts
• principles of word order and patterns used for a specific function, through making comparisons between Aboriginal languages and English and other languages as appropriate	• identify similarities and differences between languages, such as word order, sentence construction
• the identification of word function and the principles of word substitution in making meaning	• apply learnt patterns in producing own text
• ways of expressing sounds and/or meanings in print	• identify specific features of the written language, eg the sound ‘uh’ is written as *a*, as in *yarraman* ‘horse’
• words borrowed between Aboriginal languages and English.	• identify English borrowings from Aboriginal languages and vice versa.

Moving Between Cultures

Outcome 3.MBC.1:	A student demonstrates awareness of cross-cultural influences on language and culture.
Students learn about:	**Students learn to:**
• changes that occur in language through cross-cultural contact	• identify ways in which Aboriginal languages and Australian English have borrowed from one another, eg animals, plants, geography, place names
• traditional and contemporary cultural practices across cultures	• reflect on cultural influences in local culture, eg restaurants, festivals, religions
• the dynamic nature of language and culture.	• recognise how languages and cultures evolve, eg through trade, technology, the impact of English, youth culture.

Outcome 3.MBC.2	A student demonstrates understanding of significant cultural values and practices in Aboriginal communities.
Students learn about:	**Students learn to:**
• diversity of cultural values and practices within Aboriginal communities	• explore the significance of particular cultural values and practices, eg connection to land, spiritual beliefs, funerals, celebrations, and festivals
• aspects of traditional and contemporary belief systems and their impact on behaviour	• compare aspects of traditional and contemporary lifestyles, eg gender roles, extended family, respect for elders
• the cultural values and practices of Aboriginal people	• show appreciation and respect for the values and practices of others, eg sharing, kinship, totems and ‘dreamings’
• Aboriginal beliefs	• recognise the influence of Aboriginal beliefs, eg in art, literature, film, stories
• ways to show appreciation and respect for the cultural values and practices of Aboriginal communities.	• participate in activities associated with Aboriginal customs and practices.

7.5 Content for Stage 4

Using Language

Listening and Responding

Outcome 4.UL.1: A student demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately.	
Students learn about:	**Students learn to:**
• the importance of prior knowledge to interpreting meaning in text	• deduce meaning from context and prior knowledge of subject matter when listening for main ideas
• the importance of understanding the intention of the speaker and the context in interpreting meaning	• identify roles and relationships between participants in text
• ways to analyse text structure and locate relevant information in text	• identify the purpose of texts and distinguish between the main ideas and supporting detail
• linguistic features of texts such as narratives, songs, interviews.	• identify specific information, eg choose the correct word, identify statements as true or false, answer questions in English or Aboriginal languages.

Reading and Responding

Outcome 4.UL.2: A student demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately.	
Students learn about:	**Students learn to:**
• the structures and features of specific text types in order to interpret key features of the text such as heading, introduction, visual supports	• skim and scan written text to predict meaning
• the importance of prior knowledge to interpreting meaning in text	• deduce meaning from context and prior knowledge of the subject matter when reading for gist
• the importance of understanding the intention of the author and the context in interpreting meaning	• identify the purpose in texts and distinguish between the main ideas and supporting detail, eg Dreaming stories, narratives
• ways to analyse text structure and locate relevant information in text	• identify roles and relationships between participants in text
• linguistic features of texts such as descriptions, narratives and interviews.	• identify specific information, eg choose the correct word, identify statements as true or false, answer questions in English or Aboriginal languages.

Speaking

Outcome 4.UL.3: A student establishes and maintains communication in familiar situations.	
Students learn about:	**Students learn to:**
• the purpose and context of communication and their influence on the choice of structure, format and vocabulary	• initiate an interaction, eg by greeting, asking a question
• verbal and nonverbal links with a conversational partner	• maintain social interactions and communicate appropriately in familiar contexts, eg turn-taking, agreeing, acknowledging, replying, and asking for repetition or clarification
• manipulation of known structures for speaking in new contexts	• select and incorporate modelled structures when producing own texts
• ways of showing that the purpose of communication has been achieved	• conclude an interaction using verbal cues and leave taking
• the use of information and communication technologies for communicative purposes.	• produce original text using information and communication technologies.

Writing

Outcome 4.UL.4: A student experiments with linguistic patterns and structures in Aboriginal languages to convey information and to express own ideas effectively.	
Students learn about:	**Students learn to:**
• the purpose and context of communication and their influence on the choice of structure, format and vocabulary	• plan, draft and edit when constructing own text
• accessing resources and the organisation of relevant structures and vocabulary when planning and constructing text	• use available resources to access structures and vocabulary to build a message
• manipulation of known structures for writing in new contexts	• select and incorporate modelled linguistic structures in own writing
• the importance of logical idea development in constructing text	• express ideas and provide additional details in a series of linked sentences
• the use of information and communication technologies for communicative purposes.	• produce original text using information and communication technologies, eg word processing, digital images.

Making Linguistic Connections

Outcome 4.MLC.1: A student demonstrates understanding of the importance of correct and appropriate use of language in diverse contexts.	
Students learn about:	**Students learn to:**
• appropriate choices made to achieve communication goals	• recognise linguistic choices made according to purpose, eg to recount, describe, instruct, request, suggest
• the importance of recognising audience in communication	• identify ways in which texts vary according to their intended audience, eg informality, register, tone of voice
• specific grammatical concepts that operate across languages	• recognise that grammatical concepts serve particular functions and represent part of the system of language
• metalanguage to describe the structures and features of language.	• explore grammatical systems to appreciate how languages work, eg identify grammatical terms, word order, tenses.

Outcome 4.MLC.2: A student explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of Aboriginal languages.	
Students learn about:	**Students learn to:**
• ways to support effective communication	• identify ways in which stress, intonation and body language are used to convey meaning, eg eye contact, lip pointing
• culture-specific expressions	• recognise that some words and concepts cannot be literally translated (where recorded or developed)
• specific patterns and rules in word construction, word order and sentence structure	• identify specific characteristics of the language or languages, eg grammatical structures and features
• ways of conceptualising and representing patterns and systems in language	• develop strategies for internalising new language and building on prior knowledge, eg mnemonic devices and communicative activities such as songs, matching games, cloze activities, memory games
• similarities or differences in structures and features across Aboriginal languages.	• identify similarities or differences in structures and features across Aboriginal languages.

Moving Between Cultures

Outcome 4.MBC.1:	A student demonstrates understanding of the interdependence of language and culture.
Students learn about:	**Students learn to:**
• the significance of cultural awareness in language use and the influence of cultural values on how meaning is conveyed	• recognise that there are culturally appropriate expressions for particular contexts
• key features of social interactions in diverse communities	• recognise how culturally appropriate language and behaviour are used in formal and informal contexts
• ways of identifying cultural values and practices in observing social interaction among members of the community.	• recognise the importance of culture and cultural awareness in learning a language.

Outcome 4.MBC.2:	A student demonstrates knowledge of the cultures of Aboriginal communities.
Students learn about:	**Students learn to:**
• ways in which language and behaviour reflect important aspects of the culture	• identify actions, and words and phrases in the language that encapsulate aspects of culture, eg hospitality, traditional dances, proverbs
• the importance of tradition to a sense of cultural identity and diversity within the culture	• identify and explain features of traditional and contemporary lifestyle including gender roles, generational and regional difference, origins and place of ceremonies, festivals, routines of family
• the links between land, culture, language and a sense of identity	• recognise the links between land, culture, language and a sense of identity
• the concept of language ownership	• recognise the importance of language ownership
• representations of Aboriginal communities and culture in text, film, mass media	• identify generalisations about people and culture, eg by questioning stereotypes
• collecting and interpreting electronic information, with consideration of its ethical use, in order to identify and reflect on representations of culture.	• research and present information on Aboriginal communities using a range of information and communication technologies, including CD-ROMs and the internet.

Life Skills

For some students with special needs, particularly those students with an intellectual disability, it may be determined that the Stage 4 content is not appropriate. For these students, Life Skills outcomes and content can provide the basis for the development of a relevant and meaningful program – see section 8.

7.6 Content for Stage 5

Using Language

Listening and Responding

Outcome 5.UL.1: A student selects, summarises and evaluates information and ideas in spoken texts and responds appropriately.	
Students learn about:	**Students learn to:**
• ways in which texts are constructed for specific purposes	• identify purpose, eg to recount, describe, instruct, inform, persuade or entertain, and distinguish between main points and specific and supporting details in text
• ways of identifying relevant details when listening for specific information	• make judgements about the relevance of detail in evaluating text, eg extracting ideas and issues referred to in text
• linguistic choices made in texts to influence listeners.	• analyse the impact of linguistic choices made to achieve communication goals, eg to inform or entertain.

Reading and Responding

Outcome 5.UL.2: A student selects, summarises and evaluates information and ideas in written texts and responds appropriately.	
Students learn about:	**Students learn to:**
• ways in which texts are formatted for particular purposes and effects	• explore the way text content is developed and how ideas and information are sequenced, eg headings, paragraphing, introductory sentences, topic shifts
• ways in which texts are constructed for specific purposes	• identify purpose, eg to recount, describe, instruct, inform, persuade or entertain, and distinguish between main points and specific and supporting details in text
• ways of assessing relevant details when reading for specific information	• make judgements about the relevance of detail in evaluating text, eg extracting ideas and issues referred to in text
• the use of multimedia for communicative purposes.	• participate in discussions with other learners and speakers of Aboriginal language(s), in Aboriginal language(s) or English, eg by using email, discussion forums on the internet.

Speaking

Outcome 5.UL.3:	A student uses Aboriginal languages with some flexibility by incorporating new structures and features to express own ideas.
Students learn about:	**Students learn to:**
• the manipulation of structure, format and choice of vocabulary to achieve specific purposes	• select and manipulate particular structures to achieve specific communication goals, eg past tense for recounting, word order for effect
• the application of known linguistic structures in new contexts	• reconstruct information from a range of sources, eg summarising information
• responding to factual and open-ended questions	• maintain an interaction by responding to and asking questions and sharing information
• collaborative and inclusive ways to achieve communication goals.	• interact with reference to purpose, audience or participants.

Writing

Outcome 5.UL.4:	A student applies basic rules of grammar and manipulates learnt linguistic structures and features of Aboriginal languages.
Students learn about:	**Students learn to:**
• the manipulation of structure, format and choice of vocabulary to achieve specific purposes	• select and incorporate particular structures to achieve specific purposes, eg past tense for recounting, word order for effect
• application of known linguistic structures in new contexts	• reconstruct information from a range of sources, eg summarising information
• resources available to enhance or promote independent learning	• develop skills in accessing appropriate additional information to expand and enhance communication, eg dictionaries, wordlists, reference grammars, authentic texts in print and online
• the use of technology to express ideas and create own text.	• access websites to transfer and manipulate data to produce a specific text, eg multimedia presentation.

Making Linguistic Connections

Outcome 5.MLC.1: A student demonstrates understanding of the nature of languages as systems by describing and comparing linguistic features across languages.	
Students learn about:	**Students learn to:**
• ways to analyse and explain features of language in use, and their relationship to the system	• analyse aspects of language in order to identify and explain structures and patterns in text
• the need for consistent application of grammatical rules and conventions to achieve effective communication	• use metalanguage to explain linguistic structures and textual features encountered in text
• ways to support and sustain communication in extended text	• describe features of text structure, textual coherence and cohesion in sequencing ideas, eg conjunctions, the use of ellipsis
• variations of the message according to context, purpose and audience.	• reflect on formal and informal language, and when and where it is used.

Outcome 5.MLC.2: A student develops the ability to use their linguistic resources to support the study and production of texts in Aboriginal languages**.**	
Students learn about:	**Students learn to:**
• the importance of being aware of the choices that are made to convey precise meaning	• evaluate the accuracy and appropriateness of structures when constructing and editing text
• the effect of linguistic choices on intended meaning	• make linguistic choices to enhance their intended meaning, drawing on a range of linguistic structures
• meaning conveyed in words	• analyse ways in which words are constructed, eg how words are modified for different grammatical functions
• the impact of writing systems on Aboriginal languages	• develop an awareness of the impact of writing systems on Aboriginal languages
• the varied use of linguistic resources in a range of Aboriginal languages.	• evaluate the use of linguistic resources across a range of Aboriginal languages.

Moving Between Cultures

Outcome 5.MBC.1: A student explores the interdependence of language and culture as manifested in a range of texts and contexts.	
Students learn about:	**Students learn to:**
• cultural concepts and ways they are reflected in language and behaviour	• identify and analyse ways in which culture is reflected in language use in diverse contexts
• the value of developing respect for and appreciation of other cultures	• discuss and compare the values and beliefs of diverse cultures
• the contributions of diverse cultures to the local and global community	• reflect on attitudes and practices that differ from their own
• etiquette and ethical behaviour associated with cross-cultural communication.	• recognise appropriate intercultural behaviour in diverse settings.

Outcome 5.MBC.2: A student identifies and explains representations of the culture of Aboriginal communities.	
Students learn about:	**Students learn to:**
• cultural attitudes that add meaning to texts	• identify and discuss cultural influences in specific texts
• language used to express cultural values, and to represent people and cultures in texts	• explain cultural references in texts, eg gender roles
• idioms, colloquialisms, register and formality in language use	• analyse the use of words or expressions with particular cultural significance in Aboriginal texts
• the interdependence of land, culture, language and a sense of identity.	• reflect on the interdependence of land, culture, language and a sense of identity.

7.7 Content for Stage 5 Extension

Using Language

Listening and Responding

Outcome 5.UL.5:	A student selects, summarises and evaluates information and ideas in spoken texts and presents a point of view in a range of text types.
Students learn about:	**Students learn to:**
• the connection between ideas in text, eg how argument is sustained, how opinion is justified	• identify relationships between ideas in texts, eg discriminate between fact and opinion and between cause and consequence
• layers of meaning in texts	• infer meaning from texts
• accessing authentic texts	• listen independently for enrichment
• ways in which language is used to express a point of view.	• express a point of view when making a response.

Reading and Responding

Outcome 5.UL.6:	A student selects, summarises and evaluates information and ideas in written texts, responds appropriately and exchanges information in Aboriginal languages.
Students learn about:	**Students learn to:**
• the linguistic choices made to influence audiences	• analyse texts to explore the linguistic choices made to achieve communication goals, eg use of emotive language, register and tone
• layers of meaning in texts	• infer meaning from texts, eg stories
• the availability of authentic texts	• read independently for enrichment, eg tape transcripts
• ways in which language is used to express a point of view.	• express a point of view when making a response, eg by using persuasive or emotive language.

Speaking

Outcome 5.UL.7:	A student uses Aboriginal languages with flexibility by incorporating new structures and features for effective communication.
Students learn about:	**Students learn to:**
• language features of specific text types to enhance communication	• manipulate Aboriginal languages to communicate effectively and accurately, eg speeches, discussions, stories, songs
• the development and evaluation of strategies needed for the independent production of texts	• internalise and use vocabulary and/or structures encountered incidentally
• balance and bias in the way information is conveyed	• expand or qualify the message
• ways to express a point of view.	• express personal opinions or reasons for actions or emotions to justify a point of view.

Writing

Outcome 5.UL.8:	A student uses Aboriginal languages with accurate grammar and experiments with linguistic structures and features.
Students learn about:	**Students learn to:**
• language features of specific text types to enhance communication	• manipulate Aboriginal languages to communicate effectively and accurately, eg in formal and informal contexts, stories, songs and speeches
• the development and evaluation of strategies needed for the independent production of texts	• select, incorporate and experiment with learnt and new structures to develop and present texts logically and cohesively
• principles of text organisation and logical development of ideas including coherence and cohesion in constructing own text	• sequence their thoughts and structure ideas in a logical manner using complex linguistic structures
• ways to express a point of view.	• express personal opinions or reasons for actions or emotions to justify a point of view.

Making Linguistic Connections

Outcome 5.MLC.3	A student engages in discussion to solve linguistic problems in Aboriginal languages and English and to refine the production of original texts in Aboriginal languages.
Students learn about:	**Students learn to:**
• the investigation of complex structures and features through discussion	• describe complex structures and features used to refine the production of original text
• the process involved in solving problems	• identify and articulate linguistic problems and formulate plausible solutions
• the ways linguistic features are used to create nuance	• identify complex structures and specific linguistic features, eg complex verb forms
• independent use of linguistic resources	• extend and refine their use of language features and structures, eg by using dictionaries and grammar references
• issues involved in language revival	• identify gaps in words and expressions in own language and explore linguistic techniques for addressing these gaps
• other language revival programs	• identify techniques other languages have used to address these gaps, eg Mäori, Kaurna, Western Apache
• similarities and differences in expression across Aboriginal languages.	• identify similarities and differences in expression across Aboriginal languages.

Outcome 5.MLC.4	A student develops the capacity to use a range of language resources to support the study and/or production of a range of texts.
Students learn about:	**Students learn to:**
• the manipulation of language to create resources	• use a variety of media to produce simple Aboriginal language resources
• the use of a range of technologies to create resources.	• plan and produce texts with attention to purpose and intended audience.

Moving Between Cultures

Outcome 5.MBC.3:	A student evaluates and demonstrates the importance of being able to move between cultures.
Students learn about:	**Students learn to:**
• the advantages of cross-cultural awareness and understanding	• appraise values, attitudes and beliefs of diverse cultures
• acceptance of diverse attitudes and practices through reflection and discussion.	• reflect on and discuss attitudes and practices that differ from their own.

Outcome 5.MBC.4:	A student critically analyses expressions and representations of Aboriginal culture in a range of texts.
Students learn about:	**Students learn to:**
• the role of language in cultural disruption and continuity	• do independent research, use a range of resources, synthesise material in a project or projects, eg comparison of two language centres, comparison of language revival programs in Australia, comparison of an Indigenous language revival program in Australia with an overseas program, importance of language in land rights
• the existence of concepts relevant to cultural practices.	• question and evaluate cultural influences in texts, eg proverbs, newspaper headlines.

7.8 Grammar

Throughout the Aboriginal Languages syllabus students will learn about grammatical structures in context as they complement the content and the organisation of individual programs.

The grammatical structures exemplified on this and the following pages are those that students are expected to recognise and use by the end of Stage 5. They should be read in conjunction with the content of the syllabus. Grammar should be used to support the process of language acquisition and to facilitate communication rather than be taught in isolation.

Not all grammatical items will apply to all languages in NSW, and therefore the grammatical examples listed below are suggestive of a range of possibilities.

Grammatical Items	**Sub-elements**	**Examples**
Nouns	case number	ergative, nominative, accusative, possessive, instrumental non-singulars (when used)
Adjectives	case	dative, proprietive, locative
Pronouns	case number demonstratives reflexive/reciprocal interrogative inclusive/exclusive	possessive, dative singular, dual, plural proximal, distal themselves/each other who, what, where, why me and you/me and her
Verbs	conjugations tense/aspect mood	l-class, y-class past/present/future past/non-past progressive, completed, iterative indicative, subjunctive, imperative
Interjections		look out! gosh! ouch!
Other word classes	adverbs temporal qualifier connectives particles	now, quickly, very then and dubitative, negative, prohibitive, good job, bad job
Sentence and phrase type	simple sentence compound sentence questions commands	nonverbal, verbal

8 Life Skills Outcomes and Content

The Board of Studies recognises that a small percentage of students with special education needs may best fulfill the mandatory curriculum requirements for Aboriginal Languages by undertaking Life Skills outcomes and content. (Requirements for access to Life Skills outcomes and content are detailed in section 1.3.)

Life Skills outcomes will be selected on the basis that they meet the particular needs, goals and priorities of each student. Students are not required to complete all outcomes. Outcomes may be demonstrated independently or with support.

In order to provide a relevant and meaningful program of study that reflects the needs, interests and abilities of each student, schools may integrate Aboriginal Languages Life Skills outcomes and content across a variety of school and community contexts.

8.1 Outcomes

Objectives	**Outcomes** A student:	
Using Language	**LS.UL.1**	recognises words and phrases in Aboriginal languages
	LS.UL.2	uses Aboriginal languages to interact in everyday activities
	LS.UL.3	obtains and gives information in Aboriginal languages
	LS.UL.4	uses written Aboriginal language to communicate
Making Linguistic Connections	**LS.MLC.1**	recognises internationally shared signs, symbols and words
	LS.MLC.2	explores ways in which meaning is conveyed by nonverbal communication
	LS.MLC.3	explores ways in which meaning is conveyed by spoken language
	LS.MLC.4	explores ways in which meaning is conveyed by written language
Moving Between Cultures	**LS.MBC.1**	experiences cultural diversity
	LS.MBC.2	explores their own and other cultures
	LS.MBC.3	recognises the contribution of different cultures to Australian society.

8.2 Content

The content forms the basis for learning opportunities. Content will be selected on the basis that it meets the needs, goals and priorities of each student. Students are not required to complete all of the content to demonstrate achievement of an outcome.

The examples provided are suggestions only.

Objective – Using Language

Outcome LS.UL.1: A student recognises words and phrases in Aboriginal languages.	
Students learn about:	**Students learn to:**
• words and phrases in a variety of spoken contexts	• listen to words, phrases and simple sentences to identify meaning, eg associate a word with a picture • identify known words and phrases, eg in songs and chants • identify known words and phrases in conversation, eg greetings
• words and phrases in a variety of written contexts	• read whole words, phrases and simple sentences, eg on captions, charts, art and craft, CD-ROM software
• new words and phrases in a variety of spoken contexts	• recognise when new words and phrases are used in a range of contexts, eg when following instructions • use cues to support understanding of new words and phrases in a range of contexts, eg gestures, facial expressions, visual stimuli
• the relationship between printed words and symbols and their sounds and meanings.	• recognise symbols, letters and syllables in print in Aboriginal languages, eg on flashcards • use their knowledge of characters, letters and syllables to read and understand new words in Aboriginal languages, eg combine cards to make words, phrases or sentences.

Outcome LS.UL.2: A student uses Aboriginal languages to interact in everyday activities.	
Students learn about:	**Students learn to:**
• the different purposes of using known language	• establish and maintain social contact, eg respond nonverbally to greetings, respond appropriately in English to a greeting/instruction in Aboriginal languages, respond appropriately in Aboriginal languages • communicate basic needs and wants in a variety of ways, eg ask for food and drink by using the appropriate phrase, request assistance • use language for enjoyment, eg singing, chanting • share personal information, eg activities, family details, likes and dislikes
• the use of language in the context of a conversation.	• engage in conversation, eg use appropriate mode of address, introduce self and others, exchange pleasantries, use gesture and expression to make meaning clear • initiate, maintain and conclude a conversation, eg with peers, teacher or others in the community.

Outcome LS.UL.3: A student obtains and gives information in Aboriginal languages.	
Students learn about:	**Students learn to:**
• appropriate ways to ask for information	• ask for information or assistance in a variety of contexts
• written texts available for accessing information	• locate appropriate written text to obtain information, eg leaflets, signs, notices, books, recipes, the internet, software packages, videos • select relevant information from written text, eg from story books identify key participants; from word lists/dictionaries find names of local birds, local native foods; from maps locate Aboriginal place names • access and gather information, eg locate dictionaries and other resources for NSW Aboriginal languages on the internet, use interactive CD-ROMs to participate in language activities
• ways to use spoken text to communicate information.	• communicate information in a variety of ways, eg in response to questions, surveys, an interview, a storyboard/comic strip, a short talk, form completion, a letter.

Outcome LS.UL.4: A student uses written Aboriginal language to communicate.	
Students learn about:	**Students learn to:**
• key features of the writing system	• practise writing symbols using models • build words using familiar symbols
• features and conventions of written text	• use scaffolds to experiment with language and produce their own texts, eg model texts and sample sentence patterns
• the use of written texts in a variety of contexts	• refer to charts or lists to access symbols or vocabulary to enhance communication of ideas, eg use written text in everyday activities, trace and copy a greeting card, create an invitation or a poster using internet or CD-ROM, send a letter to a friend by post or email
• ways to use written text to communicate information.	• communicate information in a variety of ways, eg script a short talk, write a letter, complete a form, complete the speech bubbles in a comic strip, conduct a survey in Aboriginal language: What's your name? Where do you live? How many people in your family? What's your language? Ask others in the class and mark their responses in a grid. Use survey results to make a class table and report findings. Complete a comic strip titled *My day*: students are provided with speech bubbles for which they draw a cartoon or comic strip.

Objective – Making Linguistic Connections

Outcome LS.MLC.1: A student recognises internationally shared signs, symbols and words.	
Students learn about:	**Students learn to:**
• signs, symbols and words that have the same meaning internationally	• identify symbols and signs that can be used cross-culturally, eg male/female, poison, airport, danger, no eating or drinking, no entry • identify international commercial logos, eg transport, sport, food, clothing
• cross-cultural influences on language.	• identify words from Aboriginal languages that are in common use in Australia, eg billabong, coolibah, corroboree, kookaburra, waratah, woomera, cooee • identify words that are used cross-culturally, eg computer, radar, internet, email.

Outcome LS.MLC.2: A student explores ways in which meaning is conveyed by nonverbal communication.	
Students learn about:	**Students learn to:**
• communication of meaning in nonverbal ways.	• identify the meaning conveyed by gestures, facial expressions, eg beckoning, lip pointing, waving, shaking hands, whistling • respond to gestures, facial expressions and sounds, eg waving in response, whistling in response.

Outcome LS.MLC.3: A student explores ways in which meaning is conveyed by spoken language.	
Students learn about:	**Students learn to:**
• the importance of listening and observing to aid comprehension	• listen actively for a specific purpose or task, eg identify places, names, numbers
• paralinguistic devices to support communication.	• recognise the use of tone, pitch, volume, intonation and stress in interpreting and expressing meaning when others are speaking.

Outcome LS.MLC.4: A student explores ways in which meaning is conveyed by written language.	
Students learn about:	**Students learn to:**
• the relationship between written words and symbols and their corresponding sounds and meanings	• recognise that written words and symbols represent sounds, eg alphabet (letters and combinations of letters representing sounds)
• ways of conveying meaning through written communication.	• identify diverse forms of written communication, eg diagrams, maps, drawings, words, phrases, sentences. • interpret meaning from diverse forms of written communication.

Objective – Moving Between Cultures

Outcome LS.MBC.1: A student experiences cultural diversity.	
Students learn about:	**Students learn to:**
• cultural characteristics of the school community	• identify culture(s) represented in the school community, eg by a survey of cultures represented in the classroom • recognise that different cultures have different languages • recognise visual representations of culture(s), eg flags, maps, clothing • locate countries of origin, eg on world map/globe • identify local areas in Aboriginal languages • identify features of the culture(s), eg food, music, dance, games and celebrations
• the importance of cultural celebrations	• participate in cultural activities, eg invite local community cultural groups to school, sing songs in other languages, perform plays/skits/dances, set up multimedia displays including websites and programs, bring/prepare and eat food, make/wear traditional costumes, make/bring traditional toys, play traditional games, display art/books
• the diversity of cultural expression	• explore the diversity of cultural practices, eg stories, dance, songs and music, traditional dress, art and craft, games
• cultural features of the local community.	• identify local places of cultural significance, eg markets, meeting places, galleries, museums, local Aboriginal sites, historical sites • visit local places of cultural significance • make connections between language and cultural activities, eg learn expressions in Aboriginal languages associated with everyday living, design placemats/menus/posters, make displays for classroom and make labels to match, arrange for a cooking demonstration or participate in meal prepared in traditional manner • participate in community celebrations or significant events.

Outcome LS.MBC.2: A student explores their own and other cultures.	
Students learn about:	**Students learn to:**
• diversity of cultural values and practices	• recognise that there are culturally appropriate expressions and behaviour for particular contexts and relationships, eg greetings, language and gesture, modes of address, meal etiquette • recognise how culturally appropriate language and behaviour are used in formal and informal contexts, eg with peers, family, teachers, others in community • use appropriate language and behaviour, eg formal and informal modes of address, taboo language, gender specific language
• features of lifestyles and belief systems in diverse cultures	• identify features of traditional lifestyle, eg family structure and roles, festivals and ceremonies, events • identify features of contemporary lifestyle, eg the impact of technology, globalisation, music, video, film, sport, youth culture • compare aspects of their own lifestyles and beliefs, eg food, faith, family, with those of other cultures and communities
• the importance of respect for the culture and lifestyle of others.	• contribute to class discussions about cultural practices across cultures • demonstrate respect for diverse cultural practices, eg accepting differences in how people dress and speak, and what people eat, believe and celebrate.

Outcome LS.MBC.3: A student recognises the contribution of different cultures to Australian society.	
Students learn about:	**Students learn to:**
• diverse cultures represented in Australia	• identify diverse cultures represented in Australia, eg name cultural groups represented in their school and local community, name other cultural groups represented in the wider Australian community • explore the reasons for the arrival of different cultural groups, eg economic, meeting the need for skilled labour, seeking political freedom, taking up new opportunities
• the contribution of Aboriginal communities to Australian society.	• identify the ways in which Aboriginal language-speaking communities have contributed to the Australian way of life, eg food, clothing, dance, music, sport, literature, art, drama, festivals, attitudes, politics, place names • explore achievements which involved major contributions from Aboriginal communities, eg in the pastoral industry, politics, sporting events, arts, tourism, festivals, trade.

9 Continuum of Learning in Aboriginal Languages K–10

9.1 Stage Statements

Stage statements illustrate the continuum of learning in the *Aboriginal Languages K–10 Syllabus* and are summaries of the knowledge, understanding, skills, values and attitudes that have been developed by students as a consequence of achieving the outcomes for the relevant stage of learning.

Stage 1 (including Early Stage 1)

Students who have achieved Stage 1 outcomes show a growing awareness of the existence of Aboriginal and other languages and cultures. In the classroom, they are able to relate what they know of their world, including their own backgrounds and those of their friends and classmates, and demonstrate ways in which they celebrate Aboriginal Australia. Outside the classroom students draw on the knowledge resources of the local Aboriginal community. This can include telling and writing stories, describing photographs, realia and their own paintings and drawings, and introducing friends or members of their families. They can recognise and describe ways in which other languages and cultures have an impact on their lives, including aspects of music, art and craft, stories and travel, and traditions that learners at this stage can articulate.

These students have learnt through incidental and orchestrated play situations. They have learnt much through imitation and repetition, in particular through rhyme, song and gesture. They rely heavily on teacher and contextual support to assist communication. Students are also becoming aware that experimentation and learning from mistakes are features of everyone's life experiences. Students have begun to appreciate that they can learn from one another.

These students are able to recognise basic similarities and differences across a range of Aboriginal languages. They have learnt that sounds and symbols can differ in Aboriginal languages.

These students are able to recognise key features of the target language and respond to familiar words with strong support from the teacher. They can interact with the teacher and with their peers in familiar contexts, and comprehension of the spoken language is more developed than production. This stage is characterised by a focus on the power of language to develop relationships with others and to have fun discovering words that connect languages.

Students select some words and phrases and symbols that convey specific meaning in Aboriginal languages and copy them from a text. They are aware that patterns are a key aspect of language learning. They can recognise that language is a means of communication for meaning and understanding.

Stage 2

Students who have achieved Stage 2 outcomes have developed an interest in exploring the world beyond their own experience and background. They generate questions for themselves and use a range of resources to seek the answers to such questions. They are building on their immediate awareness of the existence of Aboriginal and other languages and cultures. Students are beginning to identify connections between land, language, culture and a sense of identity. They are becoming aware of the progress of the language since colonisation. This growing awareness and desire to explore beyond their immediate experience will foster a developing respect for and understanding of the diversity and commonality that exist among cultures.

Students are able to generate phrases and simple sentences in Aboriginal languages but rely heavily upon modelling, rehearsal, and teacher support. Students are beginning to experiment in the use of Aboriginal languages, drawing on a wider range of language. They are beginning to develop an understanding of the structure of Aboriginal languages as well as a greater understanding of the way languages work as systems. They have started to compare structures across a range of Aboriginal languages, recognising similarities and differences. Students have been provided with reading material and have engaged in writing tasks that draw on and build upon knowledge that has been acquired through oral/aural work.

Students' receptive capacity exceeds their productive capacity with the focus on listening, viewing and responding to Aboriginal languages. Students are still reliant on familiar and modelled patterns and may use these to produce texts of words, phrases or perhaps even sentences in writing and speaking. They demonstrate an understanding of specific gestures in a range of learnt contexts and are capable of imitating them successfully. They have benefited from the opportunities to participate in practical activities and enjoy demonstrating what they know and can do in Aboriginal languages.

Stage 3

Students who have achieved Stage 3 outcomes have developed an understanding of the values and practices of Aboriginal and other cultures. Students have investigated various aspects of cultural and language practices and recorded and presented them using a variety of communication strategies. Students have become aware of the ways in which contemporary Aboriginal languages and Aboriginal culture have been influenced not only by English but also by globalisation. Their awareness and desire to explore beyond their immediate experience have helped them to appreciate the diversity and commonality that exist among cultures. In particular they will have investigated the linguistic and cultural diversity of Aboriginal Australia.

Students are able to identify patterns and features of Aboriginal languages, and compare them with English. Through a greater understanding of language systems, students at this stage have grown in confidence in their ability to create simple original texts, while still using the modelling and rehearsal that have been characteristic of their prior learning in Aboriginal languages. They have developed greater skills in recognising similarities and differences across Aboriginal languages. They have increasing awareness of the concept of language revival.

Students' receptive capacity still exceeds their productive capacity, although there has been an increased focus on their productive skills. Students have been involved in language activities that may include composing and presenting short role-plays, participating in

question and answer games, readings of simple books and using bilingual wordlists and/or dictionaries.

Students can communicate in familiar social and classroom situations. They understand and respond to short texts based on simple language structures set in familiar contexts. They compose simple coherent texts using basic sentence structures which include features of learnt oral and written language. The production of original spoken and written texts can be supported by the use of multimedia.

As a result of achieving Stage 3 outcomes, students are well placed to continue their study of Aboriginal languages and can articulate what they have learnt in ways appropriate to their age.

Stage 4

Students who have achieved Stage 4 outcomes demonstrate a growing confidence in the use of an Aboriginal language to communicate in everyday situations within and beyond the classroom. They experiment with the language to express their thoughts rather than relying solely on rehearsed phrases or sentences. They have become more confident in using wordlists and/or dictionaries and are becoming familiar with grammar and syntax.

Students use a range of media to access and produce text, and are becoming self-reliant in finding ways of applying the language appropriately. They explore grammatical systems and begin to use metalanguage by identifying grammatical terms. They have an improved understanding of the way English works as a system and ways in which it is similar to and different from the target language.

Students can understand texts that they hear or read and that contain learnt structures and familiar vocabulary. They can draw on their prior knowledge of basic text organisation and language features to make sense of unfamiliar texts. They are also capable of engaging with texts for a range of purposes.

Students create simple cohesive written texts for different purposes by drawing on simple language and learnt structures. They respond appropriately to a range of texts in familiar topic areas and have developed skills that help them understand the main ideas of texts. They interact in predictable and familiar contexts and produce original oral texts with varying grammatical accuracy by manipulating learnt structures. They understand the need to use appropriate register and body language.

Students have had access to models of correct pronunciation as a result of exposure to first language speakers or other authentic voices. They may have had opportunities to interact with a wide range of students or members of the community with an Aboriginal background, as well as opportunities to practise with audio equipment and other information and communication technologies (ICT).

Students have gained experience in finding English derivatives from Aboriginal words and observing English loan words in Aboriginal languages. They are familiar with a range of stories and sites important in the language. They are familiar with aspects of traditional lifestyles and culture such as family connections, ceremonies and everyday activities. They have observed connections between the local Aboriginal language and its neighbours.

Through their study and discussion of the traditional and contemporary cultures of Aboriginal communities, students demonstrate understanding of the importance of tradition to a sense of cultural identity and to diversity within the culture. They appreciate influences of culture on language use.

Students who have achieved Stage 4 outcomes have begun to appreciate the long-term value of learning Aboriginal languages and can identify ways in which they can apply what they have learnt in terms of cultural, social, linguistic and vocational benefits.

Stage 5

Students who have achieved Stage 5 outcomes maintain effective communication in authentic situations. They are able to use structures and features of the language that will allow them to function in a range of practical situations. Students begin to correct their own errors and those of their peers, using metalanguage. In a wider application of their language studies, they are able to articulate ways in which languages work as systems. Enhanced literacy skills enable them to compare English and Aboriginal languages. Due to their increased exposure to the language and culture, students have developed a greater respect for and empathy with the people, traditions and ways of life of Aboriginal communities.

It is possible that students will have had contact with a range of Aboriginal speakers and resources. They have also been exposed to authentic situations through practising with a variety of ICT applications.

Students will have developed strategies for incorporating new structures and features into the language patterns that they have already acquired. They initiate and maintain communication, and use appropriate register in familiar formal and informal situations. They respond appropriately to spoken Aboriginal languages and they begin to engage in more sustained communication.

They select information from a range of spoken and written texts and analyse some of the ideas presented. They demonstrate an understanding of the basic rules of grammar in creating a range of familiar texts on a variety of topics. They demonstrate an ability to create a coherent product by manipulating known structures and features of the language. They can draw on their knowledge of similarities and differences in Aboriginal languages in assessing and creating texts.

Students who have achieved the Stage 5 outcomes recognise the value of learning Aboriginal languages. They are conscious of the ways in which their study of Aboriginal languages and the culture of Aboriginal communities can be applied to many other parts of the curriculum and to their personal and future lives. They demonstrate an understanding of the basic issues in language revival and an ability to create original resources as part of this process.

10 Assessment

10.1 Standards

The Board of Studies *K–10 Curriculum Framework* is a standards-referenced framework that describes, through syllabuses and other documents, the expected learning outcomes for students.

Standards in the framework consist of two interrelated elements:
- outcomes and content in syllabuses showing what is to be learnt
- descriptions of levels of achievement of that learning.

Exemplar tasks and student work samples help to elaborate standards.

Syllabus outcomes in Aboriginal Languages contribute to a developmental sequence in which students are challenged to acquire new knowledge, understanding and skills.

The standards are typically written for two years of schooling and set high, but realistic, expectations of the quality of learning to be achieved by the end of Years 2, 4, 6, 8 and 10.

Using standards to improve learning
Teachers will be able to use standards in Aboriginal Languages as a reference point for planning teaching and learning programs, and for assessing and reporting student progress. Standards in Aboriginal Languages will help teachers and students to set targets, monitor achievement, and, as a result, make changes to programs and strategies to support and improve each student's progress.

10.2 Assessment for Learning

Assessment for learning in Aboriginal Languages is designed to enhance teaching and improve learning. It is assessment that gives students opportunities to produce the work that leads to development of their knowledge, understanding and skills. *Assessment for learning* involves teachers in deciding how and when to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self-assessment and peer assessment.

Teachers of Aboriginal Languages will provide students with opportunities in the context of everyday classroom activities, as well as planned assessment events, to demonstrate their learning.

In summary, *assessment for learning*:
- is an essential and integrated part of teaching and learning
- reflects a belief that all students can improve
- involves setting learning goals with students
- helps students know and recognise the standards they are aiming for
- involves students in self-assessment and peer assessment
- provides feedback that helps students understand the next steps in learning and plan how to achieve them
- involves teachers, students and parents in reflecting on assessment data.

Quality Assessment Practices

The following *Assessment for Learning Principles* provide the criteria for judging the quality of assessment materials and practices.

Assessment for learning:

- **emphasises the interactions between learning and manageable assessment strategies that promote learning**

  In practice, this means:
  - teachers reflect on the purposes of assessment and on their assessment strategies
  - assessment activities allow for demonstration of learning outcomes
  - assessment is embedded in learning activities and informs the planning of future learning activities
  - teachers use assessment to identify what a student can already do.

- **clearly expresses for the student and teacher the goals of the learning activity**

  In practice, this means:
  - students understand the learning goals and the criteria that will be applied to judge the quality of their achievement
  - students receive feedback that helps them make further progress.

- **reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark**

  In practice, this means:
  - teachers use tasks that assess, and therefore encourage, deeper learning
  - feedback is given in a way that motivates the learner and helps students to understand that mistakes are a part of learning and can lead to improvement
  - assessment is an integral component of the teaching-learning process rather than being a separate activity.

- **provides ways for students to use feedback from assessment**

  In practice, this means:
  - feedback is directed to the achievement of standards and away from comparisons with peers
  - feedback is clear and constructive about strengths and weaknesses
  - feedback is individualised and linked to opportunities for improvement.

- **helps students take responsibility for their own learning**

  In practice, this means:
  - assessment includes strategies for self-assessment and peer assessment emphasising the next steps needed for further learning.

- **is inclusive of all learners**

  In practice, this means:
  - assessment against standards provides opportunities for all learners to achieve their best
  - assessment activities are free of bias.

10.3 Reporting

Reporting is the process of providing feedback to students, parents and other teachers about student progress.

Teachers use assessment evidence to extend the process of *assessment for learning* into their *assessment of learning*. In a standards-referenced framework teachers make professional judgements about student achievement at key points in the learning cycle. These points may be at the end of a year or stage, when schools may wish to report differentially on the levels of knowledge, understanding and skills demonstrated by students.

Descriptions of student achievement in Aboriginal Languages provide schools with a useful tool to report consistent information about student achievement to students and parents, and to the next teacher to help to plan the next steps in the learning process.

The A-E grade scale or equivalent provides a common language for reporting by describing observable and measureable features of student achievement at the end of a stage, within the indicative hours of study. Teachers use the descriptions of the standards to make a professional, on-balance judgement, based on available assessment information, to match each student's achievement to a description. The Common Grade Scale (A-E) or equivalent is used by teachers to report student levels of achievement from Stages 1 to 5.

For students with special education needs, teachers may need to consider, in consultation with their school and sector, the most appropriate method of reporting student achievement. It may be deemed more appropriate for students with special education needs to be reported against outcomes or goals identified through the collaborative curriculum planning process.

10.4 Choosing Assessment Strategies

Planning for assessment is integral to programming for teaching and learning. In a standards-referenced framework, teachers assess student performance on tasks in relation to syllabus outcomes and make on-balance judgements about student achievement. Assessment relies on the professional judgement of the teacher and is based on reliable data acquired in a fair and challenging environment, from multiple performances in a variety of contexts. Assessment is fundamental for furthering student learning.

In planning programs, teachers, individually and collaboratively, review the syllabus and standards materials. They use these materials to describe for themselves what students should know and be able to do at a particular stage, and they consider the kinds of evidence their students could produce to show they have learnt what they needed to learn.

Students are provided with a description of the learning expected to be accomplished, opportunities to discuss the criteria on which judgements will be based, time to learn, and where possible, examples of what that learning looks like.

Assessment is used to determine the students' initial knowledge, understanding and skills, to monitor student progress and to collect information to report student achievement. The assessment cycle is continuous; students receive and give themselves feedback on what they have learnt, and what needs to be done to continue their learning. Students gain information about their learning through feedback from teachers and from self-assessment and peer assessment. The challenge and complexity of assessment tasks increase to enable students to develop evaluative independence as they assess their own knowledge, understanding and skills, and determine ways to improve their learning.

Assessment strategies in Aboriginal Languages allow students to demonstrate the level of their acquisition of a language, their understanding of Aboriginal languages as systems and the interconnections between Aboriginal languages, and between Aboriginal languages and English, and their developing awareness of the interdependence of language, land and culture.

Teachers of Aboriginal Languages should employ a range of assessment strategies to ensure that information is being gathered regarding the knowledge and understanding that are being acquired, and the skills that are being developed. Strategies should be appropriate to the outcomes being addressed, be manageable in number and be supportive of the learning process. Teachers could work collaboratively in planning appropriate assessment strategies. Working collaboratively leads teachers to develop a shared understanding of the syllabus standards and also supports teachers in making consistent and comparable judgements of student achievement in relation to these standards.

In planning for assessment in Aboriginal Languages it is important for teachers to consider:

- the requirements of the syllabus
- the accessibility of the proposed activity in terms of language requirements
- the appropriateness of the challenge presented to individual students
- resource availability
- how the task will be administered
- the way in which feedback will be provided.

In planning for assessment, teachers of Aboriginal Languages need to consider how results will be recorded, with a view to ensuring that there is sufficient and appropriate information collected for making an on-balance holistic judgement of the standard achieved by the student at the end of the stage. The evidence collected should enable teachers of Aboriginal Languages to make consistent judgements to meet the various reporting requirements that the system, school and community may have.

Aboriginal Languages particularly lends itself to the following assessment techniques:

Presentations
Assessment activities might include prepared and impromptu oral presentations, role-plays, conversations, prepared video/audiotapes, poster presentations and displays.

When this technique is used for assessment purposes students could be assessed on their ability to:
- convey information using a variety of structures and expressions
- communicate using accurate vocabulary and expressions
- make linguistic choices according to purpose, audience and context.

Responding to stimulus material
Assessment activities might include responses to taped interviews, television programs, stories, conversations, songs, letters, and articles.

When this technique is used for assessment purposes students could be assessed on their ability to:
- understand general or specific aspects of texts
- summarise information and ideas
- evaluate written and spoken texts to identify points of view
- convey information accurately and appropriately.

Producing original texts
Assessment activities might include writing for a specific context, purpose and audience, editing texts to remove errors, improve style, shorten, lengthen or adjust for a different purpose, audience and context.

When this technique is used for assessment purposes students could be assessed on their ability to:
- plan, draft and edit when constructing their own text
- evaluate the accuracy and appropriateness of structures when constructing and editing text
- select and incorporate particular structures to achieve specific purposes
- describe features of text structure, such as cohesion in sequencing ideas.

Inquiry-based research assignments and projects
Assessment activities might include development of multimedia, texts and presentations about key features of the culture of Aboriginal communities.

When this technique is used for assessment purposes students could be assessed on their ability to:

- collect and interpret information drawn from the internet, CD-ROMs and the library
- summarise information and ideas
- present material in diverse ways
- assess the frequency of the use of the Aboriginal language in different parts of the community and comment on progress in language revitalisation.

Community assessment
For assessment in Aboriginal Languages, the local Aboriginal community may play a role in assisting schools to make judgements about a student's language proficiency.

Peer assessment
The study of Aboriginal Languages encourages the active involvement of students in the learning process. Opportunities exist for individual and collaborative work. Activities involving peer assessment might include evaluating the contribution of individuals to a group task and reflecting on a peer presentation.

Self-assessment
In the study of Aboriginal Languages students are encouraged to acquire basic skills to become self-directed learners. Opportunities exist for students to reflect on their progress towards the demonstration of the syllabus outcomes. This reflection provides the basis for improving their learning. Developing self-assessment skills is an ongoing process, becoming increasingly more sophisticated and self-initiated as a student progresses.

11 Glossary

Note: this glossary of syllabus terms provides definitions pertaining to Aboriginal languages, cultures and identity. These definitions have been developed specifically for this syllabus and support documents, based on current accepted usage. Schools and communities may wish to develop their own glossary pertinent to local usage.

Aboriginal	refers to the Indigenous people of Australia except those of the Torres Strait region
Aboriginal English	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.
colonisation	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.
community(ies)	community is about interrelatedness and is central to shared conceptions of belonging. Aboriginal people may belong to more than one community. Important elements of community are identification with country or location, family ties and shared experience.
consultation	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.
copyright	the legal protection provided to the creators of original works and makers of sound recordings and films, preventing unauthorised copying or exploitation by others
country	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.
cross-cultural	relating to the influence of diverse cultures on one another

cultural heritage	the continuity, from one generation to another, of a group's culture, values and attitudes, including knowledge, language, arts, rituals, performances, sites and objects. This does not preclude the possibilities of change over time.
culture	the social practices of a particular people or group, including shared language, beliefs, values, knowledge, customs and lifestyle
custodians	in Indigenous communities, an individual charged with maintaining and passing on particular elements of cultural significance, eg stories, songs, language, ritual and imagery. See also *owners*
digraph	a pair of letters representing a single speech sound, eg *ng*
Elders	those who are 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.
ellipsis	omission of a word
identity	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/groups
Indigenous	internationally recognised term for the first people of a land
Indigenous cultural and intellectual property	includes objects, sites, cultural knowledge, arts and cultural expression, 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
intellectual property	non-material assets such as forms of cultural expression that belong to a particular individual or community. Intellectual property rights refers to the bundle of 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 also *indigenous cultural and intellectual property*
kinship	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.
land	the specific area (and its physical, linguistic and spiritual features) to which a nation or community belongs. It is a profound spiritual basis of Aboriginal heritage. See also *country*

language group	an Aboriginal community identified with a common language, both verbal and nonverbal, and identified with a particular territory. Used in preference to the term 'tribe'. See also *nation*
language revitalisation	the range of strategies for increasing knowledge and use of a language which is no longer spoken fully across all generations. Also referred to as *language revival*
metalanguage	the language used to describe and discuss language, eg noun, verb, preposition, paragraph
mnemonic	a technique assisting memorisation, eg a rhyme or formula
multimedia	the combined use of media such as text, graphics, music, voice for communication purposes, eg in CD-ROMs, DVDs, videos, computer games
nation	group of people having common descent, language and history. It is a preferable term to 'tribe'. *Nation* 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 also *language group*
orthography	written representation of language
owners	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 also *custodians*
paralanguage	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; for example using hands while talking, facial expressions, tone of voice
protocols	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 both the local Aboriginal community and the school community. Protocols inevitably vary between communities, and between people within communities. In establishing a partnership between schools and Aboriginal communities it is especially important that protocols are acknowledged and respected.
realia	objects, artefacts, concrete examples of daily life

reconciliation	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 between Indigenous and non-Indigenous people in working together with a view to reconciling the dispossession and ongoing inequalities suffered by Indigenous people and communities
register	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.
respect	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.
scaffold	a framework to support the production of original text
symbols	written representations of a language, such as letters, characters, marks, accents; identifiable aspects of culture such as flags, artefacts, costumes, landmarks
target language	the Aboriginal language in which it is intended that the student will gain proficiency
text	the actual wording of anything written, printed or spoken
texts	communications 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 series of related topics.
Torres Strait Islanders	refers to the Indigenous people of the Torres Strait region
youth culture	the shared beliefs, values, knowledge, creative activities, customs and lifestyle of groups of young people within societies